



Cecil B. DeMille Elementary School

2005-2006 School Accountability Report Card

Kindergarten through Sixth Grade

Ms. Lauren Vu-Tran
Principal

(714) 894-7224

Principal's Message

I'd like to welcome you to the DeMille Annual School Accountability Report Card and thank you for taking the time to explore it. Every school in California issues the Accountability Report Card in order to offer parents and community the opportunity to gain insight into the quality educational program offered. As principal, I am proud of the students and staff of DeMille, and am honored to be able to share some of their accomplishments with you.

Some of the exciting things happening at DeMille during the 2005-06 school year include an extensive after-school tutoring program, Homework Help, to assist at-risk students and help others catch up on learning missed due to absences. The DeMille Conflict managers program teaches children to help each other solve problems. Community involvement is increasing at DeMille.

It is the belief of DeMille Elementary School that students can and will excel in an environment that is tailored to meet their changing needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and positive social interaction. In state assessments, the students continue to meet and exceed Growth Targets set by the State of California, which has resulted in DeMille Elementary School receiving a 2005 Title I Academic Achieving School Award.

As a school, we are fortunate to have highly qualified teachers eager to make a difference in the lives of our students. The staff, in turn, considers themselves fortunate to have the opportunity to work with the unique students that are a vital part of our diverse community. We maintain our commitment to students, parents, and community members to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in preparing our students to become productive citizens of tomorrow.

District Mission Statement

To empower students to become lifelong learners and fulfilled, productive citizens in a changing world.

Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy.

The District serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The District is comprised of thirteen elementary schools and three middle schools. Total District enrollment for the 2005-06 school year was 10,024 students.

Westminster School District

*"High Academic Achievement
For All Students"*

Board of Trustees

Mary Mangold, President

Jo-Ann Purcell, Vice President

Dave Bridgewater, Clerk

Andrew Nguyen, Member

Sergio Contreras, Member

2005

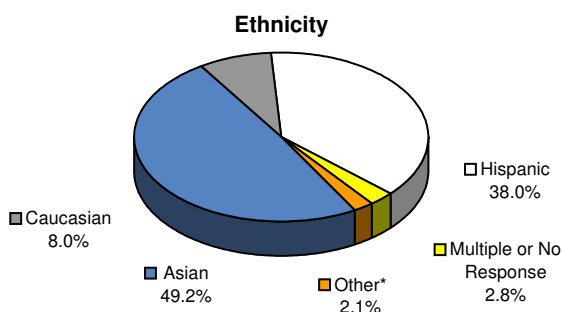
*California Department
of Education
Distinguished School
Award*



www.wsd.k12.ca.us

15400 Van Buren Street • Midway City, CA 92655

Cecil B. DeMille Elementary School opened in 1959 in Midway City, and has continued to provide students in grades kindergarten through six with a solid academic foundation on a traditional calendar. During the 2005-06 school year, 577 students were enrolled at DeMille Elementary School, of which 9.0% were students with disabilities, 65.0% were English Learners, and 69.7% were socioeconomically disadvantaged. Student body demographics are illustrated below.



*Other includes: African American (0.3%), American Indian (0.2%), and Pacific Islander (1.6%).

Discipline & Climate for Learning

Students at DeMille Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. DeMille Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of DeMille Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as parent information packets sent out at the beginning of each school year.

The District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by DeMille Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth.

DeMille Elementary School focuses on helping students build positive relationships with peers, family, and others through the Asset-Building program. Additional activities and programs that promote cultural awareness at DeMille Elementary School include: Blue Star awards for positive behavior, especially toward each other, annual music festivals in the winter and spring, and Family Nights.

The Suspensions and Expulsions table below illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	DeMille ES			WSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	23	36	32	766	979	1050
Suspension Rate	4.0%	6.3%	5.5%	22.0%	21.8%	10.5%
Expulsions	0	0	0	8	2	8
Expulsion Rate	0.0%	0.0%	0.0%	0.07%	0.02%	0.08%

Contact Information

Parents who wish to participate in DeMille Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7224.

