



Serving Grades  
Kindergarten through Six

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Principal

Shannon Villanueva

Westminster  
School District

*“High Academic Achievement,  
Health, Safety and Well-Being  
for all Westminster School  
District Students”*

[www.wsd.k12.ca.us](http://www.wsd.k12.ca.us)

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# Cecil B. DeMille Elementary School

## 2009-2010 School Accountability Report Card

### 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 2009-10 school year include after school PRIDE 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 learning missed due to absences. DeMille also added Accelerated Reader and SuccessMaker Math Software for student intervention. The DeMille Peacemakers Program teaches children to help each other solve problems. Community involvement is increasing at DeMille.

It is the belief of DeMille Elementary School that students can and will excel in an environment that is tailored to meet their changing needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and positive social interaction. In state assessments, the students continue to meet Growth Targets set by the State of California.

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.

### District Vision Statement

High Academic Achievement, health, safety and well-being for all Westminster School District students.

### 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 2009-10 school year was 9,772 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 2009-10 school year, 519 students were enrolled at DeMille Elementary School. Student body demographics are illustrated in the chart.

#### Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	0.2%
American Indian	0.2%
Asian	52.6%
Filipino	0.4%
Hispanic or Latino	39.1%
Pacific Islander	0.6%
White	6.7%
None Reported	0.2%

## Discipline & Climate for Learning

Students at DeMille Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and policies at the beginning of each school year through classroom orientation as well as parent information packets sent out at the beginning of each school year.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by DeMille Elementary School.

The Suspensions and Expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	25	32	30	1139	928	819
Suspension Rate	4.4%	5.5%	5.8%	11.5%	9.4%	8.4%
Expulsions	0	0	0	0	4	6
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.04%	0.1%

## Extracurricular Activities & Recognition Programs

Students are encouraged to participate in the school's additional extracurricular activities, including: Founder's Day, Spring Fling, Jog-A-Thon, and Student Council (Grades 3-6). DeMille Elementary School staff encourage positive behavior, and provide incentives and attainable goals for all children through an extensive list of schoolwide recognition programs, including Dolphin of the Month, Reader of the Month, Blue Star Winner, Principal's Award, WELA Award, Golden Apple Award, Perfect Attendance Award, Monthly Math Awards, and the Foundation-Student Recognition.

## Homework

At DeMille Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

## School Enrollment & Attendance

At DeMille Elementary School, regular attendance is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated in the district's annual parent notification and Orange County Truancy Project policy. Parents are advised of their responsibilities, including proper notification of why and when students are absent.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at DeMille Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

The chart illustrates total enrollment for the last three years.

### Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	84	73	72
1st	77	88	66
2nd	96	68	77
3rd	72	98	64
4th	84	79	84
5th	85	84	76
6th	65	87	80

## Class Size

The chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	08	09	10	08	09	10	08	09	10	08	09	10
K	21	18	20	-	5	3	5	-	2	-	-	-
1	19	18	22	4	5	-	-	-	2	-	-	-
2	19	17	21	5	4	1	-	-	1	-	-	-
3	32	29	27	-	-	-	2	3	3	-	-	-
4	32	31	29	-	-	-	2	2	2	-	-	-
5	28	28	33	-	-	-	3	3	1	-	-	1
6	33	29	31	-	-	-	1	3	2	1	-	-
3-4	30	28	-	-	-	-	1	1	-	-	-	-

## Parent Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students, including GATE Program and varied programs through the Westminster Community Center.

Parent conferences, Open House, 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), which organizes parent nights and family events such as the Jack Show.

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, the DAC, School Site Council, and ELAC. Parents can also participate in monthly Readers are Leaders activities.



## Support Staff

It is the goal of DeMille Elementary School to assist students in their social and personal development as well as academics. The district provides additional services to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The psychologist is devoted to helping students deal with problems and assisting them to reach positive goals. The following support services are available for students at DeMille Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Instructional Assistant	1	0.5
Health Clerk	1	0.5
Library Media Assistant	1	0.5
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language Specialist	1	0.8
Student Achievement Counselor	1	0.5

A Resource Specialist and a Speech & Language Therapist provide support to students with special needs.

A Gifted and Talented Education (GATE) program is available for students who qualify. Students who may qualify for GATE are tested for the program, and placement begins in the third grade. GATE students are challenged with curriculum of greater depth and complexity through differentiated instruction.

## School Facilities & Safety

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 a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games.

The school's Comprehensive School Site Safety Plan is updated each spring 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.

## Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

## Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order. The table displays the results of the most recent facility inspection provided by the district in October 2010. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/04/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			RM 15-21 Modular - Wood rot damage to rooms 17 and 20. RM 21A-29 - Wood rot damage rms. 26 and 28. Ramp damage RM 29.
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

For the 2010-11 school year, the district budgeted \$376,958 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

## Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the state's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with state content standards.

Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

## Physical Fitness

In the spring of each year, DeMille Elementary School is required by the state to administer a Physical Fitness Test to all students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). For the 2009-10 school year, 16.3% of all fifth graders at DeMille Elementary School met the standards in all six fitness areas.

