

Westmorland Union Elementary School District Westmorland Elementary School

Grades K through 8
Linda Morse, Superintendent/Principal



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2009-10 School Accountability Report Card *Published March 2011*

Westmorland Union Elementary School
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Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Westmorland Union Elementary School District is also provided.

Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection on our highly committed staff. We are dedicated to ensuring that Westmorland Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Linda Morse, Principal

Mission Statement

Our purpose is to provide students with meaningful learning experiences in a safe, caring environment, assuring equal access to the core curriculum while providing differentiated instruction based upon research and data that will lead all students to mastery of grade level content standards.

School Profile

Westmorland Elementary School is located in the central region of Westmorland and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2009-10 school year, 384 students were enrolled, including 4% in special education, 50% qualifying for English Language Learner support, and 98% qualifying for free or reduced price lunch. Westmorland Elementary School achieved a 2010 Academic Performance Index (API) score of 694.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	0.00 %	Kindergarten	53
Amer. Indian or Alaskan Native	0.26 %	Grade 1	51
Asian	0.78 %	Grade 2	43
Filipino	0.52 %	Grade 3	31
Hisp. or Latino	90.36 %	Grade 4	34
Pacific Islander	0.00 %	Grade 5	44
Caucasian	7.81 %	Grade 6	37
Multi-Racial	0.00 %	Grade 7	47
		Grade 8	44
		Total Enrollment	384

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Westmorland Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	35	33	33	35	33	33	46	50	52
Math	42	44	31	42	44	31	43	46	48
Science	20	20	26	20	20	26	46	50	54
Social Science	42	17	34	42	17	34	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Westmorland Elementary School							
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts			*	46	*	32		
Math			*	17	*	32		
Science			*	46	*	23		
Social Science			*	*	*	28		

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	WUESD	Westmorland Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	33	33	30	37	26	34	0	36
Math	31	31	34	29	30	32	0	35
Science	26	26	30	22	5	26	*	29
Social Science	34	34	43	25	7	35	*	30

Physical Fitness

In the spring of each year, Westmorland Elementary School is required by the state to administer a physical fitness test to all students in grade five, grade seven, and grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	30%	32.5%	2.5%
Seventh	14.3%	24.5%	10.2%
Ninth	N/A	N/A	N/A

Academic Performance Index

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

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

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

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	3	3	2
Similar Schools Rank	9	10	8

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	18	-18	-16
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	23	-23	-18
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	19	-18	-16
English Learners	18	-18	-12

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.			685
Amer. Indian or Alaskan Native			728
Asian			889
Filipino			851
Hisp. or Latino	688	689	715
Pacific Islander			754
Caucasian			838
Multi-Racial			807
Economically Disadvantaged	694	695	610
English Learners	680	680	691
Students with Disabilities			580
All Students	694		767

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	WES	WUESD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	N/A

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Westmorland Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	WES	WUESD
PI Status	In PI	Not in PI
Implementation Year	2003-2004	N/A
Year in PI	Year 5	N/A
No. of Schools Currently in PI		1
% of Schools Currently Identified for PI		100.0%

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, and bi-monthly parent bulletins. Contact Victor Hopper at (760) 344-4364 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Fundraising Activities
Room Parent
Picture Day Assistant

Committees

English Learner Advisory Council
Migrant Education Advisory Council
School Site Council

School Activities

Back to School Night
Fall Festival
Open House
Nutritional Olympics
Cinco de Mayo Event

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westmorland Elementary School's original facilities were built in 1958 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the primary student restrooms were replaced.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Westmorland Elementary School. The day custodians are responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1958
Acreage	15.9
Square Footage	35,520
Quantity	
Permanent Classrooms	24
Portable Classrooms	0
Restrooms (sets)	3
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Resource Room	1
Teacher Lounge/Workroom	1

Deferred Maintenance

Westmorland Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Westmorland Elementary School received \$14,010 in deferred maintenance funds for the repair and/or maintenance of the heating/air conditioning systems.

Facilities Inspection

The district's maintenance department inspects Westmorland Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westmorland Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 02, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 02, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Westmorland Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2010.

