C. Fred Schroeder Elementary School

2008-2009 School Accountability Report Card

Principal's Message

We are proud of Schroeder Elementary School and welcome this opportunity to tell you more about us. In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." Schroeder Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students.

The staff at Schroeder Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the end of third grade.

The hard-working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

Schroeder Elementary School prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons including Back to School Night, Family Nights, Open House, our Music Extravaganza, and other special events.

Schroederism: High Academic Achievement for all students.

District Vision Statement

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

School Mission Statement

As a community of learners, our mission is to empower every student to achieve academic success; to problem solve and explore in order to become responsible, life-long learners in a global community.

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, six K-6 elementary schools, and three middle schools. Total enrollment in the district for the 2008-09 school year was 9,880 students.

C. Fred Schroeder Elementary School was opened in 1967 and since then has continued to provide students in grades kindergarten through six with the necessary tools to succeed in life. The school is located in Huntington Beach one block southwest of the Westminster Mall. Schroeder Elementary School operates on a traditional calendar and had 577 students enrolled at the beginning of the 2008-09 school year. Student body demographics are indicated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.2%
American Indian	0.5%
Asian	19.4%
Caucasian	48.4%
Filipino	1.9%
Hispanic or Latino	18.2%
Pacific Islander	1.0%
Multiple or No Response	10.4%

Discipline & Climate for Learning

Students at Schroeder 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 a classroom orientation and through the Parent/Student Handbook that is sent home with every student.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Schroeder 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 are exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	11	22	4	1139	928	921
Suspension Rate	1.9%	3.8%	0.7%	11.5%	9.3%	9.3%
Expulsions	0	0	0	7	4	4
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Homework

At Schroeder 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 to be responsible for reviewing homework assignments with their child. Students receive assistance with homework or remediation in reading and math from classroom teachers.

Recognition Programs & Extracurricular Activities

It is the desire of the Schroeder Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Schroeder Elementary offers the following recognition programs and awards:

- Happy Grams
- Students of the Month
- Student Council
- Read for Success
- Academic Awards
- Citizenship Awards
- Musical Extravaganza
- Westminster Police Dept. Award
- Principal's Award
- Golden Apple Classroom Award
- Schroeder School Foundation Awards
- Westminster Elementary Leadership Administration (WELA) Award

School Attendance & Enrollment

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

The chart illustrates the trend in enrollment for the past three years.

Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	91	69	88
1st	78	92	69
2nd	68	73	89
3rd	87	79	73
4th	94	99	82
5th	71	95	90
6th	76	70	86

Class Size

Schroeder Elementary School maintained a schoolwide average class size of 23.1 students and a pupil-to-teacher ratio of 22.6:1 for the 2008-09 school year. The pupil-to-teacher ratio varies by grade level taught. The chart illustrates average class size by grade level as well as the number of classes offered in reference to their environment.

Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	18	19	18	5	3	5	-	-	-	-	-	-
1	20	20	20	4	4	2	-	-	1	-	-	-
2	17	19	20	4	4	4	-	-	-	-	-	-
3	28	26	29	-	-	-	3	3	2	-	-	-
4	30	31	32	-	-	-	4	3	2	-	-	-
5	29	30	29	-	-	-	2	3	3	-	-	-
6	31	35	29	-	-	-	2	-	3	-	2	-
K-3	-	13	20	-	2	1	-	-	-	-	-	-
3-4	-	-	30	-	-	-	-	-	1	-	-	-
4-8	25	-	-	-	-	-	1	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved the implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Elementary schools within the Westminster Elementary School District participate in Class Size Reduction for grades K-2, with full-day kindergarten classes. The chart illustrates the percentage of classrooms that successfully met the CSR criteria for the past three years.

CSR Participation		
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	67%
2	100%	100%	100%
3	0%	0%	0%

Curriculum Development

All curriculum development at Schroeder Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Each year, the students at Schroeder Elementary School are given the Quarterly Benchmark Assessment. Teachers meet at least five times annually to assess and evaluate this data, which is collected and tracked with Edusoft.

