

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|----------------------------|-----------------------|----------------------------|
| School Name | WESTMONT ELEMENTARY SCHOOL | District Name | Ocean View School District |
| Street | 8251 Heil Avenue | Phone Number | (714) 847-2551 |
| City, State, Zip | Westminster, CA 92683 | Web Site | www.ovsd.org |
| Phone Number | (714) 847-3561 | Superintendent | William V. Loose, Ed.D. |
| Principal | Carol Furman | E-mail Address | wloose@ovsd.org |
| E-mail Address | cfurman@ovsd.org | CDS Code | 30 66613 6029730 |

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Westmont Elementary School provides a warm, stimulating environment where students are actively involved in learning academics, as well as positive values. Ongoing assessment of student progress and evaluation of subsequent data helps the teaching and support staff to refine the instructional program in the Response to Intervention model to best meet the needs of each student. Students are also encouraged to flourish socially by following "The Westmont Way"--a comprehensive behavioral support program that teaches students to "Be Respectful, Be Responsible, and Be Safe".

Westmont's Mission Statement is that students will become: 1) self-actualized learners who have mastered a challenging core curriculum and believe themselves to be capable, significant, and able to mold their own future as they reflect on their personal accomplishments and direct their own thinking; 2) skillful communicators who are able to readily acquire and effectively express information, ideas, and emotions through reading, writing, speaking, listening, and the use of technology; 3) problem-solvers who are able to generate practical and innovative solutions to complex intellectual and social problems using critical and creative problem solving skills; and 4) socially conscientious citizens who are responsible for their own behavior, are able to work collaboratively, demonstrate honesty, empathy, fairness, and respect for others, as contributing citizens in their ever-expanding world.

The Ocean View School District is located in western Orange County and served over 9,500 students from kindergarten through eighth grade in the 2010-11 school year. The District serves students in northern Huntington Beach as well as portions of the cities of Westminster, Fountain Valley, and Midway City. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students which supports its motto: "Charting the Course -- Success for All."

Westmont Elementary School is located in the western region of Huntington Beach and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2010-2011 school year, 367 students were enrolled, including 20% in special education, 46% qualifying for English Language Learner support, and 64% qualifying for free or reduced price lunch. Westmont Elementary School achieved a 2011 Academic Performance Index (API) score of 792.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, and ConnectEd automated telephone messaging system. Contact Mary Gaustad at (714) 847-3561 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Helper
Office Helper
Room Parent

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Back to School Night
Bingo Nights
Book Fair
Father-Daughter Dance
Literacy Picnic
Mother-Son Picnic
Open House
Skate Night
Special Persons Day

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 54 |
| Grade 2 | 77 |
| Grade 3 | 46 |
| Grade 4 | 56 |
| Grade 5 | 63 |
| Total Enrollment | 373 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0.8 | White | 23.1 |
| American Indian or Alaska Native | 0.3 | Two or More Races | 2.7 |
| Asian | 13.7 | Socioeconomically Disadvantaged | 57.9 |
| Filipino | 0.5 | English Learners | 43.4 |
| Hispanic or Latino | 57.4 | Students with Disabilities | 19 |
| Native Hawaiian/Pacific Islander | 1.3 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|--------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 4 | 0 | 0 | | | | 18.8 | 1 | 3 | 0 | |
| 1 | 20.8 | 1 | 4 | 0 | | | | 19 | 1 | 2 | 0 | |
| 2 | 21.7 | 0 | 3 | 0 | | | | 24.7 | 0 | 3 | 0 | |
| 3 | 20.3 | 2 | 1 | 0 | | | | 24 | 0 | 3 | 0 | |
| 4 | 32 | 0 | 1 | 1 | | | | 33 | 0 | 0 | 1 | |
| 5 | 32.5 | 0 | 1 | 1 | | | | 26.7 | 1 | 0 | 2 | |
| 6 | 0 | 0 | 0 | 0 | | | | | | | | |
| Other | 0 | 0 | 0 | 0 | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed for Westmont Elementary School in collaboration with School Site Council, local agencies, and the District office, to fulfill Senate Bill 187 requirements. Required components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, bullying policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in March 2011 and discussed with school staff in November 2011.