Extracurricular Activities & Recognition Programs

Students are encouraged to participate in the school's additional extracurricular activities, including: Founder's Day, Jog-A-Thon, and Student Council (Grades 3-6). DeMille Elementary School staff encourage positive behavior, and provide incentives and attainable goals for all children through an extensive list of schoolwide recognition programs, including Dolphin of the Month, Reader of the Month, Blue Star Winner, Principal's Award, WELA Award, Golden Apple Award, Accelerated Reader Incentives, Honor Roll, Perfect Attendance Contest, Perfect Attendance Award, Simple Acts of Care and Kindness, and the Foundation-Student Recognition.

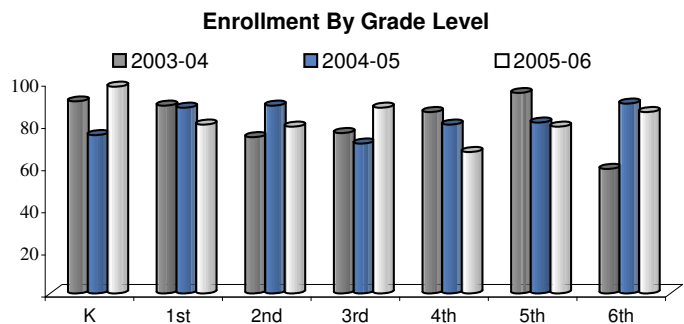
Homework

At DeMille Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

School Attendance and Enrollment

At DeMille Elementary School, regular attendance is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated in the District's annual parent notification and Orange County Truancy Project policy. Parents are advised of their responsibilities, including proper notification of why and when students are absent.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at DeMille Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2005-06 school year, the actual attendance rate for all grade levels at DeMille Elementary School was 97.55%. The following chart illustrates total enrollment for the last three years.



Instructional Minutes & Minimum Days

For the 2005-06 school year, DeMille Elementary School offered 180 days of instruction comprised of 132 regular days, one minimum day, 37 modified Wednesdays and 10 Parent Conference days. Regularly scheduled shortened days are set aside for teachers to use their professional judgment in order to improve and enhance their curriculum. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	50,461
1st-3rd	50,461	50,461
4th-6th	54,160	54,360

Class Size

DeMille Elementary School maintains an overall average class size of 24.1 and a pupil teacher ratio of 21.4:1. The pupil-to-teacher ratio varies by grade level taught. The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution									
	Average Class Size			Classrooms Containing:						
				1-20 Students		21-32 Students		33+ Students		
	04	05	06	04	05	06	04	05	06	
K	31	25	21		7		5	5	1	1
1st	20	18	20	4	5	4				
2nd	20	20	20	3	4	4				
3rd	19	20	29	4	3				3	
4th	29	27	27				3	3	2	
5th	31	27	33				2	3	1	1
6th	29	30	29				3	2	4	1
K-3	23	20			1		1			
4th-6th			28						1	

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. DeMille Elementary School began implementing CSR for grades Kindergarten through three in 1996-1997. The chart at right illustrates the percentage of classrooms participating in CSR.

	CSR Participation		
	03-04	04-05	05-06
K	0%	0%	88%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	0%
K-3rd	0%	100%	n/a

Curriculum Improvement

All curriculum development at DeMille Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum with district curriculum pacing calendar to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of DeMille Elementary School's curriculum is an ongoing process.

The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum Steering Committees for Mathematics, Language Arts/Writing, and English Learners, consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.



Textbooks & Instructional Materials

Westminster School District held a Public Hearing on October 19, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents.

The District follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The chart below contains a list of the most recent textbook adoptions in core curriculum areas for DeMille Elementary (as of January 2007).

