

OCEAN VIEW SCHOOL DISTRICT Westmont Elementary School

8251 Heil Avenue, Huntington Beach, CA 92647
Phone: (714) 847-3561 FAX: (714) 842-6051

Kristine A. White, Ed.D., Principal



A California Distinguished School

2003-2004 School Accountability Report Card



Ocean View School District

17200 Pinehurst Lane
Huntington Beach, CA 92647
(714) 847-2551
(714) 847-1430 FAX
www.ovsd.org

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Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting State and National objectives. This annual report is based on the best data available at the time of publication.

School Vision Statement

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

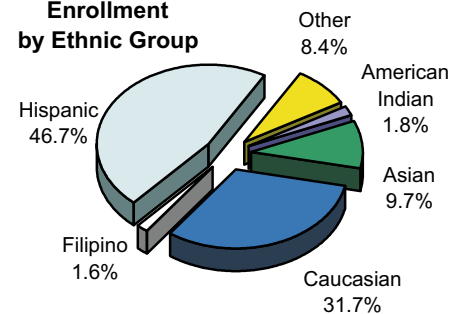
Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates more than 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the District is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

Westmont Elementary School serves nearly 550 students on a traditional school calendar year. Westmont Elementary School has a diverse student population of various ethnic and cultural backgrounds living in low to middle class socioeconomic areas. We are dedicated to meeting the needs of all of our students and providing a high quality educational program. In addition to enrolling K-5 students, we also house classes for the deaf and hard-of-hearing, and a special education preschool.

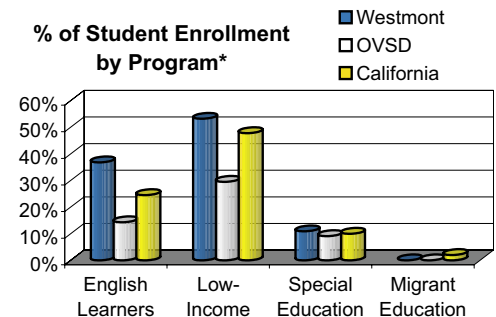
No Child Left Behind

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving students

% of School Enrollment by Ethnic Group



% of Student Enrollment by Program*



*Source: STAR testing enrollment.

and other designated students with special needs. Westmont Elementary School meets specific criteria for federal Title I targeted assistance eligibility and uses Title I funds to assist students at risk of failing to meet the State Board of Education standards. NCLB requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population.

School Leadership

Leadership at Westmont Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Assisting the principal is the Principal's Advisory Committee comprised of grade level leaders and other support staff. This team meets once a month to monitor curriculum, analyze student achievement data, provide feedback on staff development, and address administrative concerns. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of our educational plan and ensure instructional programs are consistent with students' needs and comply with District goals. Our school's committees and organizations include: Student Council, School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). At the District level, parents participate on the Instructional Advisory Council, the Presidents' Roundtable, District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Westmont Elementary School. Our PTO has made generous contributions of time and money to numerous programs and activities. We are grateful for the many hours contributed by our parent volunteers. Our programs are further enriched by strong community partnerships with local businesses and organizations, including Boeing.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Back-to-School Night, Family Fun Night, the Annual Silent Auction, Annual Mother's Picnic, and Annual Father Daughter Dance. Parents are kept informed of school activities through the Principal's Newsletter, PTO newsletter, school marquee, and special meetings.

Contact Information

Parents who wish to volunteer or participate in Westmont Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 847-3561.

Discipline & Climate for Learning

Westmont Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the Student Handbook, assemblies, and the monthly newsletters.

Westmont Elementary School's discipline philosophy centers around positive behavior and good character. Using a "Virtue of the Month" model, the principal selects an important character virtue each month as a focus area. Teachers reinforce that virtue in the classroom with special projects. In addition, teachers develop their own rules and expectations and post them in the classroom.

Student Council often acts as a peer mediation/conflict resolution group to help students socially.

Students are regularly rewarded for demonstrating positive behavior. Teachers and staff members recognize students during monthly assemblies, end of the year awards, and Golden Eagle awards for reading. Other rewards for areas such as attendance and academics include Principal's Academic Award, citizenship awards, and perfect attendance awards.

Westmont Elementary School encourages its students to become actively involved in their school both inside and out of the classroom. The school offers many additional programs and services to help create well-rounded students and communities. Extracurricular activities include: vocal music, book fairs, annual talent show, and field trips.