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	42	47	52	50	54	58	46	50	52
Mathematics	55	58	58	55	58	63	43	46	48
Science	45	41	54	57	56	65	46	50	54
History/Social Science	*	*	*	41	45	53	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	63	65	53
School	52	58	54	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	67	77	68	*
Filipino	*	*	*	*
Hispanic or Latino	30	28	30	*
Pacific Islander	*	*	*	*
White	57	76	*	*
Males	44	55	49	*
Females	60	61	59	*
Socioeconomically Disadvantaged	48	54	53	*
English Learners	44	51	43	*
Students with Disabilities	25	36	*	*
Migrant Education	*	*	*	*

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

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Language Learners (ELLs).

## Contact Information

Parents who wish to participate in DeMille Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7224.

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	800	821	767
Asian	880	904	889
Hispanic or Latino	678	732	715
Socioeconomically Disadvantaged	783	794	712
English Learners	794	798	691

API School Results			
	07-08	08-09	09-10
Statewide Rank	5	5	5
Similar Schools Rank	3	4	1
All Students			
Actual API Change	27	4	24
Asian			
Actual API Change	18	19	30
Hispanic or Latino			
Actual API Change	22	-4	6
Socioeconomically Disadvantaged			
Actual API Change	31	7	24
English Learners			
Actual API Change	20	8	24

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)

## No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)					
Made AYP Overall	School		District		
	Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No	No
API School Results	Yes		Yes		
Graduation Rate	N/A		N/A		

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2010-11)	Year 2	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	50.0%



## Instructional Materials

Westminster School District held a public hearing on October 8, 2009 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 2010.

## Library & Computer Resources

DeMille Elementary School's library is stocked with numerous titles that are available for students to check out as well as a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills.

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. DeMille Elementary School has its own computer lab with 34 student computers and one teacher computer. In addition, each classroom has seven computers. Demille Elementary School is in the process of adding a second computer lab.

Students and staff also have the opportunity to utilize the Computer Tech Center at Willmore Elementary School. The Center is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos, and is staffed by a qualified Curriculum Resource Technology Teacher.

## Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the Westminster and Garden Grove branches of the Orange County Public Library system. For library hours, branch locations, and other information please call (714) 893-5057 or visit the library's website at [www.ocpl.org](http://www.ocpl.org).

## Teacher Assignment

Westminster School District recruits and employs only the most qualified teachers who meet all credential requirements in the State of California. For the 2009-10 school year, DeMille Elementary School had 25 fully credentialed teachers.

Misassignments/Vacancies	08-09 09-10 10-11		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-2	English/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
6th	Foreign Language	Prentice Hall	2007	Yes	0.0%
6th	History/Social Science	Teacher's Curriculum Institute	2007	Yes	0.0%
K-5	History/Social Studies	Houghton Mifflin	2007	Yes	0.0%
6th	Mathematics	Holt McDougal	2009	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
6th	Science	CPO Science	2008	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%
6th	Visual and Performing Arts	Davis Publications	2009	Yes	0.0%
K-5	Visual and Performing Arts	MacMillan/McGraw Hill	2008	Yes	0.0%

## Teacher Credential Status

	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	26	28	25	455
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	17

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

## Professional Development

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.

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.4%	0.6%
High-Poverty Schools in District	99.5%	0.5%
Low-Poverty Schools in District	100.0%	0.0%

## School Leadership

Leadership at DeMille Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Ms. Shannon Villanueva assumed the role of principal at DeMille Elementary School in the 2009-10 school year.

Grade-Level Teams concentrate on curriculum planning, enrichment activities, student assessment and their focus has centered on school wide programs such as reading interventions, science curriculum, and assessment of student work. Representatives from each team meet regularly with school administration to share ideas, goals, and information. An on-going evaluation of student achievement and data analysis through Edusoft helps improve instruction for all students.

## Curriculum Improvement

All curriculum development at DeMille Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum with district curriculum pacing calendar to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of DeMille Elementary School's curriculum is an ongoing process.

The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum Steering Committees for Mathematics, Language Arts/Writing, and English Learners, consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

## Average Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$38,770	\$41,988
Mid-Range Teachers	\$74,828	\$68,649
Highest Teachers	\$92,211	\$87,156
Elementary School Principals	\$109,352	\$109,026
Middle School Principals	\$116,804	\$112,489
High School Principals	-	\$113,872
Superintendent	\$165,000	\$181,890
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.9%	42.5%
Administrative Salaries	4.8%	5.5%

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time of publication, the most recent salary comparison data from the State of California was for the 2008-09 school year. The Average Teacher Salary table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$70,424
District	\$70,039
Percentage of Variation	0.54%
School & State	
All Elementary School Districts	\$68,212
Percentage of Variation	3.24%

## Expenditures & Services Funded

The chart provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$2,003
From Restricted Sources	\$1,903
From Unrestricted Sources	\$100
District	
From Unrestricted Sources	\$4,259
Percentage of Variation between School & District	97.66%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	98.24%

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Educational Technology Assistance Grants
- Class Size Reduction K-2
- Peer Assistance and Review