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	SRA/McGraw-Hill	K-2	2002	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
	Houghton Mifflin	3-5	2002		0%
	Holt, Rinehart & Winston	6	2002		0%
Math	Harcourt Math	K-6	2001		0%
Social Science	McGraw Hill	K-6	1999		0%
Science*	Houghton Mifflin	4-5	2004		0%
	Prentice Hall	6	2001		0%

*Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.

Library & Computers

DeMille Elementary School's library is stocked with numerous titles that are available for students to check out as well as a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills.

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. DeMille Elementary School has its own computer lab with 34 student computers and one teacher computer. In addition, each classroom has seven computers. Students and staff also have the opportunity to utilize the Computer Tech Center at Willmore Elementary School. The Center is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos, and is staffed by a qualified Curriculum Resource Technology Teacher.

	Computer Resources		
	03-04	04-05	05-06
Computers	111	134	177
Students per computer	5.1	4.3	3.3
Classrooms connected to Internet	25	27	27

School Leadership

Leadership at DeMille Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Betty DeWolf for the last five years. Beginning in the 2006-07 school year, Ms. Lauren Vu-Tran will assume the position of principal at DeMille Elementary. Prior to this position, Ms. Vu-Tran was a Director of the Science Program for five years and has been with the Westminster Elementary School District for 11 years.

Grade-Level Teams concentrate on curriculum planning, enrichment activities, and student assessment. Their focus has centered on school wide programs such as reading interventions, science curriculum, and assessment of student work. Representatives from each team meet regularly with school administration to share ideas, goals, and information. An on-going evaluation of student achievement and data analysis through Edusoft helps improve instruction for all students.

Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the State's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with State content standards. Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

California Achievement Test (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades three and seven only and no longer tests science in any grades. Detailed information regarding results for each grade level can be found at <http://star.cde.ca.gov>. The following chart reflects the percentage of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math, for the previous three years. Beginning in 2005, the CAT/6 will test reading/language arts, spelling and mathematics in grades three and seven only, and will no longer test science in any grades.

CAT/6 Norm Referenced Test																														
% At or Above 50th Percentile																														
	Reading						Math																							
	2		3		4		2		3		4		5		6															
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06												
DeMille ES	48			28	19	32	32			34			57			73			53	54	48	44			52			67		
WSD	45			31	33	35	35			44			50			63			59	61	59	53			55			59		
California	47			35	36	37	36			41			46			59			54	55	56	49			50			53		
Subgroups																														
Females	54			31	20	40	40			25			50			81			56	56	53	44			47			58		
Males	44			26	19	25	23			45			62			68			51	53	44	44			57			74		
Socioeconomically Disadvantaged	53			20	21	30	29			28			51			68			41	50	46	41			48			60		
English Learners	41			14	15	27	23			20			24			68			47	50	48	39			37			52		
Asian	42			38	23	50	42			51			69			78			74	64	73	66			65			86		
Caucasian	*			*	*	23	*			*			*			*			*	*	31	*			*			*		
Hispanic	50			15	11	14	20			15			39			60			26	26	29	20			34			43		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No Child Left Behind

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes; providing technical assistance and coaching for staff; additional tutoring and interventions for students; and transporting students requesting transfers to other schools within the district.

A "Yes" in the chart below means the school or district was at or above the 2006 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. DeMille Elementary School met all of the 2006 AYP criteria.

Federal Intervention Programs

Program Improvement (PI)

Program Improvement Status	DeMille ES		WSD
	Not in PI	Not in PI	Not in PI
First Year of PI	--	--	--
Year in PI (in 2006-07)	--	--	--
Number of Schools Currently in PI	--	--	4
Percent of Schools Identified for PI	--	--	26.7%

Adequate Yearly Progress (AYP)

Made AYP Overall	DeMille ES		WSD	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	N/A		N/A	