Classroom Environment

Discipline & Climate for Learning

Westmorland Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	WES		
	07-08	08-09	09-10
Suspensions (#)	24	26	47
Suspensions (%)	6.20 %	7.14 %	12.24 %
Expulsions (#)	0	1	0
Expulsions (%)	0.00 %	0.27 %	0.00 %
	WUESD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	24	26	47
Suspensions (%)	6.20 %	7.14 %	12.24 %
Expulsions (#)	0	1	0
Expulsions (%)	0.00 %	0.27 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.0	3		
1	17.5	2		
2	15.0	3		
3	19.5	2		
4	23.5		2	
5	26.0		2	
6	26.0		2	
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	2		
1	14.0	3		
2	17.0	2		
3	12.0	3		
4	19.5	2		
5	13.0	3		
6	26.0		2	
Combo 4-8	14.0	1		
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	2		
1	14.0	3		
2	17.0	2		
3	12.0	3		
4	19.5	2		
5	13.0	3		
6	26.0		2	
Combo 4-8	14.0	1		

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Westmorland Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Westmorland Elementary School held five staff development days devoted to:

- Reading First Arrival Training
- SB472 Math Adoption Training (Grades 6-8)
- SB472 English/Language Arts Training (Grades K-3)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Westmorland Elementary School supports ongoing professional growth throughout the year on early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Westmorland Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development

activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
6	6	5

Instructional Materials

All textbooks used in the core curriculum at Westmorland Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 21, 2010, the Westmorland Union Elementary School District's held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The adopted Resolution 092110-133 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Westmorland Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2006	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2007	McDougal Littell, <i>The Language of Literature</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt California Mathematics: Course 1, Course 2, Algebra I</i>	0 %
Science		
2007	Harcourt School Publishers, <i>California Science</i>	0 %

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

Specialized Instruction

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

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 8 who have been identified as academically gifted through benchmarks and assessments. Students in grades 3-6 are provided instruction one day per week and are grouped by grade level. Students in grades 7 and 8 are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Westmorland Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Westmorland Elementary School's teachers utilize Hampton Brown's High Point and SRA's Language for Learning series, a state-approved reading intervention program and textbook adoption. Westmorland Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Westmorland Elementary School's special education program is staffed by Resource Specialist Program Teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Westmorland Elementary School takes advantage of the district's participation in the Imperial County SELPA, which provide a pool of professional resources and expertise in the field of special education.

Westmorland Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. Intervention strategies include:

- After School Tutoring
- Reading Intervention Program
- Reach Program
- ASES (After School Education & Safety) Program

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

Professional Staff

Counseling & Support Staff

Westmorland Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Westmorland Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	1.0
Health Clerk	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	0.3

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Westmorland Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Westmorland Elementary School	95.8 %	4.2 %
District Totals		
All Schools	95.8 %	4.2 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WES			WUESD
	07-08	08-09	09-10	09-10
Total Teachers	36	33	24	24
Teachers with full credentials	23	24	23	23
Teachers without full credentials	13	9	1	1
Teachers in alternate routes to certification	1	2	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	12	7	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	1	0	0	0
Teacher misassignments for English learners	1	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WES	WUESD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	WES	WUESD
Doctorate	0.0 %	0.0 %
Master's degree plus 30 or more semester hours	8.0 %	8.0 %
Master's degree	8.0 %	8.0 %
Bachelor's degree plus 30 or more semester hours	36.0 %	36.0 %
Bachelor's degree	48.0 %	48.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

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

Salary Comparison 2008-09		
	WUESD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,611	\$38,905
Mid-Range Teacher Salary	\$64,056	\$56,504
Highest Teacher Salary	\$81,052	\$71,750
Superintendent Salary	\$100,220	\$111,055
Average Principal Salaries:		
Elementary School	N/A	\$92,053
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.7%	37.9%
Administrative Salaries	4.7%	6.8%

Expenditures Per Student

For the 2008-09 school year, Westmorland Union Elementary School District spent an average of \$9,879 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

- After School Learning & Safe Neighborhood Partnerships
- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	WES	WUESD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	353	353	N/A	N/A	N/A
Total**	\$10,289	\$10,289	100.00	N/A	N/A
Restr.†	\$4,117	\$4,117	100.00	N/A	N/A
Unrestr.††	\$6,172	\$6,172	100.00	\$5,681	108.64
Avg. Teacher Salary	\$56,885	\$56,885	100.00	\$56,953	99.88

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

Parents may access Westmorland Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Westmorland Elementary School is Brawley Public Library.

Address: 400 Main St., Brawley

Phone Number: (760) 344-1891

WebSite: <http://www.brawleylibrary.net/index.html>

Number of Computers Available: 9

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Westmorland Union Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in February 2011.