

# DeMille Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (e.g., the California State Library). 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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	DeMille Elementary School
<b>Street</b>	15400 Van Buren Street
<b>City, State, Zip</b>	Midway City, CA 92655
<b>Phone Number</b>	(714) 894-7224
<b>Principal</b>	Shannon Villanueva
<b>E-mail Address</b>	svillanueva@wsdk8.us
<b>Web Site</b>	demille.wsdk8.us
<b>CDS Code</b>	30667466030738

<b>District Contact Information</b>	
<b>District Name</b>	Westminster School District
<b>Phone Number</b>	(714) 894-7311
<b>Superintendent</b>	Sheri Loewenstein, Interim
<b>E-mail Address</b>	sloewenstein@wsdk8.us
<b>Web Site</b>	<a href="http://www.wsdk8.us/">http://www.wsdk8.us/</a>

## School Description and Mission Statement (School Year 2017-18)

### Principal's Message

I'd like to welcome you to the DeMille Annual School Accountability Report Card and thank you for taking the time to explore it. Every school in California issues the Accountability Report Card in order to offer parents and the community the opportunity to gain insight into the quality educational program offered. As principal, I am proud of the students and staff of DeMille, and am honored to be able to share some of their accomplishments with you.

Some of the exciting things happening at DeMille during the 2016-2017 school year. "Building tomorrow's leaders today in a globally connected community" is our vision, and all students are actively participating in 21st Century Learning. Common Core standards are implemented across all grade levels. The use of technology is a focus and is highly encouraged. All students in Grades TK-6 utilize Chromebooks. We also have computer based programs such as Accelerated Reader, Imagine Learning and ST Math to support student learning and achievement. We continue to offer after school ASES and ESP Programs which provide child care and tutoring services. Teachers also provide Homework Help to assist at-risk students and help others catch up on missed learning due to absences. DeMille Elementary School continued implementing GLAD Strategies, Thinking Maps and Positive Behavioral Interventions and Support (PBIS) program. Community and parent involvement continued to increase at DeMille. An eager, enthusiastic, hard working PTA is established and growing.

In the fall of 2015, DeMille implemented the first Vietnamese-English Dual Language Immersion program in the state of California with two Kindergarten classes. During the 2016-2017 school year, we had two Kindergarten and two first grade classes. A new grade level will be added each year until we reach full implementation Kindergarten-Sixth grade.

As a school, we are fortunate to have highly qualified teachers eager to make a difference in the lives of our students. The staff, in turn, considers themselves fortunate to have the opportunity to work with the unique students that are a vital part of our diverse community. We maintain our commitment to students, parents, and community members to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in preparing our students to become productive citizens of tomorrow.

### Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy.

The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5 and six K-6 elementary schools, and three middle schools. Total district enrollment for the 2016-17 school year was 9,328. students.

Cecil B. DeMille Elementary School opened in 1959 in Midway City, and has continued to provide students in grades kindergarten through six with a solid academic foundation on a traditional calendar. During the 2016-17 school year, 479 students were enrolled at DeMille Elementary School. Student body demographics are illustrated in the chart.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	100
Grade 1	83
Grade 2	64
Grade 3	59
Grade 4	51
Grade 5	70
Grade 6	52
<b>Total Enrollment</b>	<b>479</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	44.3
Filipino	0.2
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.4
White	4.2
Two or More Races	0
Socioeconomically Disadvantaged	86.6
English Learners	75.2
Students with Disabilities	7.9
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	21	22	393
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/19/2017

Westminster School District held a public hearing on October 19, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2017. The Dual Immersion Vietnamese K-2 program is using State Adopted Units as a model for the Vietnamese Units of study.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill StudySync / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/ System 44 / 2011	Yes	0
Mathematics	McGraw-Hill (My Math) / 2016 Big Ideas Learning (Big ideas Math) / 2016	Yes	0
Science	Scott Foresman Science / 2008 CPO Science / 2008	Yes	0
History-Social Science	Houghton Mifflin Social Studies / 2007 Teacher's Curriculum Institute / 2007	Yes	0
Visual and Performing Arts	MacMillan McGraw-Hill (Spotlight on Music California) / 2009 Pearson/Scott Foresman (Art) / 2009	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

DeMille Elementary School offers a safe and secure campus for students and staff. The school was built in 1959 and provides up-to-date facilities and adequate space for students and staff. DeMille Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 29 classrooms. The school also enjoys two (primary and upper grade) spacious playgrounds with swings, a slide and play bars, as well as grassy fields for running, sports, and games and a kindergarten playground.

