



Serving Grades
Kindergarten through Six

13552 University Street
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(714) 894-7227

Principal
Donna Brush

Westminster
School District

*"High Academic Achievement
for All Students"*

www.wsd.k12.ca.us

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Dr. Sharon Nordheim

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Frank N. Eastwood Elementary School

2007-2008 School Accountability Report Card

Principal's Message

Eastwood's staff members work together delivering the same message to all students. That message is "High Achievement for all Eastwood Students." Our well-rounded diverse student body includes 68 Special Education students in the following programs: Speech, Resource, GATE and Special Day. All these students join together forming our student population of 526.

Eastwood has succeeded in incorporating the arts, physical fitness, school pride, social responsibility and, most important, has taught our children to read and understand math procedures and concepts. We have continuously scored at the top of the district in reading and math while nurturing the well-rounded and diverse needs of each student. The Eastwood staff recognizes the key role parents play in the educational life of their children and, as a result, seeks to work closely with the home to provide a climate which enhances learning, personal growth and achievement which lead to success for all students.

Expanding beyond the walls of our school, the community has become our campus. Our vision includes a school community partnership, sharing in the education of our children. In an effort to actively involve the community in our goals, the concept of Partners in Education was established. Partners in Education include our students, staff, parents, businesses, community services and educational institutions. Our learning experience begins in the class and branches out through field trips, contests and competitions, sport events, extracurricular activities and voluntary services.

Eastwood has exceptional parent support and involvement. Eastwood PTA, parents, teachers, school staff and students work together to make Eastwood one of the most active schools in Orange County. The PTA provides services, funds, programs, organizes volunteers, creates business partnerships, raises funds, supports the community and even has a club for fathers called "Dolphin Dads." Eastwood PTA has been recognized as one of the "Top Ten PTAs" in California. Eastwood has received the National PTA Reading Literacy Award for its outstanding and innovative reading program.

Eastwood's Student Body, another Partner in Education, is also involved in supporting the overall school program. Through an elected Student Council, the students raise money to provide field trips and special programs for the students. The sixth graders work together to enable their entire class to participate in a week long Outdoor Science School Program held in the nearby San Bernardino Mountains.

Eastwood School is a unique place where people create and respect a warm, friendly and enthusiastic environment. An "Open Door" policy establishes a comfortable atmosphere where children and adults work together effectively. Visitors to our campus clearly see the spirit of cooperation, pride and dedication. This striving for excellence in education, using all partners, is the hallmark of Eastwood Elementary School.

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 six K-5 and six K-6 elementary schools, one K-8 school, and two middle schools. Total enrollment in the district for the 2007-08 school year was 9,930 students.

Frank N. Eastwood Elementary School opened in 1965 within a residential area in Westminster and since then has continued to provide students in grades kindergarten through six with a motivational learning experience. The Eastwood School community is located in the northwest corner of the city of Westminster in Orange County. The school facility is attractive, modern, and well maintained; it is situated in a quiet residential neighborhood adjacent to a city park.

Eastwood Elementary School operates on a traditional calendar and had an enrollment of 526 students at the beginning of the 2007-08 school year. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.2%
American Indian	1.9%
Asian	20.7%
Caucasian	46.4%
Filipino	1.0%
Hispanic or Latino	13.1%
Pacific Islander	0.4%
Multiple or No Response	16.3%

Discipline & Climate for Learning

Students at Eastwood 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 individual parent-student handbooks.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Eastwood 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 are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	29	11	21	1050	1139	928
Suspension Rate	5.2%	2.1%	4.0%	10.5%	11.5%	9.3%
Expulsions	0	0	0	8	7	4
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%

Homework

At Eastwood 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.

Recognition Programs & Extracurricular Activities

It is the desire of the Eastwood Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Eastwood Elementary offers the following recognition programs and awards: "Caught Being Good," Super Citizen, Outstanding Attendance, Presidential Academic Gold and Silver Awards, Golden Apple (Eastwood PTA), Dolphin Award, WELA Award, and the Citizenship Award (Westminster Police Department).

Students are recognized for positive behavior and citizenship daily with "Caught Being Good" slips. A Super Citizen award is presented to students consistently displaying good citizenship at school. Outstanding attendance is recognized at the end of each school year, with certificates given to each student. Students who have outstanding attendance for multiple years are also recognized by the district and the County Office of Education. Students in the primary classes are presented monthly with awards for academic excellence.

