



Serving Grades
Kindergarten through Six

15151 Columbia Lane
Huntington Beach, CA 92647
(714) 894-7268
www.schroederpta.com

Principal
Vicki Roloff

Westminster
School District

"High Academic Achievement
for All Students"
www.wsd.k12.ca.us

Superintendent
Dr. Sharon Nordheim

Board of Trustees
Mary Mangold, President
Jo-Ann Purcell, Vice President
Dave Bridgewaters, Clerk
Andrew Nguyen, Member
Sergio Contreras, Member



C. Fred Schroeder Elementary School

2006-2007 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 education 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 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 Annual Variety Show and other special events.

Schroederism: High Academic Achievement for all students.

District Mission Statement

To empower students to become lifelong learners and fulfilled, productive citizens in a changing world.

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 six K-5 and six K-6 elementary schools, one K-8 school, and two middle schools. Total enrollment in the district for the 2006-07 school year was 9,908 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 565 students enrolled at the beginning of the 2006-07 school year. Student body demographics are indicated at right.

Student Enrollment by Ethnic Group 2006-07

	Percentage
African American	0.5%
American Indian	0.5%
Asian	18.8%
Caucasian	44.6%
Filipino	1.9%
Hispanic	16.1%
Pacific Islander	1.6%
Multiple or No Response	15.9%

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 classroom orientation and through the Discipline Program 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		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	16	13	11	979	1050	1139
Suspension Rate	2.83%	2.34%	1.95%	9.79%	10.47%	11.50%
Expulsions	0	0	0	2	8	7
Expulsion Rate	0.00%	0.00%	0.00%	0.02%	0.08%	0.07%

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 may also participate in the after-school tutoring program, on an as-needed or referral basis. Students receive assistance with homework or remediation in reading and math from classroom teachers.

Recognition Programs & Extracurricular Activities

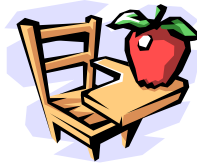
It is the desire of the Schroeder Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Schroeder Elementary offers the following recognition programs and awards:

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

	2004-05	2005-06	2006-07
K	74	88	91
1st	87	62	78
2nd	94	83	68
3rd	77	90	87
4th	73	74	94
5th	91	76	71
6th	70	82	76

School Leadership

Leadership at Schroeder Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. For the 2006-07 school year, Mr. John Ikerd served as the Interim Principal for Schroeder Elementary School. Beginning in the 2007-08 school year, Vicki Roloff will assume the role of principal at Schroeder Elementary School. Principal Roloff possesses 14 years of experience in education with positions in administration and as a classroom teacher.

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 improvement and accountability. There is on-going evaluation of student achievement and data analysis to help improve instruction for all students.

Class Size

Schroeder Elementary School maintained a schoolwide average class size of 23.4 students and a pupil-to-teacher ratio of 21.4:1 for the 2006-07 school year. The pupil-to-teacher ratio varies by grade level taught. The following 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			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	25	23	18	0	3	5	3	2	0	0	0	0
1st	22	21	20	3	2	4	1	2	0	0	0	0
2nd	19	21	17	5	3	4	0	2	0	0	0	0
3rd	19	29	28	4	0	0	0	3	3	0	0	0
4th	28	30	30	0	0	0	2	3	4	0	0	0
5th	29	33	29	0	0	0	2	0	2	0	1	0
6th	30	34	31	0	0	0	2	0	2	0	2	0
4th-6th	27	31	25	0	0	0	2	2	1	0	0	0

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 at right illustrates the percentage of classrooms that successfully met the CSR criteria for the past three years.

CSR Participation			
	2004-05	2005-06	2006-07
K	0%	60%	100%
1st	75%	50%	100%
2nd	100%	60%	100%

Instructional Minutes & Minimum Days

For the 2006-07 school year, Schroeder Elementary School offered 180 days of instruction, with one minimum day. Regularly scheduled shortened days are set aside for teacher collaboration. All instructional days exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	50,685
1st	50,400	50,685
2nd	50,400	50,685
3rd	50,400	50,685
4th	54,000	54,675
5th	54,000	54,675
6th	54,000	54,675

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. Guided by a Student Achievement Teacher, 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.



