

DeMille Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

| | |
|------------------------------------------|---------------------------|
| School Name | DeMille Elementary School |
| Street | 15400 Van Buren Street |
| City, State, Zip | Midway City, CA 92655 |
| Phone Number | (714) 894-7224 |
| Principal | Shannon Villanueva |
| Email Address | svillanueva@wsdk8.us |
| School Website | demille.wsdk8.us |
| County-District-School (CDS) Code | 30667466030738 |

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------|
| District Name | Westminster School District |
| Phone Number | (714) 894-7311 |
| Superintendent | Cyndi Paik |
| Email Address | mmerlos@wsdk8.us |
| District Website Address | wsdk8.us |

2021-22 School Overview

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.

Together the staff, students, parents and community have navigated the many challenges and changes the Covid 19 pandemic has brought. Here are some highlights of the exciting happenings at DeMille during the 2021-2022 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, MobyMax, 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 engagement are an integral part of DeMille. An eager, dedicated, and hardworking 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. In the fall of 2018, we opened two Vietnamese Dual Language Immersion preschool classes, a Transitional Kindergarten class, and two third grade classes. We are very excited to offer Vietnamese Dual Language Immersion Preschool through Fifth grade. A new grade level has been added each year and we now have full implementation of VDLI Preschool-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.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 84 |
| Grade 1 | 57 |
| Grade 2 | 79 |
| Grade 3 | 87 |
| Grade 4 | 72 |
| Grade 5 | 60 |
| Grade 6 | 55 |
| Total Enrollment | 494 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 53.2 |
| Male | 46.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 62.8 |
| Black or African American | 0.4 |
| Filipino | 0.4 |
| Hispanic or Latino | 32 |
| Two or More Races | 1.4 |
| White | 1.6 |
| English Learners | 57.1 |
| Foster Youth | 0.2 |
| Homeless | 1.6 |
| Socioeconomically Disadvantaged | 74.3 |
| Students with Disabilities | 4.5 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|-----------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.0 | 95.8 | 361.6 | 88.1 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.0 | 0.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 17.0 | 4.1 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 0.0 | 0.0 | 12115.8 | 4.4 |
| Unknown | 1.0 | 4.2 | 32.0 | 7.8 | 18854.3 | 6.9 |
| Total Teaching Positions | 24.0 | 100.0 | 410.6 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--------------------------------------------------------------|------------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---------------------------------------------------------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 8, 2020 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 2020. The Dual Immersion Vietnamese K-2 program is using State Adopted Units as a model for the Vietnamese Units of study.

| | |
|--------------------------------------------------------|------------|
| Year and month in which the data were collected | 10/08/2020 |
|--------------------------------------------------------|------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with integrated ELD (Program 2) / 2017 McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011 | Yes | 0 |
| Mathematics | McGraw-Hill (My Math) / 2016 | Yes | 0 |

| | | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------|-----|---|
| | Big Ideas Learning (Big Ideas Math) / 2016 | | |
| Science | McGraw-Hill Inspire Science / 2020 Pearson Elevate Science / 2020 | Yes | 0 |
| History-Social Science | Houghton Mifflin Social Studies / 2007 Teacher Curriculum Institute (TCI) / 2007 | Yes | 0 |
| Visual and Performing Arts | McMillan McGraw-Hill (Spotlight on Music California) / 2009 Pearson/Scott Foresman (Art) / 2009 | Yes | 0 |

School Facility Conditions and Planned Improvements

DeMille Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in August 2020.

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, multipurpose room, 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. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

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.

Year and month of the most recent FIT report

8/24/2020

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Classroom 27's ADA ramp is deteriorated. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Stripping is faded on lower grade playground. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 275 | NT | NT | NT | NT |
| Female | 148 | NT | NT | NT | NT |
| Male | 127 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 152 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 111 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 158 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 32 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 219 | NT | NT | NT | NT |

| | | | | | |
|------------------------------------------------------|----|----|----|----|----|
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 275 | NT | NT | NT | NT |
| Female | 148 | NT | NT | NT | NT |
| Male | 127 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 152 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 111 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 158 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 32 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 219 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| Star - Spr 2021 Student Groups | Star - Spr 2021 Total Enrollment | Star - Spr 2021 Number Tested | Star - Spr 2021 Percent Tested | Star - Spr 2021 Percent Not Tested | Star - Spr 2021 Percent At or Above Grade Level |
|--------------------------------|----------------------------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------------------------|
| All Students | 280 | 243 | 87% | 13% | 63% |