Suspensions and Expulsions

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 1.71 | 1.89 | 0 | 4.87 | 4.19 | 3.57 |
| Expulsions | 0 | 0 | 0 | 0.05 | 0.06 | 0.03 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/2011

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westmont Elementary School's original facilities were built in the 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and District staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2011-2012 Campus Improvements:

- Installed playground fall area with sand
- Replaced 1 exterior door
- Carpet/tile in 1 room
- Painted shade structure poles
- Installation of 1 Smart Board

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two part-time evening custodians are assigned to Westmont Elementary School. The day custodian is responsible for:

- Lunch setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [X] | [] | [] | [] | The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 24 | 21 | 21 | 485 |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.0 | |
| Counselor (Social/Behavioral or Career Development) | 0.0 | --- |
| Library Media Teacher (Librarian) | 0.0 | --- |
| Library Media Services Staff (paraprofessional) | 0.625 | --- |
| Psychologist | 0.4 | --- |
| Social Worker | 0.0 | --- |
| Nurse | 0.2 | --- |
| Speech/Language/Hearing Specialist | 0.8 | --- |
| Resource Specialist (non-teaching) | 0.0 | --- |
| Other | 0.0 | --- |

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/2011

All textbooks used in the core curriculum at Circle View Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and history-social science).

On Tuesday, October 4, 2011, the Ocean View School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 14:1112 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Reading/Language Arts | Houghton Mifflin Houghton Mifflin Reading Medallion Edition Adoption Year 2011 Sopris West 4-8 Language! 4th Edition Adoption Year 2010 | Yes | 0 |
| Mathematics | Houghton Mifflin Houghton Mifflin California Math Adoption Year 2010 Glencoe/McGraw-Hill California Math Triumphs Adoption Year 2011 | Yes | 0 |
| Science | McGraw-Hill School Division Macmillan/McGraw-Hill California Science Adoption Year 2009 | Yes | 0 |
| History-Social Science | Harcourt School Publishers Reflections: California Series Adoption Year 2007 | Yes | 0 |
| Foreign Language | | | |
| Visual and Performing Arts | | | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------------|--|---|------------------------------|
| School Site | \$4,701 | \$343 | \$4,358 | \$63,676 |
| District | --- | --- | \$4,119 | \$73,868 |
| Percent Difference: School Site and District | --- | --- | | |
| State | --- | --- | \$5,455 | \$69,419 |
| Percent Difference: School Site and State | --- | --- | | |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received categorical, special education, and support programs funds for:

Program Name

Unrestricted Programs

- Class Size Reduction
- State Lottery

Tier III Unrestricted Programs

- Arts & Music Block Grant
- Community-Based English Tutoring Pgm
- Deferred Maintenance
- Early Intervention for School Success-EISS
- Gifted & Talented Education-GATE
- Instructional Materials
- Oral Health Assessment
- PE Teacher Incentive Grant
- Professional Development Block Grant
- School & Libr Improvement Block Grant
- School Safety & Violence Prevention
- Staff Development-PAR Pgm
- Staff Dev-Math & Reading
- Staff Dev-Math & Reading-ELL
- Supplemental School Counseling Pgm
- Targeted Instructional Improvement Grant
- Teacher Credentialing Block Grant

Federal Programs

- ARRA EETT Formula Grant
- ARRA-State Fiscal Stabilization Funds
- Medi-Cal Billing
- NCLB-McKinney-Vento Homeless Asst
- NCLB-Title I-Low Income
- NCLB-Title II-Teacher Quality
- NCLB-Title II-Technology
- NCLB-Title III-Immigrant
- NCLB-Title III-LEP
- Special Ed-IDEA Local Assistance
- Title IX-Indian Education