This allows the teachers to track student progress, and make sure they are all able to meet the state standards.

Counseling & Support Staff

It is the goal of Schroeder Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. The counselor to pupil ratio is 1:577. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. Services are also available from Orange County Mental Health, through a referral process. Below are resources available for students at Schroeder Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Liason	1	0.4
Counselor	1	0.2
Health Aide	1	0.6
Library Media Assistant	1	0.6
Nurse	1	0.2
Occupational Therapist	1	As Needed
One-on-One Aides	1	1.0
Psychologist	1	0.4
Resource Specialist Aide	1	0.8
Resource Teacher	1	1.0
SDC Aide	3	1.5
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	0.6
Student Achievement Teacher	1	0.5

In addition to credentialed teachers, many parents volunteer in the classroom and are trained to aid with Guided Reading. The Rolling Reader program invites community members to read to students on a weekly basis.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction through differentiated instruction within their regular classroom. Placement in GATE begins in the third grade.

School Facilities & Safety

Schroeder Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1967 and provides up-to-date facilities and adequate space for students and staff. Schroeder Elementary School is comprised of a kindergarten area, library center, computer center, 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. Recent renovations for Schroeder Elementary School include upgrading the clocks, PA, and phone systems.

The school's Comprehensive School Site Safety Plan was last updated June 2009 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. A key element to the school site safety plan is first aid training for all staff.

Schroeder Elementary School also conducts fire or earthquake drills once per month and intruder drills once per year.

Students are supervised throughout the day by classified employees and teachers. There are designated areas for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed 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.

A team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Westminster School District to ensure that all classrooms and facilities are well maintained. The school's campus is inspected daily and custodians and district maintenance workers repair any unsafe conditions.

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. At the time of publication, 100% of restrooms are in complete working order. The chart displays the results of the most recent facility inspection provided by the district in October 2009.

School Facility Conditions				
Date of Last Inspection: 01/07/2009				
Overall Summary of School Facility Conditions: Good				
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			K-2 Modular - Rusted gutters. AA1 to AA7 Modular - Damaged skirting- AA1.
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 2009-10 school year, the district budgeted $455,400 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2009-10 school year, the district's governing board did not approve any deferred maintenance projects for this school.

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.

No Child Left Behind

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 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 English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

A "Yes" in the AYP chart means the school or district was at or above the 2008 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient.

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for Reading and Mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at http://nces.ed.gov/nationsreportcard/.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		**% at Each Achievement Level**		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		**National**	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

California Standards Test

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 combined percentage of students scoring at the Proficient and Advanced levels in English/language arts, math, science, and social science, for the most recent three-year period, is shown. Results for course specific tests are available at http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	57	64	69	47	50	54	43	46	50
Mathematics	64	78	73	51	55	58	40	43	46
Science	43	79	76	46	57	56	38	46	50
History/Social Science	*	*	*	40	41	45	33	36	41

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
African American	*	*	*	*
American Indian	*	*	*	*
Asian	86	87	100	*
Filipino	73	73	*	*
Hispanic or Latino	46	48	55	*
Pacific Islander	*	*	*	*
Caucasian	70	76	74	*
Males	63	73	74	*
Females	75	73	78	*
Socioeconomically Disadvantaged	59	66	78	*
English Learners	62	68	76	*
Students with Disabilities	49	58	*	*
Migrant Education	*	*	*	*

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

Academic Performance Index

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 meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) 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.

Physical Fitness

In the spring of each year, Schroeder 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 2008-09 school year, 14.1% of all fifth graders at Schroeder Elementary School met the standards in all six fitness areas.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	8	9	
Similar Schools Rank	9	5	9	
All Students				
Actual Growth	-10	26	10	876
Socioeconomically Disadvantaged				
Actual Growth	-23	45	9	848
Asian				
Actual Growth	-6	37	28	945
Hispanic or Latino				
Actual Growth	-4	21	-30	775
Caucasian				
Actual Growth	-12	11	16	880
English Learners				
Actual Growth	-11	48	15	872