Westmont Elementary School has not expelled any students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Westmont			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	7	10	7	412	444	574
Suspension (%)	1.2	1.8	1.3	4.1	4.4	5.6
Expulsion (#)	0	0	0	2	2	1
Expulsion (%)	0.0	0.0	0.0	0.0	0.0	0.0

Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned to the California Academic Content Standards approved by the State Board of Education. Every child receives a comprehensive standards-aligned and research-based core program in English/language arts, mathematics, history/social science, science, physical education, and fine arts. It is our goal to ensure that all students are provided the support they need in order to experience academic success. We structure the educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. At Westmont Elementary School, students who are falling below grade level or are at risk of retention receive differentiated instruction in the general classroom. Additional support is provided by the Student Success Team (SST) and the Early Reading Intervention (K-1), Soar to Success (4-5), and Language! (3-5) programs.

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. Students at Westmont Elementary School who are eligible for GATE 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, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language Development Test (CELDT). At Westmont Elementary School, students learning English receive a minimum of 30 minutes of small group English Language Development daily and are placed with teachers who have supplemental credentials to provide instruction to English Learners. Other language support is provided by bilingual instructional assistants and Title I teachers.

Westmont Elementary School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. Westmont Elementary School also offers two classes for deaf and hard-of-hearing students and a special education preschool.

Training & Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area Curriculum Committees. Curriculum Committee members, comprised of administrators, teacher representatives, and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers two staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by the adoption of new programs and results of student assessment. Staff members are encouraged to attend conferences and workshops offered through professional organizations such as the University of California Irvine campus, the Orange County Department of Education, and the West Orange County Professional Development Center. District technology trainers and a consultant from the county office offer supplemental training in technology.

In the 2003-04 school year, the District focus for staff training was on curriculum calibration with an emphasis on aligning instruction with state standards in reading, English/language arts, writing, and math; implementing a new science program for grades K-5; and developing strategies for working with learners of differing abilities, including at-risk learners, English language learners, and GATE students. Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides.

New teachers and teachers 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.

Textbooks & Instructional Materials

All textbooks and instructional materials used within the Ocean View School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's eight-year adoption cycle for core content materials. The District held a Public Hearing on December 7, 2004, and determined that each school within the

District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Textbooks*			
Subject/ Adoption Year	Publisher and Series		Grade Levels
Language Arts			
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>		K-5th
Mathematics			
Dec. 2001	Scott Foresman: <i>California Mathematics</i>		K-5th
Science			
June 2003	Harcourt Brace: <i>Harcourt Science</i>		K-5th
History/Social Science			
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>		K-6th

*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District Instructional Services Office.

Westmont Elementary School's library, staffed by a library specialist, is open daily for student use. Students visit the library at least once a week for story time, to check out books, and to use library resources. The library utilizes a fully automated tracking program and contains supplemental materials such as Spanish titles, computers, and audiotapes.

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum, following the OVSD Student Technology Standards which are aligned to the National Educational Technology Standards. At Westmont Elementary School, kindergarten through second grade classrooms contain two to four computers, third grade classrooms contain three or four, and fourth and fifth grade classrooms contain six. The school also has a computer lab that fourth and fifth grade students visit regularly. Students use computers primarily for reading and math practice, keyboarding skills, and research. All computers on campus are connected to the Internet so that students may conduct research online. Additional technological resources include AlphaSmarts, digital cameras, video cameras, and TV/VCRs.

Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified personnel to provide support services. An active Student Success Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

Counseling & Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	As needed	-
Counselor	1	2	0.4
Health Clerk	1	5	0.5
Nurse	1	1	0.2
Psychologist	1	2	0.5
Speech/Language Specialist	1	5	1.0

Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students multiple opportunities to demonstrate mastery of state and District grade-level standards. Multiple measures of assessment that monitor the progress of students and measure the effectiveness of the instructional program include District assessments, state standardized tests, classroom observation, and report card grades.

In the Ocean View School District, students take a battery of District assessments four times a year -- at the start of the school year and at the end of each trimester. Assessments measure student ability in reading, writing, and math. Results are compiled into an individual Student Assessment Profile/Rubric for each child. Teachers use this information to modify instruction according to a child's needs, recommend interventions to increase the level of achievement, and monitor possible retention candidates.

In addition to District-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The following sections provide an overview of tests and associated data showing the progress of students at Westmont Elementary School and the Ocean View School District, and a comparison of that progress to students throughout the state.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/language arts and 16.0% for mathematics on the California Standards Tests (CST). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year. Schools meeting AYP for three consecutive years may be eligible to apply for the Title I Achieving School Award.

In 2003-04, Westmont Elementary School and Ocean View School District exceeded all AYP requirements. Ocean View School District exceeded all AYP requirements in 2003-04.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. mathematics) for two consecutive years will be identified for Program Improvement. Westmont Elementary School has not been identified for Program Improvement in the last three years. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	02	03	04
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress										
California Standards Test (CST)										
English/Language Arts										
Westmont Elementary					OVSD					
Participation Rate		% Proficient & Advanced			Participation Rate		% Proficient & Advanced			
Year Ending	03	04	03	04	03	04	03	04	04	
Target	95%		13.6%			95%		13.6%		
	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups										
All Students	Yes	99	Yes	99	Yes	35.4	Yes	40.8	Yes	99
English Learners	Yes	99	Yes	99	Yes	15.1	Yes	17.2	Yes	100
SED^	Yes	99	Yes	99	Yes	19.1	Yes	25.2	Yes	99
Special Education							Yes	97	Yes	97
African American							Yes	100	Yes	100
Asian							Yes	100	Yes	99
Caucasian	Yes	100	Yes	100	Yes	53.0	Yes	58.6	Yes	99
Hispanic or Latino	Yes	99	Yes	99	Yes	18.2	Yes	21.7	Yes	99
Math										
Westmont Elementary					OVSD					
Participation Rate		% Proficient & Advanced			Participation Rate		% Proficient & Advanced			
Year Ending	03	04	03	04	03	04	03	04	04	
Target	95%		16.0%			95%		16.0%		
	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups										
All Students	Yes	99	Yes	99	Yes	48.7	Yes	49.5	Yes	99
English Learners	Yes	99	Yes	99	Yes	29.6	Yes	31.6	Yes	99
SED^	Yes	99	Yes	99	Yes	36.2	Yes	36.7	Yes	99
Special Education							No	95	Yes	97
African American							Yes	100	Yes	100
Asian							Yes	100	Yes	99
Caucasian	Yes	100	Yes	100	Yes	63.6	Yes	61.9	Yes	99
Hispanic or Latino	Yes	99	Yes	99	Yes	31.1	Yes	30.1	Yes	99
Academic Performance Index (API)										
Westmont Elementary					OVSD					
		03	04		03		04			
Target	Minimum score of 560 or 1 point increase									
	Met	Score	Met	Score	Met	Score	Met	Score	Score	
Scores	Yes	749	Yes	750	Yes	790	Yes	795	795	

Scores included in this report card were based on STAR test reports published in October 2004.

^SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

Standardized State Assessments

Ocean View School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test Survey (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit the STAR website at: <http://star.cde.ca.gov>.

California Standards Tests (CST)

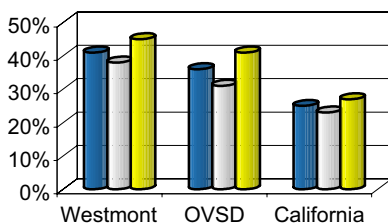
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state of California are required to report their CST results in comparison to the state. In this report card, the percentage of students achieving Advanced and Proficient levels is reported.

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 fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of Students in Healthy Fitness Zone 2003-04