Each quarter, students in grades four through six are recognized for having high academic excellence.

Students are encouraged to participate in the school's extracurricular activities which are an integral part of the educational program. These activities include: Student Council, Chess Club, Dance, Musical Theater, Band, The Eastwood Carnival, Field Games, Extended School Program, Dolphin Dad Camp-out, school sponsored skate events, After-School Homework Club, and cross-age tutoring.

School Attendance & Enrollment

Regular attendance at Eastwood Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely.

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 student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates total enrollment for the last three years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	80	62	67
1st	79	86	62
2nd	70	76	84
3rd	69	69	74
4th	84	71	75
5th	84	87	70
6th	89	82	94

Instructional Minutes & Minimum Days

For the 2007-08 school year, Eastwood Elementary School offered 180 days of instruction comprised of 133 regular days, one minimum day, 37 modified Wednesdays, and nine 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 exceeded the daily instructional minute requirements specified in the California Education Code. The following chart illustrates instructional minutes offered for each grade level.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	50,547
1st	50,400	50,547
2nd	50,400	50,547
3rd	50,400	50,547
4th	54,000	54,859
5th	54,000	54,859
6th	54,000	54,859

Class Size

Eastwood Elementary School maintained a schoolwide average class size of 24.7 students and a pupil-to-teacher ratio of 23:1 for the 2007-08 school year. The pupil-to-teacher ratio varies by grade level taught. In addition to school staff, assistance in the classroom is also provided by volunteers from the community, the Rolling Readers program, Book Buddies, as well as student teachers from local colleges and universities. 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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	21	22	4	1	-	-	2	3	-	-	-
1	20	20	21	5	3	1	-	2	3	-	-	-
2	19	20	20	4	3	5	-	1	-	-	-	-
3	31	28	30	-	-	-	2	3	2	-	-	-
4	33	29	36	-	-	-	1	2	-	1	-	2
5	33	33	35	-	-	-	-	-	-	2	2	2
6	27	33	30	-	-	-	3	1	3	-	1	-
K-3	20	20	19	1	1	1	-	-	-	-	-	-
4-8	30	29	-	-	-	-	1	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				
	2005-06	2006-07	2007-08	
K	100%	33%	0%	
1	100%	60%	25%	
2	100%	75%	100%	

School Leadership

Leadership at Eastwood Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Donna Brush. Mrs. Brush has over 25 years of experience in education. Prior to her position as principal at Eastwood Elementary she held the following positions: 12 years as a Title I Coordinator, two years as a Director of Family Literacy, and three years as a Summer Principal. Eastwood Elementary School's staff meets bi-monthly and focuses on school wide issues. Together, the staff continually evaluates student achievement and uses that data to differentiate instruction for students.

Staff meetings focus on curriculum planning, enrichment activities, and student assessment. Representatives from each grade level meet regularly with the administration to share ideas, goals, and information. The principal meets with each grade level team on a regular basis to provide support and guidance in accountability. Ongoing evaluation of student achievement and data analysis helps improve instruction for all students.



Counseling & Support Staff

It is the goal of Eastwood Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:263. When additional assistance is necessary, the following resources have been made available to students at Eastwood Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
Intern Counselor	1	0.2
Librarian/library media teacher	1	0.5
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	0.8
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	0.8
Student Achievement Teacher	1	0.5

Eastwood 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 in addition to traditional classrooms. When needed, based on students' Individualized Education Plan (IEP) goals, the district provides Adaptive PE, an Occupational Therapist, and Visually Impaired services.

A Gifted and Talented Education (GATE) program is available for those students who qualify (The GATE program currently serves over 60 students), where students receive differentiated instruction within their regular classroom by GATE certified teachers. All second grade students are tested for the program, and placement begins in the third grade.

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. Numerous programs and activities are enriched by the generous contributions made by the following sources:

- Dolphin Dads
- In-n-Out Burger
- Mimi's Cafe
- Washington Mutual
- Eastwood Parent Volunteers
- School Site Council
- Eastwood Teachers
- Noelle Longmeyer, Realtor
- Parent Teacher Association (PTA)
- Community Volunteers
- Individual Community Members
- Ruby's
- Rolling Reader Community Volunteer Program

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.

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.

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.

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.