| | | | | | |
|------------------------------------------------------|-----|-----|------|------|------|
| Female | 143 | 129 | 90% | 10% | 69% |
| Male | 125 | 114 | 91% | 9% | 55% |
| American Indian or Alaska Native | 3 | 2 | 67% | 33% | 100% |
| Asian | 171 | 158 | 92% | 8% | 73% |
| Black or African American | 0 | 0 | 0% | 100% | - |
| Hispanic or Latino | 85 | 75 | 88% | 12% | 37% |
| White | 3 | 3 | 100% | 0% | 67% |
| English Learners | 166 | 150 | 90% | 10% | 53% |
| Foster Youth | 1 | 1 | 100% | 0% | 0% |
| Socioeconomically Disadvantaged | 210 | 191 | 91% | 9% | 56% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 100% | - |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| Star - Spr 2021 Student Groups | Star - Spr 2021 Total Enrollment | Star - Spr 2021 Number Tested | Star - Spr 2021 Percent Tested | Star - Spr 2021 Percent Not Tested | Star - Spr 2021 Percent At or Above Grade Level |
|------------------------------------------------------|-----------------------------------------|--------------------------------------|---------------------------------------|-------------------------------------------|--------------------------------------------------------|
| All Students | 280 | 258 | 92% | 8% | 69% |
| Female | 143 | 137 | 96% | 4% | 66% |
| Male | 125 | 121 | 97% | 3% | 71% |
| American Indian or Alaska Native | 3 | 2 | 67% | 33% | 100% |
| Asian | 171 | 165 | 96% | 4% | 82% |
| Black or African American | 0 | 0 | 0% | 100% | - |
| Filipino | | | | | |
| Hispanic or Latino | 85 | 83 | 98% | 2% | 40% |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | 4 | 3 | 75% | 25% | 67% |
| English Learners | 166 | 161 | 97% | 3% | 61% |
| Foster Youth | 1 | 1 | 100% | 0% | 0% |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 210 | 204 | 97% | 3% | 64% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 100% | - |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | -- | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 61 | NT | NT | NT | NT |
| Female | 30 | NT | NT | NT | NT |
| Male | 31 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 30 | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 27 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 20 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 48 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, Coffee and Conversation with the Principal, Family Nights, Student Performances, Student Goal Setting Conferences, Back-to-School nights, and Open House 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 WinterFest, Fall Festival, Mid Autumn Festival, and Lunar New Year celebrations.

In addition to membership in our PTA, we invite parent participation in our School Site Council and our Vietnamese Dual Language Immersion Parent Advisory Committee.

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

Parent involvement is an integral part of the school program. Due to the Covid-19, all supports are currently being offered virtually.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 508 | 502 | 36 | 7.2 |
| Female | 269 | 265 | 15 | 5.7 |
| Male | 239 | 237 | 21 | 8.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 317 | 314 | 11 | 3.5 |
| Black or African American | 2 | 2 | 0 | 0.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 164 | 161 | 22 | 13.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 7 | 7 | 0 | 0.0 |
| White | 9 | 9 | 1 | 11.1 |
| English Learners | 302 | 300 | 18 | 6.0 |
| Foster Youth | 5 | 5 | 2 | 40.0 |
| Homeless | 26 | 26 | 7 | 26.9 |
| Socioeconomically Disadvantaged | 386 | 383 | 35 | 9.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 27 | 26 | 3 | 11.5 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.99 | 0.00 | 2.80 | 0.20 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.38 | 1.52 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|------------------------------------------------------|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

DeMille Elementary School offers a safe and secure campus for students, staff, and visitors. 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 and playground, library media center, large multipurpose room, and 29 classrooms. The school also enjoys two spacious playgrounds (primary and upper grade) with swings, a slide, play bars, and grassy fields for running, sports, and games.