- 5th Grade Total
- 5th Grade Boys
- 5th Grade Girls



California Standards Test (CST)*																								
2002, 2003, 2004																								
Combined % of Students Scoring at Advanced & Proficient Levels																								
Grade Level	English/Language Arts						Mathematics																	
	2	3	4	5	2	3	4	5	2	3	4	5												
Year Ending	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04									
All Students																								
Westmont	30	40	38	25	24	27	28	45	39	28	28	54	53	70	57	25	37	48	31	49	38	47	40	53
OVSD	43	48	49	44	47	41	47	52	55	47	51	56	60	70	72	46	54	61	46	59	60	46	48	52
California	32	36	35	34	33	30	36	39	39	31	36	40	43	53	51	38	46	48	37	45	45	29	35	38
Male																								
Westmont	34	28	37	29	25	21	23	47	38	27	27	48	60	68	67	32	43	50	30	54	51	47	35	52
OVSD	42	44	47	42	45	38	43	47	49	42	44	49	65	69	73	48	58	61	47	57	59	47	46	48
California	29	30	32	31	29	27	33	37	36	28	36	36	45	54	52	39	47	50	38	46	45	30	35	36
Female																								
Westmont	24	56	38	21	21	32	33	43	38	25	30	65	41	72	46	20	27	45	35	43	22	48	46	53
OVSD	44	53	51	46	50	45	53	55	61	51	57	63	54	70	71	44	51	60	45	60	61	45	51	56
California	35	40	39	36	37	33	40	43	43	33	39	44	41	51	50	36	43	47	37	46	45	28	35	38
English Learners (EL)																								
Westmont	9	26	13	4	9	9	3	11	12	3	11	18	30	52	33	7	19	33	18	14	18	33	30	29
OVSD	12	26	27	14	18	19	9	15	20	8	11	20	32	51	54	15	29	41	20	35	36	18	18	18
California	14	19	18	12	13	11	10	15	15	6	9	12	27	37	38	22	30	32	18	29	26	10	15	17
Non EL																								
Westmont	45	50	53	34	33	38	45	62	56	42	43	75	69	82	71	33	48	57	41	66	52	57	45	64
OVSD	52	56	57	53	56	50	57	62	65	55	60	66	68	77	78	55	63	67	53	67	67	52	55	60
California	41	45	45	44	42	40	46	49	51	39	44	51	52	61	59	46	53	56	46	53	53	37	42	45
SED^																								
Westmont	15	30	16	8	6	21	14	23	26	17	10	33	39	58	40	13	28	37	24	28	30	46	29	35
OVSD	19	29	28	17	24	26	22	25	33	22	28	33	38	55	56	19	33	46	28	39	45	26	27	28
California	18	23	22	18	20	17	19	24	25	14	20	24	30	41	39	25	34	36	24	33	32	16	22	25
Non SED																								
Westmont	49	53	62	38	46	32	42	73	54	38	49	78	71	84	78	34	49	59	40	75	49	49	51	69
OVSD	57	60	59	59	60	50	62	67	65	57	65	67	72	79	80	61	67	68	55	70	66	56	60	62
California	51	55	54	54	52	49	56	59	60	49	54	60	61	69	68	55	62	65	54	62	61	45	50	53
Special Education																								
Westmont	17	8	0	11	0	7	31	0	10	21	18	0	21	18	0	21	18	0	21	18	0	21	18	
OVSD	34	24	25	36	27	17	30	26	24	18	22	18	43	45	49	39	46	33	25	38	26	25	19	22
California	16	17	16	17	15	14	15	15	16	11	12	13	27	31	29	21	24	26	18	20	20	12	12	12
African American																								
Westmont	63	50	28	52	30	17	63	41	63	64	14	48	35	33	59	28								
OVSD	28	27	23	20	27	27	23	28	37	36	29	32	29	28	19	22								
California	28	27	23	20	27	27	23	28	37	36	29	32	29	28	19	22								
Asian																								
Westmont	62	55	56	52	62	63	56	63	75	76	73	75	74	74	64	67								
OVSD	62	55	56	52	62	63	56	63	75	76	73	75	74	74	64	67								
California	62	55	56	52	62	63	56	63	75	76	73	75	74	74	64	67								
Caucasian																								
Westmont	48	57	39	37	71	52	38	74	80	82	45	56	69	44	50	62								
OVSD	58	60	59	51	64	65	60	67	79	80	63	70	67	66	55	60								
California	54	53	52	48	59	59	54	60	71	67	61	64	61	61	49	51								
Filipino																								
Westmont	75	56	57	70	83	88	79	85	67	68	64	67	63	64	51	54								
OVSD	75	56	57	70	83	88	79	85	67	68	64	67	63	64	51	54								
California	75	56	57	70	83	88	79	85	67	68	64	67	63	64	51	54								
Hispanic																								
Westmont	31	19	6	11	21	23	16	29	53	31	25	28	26	26	24	31								
OVSD	24	27	21	20	27	29	25	32	51	51	31	38	40	40	23	27								
California	23	22	19	17	14	25	20	25	40	39	33	36	33	33	22	25								

*Scores included in this report card were based on STAR test reports published in October 2004. Fifth grade science scores are available at <http://star.cde.ca.gov>

^SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed.

