# Schmitt Elementary School

## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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.

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| **School Name** | Schmitt Elementary School |
| **Street** | 7200 Trask Avenue |
| **City, State, Zip** | Westminster, CA 92683 |
| **Phone Number** | (714) 894-7264 |
| **Principal** | Sarah Nead-Rendon |
| **Email Address** | Snead-rendon@wsdk8.us |
| **School Website** | schmitt.wsdk8.us |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 30667466030860 |

## 2024-25 District Contact Information

| | |
|---|---|
| **District Name** | Westminster School District |
| **Phone Number** | (714) 894-7311 |
| **Superintendent** | Dr. Gunn Marie Hansen |
| **Email Address** | Cherylsosa@wsdk8.us |
| **District Website** | wsdk8.us |

## 2024-25 School Description and Mission Statement

We are a Leader in Me focused school, empowering leaders and inspiring tomorrow. We are home of the proud Schmitt Lions. Our lion pride comes from showing our ROAR by being Responsible, Organized, Accountable, and Resilient. We have high expectations for our students and provide rigorous, relevant, and well rounded academic experiences. We are striving for excellence through AVID focusing on WICOR: writing, inquiry, collaboration, organization, reading. At all grade levels we expose students to the attributes of WICOR to help our students think and learn at higher levels.

It is important that everyone here at Schmitt is excited to come to school, a positive attitude helps us meet the challenges of

## 2024-25 School Description and Mission Statement

academic excellence. By involving our families and community, we work together to make Schmitt a great school. We provide a nurturing and positive environment to help students learn, feel safe, and have fun. We are a Gold Ribbon School, a Pivotal practice school, and a silver PBIS award winning school . Ray M. Schmitt Elementary School and Community  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 Schmitt Elementary is to foster a community of leaders where all students are empowered to believe in their ability to learn and succeed in academics, leadership, and citizenship."
Mission Statement: “Schmitt Elementary School is a community where students grow as leaders and collaborators, showing respect, organization, accountability, and resilience as they strive for success in all they do”

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. 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.

We have an open door policy and welcome your input so that Schmitt can be it’s best. Please contact me anytime throughout the school year to discuss any concerns or ideas you have. Together we help our students grow and thrive.

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 preschool 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 TK-5, six TK-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 transitional kindergarten through grade five with a continued commitment to providing a strong academic foundation. Schmitt Elementary School operates on a traditional schedule with about 315 students enrolled at the beginning of the 2024-2025 school year.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 62 |
| Grade 1 | 41 |
| Grade 2 | 62 |
| Grade 3 | 54 |
| Grade 4 | 62 |
| Grade 5 | 37 |
| Total Enrollment | 318 |

### 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 43.1 |
| Male | 56.6 |
| Non-Binary | 0.3 |
| Asian | 28 |
| Filipino | 0.9 |
| Hispanic or Latino | 65.1 |
| Native Hawaiian or Pacific Islander | 0.6 |
| Two or More Races | 1.9 |
| White | 3.1 |
| English Learners | 51.6 |
| Foster Youth | 0.3 |
| Homeless | 9.4 |
| Socioeconomically Disadvantaged | 87.4 |
| Students with Disabilities | 19.8 |

## 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.

## 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)** | 16.50 | 84.62 | 361.60 | 88.06 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.00 | 5.13 | 17.00 | 4.14 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| **Unknown/Incomplete/NA** | 2.00 | 10.26 | 32.00 | 7.79 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 19.50 | 100.00 | 410.60 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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)** | 21.00 | 91.30 | 378.10 | 89.28 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 14.40 | 3.41 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 0.80 | 0.20 | 11953.10 | 4.28 |
| **Unknown/Incomplete/NA** | 2.00 | 8.70 | 30.10 | 7.11 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 23.00 | 100.00 | 423.40 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 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)** | 18.00 | 90.00 | 378.60 | 87.29 | 231142.40 | 100.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.00 | 0.00 | 4.10 | 0.95 | 14938.30 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0.00 | 0.00 | 14.60 | 3.38 | 11746.90 | 4.23 |
| **Unknown/Incomplete/NA** | 2.00 | 10.00 | 36.30 | 8.38 | 14303.80 | 5.15 |
| **Total Teaching Positions** | 20.00 | 100.00 | 433.70 | 100.00 | 277698 | 100 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0.00 | 0 |
| **Misassignments** | 1.00 | 0.00 | 0 |
| **Vacant Positions** | 0.00 | 0.00 | 0 |
| **Total Teachers Without Credentials and** | 1.00 | 0.00 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.00 | 0 |
| **Local Assignment Options** | 0.00 | 0.00 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 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) | 5.00 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 12, 2023 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 12, 2023.

| | |
|---|---|
| **Year and month in which the data were collected** | December 2024 |

| 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<br>McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017<br>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** | Savvas Social Studies / 2023 | Yes | 0 |
| **Visual and Performing Arts** | McMillan McGraw-Hill (Spotlight on Music California) / 2009 | Yes | 0 |

Note: Cells with N/A values do not require data.