State Programs

- Lottery: Instructional Materials
- Special Education
- Economic Impact Aid
- Transportation Home-To-School
- Transportation Special Ed

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$36,132 | \$41,692 |
| Mid-Range Teacher Salary | \$74,404 | \$68,251 |
| Highest Teacher Salary | \$92,722 | \$86,582 |
| Average Principal Salary (Elementary) | \$115,934 | \$108,334 |
| Average Principal Salary (Middle) | \$120,833 | \$111,791 |
| Average Principal Salary (High) | \$0 | \$113,648 |
| Superintendent Salary | \$200,000 | \$180,492 |
| Percent of Budget for Teacher Salaries | 45% | 42% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 51 | 46 | 46 | 64 | 66 | 68 | 49 | 52 | 54 |
| Mathematics | 71 | 68 | 71 | 69 | 71 | 73 | 46 | 48 | 50 |
| Science | 69 | 73 | 62 | 65 | 72 | 75 | 50 | 54 | 57 |
| History-Social Science | N/A | N/A | N/A | 55 | 63 | 63 | 41 | 44 | 48 |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 68 | 73 | 75 | 63 |
| All Student at the School | 46 | 71 | 62 | N/A |
| Male | 36 | 70 | 69 | N/A |
| Female | 60 | 72 | 55 | N/A |
| Black or African American | 0 | 0 | 0 | N/A |
| American Indian or Alaska Native | 0 | 0 | 0 | N/A |
| Asian | 79 | 92 | 0 | N/A |
| Filipino | 0 | 0 | 0 | N/A |
| Hispanic or Latino | 34 | 67 | 48 | N/A |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | N/A |
| White | 54 | 72 | 69 | N/A |
| Two or More Races | 0 | 0 | 0 | N/A |
| Socioeconomically Disadvantaged | 37 | 63 | 58 | N/A |
| English Learners | 18 | 56 | 38 | N/A |
| Students with Disabilities | 24 | 59 | 0 | N/A |
| Students Receiving Migrant Education Services | | | | N/A |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 21.1 | 14 | 50.9 |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 8 | 7 | 5 |
| Similar Schools | 10 | 10 | 6 |

Academic Performance Index Growth by Student Group - Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | 1 | -35 | 3 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Filipino | | | |
| Hispanic or Latino | 1 | -49 | 21 |
| Native Hawaiian/Pacific Islander | | | |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | -3 | -26 | 0 |
| English Learners | 7 | -49 | -3 |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 227 | 792 | 7,025 | 868 | 4,683,676 | 778 |
| Black or African American | 2 | | 65 | 861 | 317,856 | 696 |
| American Indian or Alaska Native | 1 | | 41 | 835 | 33,774 | 733 |
| Asian | 24 | 931 | 905 | 946 | 398,869 | 898 |
| Filipino | 1 | | 81 | 919 | 123,245 | 859 |
| Hispanic or Latino | 136 | 761 | 2,441 | 793 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 5 | | 41 | 818 | 26,953 | 764 |
| White | 54 | 798 | 3,144 | 899 | 1,258,831 | 845 |
| Two or More Races | 3 | | 295 | 917 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 150 | 760 | 2,632 | 791 | 2,731,843 | 726 |
| English Learners | 127 | 762 | 2,050 | 785 | 1,521,844 | 707 |
| Students with Disabilities | 52 | 660 | 700 | 682 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | N/A |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2009-2010 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 4 |
| Percent of Schools Currently in Program Improvement | --- | 26.7 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

All training and curriculum development activities at Westmont Elementary School revolve around the California State Content Standards and Frameworks. Professional Development activities are aligned to District and site goals. Decisions concerning the selection of staff development activities are based on student needs and topics focused on areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

In 2010-11, Westmont staff participated in the following professional staff development activities:

- Arts Advantage
- Differentiated Instruction
- ELA Pacing Guide Committee
- Language!
- Thinking Maps
- Educating Adults about Children with Autism
- Materials Based Math
- Positive Behavioral Intervention and Support

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Westmont Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.