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)																																		
Combined % of Students Scoring at Proficient and Advanced Levels																																		
Language Arts												Math						Science																
2			3			4			5			6			2		3		4		5		6		5									
04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06					
All Students																																		
DeMille ES	42	48	45	30	24	30	36	47	48	40	36	36	33	39	39	66	51	62	45	60	49	50	65	53	35	41	49	41	50	47	15	24	27	
WSD	40	47	51	30	32	35	37	48	53	41	44	45	37	40	47	58	62	64	52	62	62	49	61	62	41	54	54	40	45	50	20	26	34	
California	36	42	47	30	31	37	40	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32	
Females																																		
DeMille ES	50	49	56	42	24	38	40	61	65	34	43	54	33	39	43	77	53	69	56	68	51	50	71	65	30	46	57	33	43	48	6	24	32	
WSD	46	49	58	34	37	38	40	53	57	43	49	50	41	44	49	58	59	63	50	63	58	50	61	66	41	57	55	40	45	51	16	22	33	
California	39	45	51	33	35	39	43	52	54	44	46	47	39	41	44	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	22	26	30	
Males																																		
DeMille ES	37	47	35	21	23	23	31	33	39	48	26	19	32	38	34	59	49	55	35	55	46	49	60	51	40	34	43	47	59	45	26	24	21	
WSD	34	45	45	26	26	31	34	42	48	38	40	40	33	36	43	56	65	64	55	61	65	48	61	59	41	50	55	40	45	49	25	29	34	
California	32	39	43	28	29	33	36	44	46	36	39	40	33	35	39	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	26	32	34	
English Learners																																		
DeMille ES	30	44	41	24	17	29	27	32	39	17	12	22	5	15	17	59	47	59	41	58	46	44	60	45	24	23	48	24	24	32	4	5	17	
WSD	35	41	45	20	25	24	22	33	40	19	21	24	12	11	16	57	57	60	49	61	55	38	52	55	27	38	40	21	20	27	8	9	15	
California	18	23	27	11	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7	
Socioeconomically Disadvantaged (SED)																																		
DeMille ES	40	42	39	23	21	26	27	46	45	38	29	32	26	28	37	64	46	57	39	54	45	44	65	51	33	38	43	33	46	42	12	19	20	
WSD	33	40	42	25	23	23	29	42	45	33	37	37	27	31	39	53	55	58	48	55	53	43	56	55	37	48	49	34	38	43	14	20	25	
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	40	45	48	36	44	46	32	38	42	25	32	35	22	26	28	11	14	18	
Asian																																		
DeMille ES	44	63	55	50	28	55	50	58	55	49	48	51	55	49	49	75	71	80	65	74	73	72	78	68	58	61	72	69	67	67	26	33	36	
WSD	52	62	65	40	43	45	48	60	69	59	57	59	51	58	56	75	78	79	73	80	80	67	78	82	64	74	77	64	67	65	29	31	46	
California	60	66	71	54	54	60	64	71	73	63	67	67	59	60	66	77	79	81	75	81	82	74	79	81	67	74	76	66	69	72	43	50	54	
Caucasian																																		
DeMille ES	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	*	*	*	*	*	31	*	*	*	*	*	*	*	*	*	*	*	*	*
WSD	50	58	65	45	45	52	53	62	60	49	60	58	50	53	62	60	69	72	59	70	73	59	71	67	40	56	57	43	50	66	27	36	50	
California	53	61	65	48	51	55	59	68	69	60	63	63	56	68	61	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	41	49	52	
Hispanic																																		
DeMille ES	25	35	29	9	5	6	20	32	37	27	32	18	9	23	33	36	40	38	14	21	29	40	27	32	9	12	29	11	17	19	2	13	18	
WSD	22	29	35	14	14	15	18	30	33	21	23	26	16	18	26	39	44	49	34	42	42	27	42	41	22	35	34	19	24	26	8	14	13	
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	11	14	18	

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

California uses the results of the CAT/6 and the California Standards Test (CST) to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1,000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

