Schmitt Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Schmitt Elementary School
Street	7200 Trask Avenue
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7264
Principal	Orchid Rocha
Email Address	orocha@wsdk8.us
School Website	schmitt.wsdk8.us
County-District-School (CDS) Code	30667466030860

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message
We are proud of our Gold Ribbon School, Ray M. Schmitt Elementary School, and welcome this opportunity to tell you more about us.

Schmitt Elementary School has an ongoing tradition of academic excellence. 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 ensure success for all students.

Vision Statement: "The vision of Ray M. Schmitt Elementary School's staff is high academic achievement for all students based on the shared belief that all students can learn."
Mission Statement: "We believe Schmitt Elementary School is a community where we all work together to achieve success in a way that is respectful, responsible, and safe."

The staff at Schmitt 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 and writer by the end of third grade. We have a school-wide commitment to proficiency in English Language Arts, English Language Development, and Mathematics.

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. We care about each one of our students and hold all students to high expectations.

Schmitt School prides itself on involving the parents and community members in every aspect of our school vision and goals. We highly encourage parent participation through a variety of opportunities: Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Council (ELAC), Reading is Fundamental (RIF) Program, Parent Conferences, Parent Education Workshops, TET Celebration, PTA fundraisers, LCAP Meetings, and various other parent involvement opportunities or community events. We believe that parents, community members, and staff must work together for the education of all students. Schmitt also partners with ABRAZAR, Inc. to provide an outstanding after-school program, ASES/PRIDE.

2021-22 School Overview

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 eighth 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. Ray M. Schmitt Elementary School was first opened in 1957 as a kindergarten through sixth-grade school; now the school serves students in grades preschool through five with a continued commitment to providing a strong academic foundation. Schmitt Elementary School operates on a traditional schedule with about 345 students enrolled at the beginning of the 2020-2021 school year. T

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	63
Grade 2	42
Grade 3	56
Grade 4	57
Grade 5	66
Total Enrollment	326

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.3
Asian	29.4
Black or African American	0.3
Filipino	0.9
Hispanic or Latino	64.7
Two or More Races	0.9
White	3.4
English Learners	54.3
Homeless	13.8
Socioeconomically Disadvantaged	88
Students with Disabilities	21.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.5	84.6	361.6	88.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.1	17.0	4.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	2.0	10.3	32.0	7.8	18854.3	6.9
Total Teaching Positions	19.5	100.0	410.6	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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

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

2020-21 Class Assignments

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

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

Westminster School District held a hearing on October 8, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2020.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	McGraw-Hill (My Math) / 2016	Yes	0
Science	McGraw-Hill Inspire Science / 2020	Yes	0
History-Social Science	Houghton Mifflin Social Studies / 2007	Yes	0

Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009	Yes	0

School Facility Conditions and Planned Improvements

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

Cleaning Process & Schedule
The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Year and month of the most recent FIT report	9/10/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	NT	NT	NT	NT
Female	83	NT	NT	NT	NT
Male	95	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	117	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	NT	NT	NT	NT
Female	83	NT	NT	NT	NT
Male	95	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	117	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

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

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

Star - Spr 2021 Student Groups	Star - Spr 2021 Total Enrollment	Star - Spr 2021 Number Tested	Star - Spr 2021 Percent Tested	Star - Spr 2021 Percent Not Tested	Star - Spr 2021 Percent At or Above Grade Level
All Students	194	148	76%	24%	49%

Female	90	72	80%	20%	46%
Male	104	76	73%	27%	51%
American Indian or Alaska Native	2	1	50%	50%	100%
Asian	67	49	73%	27%	71%
Black or African American	1	1	100%	0%	100%
Hispanic or Latino	106	84	79%	21%	33%
White	12	10	83%	17%	60%
English Learners	103	77	75%	25%	31%
Foster Youth	0	0	0%	100%	-
Socioeconomically Disadvantaged	165	122	74%	26%	46%
Students Receiving Migrant Education Services	0	0	0%	100%	-

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

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

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

Star - Spr 2021 Student Groups	Star - Spr 2021 Total Enrollment	Star - Spr 2021 Number Tested	Star - Spr 2021 Percent Tested	Star - Spr 2021 Percent Not Tested	Star - Spr 2021 Percent At or Above Grade Level
All Students	192	166	86%	14%	51%
Female	89	81	91%	9%	46%
Male	103	85	83%	17%	55%
American Indian or Alaska Native	2	1	50%	50%	100%
Asian	66	57	86%	14%	82%
Black or African American	1	1	100%	0%	0%
Filipino					
Hispanic or Latino	106	93	88%	12%	31%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	17	10	59%	41%	60%
English Learners	102	87	85%	15%	40%
Foster Youth	0	0	0%	100%	-
Homeless					
Military					
Socioeconomically Disadvantaged	163	139	85%	15%	51%
Students Receiving Migrant Education Services	0	0	0%	100%	-
Students with Disabilities					

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	18	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Schmitt staff highly encourage parent participation through a variety of opportunities: Parent-Teacher Conferences, Parent Teacher Association (PTA) volunteer events, School Site Council, English Learner Advisory Council, Reading is Fundamental Program (RIF), Family Stories Parent Workshop Series, Math CGI Parent Workshops, Back to School Night, Open House Night, and various other parent involvement opportunities. We believe that parents, community members, and staff must work together for the education of all students.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	368	69	18.8
Female	168	166	25	15.1
Male	205	202	44	21.8
American Indian or Alaska Native	1	1	0	0.0
Asian	111	110	10	9.1
Black or African American	1	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	236	232	56	24.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	14	14	3	21.4
English Learners	221	218	43	19.7
Foster Youth	2	2	2	100.0
Homeless	51	49	22	44.9
Socioeconomically Disadvantaged	322	317	63	19.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	84	23	27.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.20	0.00	2.80	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.90	1.52	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The plan was reviewed and approved once again in October 25 of 2021 with School Site Council, ELAC, PTA, Site Leadership, and staff.

Ray M. Schmitt Elementary School School offers a safe and secure campus for students, staff, and visitors. The school was built in 1957 and provides up-to-date facilities and adequate space for students and staff. Schmitt Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 31 classrooms. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games. The campus also houses buildings for the California Children Services (CCS), which provides medically necessary physical and occupational therapy for eligible children with disabilities.

Schmitt Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

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

- Providing staff and students with personal protective equipment (PPE) and sanitation supplies
- Enforcing the proper wearing of face masks
- Following physical distancing guidelines
- Requiring temperature checks upon arrival
- Providing air purifiers in all classrooms
- Installing plexi-shields (clear, physical barriers) at all staff and student desks
- Designating single-direction entrances and exits
- Providing additional handwashing stations
- Additional cleaning and sanitation of high-touch places
- Requiring passive health screening for staff

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

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	23		1	
2	24		2	
3	30		2	
4	30		2	
5	33		1	
6				
Other	13	4		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	22	1	1	
2	54			1
3	25		2	
4	27		2	
5	30		2	
6				
Other	14	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	815

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,651	$814	$6,266	$82,786
District	N/A	N/A	$5,801	$97,912
Percent Difference - School Site and District	N/A	N/A	7.7	-16.7
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-29.6	-3.6

2020-21 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	14	

Westminster School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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