DeMille Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, 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. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

The school is in compliance with all laws, rules, and regulations pertaining to Covid-19 safety, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County. Safety measures enforced and resources provided to staff and students include but are not limited to:

- Providing staff and students with personal protective equipment (PPE) and sanitation supplies
- Enforcing the proper wearing of face masks
- Following physical distancing guidelines
- Providing air purifiers in all classrooms
- Designating single-direction entrances and exits
- Providing additional handwashing stations
- Additional cleaning and sanitation of high-touch places

Additionally, earthquake preparedness drills, fire drills, and shelter in place drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 3 | |
| 1 | 22 | 1 | 3 | |
| 2 | 23 | | 3 | |
| 3 | 17 | 4 | | |
| 4 | 30 | | 2 | |
| 5 | 28 | | 2 | |
| 6 | 18 | 2 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | 1 | 2 | |
| 1 | 21 | 1 | 2 | |
| 2 | 22 | 1 | 3 | |
| 3 | 26 | | 3 | |
| 4 | 19 | 2 | 1 | |
| 5 | 29 | | 2 | |
| 6 | 29 | | 2 | |
| Other | 20 | 1 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | 1 | 2 | |
| 1 | 22 | 1 | 1 | |
| 2 | 20 | 3 | 1 | |
| 3 | 22 | 3 | 1 | |
| 4 | 24 | 1 | 2 | |
| 5 | 30 | | 2 | |
| 6 | 27 | | 2 | |
| Other | 25 | | 1 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 2470 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|----------------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.4 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,652 | \$803 | \$6,278 | 94,070 |
| District | N/A | N/A | \$5,801 | \$97,912 |
| Percent Difference - School Site and District | N/A | N/A | 7.9 | -4.0 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -29.4 | 9.1 |

2020-21 Types of Services Funded

- 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$45,653 | \$52,060 |
| Mid-Range Teacher Salary | \$90,994 | \$84,043 |
| Highest Teacher Salary | \$115,907 | \$107,043 |
| Average Principal Salary (Elementary) | \$133,125 | \$133,582 |
| Average Principal Salary (Middle) | \$133,125 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$220,000 | \$240,628 |
| Percent of Budget for Teacher Salaries | 40% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | | |

Westminster School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------|
| District Name | Westminster School District |
| Phone Number | (714) 894-7311 |
| Superintendent | Cyndi Paik |
| Email Address | mmerlos@wsdk8.us |
| District Website Address | wsdk8.us |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 5815 | 35 | 0.60 | 99.40 | 8.57 |
| Female | 2805 | 13 | 0.46 | 99.54 | 7.69 |
| Male | 3009 | 22 | 0.73 | 99.27 | 9.09 |
| American Indian or Alaska Native | 15 | 0 | -- | 100.00 | -- |
| Asian | 2193 | 17 | 0.78 | 99.22 | 0.00 |
| Black or African American | 42 | 0 | 0.00 | 100.00 | -- |
| Filipino | 44 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2643 | 16 | 0.61 | 99.39 | 18.75 |
| Native Hawaiian or Pacific Islander | 34 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 179 | 1 | 0.56 | 99.44 | -- |
| White | 665 | 1 | 0.15 | 99.85 | -- |
| English Learners | 1954 | 27 | 1.38 | 98.62 | 3.70 |
| Foster Youth | 27 | 0 | 0.00 | 100.00 | -- |
| Homeless | 902 | 8 | 0.89 | 99.11 | -- |
| Military | 21 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 4085 | 27 | 0.66 | 99.34 | 11.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 698 | 35 | 5.01 | 94.99 | 8.57 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 5815 | 36 | 0.62 | 99.38 | 5.56 |
| Female | 2805 | 13 | 0.46 | 99.54 | 0.00 |
| Male | 3009 | 23 | 0.76 | 99.24 | 8.70 |
| American Indian or Alaska Native | 15 | 0 | -- | 100.00 | -- |
| Asian | 2193 | 17 | 0.78 | 99.22 | 5.88 |
| Black or African American | 42 | 0 | 0.00 | 100.00 | -- |
| Filipino | 44 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2643 | 17 | 0.64 | 99.36 | 5.88 |
| Native Hawaiian or Pacific Islander | 34 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 179 | 1 | 0.56 | 99.44 | -- |
| White | 665 | 1 | 0.15 | | -- |
| English Learners | 1954 | 28 | 1.43 | 98.57 | 7.14 |
| Foster Youth | 27 | 0 | 0.00 | 100.00 | -- |
| Homeless | 902 | 8 | 0.89 | 99.11 | -- |
| Military | 21 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 4085 | 28 | 0.69 | 99.31 | 3.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 698 | 36 | 5.16 | 94.84 | 5.56 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.