

Westmont Elementary School

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Carol Parish, Principal



2009-10 School Accountability Report Card

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Principal's Message

I'd like to welcome you to Westmont Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Westmont Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Westmont Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

School Mission

Westmont's diverse students participate in a comprehensive, standards-based program that meets their individual needs in a positive, child-centered, cooperative environment fostered by a dedicated, caring staff and supportive community.

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.

District & School Profile

The Ocean View School District is located in western Orange County and served over 9,750 students from kindergarten through eighth grade in the 2009-10 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."



Ocean View School District

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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 2009-10 school year, 338 students were enrolled, including 22% in special education, 50% qualifying for English Language Learner support, and 64% qualifying for free or reduced price lunch. Westmont Elementary School achieved a 2010 Academic Performance Index (API) score of 789.

Percentage of Students by Ethnicity/Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	1.4%	Kindergarten	49
Amer. Indian or Alaskan Native	0.5%	Grade 1	74
Caucasian	23.5%	Grade 2	48
Asian	14.9%	Grade 3	53
Filipino	0.5%	Grade 4	52
Hispanic or Latino	54.6%	Grade 5	62
Pacific Islander	1.6%		
Two or More Races	3.0%		
Total Enrollment			338

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 Achievement Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/resources.asp.

Physical Fitness

In the spring of each year, Westmont Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six 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." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	4.8%	22.6%	58.1%

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/language arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	Westmont	OVSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
Academic Performance Index	Yes	Yes

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Westmont			OVSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	56	51	48	63	64	67	46	50	52
Math	74	71	70	69	69	72	43	46	48
Science	75	66	73	68	64	72	46	50	54
History				54	55	63	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Westmont							
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*	*	71	*	33	*	55	*
Math	*	*	94	*	58	*	80	*
Science	*	*	*		60	*	93	*
History								

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Westmont					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	38	56	28	38	19	
Math	62	76	63	65	46	
Science	73	72	57	68	45	
History						

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	8	8	7			
Similar Schools Rank	10	10	10			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	6	1	-35	789	857	767
Ethnic Subgroups						
Hispanic or Latino	21	1	-49	740	779	715
Caucasian	-19	-5			891	838
Other Subgroups						
Economically Disadvantaged	13	-3	-26	760	772	712
English Learners	32	7	-49	765	775	691

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Westmont Elementary School did not qualify for Title I funding and therefore is not subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	Westmont	OVSD
PI Status	In PI	In PI
First Year of PI Implementation	2010-11	2009-10
Year in PI	Year 1	Year 2
No. of Schools Currently in PI		3
Percent of Schools Currently Identified for PI		20.0

The statistical information in this table reflects the PI status during the 2010-11 school year.

Facilities & Safety

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. In the last 12 months, a nutrition-themed mural was painted in the lunch area.

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.

Campus Description	
Year Built	1962
Acreage	14.25
Bldg. Square Footage	47,893
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	11
# of Restrooms (student use)	3 Sets
Library	1
Multipurpose Room	1
Staff Lounge	1
Staff Work Room	1

Deferred Maintenance

Westmont Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Westmont Elementary School did not participate in the deferred maintenance fund program.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers on duty are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers on duty supervise playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers on duty monitor student behavior to ensure a safe and orderly departure.

Westmont Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Westmont Elementary School in collaboration with local agencies and the District office to fulfill Senate Bill 187 requirements. 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, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2010.