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

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



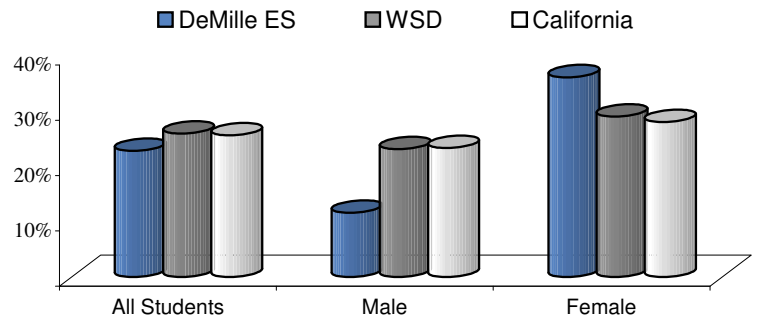
API School Results				
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	6	6	6	
Similar Schools Rank	8	9	7	
All Students				
Actual API Growth	23	2	-8	749
Asian				
Actual API Growth	20	-8	11	824
Hispanic				
Actual API Growth	3	16	-20	665
Socioeconomically Disadvantaged				
Actual API Growth	25	5	-7	728
English Learners				
Actual API Growth	--	--	3	736

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Physical Fitness

In the spring of each year, DeMille Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ). The chart at right reflects the percentage of fifth grade students at DeMille Elementary School in the HFZ, compared to district and state results for the same grade level in 2005-06.

**Students in Healthy Fitness Zone
Grade 5**



School Facilities & Safety

DeMille Elementary School offers a safe and secure campus for students and staff. The school was built in 1959 and provides up-to-date facilities and adequate space for students and staff. DeMille Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 29 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games.

The table at right displays the results of the most recent School Facilities and Safety inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The school's Comprehensive School Site Safety Plan is updated each spring to ensure the protection of students and staff, as well as the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are readily available. Disaster drills are held regularly throughout the year; fire drills are held once each month, earthquake drills are held two times each year and secure campus drills are each held twice a year.

DeMille Elementary School employs campus supervisors to monitor students during their lunch break. Teachers and the Principal supervise students before school and during regularly scheduled breaks. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

School Facility Conditions			
Date of Last Inspection: Ongoing			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior/exterior)	x		
Interior Surfaces (walls, floors, & ceilings)	x		
Hazardous Materials (interior/exterior)	x		All friable materials have been removed from easily accessible areas. Monitor non-friable material through our three-year asbestos reinspection.
Structural Damage	x		
Fire Safety	x		
Electrical (interior/exterior)	x		
Pest/Vermin Infestation	x		Gopher/pest control program ongoing at all sites.
Drinking Fountains (inside/outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		

All of the Westminster District school sites were modernized from 1999 through 2002. Major repairs were completed at all sites and all of the campuses are in good repair.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

For the 2005-06 school year, the district budgeted \$400,000 for the deferred maintenance program. This represents 0.06% of the district's general fund budget. For the 2005-06 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the continued maintenance of school site facilities including roof repairs, carpet and flooring replacement, boiler/heater replacement, resealing of asphalt, and painting of buildings.



Teacher Assignment

DeMille Elementary School recruits and employs only the most qualified teachers who meet all credential requirements in the State of California. For the 2005-06 school year, DeMille Elementary School had 30 fully credentialed teachers.

	DeMille ES			WSD
	03-04	04-05	05-06	05-06
Fully Credentialed	30	29	30	477
Without Full Credentials*	0	0	0	18
Teaching Outside Subject Area	0	0	0	19

*Data reflects teachers with emergency credentials, waivers, district interns, pre-interns, and university interns as reported by the CDE DataQuest reporting source <http://data1.cde.ca.gov/dataquest/>.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2006-07 school year, the most current available data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	2	1
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	2	1
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. California has been granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Courses in Core Academic Subjects	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
DeMille ES	96.7%	3.3%
All District Schools	92.0%	8.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	96.0%	4.0%

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

The school principal conducts each evaluation and assesses performance based on specific criteria: Students' progress, as compared to District standards; Working relationship with other staff and teachers; Professional qualities; Teaching techniques and strategies; Progress in meeting curricular objectives; and Performance of additional assignments.