Textbooks & Instructional Materials

Westminster School District held a public hearing on October 11, 2007, 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*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects 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 below contains a list of the most recent textbook adoptions in core curriculum areas for K-6 elementary schools within the Westminster Elementary School District, as of March 2008. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes
K-2	English/ Language Arts	SRA/McGraw-Hill	2002	Yes
6th	Foreign Language	Prentice Hall	2007	Yes
K-5	History/Social Science	Houghton Mifflin	2007	Yes
6th	History/Social Science	Teacher's Curriculum Institute	2007	Yes
K-6	Mathematics	Harcourt	2001	Yes
4th-5th	Science	Houghton Mifflin	2000	Yes
6th	Science	Prentice Hall	2000	Yes

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.

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 Assistant. The Center is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

Computer Resources			
	04-05	05-06	06-07
Computers	86	147	147
Students per computer	6.6	3.8	3.8
Classrooms connected to Internet	25	28	28

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.

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.

California Achievement Test (CAT/6)

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

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.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	8	6	9	
All Students				
Actual Growth	24	26	-10	846
Socioeconomically Disadvantaged				
Actual Growth	23	33	-23	801
Asian				
Actual Growth	13	47	-6	889
Hispanic				
Actual Growth	25	48	-4	784
Caucasian				
Actual Growth	38	22	-12	859
English Learners				
Actual Growth	-	46	-11	816

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	05	06	07	05	06	07
All Students						
School	38	70	47	68	71	70
District	33	35	33	61	59	57
State	36	37	38	55	55	56
Males						
School	33	65	34	64	72	61
Females						
School	43	74	60	73	70	80
Socioeconomically Disadvantaged						
School	13	60	41	63	60	62
Asian						
School	35	*	33	94	*	73
Hispanic						
School	*	50	48	*	43	67
Caucasian						
School	45	75	50	71	80	69
English Learners						
School	25	53	32	71	71	64

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

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 2007 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 (2007-08)	-	-
# of Schools Currently in PI	-	5
% of Schools Identified for PI	-	31.25%

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, and fifth grade science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
Language Arts															Math					Science													
2			3			4			5			6			2		3		4		5		6		5								
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07				
All Students																																	
School	61	58	64	48	63	44	57	68	70	55	59	55	60	67	53	67	68	65	73	82	64	68	80	67	54	58	59	61	64	64	28	43	43
District	47	51	51	32	35	35	48	53	51	44	45	49	40	47	43	62	64	61	62	62	60	61	62	62	54	54	54	45	50	45	26	34	43
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	60	45	59	33	63	34	43	63	70	60	47	47	53	59	50	69	62	69	69	84	59	63	78	67	51	59	63	61	61	58	37	41	40
District	45	45	45	26	31	30	42	48	46	40	40	43	36	43	40	65	64	61	61	65	60	61	59	61	50	55	53	45	49	46	29	34	45
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	63	71	68	63	64	53	69	73	70	51	71	63	68	74	56	65	74	63	78	81	71	72	83	65	56	59	61	61	67	69	20	44	46
District	49	58	57	37	38	41	53	57	56	49	50	55	44	49	46	59	63	59	63	58	59	61	66	63	57	55	56	45	51	45	22	33	43
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	50	37	58	19	48	18	35	50	59	48	47	43	48	78	41	46	60	53	63	80	56	50	65	52	48	32	43	61	67	41	17	32	19
District	40	42	44	23	23	28	42	45	40	37	37	40	31	39	37	55	58	54	55	53	54	56	55	54	48	49	47	38	43	39	20	25	35
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
Asian																																	
School	58	60	81	35	*	40	*	65	75	53	*	45	61	79	69	83	80	75	94	*	67	*	100	100	68	*	70	72	79	69	21	*	40
District	62	65	67	43	45	48	60	69	65	57	59	63	58	56	63	78	79	78	80	80	79	78	82	82	74	77	75	67	65	63	31	46	58
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Hispanic																																	
School	50	47	46	*	50	29	27	*	50	*	27	38	38	*	*	29	53	54	*	71	57	45	*	36	*	27	44	54	*	*	*	9	25
District	29	35	33	14	15	20	30	33	31	23	26	30	18	26	24	44	49	44	42	42	43	42	41	42	35	34	34	24	26	26	14	13	26
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	64	71	63	61	77	50	65	74	75	61	70	72	66	66	57	74	76	69	77	86	69	76	89	72	51	65	63	60	64	71	29	54	56
District	58	65	60	45	52	47	62	60	65	60	58	57	53	62	53	69	72	66	70	73	65	71	67	67	56	57	53	50	66	58	36	50	51
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
English Learners																																	
School	41	42	62	29	59	25	40	45	31	31	36	18	15	43	18	47	65	57	75	94	57	47	75	38	50	36	47	46	57	27	19	21	12
District	41	45	47	25	24	27	33	40	36	21	24	27	11	16	20	57	60	59	61	55	55	52	55	53	38	40	40	20	27	26	9	15	27
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