2002 testing data unavailable from the California Department of Education.

California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT9.**

SAT9 Survey Norm Referenced Test 2002										
% At or Above 50th Percentile										
Subject Area Grade Level	Reading				Math					
	2	3	4	5	2	3	4	5		
All Students										
Westmont	49	51	43	40	76	75	53	74		
OVSD	66	62	62	62	79	74	72	76		
California	53	47	49	46	62	62	58	57		
Subgroups										
Females	30	52	51	45	70	65	63	73		
Males	64	50	36	36	80	88	46	76		
English Learners	22	16	8	9	66	68	32	56		
Non English Learners	71	67	66	62	84	80	68	87		
SED [^]	30	22	27	28	68	64	44	64		
Non SED	76	71	60	57	85	83	64	89		
Asian				64				91		
Caucasian	76	78	58	52	92	86	62	86		
Hispanic or Latino	28	19	31	19	63	62	44	57		

[^]SED - Socioeconomically Disadvantaged

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

CAT/6 Survey Norm Referenced Test* 2003, 2004																		
% At or Above 50th Percentile																		
Subject Area Grade Level Year Ending	Reading				Math													
	2	3	4	5	2	3	4	5										
All Students																		
Westmont	50	51	22	29	38	30	40	46	71	63	47	56	51	39	55	67		
OVSD	56	65	46	46	45	47	55	53	73	77	62	65	58	62	62	62		
California	46	47	34	35	35	36	40	41	57	59	52	54	48	49	49	50		
Subgroups																		
Females	61	57	18	34	41	30	41	45	72	54	36	58	48	27	61	66		
Males	41	47	25	24	35	30	38	46	70	70	54	55	54	49	50	67		
English Learners	35	29	6	9	8	12	6	9	58	48	30	48	19	15	42	38		
Non English Learners	59	67	33	43	53	42	57	64	80	73	58	62	67	56	62	81		
SED [^]	42	38	11	19	23	15	22	22	63	52	32	51	33	28	49	49		
Non SED	59	68	37	41	58	49	60	67	81	76	66	62	75	54	62	83		
Asian				31				55	73				62				73	91
Caucasian	60	68	32	48	58	41	50	57	80	82	61	56	73	52	59	83		
Hispanic or Latino	36	36	8	14	17	14	26	21	56	42	33	50	30	26	48	40		

*Scores included in this report card were based on STAR test reports published in October 2004.

[^]SED - Socioeconomically Disadvantaged

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

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Westmont Elementary School was eligible for the Governor's Performance Award in 2001, 2002, and 2003.

API School Results							
All Students	Base			Growth	Growth		
	2001	2002	2003		2002	2003	2004
Percent Tested	99	98	99	Percent Tested	100	100	99
API Score	680	698	739	API Growth Score	703	749	750
Growth Target	6	5	3	Actual Growth	23	51	11
Statewide Rank	5	5	6	Eligible for Awards	Yes	Yes	No
Similar Schools Rank	8	8	8	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	602	640	678	API Growth Score	634	689	679
Growth Target	5	4	2	Actual Growth	32	49	1
Caucasian							
Base API Score	774	764	801	API Growth Score	779	807	826
Growth Target	5	4	*	Actual Growth	5	43	25
Hispanic							
Base API Score	558	618	672	API Growth Score	618	680	660
Growth Target	5	4	2	Actual Growth	60	62	-12

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

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

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Westmont Elementary School had 32 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	34	33	32
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	34	33	32
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	13.5	13.6	13.5
Average Years in District	11.6	11.8	11.7
<i>Data not required to be reported for these years.</i>			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by the 2005-06 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. At the start of the 2003-04 school year, 95.2 percent of core academic classes at Westmont Elementary School were taught by NCLB-compliant teachers and 80.8 percent of core academic classes in the District were taught by NCLB-compliant teachers.