Faculty members have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program, in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The District offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development for DeMille Elementary School during the 2005-06 school year included: District Analysis of Test Scores, Writing Alive, and intervention curriculum.

Training continued for the schools' Beckman Science program, which offers students lab-based, hands-on science instruction. Other continuing programs include Envoy training for classroom management and Masonic Student Assistance Program, which aids teachers in recognizing signs of abuse in students, and ways to help them. In addition, staff members are encouraged to attend workshops and conferences.



Substitute Teachers

Westminster School District's pool of over 200 substitute teachers all have a bachelor's degree and have passed the California Basic Education Skills Test (CBEST). The District shares its substitute pool with other districts. It is the District's policy that no elementary classes are without a substitute. On rare occasions when a substitute teacher is not available for an absent teacher, a substitute is transferred from one of the middle schools to cover an elementary class. The middle school teachers then use their prep periods to share the responsibility for the subsequent vacancy.

Counseling & Other Support Services

It is the goal of DeMille Elementary School to assist students in their social and personal development as well as academics. The district provides additional services to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides a Student Achievement Counselor to assist with problems that effect the academic success of students. The psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals. The following support services are available for students at DeMille Elementary School.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Student Achievement Counselor	1	1.0
Library Media Assistant	1	0.5
Psychologist	1	0.2
Nurse	1	0.2
Speech & Language Specialists	2	0.8
Resource Specialist Program (RSP) Teacher	1	1.0
Para Educator	1	0.5
Computer Instructional Assistant	1	0.5
Health Clerk	1	0.5

DeMille Elementary School utilizes both supplemental instruction and Special Day classes for students with special needs. A Resource Specialist and a Speech & Language Therapist provide support to students with special needs.

A Gifted and Talented Education (GATE) program is available for students who qualify. All second grade students are tested for the program, and placement begins in the third grade. GATE students are challenged with curriculum of greater depth and complexity through differentiated instruction.



Community & Parent Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students, including GATE Program and varied programs through the Westminster Community Center.

Parent conferences, Open House, and Back to School nights are designed to welcome parents, seek input, and answer questions. The school also has an active Parent Involvement Team, including the Parent Teacher Association (PTA), which organizes family events such as the Fall Harvest Festival and Spring Fling.

Newsletters are sent home every other month. Parents are encouraged to make an appointment with their child's teacher or principal any time. Parents and community members are encouraged to volunteer in classrooms and on field trips, and participate in school activities.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

The table below illustrates teacher and administrative salaries at the district and state level.

	WSD	California
Beginning Teachers	\$34,664	\$38,554
Mid-Range Teachers	\$66,902	\$62,649
Highest Teachers	\$82,444	\$76,437
Elementary Principals	\$92,276	\$95,882
Middle School Principals	\$90,338	\$98,355
Superintendent	\$175,114	\$150,227
Salaries as a Percentage of Total Budget		
Teachers Salaries	44.7%	43.8%
Administrative Salaries	4.9%	5.4%

School & District	DeMille ES	\$54,870
	WSD	\$59,718
	Percentage of Variation: 8.1%	
School & State	DeMille ES	\$54,870
	All Elementary School Districts	\$58,725
	Percentage of Variation: 6.6%	



Expenditures & Services Funded

Westminster School District spent an average of \$6,778 to educate each student (based on 2004-05 audited financial statements). The table at right provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Educational Technology Assistance Grants
- Class Size Reduction K-3
- Peer Assistance and Review

DeMille ES	Total	\$5,054
	From Restricted Sources	\$1,309
	From Unrestricted Sources	\$3,745
WSD	From Unrestricted Sources	\$3,608
	Percentage of Variation Between School & District: 3.8%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation Between School & California: 21.0%	

