



Serving Grades
Kindergarten through Five

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Westminster
School District

*"High Academic Achievement
for All Students"*

www.wsd.k12.ca.us

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Iva Meairs Elementary School

2006-2007 School Accountability Report Card

Principal's Message

On behalf of the Iva Meairs Elementary learning community, I would like to welcome you to our annual School Accountability Report Card. Meairs Elementary School is a K-5 school located in the southwest corner of the city of Garden Grove. We are an ethnically diverse community composed of primarily Asian, Hispanic, and Caucasian students that provide us with a rich environment for learning and growing.

In compliance with Proposition 98, every school in California is required to issue an annual report card. This is our opportunity to share with the community the great strides we are making as a learning community. Our goal is to instill in the children at Meairs the love of learning and the skills needed to be successful in high school and beyond.

We believe that all of our students can and will excel socially and academically. We are fortunate to have highly qualified teachers, in compliance with federal regulations, who are eager to make a positive difference in the lives of their students. Our staff works collaboratively to implement programs to meet the diverse needs of our students and families.

For the past three years, we have continued to see tremendous growth in the areas of language arts and math. We have done this through quality classroom instruction, the use of high quality, research-based materials, reading and writing across all the content areas, and strategic intervention programs. Our district is leading the country as a part of the Scienceworks Consortium that is a Golden Bell award winning "hands on" science program. Every student has the opportunity to participate in earth science, life science and physical science labs throughout the year. Every teacher integrates the latest technology strategies in the classroom and the computer lab to enhance the learning experience and prepare our students for the future.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

Thank you for your support to make Iva Meairs Elementary the best place for every student to become the best they can be!

District Mission Statement

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

School Mission Statement

It is our goal at Meairs Elementary School to provide an educational program which allows each child to grow as much as possible in a safe environment.

We believe that students should be prepared with the knowledge and skills to be self-motivated, life-long learners and eager to contribute responsibly as active, appreciative members of a diverse, global family.

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.

Iva Meairs Elementary School, named after a former teacher and principal, was built in 1949 and since then has continued to provide students in grades kindergarten through five with a learning environment that is complimentary to its diverse student population. A state pre-school was recently added to the Meairs campus. Meairs Elementary School operates on a traditional calendar and had an enrollment of 633 at the beginning of the 2006-07 school year. Student body demographics are shown below.

Student Enrollment by Ethnic Group 2006-07

	Percentage
African American	1.4%
American Indian	0.2%
Asian	43.9%
Caucasian	6.8%
Filipino	0.3%
Hispanic	43.1%
Pacific Islander	1.6%
Multiple or No Response	2.7%

Discipline & Climate for Learning

Students at Meairs Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

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

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	24	29	23	979	1050	1139
Suspension Rate	3.78%	4.41%	3.63%	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 Meairs 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 children.

Recognition Programs & Extracurricular Activities

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

- Student Council
- Talent Show
- After School Choir Program
- Band Upper Grade Program
- Extended School Program
- PRIDE Program

School Attendance & Enrollment

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, and makes phone calls to parents on a daily basis and will send letters home if absences become a problem. A quarterly report is sent home for students having five or more absences or tardies, during the reporting period.

Regular daily attendance is a priority at Meairs 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. More importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment for each grade level during the past three years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	108	110	105
1st	128	112	112
2nd	104	120	102
3rd	107	104	110
4th	96	112	102
5th	92	100	102

Students with excessive tardies, truanancies or unexcused absences are subject to disciplinary action including detention, mandatory parent conferences, and referral to Meairs' Student Attendance Review Team (SART). When students have persistent attendance problems in school, and when the normal avenues of classroom, school and district counseling are not effective, students are referred to Westminster School District's School Attendance Review Board (SARB).

Instructional Minutes & Minimum Days

For the 2006-07 school year, Meairs Elementary School offered 180 days of instruction, which consisted of 133 regular days, one minimum day, 37 modified Wednesdays, and nine Parent Conference days. Regularly scheduled shortened days are set aside for teachers to improve and enhance their curriculum. All instructional days offered at Meairs Elementary exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	50,464
1st	50,400	50,464
2nd	50,400	50,464
3rd	50,400	50,464
4th	54,000	54,454
5th	54,000	54,454