Physical Fitness

In the spring of each year, Eastwood 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 2007-08 school year, 16.3% of all fifth graders at Eastwood Elementary School met the standards in all six fitness areas.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	9	9	
Similar Schools Rank	4	7	4	
All Students				
Actual Growth	32	-16	6	855
Socioeconomically Disadvantaged				
Actual Growth	-	-	49	745
Asian				
Actual Growth	16	22	6	909
Hispanic or Latino				
Actual Growth	61	-46	23	791
Caucasian				
Actual Growth	29	-19	-10	852

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
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 Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	7
% of Schools Identified for PI	-	43.75%

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.

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							
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
All Students																																						
School	65	75	75	66	56	56	65	75	77	60	62	65	74	54	58	72	79	87	90	75	77	78	95	84	64	66	59	80	52	60	60	61	71					
District	51	51	52	35	35	35	53	51	54	45	49	47	47	43	52	64	61	65	62	60	64	62	62	65	54	54	53	50	45	53	34	43	54					
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46					
Males																																						
School	68	73	73	58	64	57	48	65	77	50	46	58	77	50	37	85	85	86	90	79	80	64	90	77	56	54	58	80	45	49	56	52	65					
District	45	45	46	31	30	32	48	46	50	40	43	42	43	40	46	64	61	63	65	60	61	59	61	64	55	53	50	49	46	52	34	45	53					
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48					
Females																																						
School	63	78	81	78	49	56	83	89	76	68	79	77	70	57	80	61	75	90	91	70	74	93	89	70	79	60	80	59	72	64	71	80						
District	58	57	60	38	41	40	57	56	58	50	55	53	49	46	58	63	59	66	58	59	65	66	63	65	55	56	56	51	45	53	33	43	55					
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45					
Socioeconomically Disadvantaged																																						
School	*	*	65	*	*	*	42	*	*	17	38	42	64	21	22	*	*	85	*	*	*	53	*	*	25	33	33	71	26	17	25	29	50					
District	42	44	43	23	28	28	45	40	48	37	40	38	39	37	43	58	54	57	53	54	58	55	54	61	49	47	46	43	39	43	25	35	45					
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32					
Asian																																						
School	79	81	83	75	80	67	71	79	39	75	82	73	53	78	93	81	83	95	93	83	93	94	39	81	88	82	37	78	33	75	82							
District	65	67	66	45	48	49	69	65	70	59	63	63	56	63	67	79	78	77	80	79	84	82	82	88	77	75	75	65	63	72	46	58	66					
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69					
Hispanic or Latino																																						
School	54	*	79	25	44	*	55	54	50	44	50	50	75	48	36	54	*	86	75	56	*	65	85	72	63	50	36	80	57	36	38	41	57					
District	35	33	33	15	20	20	33	31	38	26	30	28	26	24	32	49	44	47	42	43	45	41	42	47	34	34	31	26	26	30	13	26	36					
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32					
Caucasian																																						
School	66	77	74	76	55	53	68	84	80	74	62	62	79	59	59	71	86	95	91	76	79	79	94	90	71	69	56	83	62	63	79	67	68					
District	65	60	69	52	47	43	60	65	61	58	57	58	62	53	62	72	66	83	73	65	65	67	67	64	57	53	59	66	58	58	50	51	66					
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68					
Students with Disabilities																																						
School	*	*	*	75	*	*	23	73	*	18	15	46	*	27	8	*	*	*	92	*	*	38	91	*	27	23	54	*	18	8	18	23	54					
District	23	25	27	20	8	15	21	24	16	12	17	18	12	12	16	43	37	32	35	28	35	24	35	31	15	21	27	17	11	15	11	16	27					
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26					
English Learners																																						
School	*	73	74	18	82	55	45	45	*	0	33	*	*	36	27	*	64	74	55	91	82	73	82	*	27	50	*	*	27	27	0	42	*					
District	45	47	48	24	27	30	40	36	38	24	27	30	16	20	24	60	59	61	55	55	62	55	53	57	40	40	40	27	26	29	15	27	38					
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17					

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

Contact Information

Parents who wish to participate in Eastwood Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7227.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2007-08 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.

Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Eastwood Elementary School had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	27	27	25	475
Without Full Credentials	1	0	0	12
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. For the 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	94.9%	5.1%
High-Poverty Schools in District	96.8%	3.2%
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.