Teacher Education Levels 2003-04		
	Westmont	OVSD
Doctorate	0.0%	0.4%
Master's Degree +30*	25.0%	27.2%
Master's Degree	53.1%	38.9%
Bachelor's Degree +30*	15.6%	29.2%
Bachelor's Degree	6.3%	6.7%
<i>*Indicates additional hours above and beyond degree.</i>		

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are modeled after the Stull guidelines for teacher evaluations and include: maintenance of a suitable learning environment, attainment of standards of expected student progress, working staff relationships, professional qualities, instructional techniques and strategies, adherence to curricular objectives, and other duties relevant to the position.

Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. About 35-40 percent of District substitutes are fully credentialed; all have a minimum of a bachelor's degree, have passed the California Basic Education Skills Test, and have a 30-day substitute permit. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or school administrator.

School Facilities & Safety

Westmont Elementary School provides a safe, clean environment for students, staff, and volunteers. Facilities sit on 14.25 acres and include 23 permanent classrooms, 7 portable classrooms, 6 bathrooms, a multi-purpose room, library, computer lab, teachers' lounge, administrative offices, child care facilities, and grassy field and blacktop play areas. Westmont Elementary School is currently modernizing its campus thanks to matching funds from Proposition 47 passed in November 2002.

A team of custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. In the 2004-05 school year, the District and local agencies immediately addressed the following emergency repairs on campus: a termite infestation and rusted rain gutters; any rain gutters posing an immediate threat to students have been removed. At the time this report was published, 100 percent of restrooms on campus were in good working order. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Westmont Elementary School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty aides, the principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in September 2004. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the start of every school year.

School Attendance

Regular attendance at Westmont Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2003-04 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Westmont Elementary

School in the 2003-04 school year was 96.3 percent, an increase from 96.1 percent in 2002-03.

Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. We provide instruction for grades kindergarten through five in a self-contained classroom environment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	02	03	04	1-20 Students			21-32 Students			33+ Students		
K	18	17	18	5	5	5						
1st	17	19	20	4	4	4						
2nd	17	19	19	7	5	5						
3rd	19	20	20	4	4	4						
4th	30	26	28				3	4	3			
5th	28	30	26				3	3	4			
3rd-4th	17			1								

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. During the 2003-04 school year, 100% of our K-3 classrooms participated in the CSR program.

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Westmont Elementary School met or exceeded state requirements. For the 2003-04 school year, Westmont Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days. Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays so that we may use the time for staff development, teacher planning, and faculty meetings.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-8th	54,000	58,410

Expenditures & Services Funded

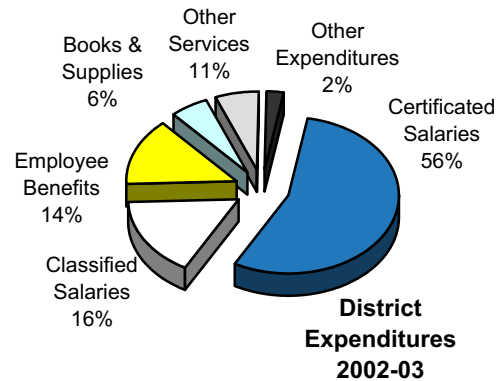
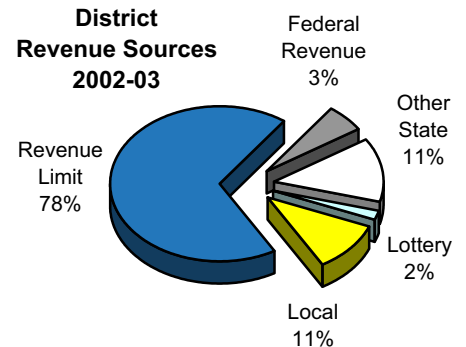
At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2002-03 school year. In 2002-03, Ocean View School District spent an average of \$6,427 to educate each student (based on 2002-03 audited financial statements).

Current Expense of Education Per Student* 2002-2003		
Statewide Average		
All Elementary School		
OVSD	Districts	All Districts
\$6,427	\$6,542	\$6,822

Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

Ocean View School District receives federal and state categorical funding for special programs. For the 2002-03 school year, the District received approximately \$1,268 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principal - Superintendent 2002-03		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,951
Mid-Range Teachers	\$62,487	\$61,262
Highest Teachers	\$81,285	\$74,414
Elementary Principals	\$96,409	\$94,506
Middle School Principals	\$103,556	\$94,506
Superintendent	\$146,007	\$140,715
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.44%	44.63%
Administrative Salaries	5.66%	5.51%