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

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 2006-07 school year, 41.9% of all fifth graders at Schroeder Elementary School met the standards in all six fitness areas.

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 2006-07 school year, Schroeder Elementary School had 28 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
	04-05	05-06	06-07	06-07
	Fully Credentialed	27	28	28
Without Full Credentials	0	0	0	5
Working Outside Subject	0	0	0	36

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. For the 2007-08 school year, the most current available data are reported.

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	2	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	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.

School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	100.0%
District	94.9%	5.1%
High-Poverty Schools in District	95.4%	4.6%
Low-Poverty Schools in District	100.0%	0.0%

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.

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. Topics for kindergarten through fifth grade staff development during the 2006-07 school year included:

- DIBELS
- Houghton Mifflin Universal Access
- Building Academic Language Proficiency
- Open Court
- High Point
- Math Strategies

Staff development topics during the 2006-07 school year for grades six through eight included:

- Prentice Hall Science SDAIE
- Prentice Hall Math Intervention Kit
- Holt Universal Access
- History/Social Science Technology Adoption Requirements
- Arts/Performing Arts Framework and Standards
- READ 180
- Holt
- 6-Minute Solution

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:

- Washington Mutual
- School Site Council
- Parent and Community Volunteers
- Parent Teacher Association (PTA)
- GATE Program
- 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.



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 1:565. 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.

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. All second grade students are tested for the program, and placement begins in the third grade.

The following resources are 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 Technician	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 & RSP Aide	3	1.5
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	0.6
Student Achievement Teacher	1	0.5

School Facilities

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 the addition of four new classrooms, a new parking lot, a student drop off lane, and a fire lane at the back of the campus.

The school's Comprehensive School Site Safety Plan is updated each fall 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 following chart displays the results of the most recent facility inspection collected in March 2008.

School Facility Conditions				
Date of Last Inspection: 01/15/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			AA1: Damaged skirting; AA3: Damaged siding.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			K-2 Modular - Rusted gutters.
Playground/School Grounds	X			Upper Playground - Fibar materials low in apparatus area.
Overall Cleanliness	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 2006-07 school year, the district budgeted \$372,705 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2006-07 school year, the district's governing board approved the following deferred maintenance projects for the school: pavement, heating, A.C., and boilers.

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 2005-06 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	\$57,795
District	\$60,550
Percentage of Variation	4.55%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	5.27%



Average Teacher & Administrative Salaries

The table below 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 2005-06		
	District	State
Beginning Teachers	\$34,664	\$39,984
Mid-Range Teachers	\$66,902	\$63,798
Highest Teachers	\$82,444	\$79,204
Elementary School Principals	\$92,761	\$99,820
Middle School Principals	\$95,185	\$102,340
Superintendent	\$154,355	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.4%	43.0%
Administrative Salaries	4.5%	5.4%

Expenditures & Services Funded

Westminster School District spent an average of \$6,995 to educate each student (based on 2005-06 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$146
From Restricted Sources	\$41
From Unrestricted Sources	\$105
District	
From Unrestricted Sources	\$3,905
Percentage of Variation between School & District	97.31%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	97.88%

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

Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