Topics for kindergarten through fifth grade staff development during the 2007-08 school year included:

- DIBELS
- Open Court
- Houghton Mifflin Universal Access
- Building Academic Language Proficiency
- Math Strategies
- High Point

Staff development topics during the 2007-08 school year for grades six through eight included:

- READ 180
- Prentice Hall Science SDAIE
- Prentice Hall Math Intervention Kit
- Holt
- Holt Universal Access
- 6-Minute Solution
- History/Social Science Technology Adoption Requirements
- Arts/Performing Arts Framework and Standards

Curriculum Improvement

The writing and implementation of Westminster School District's curriculum is an ongoing process, designed to meet the needs in the areas of instructional improvement and implementation of the new state standards and instructional materials.

The curriculum is updated regularly to align with the California Department of Education Frameworks in every subject area. District administration and teachers serve on committees whose primary job is to review the state standards and frameworks, establish benchmarks and expectations in the specific subject areas, develop proficiency tests, analyze test results, and select textbooks and supplementary teaching materials based on the curriculum. Various methods used by the committees to evaluate the curricular program allow the district to readjust, revise, and redesign the program as needed. Evaluation and assessments are conducted through: Monthly Curriculum Council Meetings, Adoption Committee Meetings, Library Steering Committee, Assessment Steering Committee, GATE Task Force and Staff Development Feedback.

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.

Instructional Materials

Westminster School District held a public hearing on October 9, 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*. 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. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

The table below contains a list of the most recent textbook adoptions in core curriculum areas for K-6 elementary schools within the Westminster Elementary School District, as of October 2008.

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	2003	Yes	0.0%
K-6	History/Social Studies	Houghton Mifflin	2007	Yes	0.0%
K-6	Mathematics	Harcourt	2001	Yes	0.0%
4th-5th	Science	Houghton Mifflin	2000	Yes	0.0%
6th	Science	Prentice Hall	2000	Yes	0.0%

Library Information

The Eastwood Elementary School library is stocked with over 12,000 titles that are available for the students to check out. The library also contains a large collection of videos and audiotapes 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 resources include an extensive professional library for teachers and staff.

Computer Resources

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. Eastwood Elementary School has its own computer lab with 40 computers. In addition, all classes are equipped with six computers and a SmartBoard. A Computer Tech Center, located on the Willmore Elementary campus, is also available to the students and staff of Eastwood Elementary. The Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PC's, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

	Computer Resources		
	05-06	06-07	07-08
Computers	106	106	106
Students per computer	5.2	5.0	5.0
Classrooms connected to Internet	25	25	25

School Facilities & Safety

Eastwood Elementary School offers a safe and secure campus for students, staff, and visitors. Eastwood Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 28 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports activities, and games. Recent renovations include the resurfacing of the front driveway and roofs in the summer of 2008.

The school's Comprehensive School Site Safety Plan is updated each year by the Eastwood Safety Advisory Committee to ensure the protection of students and staff, the school and school property. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Key elements of the Safety Plan focus on Eastwood School as a closed campus and supervision of students, before, during and after school.

Students are supervised by administrators, teachers and playground supervisors.

There is a designated area for student drop-off and pick-up. Visitors are required to 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. Emergency preparedness drills are held on a regular basis; fire and earthquake drills are conducted monthly, and secure campus procedures are activated once each year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations. The table shows the results of the most recent school facilities inspection provided by the district in October 2008. All items noted in the chart have been fixed or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 8-16-2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		E-1 to E-5 Modular - Water damaged siding on E-1. Water damaged trim on E-4. R-1 to R-7 Modular - Water damaged siding on R-1, R-5, R-6.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	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 2007-08 school year, the district budgeted \$392,833 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2007-08 school year, the district's governing board approved the repair of flooring in modular classrooms E-1, E-2, E-3, E-4 and E-5 as a deferred maintenance project.

Expenditures & Services Funded

Westminster School District spent an average of \$7,765 to educate each student (based on 2006-07 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$218
From Restricted Sources	\$81
From Unrestricted Sources	\$137
District	
From Unrestricted Sources	\$4,006
Percentage of Variation between School & District	96.58%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	97.41%

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



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 2006-07 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	\$65,982
District	\$66,205
Percentage of Variation	0.34%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	1.97%

Average Teacher & Administrative Salaries

The table below 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$37,090	\$40,667
Mid-Range Teachers	\$71,585	\$66,167
Highest Teachers	\$88,215	\$84,142
Elementary School Principals	\$97,053	\$104,640
Middle School Principals	\$98,076	\$107,227
High School Principals	-	-
Superintendent	\$146,187	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.4%	42.3%
Administrative Salaries	4.6%	5.4%