Class Size

Meairs Elementary School maintained a schoolwide average class size of 24.2 students and a pupil-to-teacher ratio of 21.1:1 for the 2006-07 school year. The pupil-to-teacher ratio varies by grade level taught. The chart illustrates the average class size for each grade level for the past three years, as well as, the number of classes with a specific range of students.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
K	27	22	18	0	5	6	5	1	0	0	0	0
1st	19	19	20	6	6	4	0	0	1	0	0	0
2nd	19	20	19	5	6	5	0	0	0	0	0	0
3rd	18	30	32	7	0	0	0	4	4	0	0	0
4th	32	31	33	0	0	0	4	4	0	0	0	3
5th	23	33	30	0	0	0	4	0	3	0	3	0
K-3	20	0	19	1	0	1	0	0	0	0	0	0
3rd-4th	0	34	30	0	0	0	0	0	1	0	1	0
4th-5th	0	0	33	0	0	0	0	0	0	0	0	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 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%	83%	100%
1st	100%	100%	80%
2nd	100%	100%	100%

Curriculum Development

All curriculum development at Meairs 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 writing and implementation of Meairs Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Steering Committees for Mathematics, Language Arts/Writing, and English Learners, consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

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-5 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
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes
K-2	English/ Language Arts	SRA/McGraw- Hill	2002	Yes
K-5	History/Social Studies	Houghton Mifflin	2007	Yes
K-5	Mathematics	Harcourt	2001	Yes
4th-5th	Science	Houghton Mifflin	2000	Yes

Library Information

Meairs Elementary School's library is stocked with approximately 10,000 titles that are available for the students to check out. The library 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. Meairs Elementary School has its own computer lab and computers are available in each classroom. Meairs Elementary's students and staff also have the opportunity to utilize the Computer Tech Center at Willmore Elementary. The Computer Tech Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

	Computer Resources		
	04-05	05-06	06-07
Computers	147	177	177
Students per computer	4.3	3.7	3.6
Classrooms connected to Internet	31	31	31

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	5	5	5	
Similar Schools Rank	5	4	3	
All Students				
Actual Growth	5	23	6	760
Socioeconomically Disadvantaged				
Actual Growth	5	21	12	738
Asian				
Actual Growth	10	38	11	870
Hispanic				
Actual Growth	8	24	8	664
English Learners				
Actual Growth	-	38	6	756

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

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	27	28	27	49	44	47
District	33	35	33	61	59	57
State	36	37	38	55	55	56
Males						
School	22	20	28	45	32	49
Females						
School	33	37	26	53	58	44
Socioeconomically Disadvantaged						
School	17	17	22	44	42	42
Asian						
School	41	38	32	64	71	66
Hispanic						
School	2	18	23	32	22	37
English Learners						
School	24	25	26	51	45	51

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.

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

Program Improvement (PI) Status	School	District
	In PI	
First Year in PI	2006-2007	-
Year in PI (2007-08)	Year 1	-
# 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			2			3			4			5			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
All Students																											
School	38	43	55	28	26	25	37	49	46	40	35	51	55	63	63	57	54	52	53	60	57	60	62	65	16	22	43
District	47	51	51	32	35	35	48	53	51	44	45	49	62	64	61	62	62	60	61	62	62	54	54	54	26	34	43
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	28	35	50	22	18	25	40	47	37	27	40	49	53	58	60	60	52	54	60	57	52	46	69	66	20	31	45
District	45	45	45	26	31	30	42	48	46	40	40	43	65	64	61	61	65	60	61	59	61	50	55	53	29	34	45
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	46	50	60	35	35	26	33	50	59	50	30	52	56	67	66	53	58	50	44	63	64	70	54	64	14	12	40
District	49	58	57	37	38	41	53	57	56	49	50	55	59	63	59	63	58	59	61	66	63	57	55	56	22	33	43
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	35	38	53	21	18	26	30	39	39	39	29	41	49	56	60	55	47	47	46	56	55	55	58	55	16	18	36
District	40	42	44	23	23	28	42	45	40	37	37	40	55	58	54	55	53	54	56	55	54	48	49	47	20	25	35
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Asian																											
School	69	64	71	43	45	39	45	68	66	62	44	70	79	87	84	71	81	73	75	84	87	83	88	89	26	33	62
District	62	65	67	43	45	48	60	69	65	57	59	63	78	79	78	80	80	79	78	82	82	74	77	75	31	46	58
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Hispanic																											
School	14	25	40	7	8	15	29	22	29	17	26	26	35	47	44	41	35	37	34	33	38	37	43	39	7	11	22
District	29	35	33	14	15	20	30	33	31	23	26	30	44	49	44	42	42	43	42	41	42	35	34	34	14	13	26
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
English Learners																											
School	39	40	55	26	25	23	26	38	35	21	22	28	56	64	64	58	54	54	44	57	56	46	57	53	8	14	25
District	41	45	47	25	24	27	33	40	36	21	24	27	57	60	59	61	55	55	52	55	53	38	40	40	9	15	27
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

Physical Fitness

In the spring of each year, Meairs 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, 35.7% of all fifth graders at Meairs Elementary School met the standards in all six fitness areas.

Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Meairs Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	33	33	33	489
Without Full Credentials	1	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	1	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	1
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%	0.00%
District	94.9%	5.1%
High-Poverty Schools in District	95.4%	4.6%
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.

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

Counseling & Support Staff

It is the goal of Meairs 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 difficulty handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:633. The counseling and support staff listed in the chart are available for all students at Meairs Elementary School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Community Liason	2	1.0
Computer Aide	1	0.4
Counselor	1	0.4
Health Clerk	1	0.2
Library Technician	1	0.5
Nurse	1	0.2
Psychologist	1	0.2
Reading Coach	1	0.4
Resource Specialist	1	1.0
Speech/Language Specialist	1	0.4
Student Achievement Teacher	1	1.0

Meairs Elementary School utilizes both supplemental instruction and Resource classes for students with special needs. A Resource Specialist and a Speech & Language Therapist provide support in addition to traditional classroom instruction. When needed, based on students' Individualized Education Plan (IEP) goals, the District provides Adaptive PE, Occupational Therapist, and Visually Impaired services.

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

School Leadership

Leadership at Meairs Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties for the past two years have been assumed by Mrs. Tricia Urbaniec. Prior to becoming principal at Meairs Elementary, Mrs. Urbaniec was a principal for two years, assistant principal for one year, and a teacher for twelve years.

Meairs Elementary School's Leadership Team meets monthly and is comprised of the principal, one representative from each grade level, the Student Achievement Teacher (SAT) and Special Education Teacher. The team focuses on school-wide programs such as reading interventions, science curriculum, and assessment of student work.

Together, the Leadership Team and the Grade Level Teams continually evaluate student achievement and use that data to differentiate instruction for students. Grade Level Teams focus on curriculum planning, enrichment activities, and student assessment. Representatives from each team meet regularly with the administration to share ideas, goals, and information. The principal and/or Student Achievement Teacher meets with each grade level team on a regular basis to provide support and guidance in accountability.

Parent Involvement

Westminster Elementary School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the following activities, programs, and organizations that support Meairs Elementary students:

- Family Nights
- Parent Meetings
- Winter Program
- Jog-a-Thon
- Western Day
- Authors' Festival
- Diversity Day
- Parent Power Day
- Read Across America
- School Site Council
- Parent and Community Volunteers
- Parent Teacher Association (PTA)

Meairs 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, solicit input, and answer questions. Parents are encouraged to make an appointment with their child's teacher or principal any time.

Contact Information

Parents who wish to participate in Meairs Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 638-0450.

School Facilities

Meairs Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1949 and provides up-to-date facilities and adequate space for students and staff. Meairs Elementary School is comprised of a kindergarten area, library media center, computer lab, multipurpose room, and 29 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games.

The school's Comprehensive School Site Safety Plan is updated each spring to ensure the protection of students and staff, as well as the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are readily available. Disaster drills are held regularly throughout the year; fire drills are held once each month, earthquake drills are held two times each year and secure campus drills are each held twice a year.

Classified employees, teachers and the principal supervise students before school and during regularly scheduled breaks. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule.

Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of Meairs Elementary's restrooms were in good working order. The table below shows the results of the most recent school facilities inspection collected in March 2008.

School Facility Conditions				
Date of Last Inspection: 01/16/2008				
Overall Summary of School Facility Conditions: Good				
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		Water damaged siding (East side of E-5), F-1 to F-5 Modular - Repair holes in ramp (F-2); water damaged skirting (F-5).
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			F-6 Modular - Roof down spouts missing (rear).
Playground/School Grounds	X			Upper & Lower Playground, Kindergarten 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 did not schedule any deferred maintenance projects for this school.

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 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 at right 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
- Gifted and Talented Pupils
- Federal, Interagency Contracts
- Peer Assistance and Review
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Class Size Reduction K-2
- Home-to-School Transportation
- 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

Average Teacher Salaries

School & District	
School	\$59,568
District	\$60,550
Percentage of Variation	1.63%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	2.36%

Average Teacher & Administrative Salaries

The adjacent 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.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$285
From Restricted Sources	\$163
From Unrestricted Sources	\$122
District	
From Unrestricted Sources	\$3,906
Percentage of Variation between School & District	96.88%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	97.53%



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.