Facilities Inspections

The District's maintenance department inspects Westmont Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westmont Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 07, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

Classroom Environment

Discipline & Climate for Learning

Westmont Elementary School's discipline policies are based upon a schoolwide discipline plan, "The Westmont Way", which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Westmont Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection: September 7, 2010	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			No deficiencies were found during the inspection.
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
	Exemplary	Good	Fair	
Overall Summary	<i>Exemplary: 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.</i>			

Suspensions & Expulsions			
	Westmont		
	07-08	08-09	09-10
Suspensions (#)	16	7	7
Suspensions (%)	3.9%	1.7%	2.1%
Expulsions (#)	0	0	0
Expulsions (%)	0.0%	0.0%	0.0%
OVSD			
	Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	470	463	409
Suspensions (%)	5.0%	4.9%	4.4%
Expulsions (#)	0	5	6
Expulsions (%)	0.0%	0.1%	0.1%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Instructional Time

All instructional time offered at Westmont Elementary School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, Westmont Elementary School offered 180 days of instruction comprised of 132 regular days, 12 minimum days, and 36 modified days. Minimum days were used for parent conferences. Modified days were used for staff meetings, teacher planning, and the last day of school.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes		
2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	50,400	50,400
4-5	58,020	57,967

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution			
Self-Contained Classes			
	2007-08		
	Avg. Class	Number of Classrooms	
Grade	Size	1-20	21-32 33+
K	17.8	4	
1	19.0	5	
2	20.0	2	
3	20.0	3	
4	31.5		2
5	35.0		2
Combo K-3	19.0	1	
	2008-09		
	Avg. Class	Number of Classrooms	
Grade	Size	1-20	21-32 33+
K	20.0	4	
1	20.8	1	4
2	21.7		3
3	20.3	2	1
4	32.0		1 1
5	32.5		1 1
Combo K-3	2.0	1	
	2009-10		
	Avg. Class	Number of Classrooms	
Grade	Size	1-20	21-32 33+
K	24.0	2	
1	24.0	3	
2	23.0	2	
3	23.0	2	
4	28.0	2	
5	30.0	2	

Curriculum & Instruction

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 4 through 5 who have been identified as academically gifted through District-administered assessments, teacher recommendation and testing programs. Students receive differentiated instruction from the classroom teacher. Instruction is provided by teachers who are GATE trained. GATE students have the

option of attending the magnet program at Circle View Elementary School.

For students whose primary language is not English and who have limited English proficiency, Westmont Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive 30 minutes of small group English Language Development daily, and are placed with teachers who have supplemental credentials to provide instruction to English learners. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate student progress, intervention programs, teaching strategies, and to adjust individualized learning strategies.

Westmont Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, District benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Early Reading Intervention (K-1)
- In-Classroom Differentiated Instruction
- Language! (3-5)
- Read 180 (3-5)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on District benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Staff Development

All training and curriculum development activities at Westmont Elementary School revolve around the California State Content Standards and Frameworks. 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 2009-10, school staff participated in District-sponsored staff development which focused on RtI (Response to Intervention) efforts to meet the needs of all students, and site staff development focused on:

- Differentiated Instruction
- Math Adoption
- RtI (Response to Intervention)
- Thinking Maps

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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
6	6	2

Instructional Materials

All textbooks used in the core curriculum at Westmont 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 social science).

On Wednesday, October 19, 2010, 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. 14:1011 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including

District Adopted Textbooks			
Subject & Year	Publisher / Series	Grades	
History-Social Science			
2007	Harcourt School Publishers <i>Reflections: California Series</i>	K-5	
Mathematics			
2010	Houghton Mifflin <i>Houghton Mifflin California Math</i>	K-5	
Reading Language Arts/ELD			
2003	Houghton Mifflin <i>Houghton Mifflin Reading</i>	K-5	
2010	Sopris West <i>Language! 4th Edition</i>	4-8	
Science			
2009	McGraw-Hill School Division <i>Macmillan/McGraw-Hill California Science</i>	K-5	

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs

Teacher Education Levels 2009-10		
	Westmont	OVSD
	%	%
Doctorate	0.0	0.2
Master's Degree plus 30 or more semester hours	33.3	33.5
Master's Degree	47.6	45.0
Bachelor's Degree plus 30 or more semester hours	19.0	20.2
Bachelor's Degree	0.0	1.1
Less than a Bachelor's Degree	0.0	0.0

the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Ocean View School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