Federal Intervention Program

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	53.33%

Instructional Materials

Westminster School District held a public hearing on October 16, 2008 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 schools within the Westminster Elementary School District, as of October 2009. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

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%
K-5	History/Social Science	Houghton Mifflin	2007	Yes	0.0%
6th	History/Social Science	Teacher's Curriculum Institute	2007	Yes	0.0%
K-6	Intervention	Sopris West	2007	Yes	0.0%
6th	Mathematics	Holt McDougal	2009	Yes	0.0%
1st-5th	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%
4th-6th	Visual and Performing Arts	MacMillan/ McGraw Hill	2009	Yes	0.0%

Library Information

The Schroeder Elementary School library is stocked with many educational and recreational books that are available for the students to check-out.

The library also contains a large collection of videos and audiotapes 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 on-line and improve their research skills. Additional resources available include an extensive professional library for teachers and staff.

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.

Computer Resources

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. Software programs used at Schroeder Elementary School include programs to develop critical thinking and technological skills. Classes are provided 30-45 minutes a week in the computer lab, which features 32 computer workstations, a SmartBoard, scanner, laser printer and instruction from a part-time Computer Instructional Aide.

A Computer Tech Center, located at Willmore Elementary School, is also available to both the students and staff of Schroeder Elementary and is staffed by a qualified Curriculum Resource Technology Teacher. The Center is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

Computer Resources			
	06-07	**07-08**	**08-09**
Computers	147	147	137
Students per computer	3.8	3.9	4.2
Classrooms connected to Internet	28	28	28

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 2008-09 school year, Schroeder Elementary School had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines, as well as 12 teachers who were GATE certified. The GATE certification must be renewed annually.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	28	26	26	497
Without Full Credentials	0	0	0	3
Working Outside Subject	0	0	0	0

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

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 2005-06 school year. California was granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by 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	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Professional Development

Staff members build teaching skills and concepts by participating in many 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.

School Leadership

Leadership at Schroeder Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Beginning in the 2008-09 school year, Kim Breckenridge assumed the role of principal at Schroeder Elementary School. Principal Breckenridge possesses 16 years of experience in education with positions in leadership and teaching.

Schroeder Elementary School utilizes the Professional Learning Community model where teams focus on student learning and instruction. Team members meet regularly with the administration and staff to share ideas, goals, and information. The principal provides support and guidance in instructional improvment and accountability. There is on-going evaluation of student achievement and data analysis to help improve instruction for all students.

Parent Involvement

Schroeder 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. Numerous programs and activities are enriched by the generous contributions made by the following resources:

- GATE Program
- Parent and Community Volunteers
- Parent Teacher Association (PTA)
- School Site Council
- Reading for Success

Schroeder Elementary School encourages all parents to become involved in the school. 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). The PTA publishes a monthly newsletter to provide parents with updates on the schools programs, as well as financially supports Schroeder Elementary School's website. Parents are welcome to make an appointment with their child's teacher or principal any time.

Contact Information

Parents who wish to participate in Schroeder Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7268 or visit the school's website www.schroederpta.com for more information.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2008-09 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE), that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 district's 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 California Department of Education web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2007-08	District	State
Beginning Teachers	$38,770	$41,866
Mid-Range Teachers	$74,858	$68,220
Highest Teachers	$92,211	$86,536
Elementary School Principals	$106,886	$107,858
Middle School Principals	$116,804	$111,405
High School Principals	-	$112,732
Superintendent	$165,000	$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.0%	42.0%
Administrative Salaries	5.0%	6.0%

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 2007-08 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	$64,168
District	$69,323
Percentage of Variation	7.44%
School & State	
All Elementary School Districts	$67,082
Percentage of Variation	4.35%

Expenditures & Services Funded

Westminster School District spent an average of $8,180 to educate each student (based on 2007-08 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$170
From Restricted Sources	$79
From Unrestricted Sources	$91
District	
From Unrestricted Sources	$4,134
Percentage of Variation between School & District	97.80%
State	
From Unrestricted Sources	$5,512
Percentage of Variation between School & State	98.35%