## 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 in September 2022.

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** | 9/23/2024 |

| 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 | | | : MPR: Some chipping paint near stage area |
| **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 | | Upper Grade Playground: Asphalt needs resurfacing |

## 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).

**College and Career Ready**
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 37 | 34 | 53 | 53 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 32 | 34 | 44 | 45 | 34 | 35 |

### 2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 159 | 154 | 96.86 | 3.14 | 33.77 |
| **Female** | 67 | 64 | 95.52 | 4.48 | 50.00 |
| **Male** | 92 | 90 | 97.83 | 2.17 | 22.22 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 47 | 44 | 93.62 | 6.38 | 47.73 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 101 | 99 | 98.02 | 1.98 | 25.25 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 70 | 66 | 94.29 | 5.71 | 12.12 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 19 | 17 | 89.47 | 10.53 | 29.41 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 147 | 144 | 97.96 | 2.04 | 34.03 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 34 | 34 | 100.00 | 0.00 | 0.00 |

## 2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 159 | 158 | 99.37 | 0.63 | 34.18 |
| **Female** | 67 | 67 | 100.00 | 0.00 | 37.31 |
| **Male** | 92 | 91 | 98.91 | 1.09 | 31.87 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 47 | 47 | 100.00 | 0.00 | 57.45 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 101 | 100 | 99.01 | 0.99 | 24.00 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 70 | 70 | 100.00 | 0.00 | 20.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 19 | 19 | 100.00 | 0.00 | 42.11 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 147 | 146 | 99.32 | 0.68 | 35.62 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 34 | 34 | 100.00 | 0.00 | 8.82 |

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 25.00 | 16.22 | 37.69 | 35.46 | 30.29 | 30.73 |

## 2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 37 | 37 | 100.00 | 0.00 | 16.22 |
| **Female** | 16 | 16 | 100.00 | 0.00 | 31.25 |
| **Male** | 21 | 21 | 100.00 | 0.00 | 4.76 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 14 | 14 | 100.00 | 0.00 | 14.29 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 19 | 19 | 100.00 | 0.00 | 15.79 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 13 | 13 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 34 | 34 | 100.00 | 0.00 | 17.65 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 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.

### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 5** | 100% | 100% | 100% | 100% | 100% |

## 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.

### 2024-25 Opportunities for Parental Involvement

Parent involvement is an integral part of the school program and Schmitt staff highly encourage parent participation through a variety of opportunities and organizations that support its students. These include family nights, Parent Teacher Association (PTA), School Site Council (SSC), parent and community volunteers, parent-teacher conferences, 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.

Schmitt Elementary School encourages all parents to become involved in the school. Parent conferences, Parent Information Meetings, Back to School Night, and Open House, are designed to welcome parents, seek input, and answer questions. In an effort to increase the effectiveness of communication with parents, Schmitt Elementary School is using Parent Square to provide information that is translations for all languages through phone calls, text messaging, and email. Parents are also provided a monthly calendar of events as well as a weekly newsletter of current school events. Parents are encouraged to make an appointment with their child's teacher or principal at any time.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 371 | 348 | 50 | 14.4 |
| **Female** | 158 | 147 | 16 | 10.9 |
| **Male** | 212 | 200 | 34 | 17.0 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 101 | 96 | 2 | 2.1 |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 238 | 227 | 45 | 19.8 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 12 | 12 | 2 | 16.7 |
| **English Learners** | 192 | 184 | 19 | 10.3 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 42 | 39 | 10 | 25.6 |
| **Socioeconomically Disadvantaged** | 318 | 302 | 44 | 14.6 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 75 | 73 | 13 | 17.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 1.56 | 0.55 | 0 | 3.58 | 3.83 | 2.23 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

## 2023-24 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 |
| **Non-Binary** | 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 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The plan was reviewed and approved on October 24th, 2024 with School Site Council, ELAC, PTA, Site Leadership, and staff, and then board approved by the Westminster School District on December 19th, 2024.

## 2024-25 School Safety Plan

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, innovation lab, 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 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
- Providing air purifiers in all classrooms
- 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.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 3 | | |
| **1** | 21 | 1 | 2 | |
| **2** | 22 | 1 | 2 | |
| **3** | 23 | 1 | 1 | |
| **4** | 25 | | 2 | |
| **5** | 24 | 1 | 2 | |
| **Other** | 14 | 3 | 1 | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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** | 26 | | 2 | |
| **1** | 23 | | 1 | |
| **2** | 23 | | 2 | |
| **3** | 22 | | 2 | |
| **4** | 21 | | 1 | |
| **5** | 24 | | 1 | |
| **Other** | 14 | 6 | 2 | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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** | 26 | | 1 | |
| **1** | 24 | | 1 | |
| **2** | 25 | | 2 | |
| **3** | 24 | | 2 | |
| **4** | 24 | | 2 | |
| **5** | 30 | | 1 | |
| **Other** | 15 | 4 | 1 | |

## 2023-24 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** | 795 |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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** | $ 20,919.71 | $ 10,744.49 | $ 10,175.22 | $ 113,447.00 |
| **District** | N/A | N/A | $ 10,604.71 | $ 110,397.00 |
| **Percent Difference - School Site and District** | N/A | N/A | -4.2% | 2.7% |
| **State** | N/A | N/A | $ 10,770.62 | $ 96,325.00 |
| **Percent Difference - School Site and State** | N/A | N/A | -5.9% | 15.1% |

## Fiscal Year 2023-24 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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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** | $51,674 | $58,553 |
| **Mid-Range Teacher Salary** | $95,047 | $93,924 |
| **Highest Teacher Salary** | $131,194 | $119,489 |
| **Average Principal Salary (Elementary)** | $134,527 | $149,898 |
| **Average Principal Salary (Middle)** | $134,527 | $157,111 |
| **Average Principal Salary (High)** | $0 | $151,698 |
| **Superintendent Salary** | $277,355 | $270,432 |
| **Percent of Budget for Teacher Salaries** | 38% | 32% |
| **Percent of Budget for Administrative Salaries** | 4% | 6% |

## 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 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |