



**Serving Grades
Kindergarten through Six**

**15400 Van Buren Street
Midway City, CA 92655
(714) 894-7224**

**Principal
Shannon Villanueva**

**Westminster
School District**

**"High Academic Achievement
for All Students"**

www.wsd.k12.ca.us

**Superintendent
Sharon Nordheim, Ed. D**

**Board of Trustees
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Cecil B. DeMille Elementary School

2008-2009 School Accountability Report Card

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 the 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 2008-09 school year include after school PRIDE and ESP Programs which provide child care and tutoring services. Teachers also provide Homework Help to assist at-risk students and help others catch up on learning missed due to absences. DeMille also added SuccessMaker Math Software for student intervention. 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 Vision Statement

High Academic Achievement, health, safety and well-being for all Westminster School District students.

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 six K-5 and six K-6 elementary schools, one K-8 school, and two middle schools. Total district enrollment for the 2008-09 school year was 9,880 students.

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 2008-09 school year, 577 students were enrolled at DeMille Elementary School. Student body demographics are illustrated in the chart.



Student Enrollment by Ethnic Group

2008-09

| | Percentage |
|-------------------------|------------|
| African American | 0.2% |
| American Indian | 0.0% |
| Asian | 54.6% |
| Caucasian | 7.5% |
| Filipino | 0.3% |
| Hispanic or Latino | 35.7% |
| Pacific Islander | 0.3% |
| Multiple or No Response | 1.4% |

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. Parents and students are informed of school rules and 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 Suspensions and Expulsions table 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 | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 47 | 25 | 32 | 1139 | 928 | 921 |
| Suspension Rate | 8.3% | 4.4% | 5.5% | 11.5% | 9.3% | 9.3% |
| Expulsions | 0 | 0 | 0 | 7 | 4 | 4 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |

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.

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.

School Enrollment & Attendance

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. More 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.

The chart illustrates total enrollment for the last three years.

Enrollment Trend by Grade Level

| | 2006-07 | 2007-08 | 2008-09 |
|-----|---------|---------|---------|
| K | 81 | 84 | 73 |
| 1st | 100 | 77 | 88 |
| 2nd | 74 | 96 | 68 |
| 3rd | 81 | 72 | 98 |
| 4th | 86 | 84 | 79 |
| 5th | 67 | 85 | 84 |
| 6th | 76 | 65 | 87 |

Class Size

DeMille Elementary School maintained an overall average class size of 22.9 and a pupil teacher ratio of 22.9:1 in the 2008-09 school year. The pupil-to-teacher ratio varies by grade level taught. The 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 | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| K | 20 | 21 | 18 | 5 | - | 5 | 1 | 5 | - | - | - | - |
| 1 | 19 | 19 | 18 | 5 | 4 | 5 | - | - | - | - | - | - |
| 2 | 20 | 19 | 17 | 4 | 5 | 4 | - | - | - | - | - | - |
| 3 | 27 | 32 | 29 | - | - | - | 3 | 2 | 3 | - | - | - |
| 4 | 29 | 32 | 31 | - | - | - | 3 | 2 | 2 | - | - | - |
| 5 | 30 | 28 | 28 | - | - | - | 2 | 3 | 3 | - | - | - |
| 6 | 29 | 33 | 29 | - | - | - | 2 | 1 | 3 | - | 1 | - |
| 3-4 | - | 30 | 28 | - | - | - | - | 1 | 1 | - | - | - |
| 4-8 | 27 | - | - | - | - | - | 1 | - | - | - | - | - |

Class Size Reduction

In 1996, state legislature approved the implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Elementary schools within the Westminster Elementary School District participate in Class Size Reduction for grades K-2, with full-day kindergarten classes. The chart illustrates the percentage of classrooms that successfully met the CSR criteria for the past three years.

CSR Participation

| | 2006-07 | 2007-08 | 2008-09 |
|---|---------|---------|---------|
| K | 83% | 0% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 0% | 0% | 0% |



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.

Counseling & Support Staff

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 affect 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 |
| Computer Instructional Assistant | 1 | 0.5 |
| Health Clerk | 1 | 0.5 |
| Library Media Assistant | 1 | 0.5 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.2 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| Speech/Language Specialist | 1 | 0.8 |
| Student Achievement Counselor | 1 | 1.0 |

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.

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 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. The table displays the results of the most recent facility inspection provided by the district in October 2009. The items noted in the table have been corrected or are in the process of remediation.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 08/05/2009 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | RM 15-21 Modular - Wood rot damage to rooms 17 and 20. RM 21A-29 - Wood rot damage rms. 26 and 28. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

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 2009-10 school year, the district budgeted \$455,400 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2009-10 school year, the district's governing board has not approved any deferred maintenance projects for this school.

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.

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 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). For the 2008-09 school year, 20.5% of all fifth graders at DeMille Elementary School met the standards in all six fitness areas.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History.

Student scores for Reading and Mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.



National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

| | Average Scale Score | | % at Each Achievement Level | | |
|----------------------|---------------------|----------|-----------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

| | Participation Rate | | | |
|----------------------|--------------------|-----|----------|-----|
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

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, science, and social science, for the most recent three-year period, is shown. Results for course specific tests are available at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 40 | 42 | 47 | 47 | 50 | 54 | 43 | 46 | 50 |
| Mathematics | 51 | 55 | 58 | 51 | 55 | 58 | 40 | 43 | 46 |
| Science | 42 | 45 | 41 | 46 | 57 | 56 | 38 | 46 | 50 |
| History/Social Science | * | * | * | 40 | 41 | 45 | 33 | 36 | 41 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 61 | 75 | 62 | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 28 | 34 | 14 | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 35 | 52 | * | * |
| Males | 42 | 55 | 38 | * |
| Females | 52 | 61 | 43 | * |
| Socioeconomically Disadvantaged | 44 | 54 | 35 | * |
| English Learners | 37 | 50 | 26 | * |
| Students with Disabilities | 27 | 35 | * | * |
| Migrant Education | * | * | * | * |

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

| API School Results | | | | |
|---------------------------------|-------|-------|-------|--------------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 5 | 5 | 5 | |
| Similar Schools Rank | 4 | 3 | 4 | |
| All Students | | | | |
| Actual Growth | -1 | 27 | 4 | 776 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -1 | 31 | 7 | 759 |
| Asian | | | | |
| Actual Growth | -10 | 18 | 19 | 850 |
| Hispanic or Latino | | | | |
| Actual Growth | -11 | 22 | -4 | 669 |
| English Learners | | | | |
| Actual Growth | 12 | 20 | 8 | 770 |

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.

A "Yes" in the AYP chart means the school or district was at or above the 2008 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | Yes | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

Federal Intervention Program

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.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | Not in PI |
| First Year in PI | 2008-2009 | - |
| Year in PI (2009-10) | Year 1 | - |
| # of Schools Currently in PI | - | 8 |
| % of Schools Identified for PI | - | 53.33% |

Instructional Materials

Westminster School District held a public hearing on October 16, 2008 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. Core subject textbooks and instructional materials are provided for each student, including English Learners. Standards-aligned texts and materials are reserved both 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 table contains a list of the most recent textbook adoptions in core curriculum areas for schools within the Westminster Elementary School District, as of October 2009. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

| District-Adopted Textbooks | | | | | |
|----------------------------|----------------------------|--------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 6th | English/ Language Arts | Holt, Rinehart & Winston | 2002 | Yes | 0.0% |
| 3rd-5th | English/ Language Arts | Houghton Mifflin | 2002 | Yes | 0.0% |
| K-2 | English/ Language Arts | SRA/McGraw-Hill | 2002 | Yes | 0.0% |
| 6th | Foreign Language | Prentice Hall | 2007 | Yes | 0.0% |
| 6th | History/Social Science | Teacher's Curriculum Institute | 2007 | Yes | 0.0% |
| K-5 | History/Social Studies | Houghton Mifflin | 2007 | Yes | 0.0% |
| K-6 | Intervention | Sopris West | 2007 | Yes | 0.0% |
| K-6 | Mathematics | Harcourt | 2001 | Yes | 0.0% |
| 6th | Science | CPO Science | 2008 | Yes | 0.0% |
| K-5 | Science | Pearson Scott Foresman | 2008 | Yes | 0.0% |
| 4th-6th | Visual and Performing Arts | MacMillan/ McGraw Hill | 2009 | Yes | 0.0% |

Library Information

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.

Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the Westminster and Garden Grove branches of the Orange County Public Library system. For library hours, branch locations, and other information please call (714) 893-5057 or visit the library's website at www.ocpl.org.

Computer Resources

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 | | | |
|----------------------------------|-------|-------|-------|
| | 06-07 | 07-08 | 08-09 |
| Computers | 177 | 177 | 187 |
| Students per computer | 3.2 | 3.2 | 3.1 |
| Classrooms connected to Internet | 27 | 27 | 27 |

Teacher Assignment

Westminster School District recruits and employs only the most qualified teachers who meet all credential requirements in the State of California. For the 2008-09 school year, DeMille Elementary School had 28 fully credentialed teachers.

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 27 | 26 | 28 | 497 |
| Without Full Credentials | 0 | 0 | 0 | 3 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

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.

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

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 was 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 Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

Professional Development

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.

School Leadership

Leadership at DeMille Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Ms. Shannon Villanueva assumed the role of principal at DeMille Elementary School in the 2009-10 school year. Prior to this position, Ms. Villanueva was a teacher for 17 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.

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.

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.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE), that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Average Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education web site www.cde.ca.gov.

School Site Teacher Salaries

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 of publication, the most recent salary comparison data from the State of California was for the 2007-08 school year. The Average Teacher Salary table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

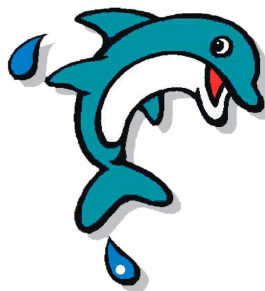
| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$71,192 |
| District | \$69,323 |
| Percentage of Variation | 2.69% |
| School & State | |
| All Elementary School Districts | \$67,082 |
| Percentage of Variation | 6.12% |

Expenditures & Services Funded

Westminster School District spent an average of \$8,180 to educate each student (based on 2007-08 audited financial statements). The chart 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-2
- Peer Assistance and Review



Average Salary Information Teachers - Principal - Superintendent 2007-08

| | District | State |
|------------------------------|-----------|-----------|
| Beginning Teachers | \$38,770 | \$41,866 |
| Mid-Range Teachers | \$74,858 | \$68,220 |
| Highest Teachers | \$92,211 | \$86,536 |
| Elementary School Principals | \$106,886 | \$107,858 |
| Middle School Principals | \$116,804 | \$111,405 |
| High School Principals | - | \$112,732 |
| Superintendent | \$165,000 | \$178,938 |

Salaries as a Percentage of Total Budget

| | | |
|-------------------------|-------|-------|
| Teacher Salaries | 44.0% | 42.0% |
| Administrative Salaries | 5.0% | 6.0% |

Expenditures per Pupil

| School | |
|---|---------|
| Total Expenditures Per Pupil | \$346 |
| From Restricted Sources | \$237 |
| From Unrestricted Sources | \$109 |
| District | |
| From Unrestricted Sources | \$4,134 |
| Percentage of Variation between School & District | 97.37% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 98.03% |