Teacher Assignment

During the 2009-10 school year, Westmont Elementary School had 19 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price lunch program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Westmont	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	100.0	0.0
Low-Poverty Sch.	100.0	0.0

Teacher Credentials & Assignments									
	Westmont				OVSD				
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	
Total Teachers	23	24	21		438	444	436		
Teachers with Full Credential	22	24	21		432	440	436		
Teachers without Full Credential	1	0	0		6	4	0		
Teachers in Alternative Routes to Certification	0	0	0		0	0	0		
Pre-Internship	0	0	0		4	4	0		
Teachers with Emergency Permits	0	0	0		1	0	0		
Teachers with Waivers	0	0	0		1	0	0		
Teachers Teaching Outside Subject Area	0	0	0		0	0	0		
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0	
Teacher Misassignments - Total	0	0	0	0	0	0	0	0	
Teacher Vacancies	0	0	0	0	0	0	0	0	

Substitute Teachers

Westmont Elementary School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of substitutes is available through the District pool and is comprised primarily of aspiring teachers, retirees, and part-time teachers. Substitutes must have (1) a bachelor's degree; (2) passed the CBEST (California Basic Education Skills Test); and (3) a 30-day substitute permit.

Teacher Evaluations

Evaluation procedures and criteria for Westmont Elementary School's teachers are defined in the District's collective bargaining agreement. Evaluation criteria are based on the Stull Evaluation Criteria:

- Planning and Designing Instruction
- Classroom Performance
- Developing as a Professional Educator
- Punctuality, Attendance, and Record-keeping

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every five years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

New teachers and teachers who are not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program. This program utilizes the District's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Counseling & Support Staff

Westmont Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Westmont Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of	
	Staff	FTE
Adaptive PE Specialist	1	0.2
Counselor	1	0.4
Health Clerk	1	0.6
Librarian	1	0.8
Psychologist	1	0.6
School Nurse	1	0.2
Speech & Language Pathology Assistant	1	0.8
Speech Therapist	1	0.5

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school Districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2008-09 school year, Ocean View School District spent an average of \$8,119 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2008-09

	State Average of Districts in Same Category	
	OVSD	
Beginning Teacher Salary	\$38,044	\$41,988
Mid-Range Teacher Salary	\$75,222	\$68,649
Highest Teacher Salary	\$93,741	\$87,156
Average Principal Salaries:		
Elementary School	\$113,918	\$109,026
Middle School	\$120,543	\$112,489
Superintendent Salary	\$200,110	\$181,890
Percentage of General Fund Expenditures For:		
Teacher Salaries	46.40 %	42.50 %
Administrative Salaries	5.40 %	5.50 %

Current Expense of Education per Pupil

2008-09

Expenditures Per Pupil	Dollars Spent per Student				
	Westmont	OVSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,739	\$4,544	104.3%	N/A	N/A
Restricted (Supplemental)	\$334	\$190	175.4%	N/A	N/A
Unrestricted (Basic)	\$4,406	\$4,354	101.2%	\$5,681	77.5%
Average Teacher Salary	\$63,676	\$71,824	88.7%	\$68,212	93.4%

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the District received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA Instructional School Garden

- CA Peer Assistance and Review Program for Teacher (CPARP)
- CA School Information Service (CSIS)
- Community Based Tutoring Grants
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Fiscal Solvency Plans
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- State Lottery
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Westmont Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Westmont Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Westmont Elementary School is Oak View Branch Library, a branch of the Huntington Beach Public Library.

Oak View Branch Library
 17251 Oak Lane, Huntington Beach
 Phone Number: (714) 375-5068
 WebSite: <http://www.hbpl.org>
 Hours: Mon-Thurs, 10am-7pm; Fri, 9am-5pm; Sat-Sun, Closed
 Number of Computers Available: 5

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ocean View School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2010.