The school’s Comprehensive School Site Safety Plan was updated in March 2016 to ensure the protection of students and staff, as well as the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are readily available. Disaster drills are held regularly throughout the year; fire drills are held once each month, earthquake drills are held two times each year and secure campus drills are each held twice a year.

DeMille Elementary School employs campus supervisors to monitor students during their lunch break. Teachers and the principal supervise students before school and during regularly scheduled breaks. All visitors to the campus must sign in at the office and display a visitor’s pass at all times.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 9/20/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			ADA ramps need repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 9/20/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	47	47	55	55	48	48
Mathematics (grades 3-8 and 11)	42	43	50	52	36	37

Note: Percentages are not calculated 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	226	98.69	47.35
Male	120	118	98.33	47.46
Female	109	108	99.08	47.22
Black or African American	--	--	--	--
Asian	88	86	97.73	62.79
Hispanic or Latino	127	127	100	36.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	60
Socioeconomically Disadvantaged	202	200	99.01	44.5
English Learners	192	190	98.96	44.21
Students with Disabilities	16	16	100	25

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	228	99.56	42.54
Male	120	119	99.17	47.06
Female	109	109	100	37.61
Black or African American	--	--	--	--
Asian	88	88	100	68.18
Hispanic or Latino	127	127	100	25.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	40
Socioeconomically Disadvantaged	202	201	99.5	39.8
English Learners	192	192	100	41.15
Students with Disabilities	16	16	100	18.75

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54	38	74	70	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.4	44.8	23.9

Note: Percentages are not calculated 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

DeMille Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students.

Parent conferences, Family Nights, Student Performances, Student Goal Setting Conferences, and Back-to-School nights are designed to welcome parents, seek input, and answer questions. The school also has an active Parent Teacher Association (PTA). Parents and families enjoy attending our annual Holiday Program, the Fall Festival, and monthly Readers are Leaders activities. Parents can also participate in monthly Readers are Leaders activities.

DeMille offers parent education opportunities, such as Parenting Partners. In addition to membership in our PTA, we invite parent participation in our School Site Council.

Parents are encouraged to make an appointment with their child's teacher or principal any time. Parents and community members are encouraged to volunteer in classrooms and on field trips, and participate in school activities.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1	1.2	0.6	3.0	2.6	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

DeMille Elementary School offers a safe and secure campus for students and staff. The school was built in 1959 and provides up-to-date facilities and adequate space for students and staff. DeMille Elementary School is comprised of a kindergarten area, library media center, 2 computer labs, large multipurpose room, and 29 classrooms. The school also enjoys two (primary and upper grade) spacious playgrounds with swings, a slide and play bars, as well as grassy fields for running, sports, and games and a kindergarten playground.

The school's Comprehensive School Site Safety Plan was updated in March 2017 to ensure the protection of students and staff, as well as the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. There are areas for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

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DeMille Elementary School employs campus supervisors to monitor students during their lunch break. Teachers and the principal supervise students before school and during regularly scheduled breaks. DeMille School is a closed campus. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	85.7

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	5			20	1	5		21	1	4	
1	20	2	1		24		2		20	2	2	
2	23		2		23		3		25		2	
3	26		3		25		2		24		3	
4	31		2		34			2	26		2	
5	29		2		33		1	1	35			2
6	26		2		29		2		26		2	
Other	8	1										

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	2000
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$1,456	\$1,338	\$118	
District	N/A	N/A	\$4,038	\$84,303
Percent Difference: School Site and District	N/A	N/A	-97.1%	
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-97.9%	

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,760	\$48,678
Mid-Range Teacher Salary	\$82,529	\$78,254
Highest Teacher Salary	\$108,023	\$96,372
Average Principal Salary (Elementary)	\$121,641	\$122,364
Average Principal Salary (Middle)	\$123,595	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$228,168	\$212,818
Percent of Budget for Teacher Salaries	43%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The areas of focus include 21st century teaching and learning, differentiating instruction, and training to support English Learner (EL) students. Teachers were also trained in cultural proficiency.