

Schroeder Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	Schroeder Elementary School
Street	15151 Columbia Lane
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 894-7268
Principal	Rob Murdock
Email Address	rmurdock@wsdk8.us
School Website	schroeder.wsdk8.us
Grade Span	K-6
County-District-School (CDS) Code	30667466030720

2025-26 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

2025-26 School Description and Mission Statement

Principal's Message

We are proud of Schroeder College and Career Academy and appreciate the opportunity to share who we are as a school community. In accordance with Proposition 98, all California schools publish an annual School Accountability Report Card to provide families with important information about school programs and student achievement. Schroeder has a long-standing tradition of academic excellence built on high expectations, strong relationships, and a deep respect for diversity. Our students, families, staff, and community partners represent a wide range of cultures and languages, and we work together to ensure success for every child.

2025-26 School Description and Mission Statement

At Schroeder College and Career Academy, we believe every student is unique and deserving of a rigorous, engaging, and supportive learning environment. AVID (Advancement Via Individual Determination) and GATE (Gifted and Talented Education) instructional practices are foundational principles of our school and guide teaching and learning across grade levels. Through a strong core curriculum in language arts, mathematics, science, and social science, students are challenged to think critically, solve problems, and communicate their understanding. Our shared belief—"Schroederism"—states that all Schroeder students will demonstrate their thinking both verbally and in writing to show true understanding. Using research-based strategies and dedicated instruction, we nurture students' academic, social, emotional, and intellectual growth while helping them develop their individual talents and strengths.

Our experienced and committed staff truly cares about each student and works tirelessly to create a student-centered environment where all learners can thrive. Family and community involvement is a vital part of our success, and we proudly welcome parents and visitors to campus throughout the year. Events such as Back to School Night, Family Nights, Open House, Lunch on the Lawn, student performances, and schoolwide celebrations provide meaningful opportunities for connection and partnership. Together, we are committed to preparing our students for future academic success, college readiness, and lifelong learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	60
Grade 2	59
Grade 3	55
Grade 4	77
Grade 5	63
Grade 6	64
Total Enrollment	485

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
Asian	24.7
Black or African American	0.8
Filipino	1.2
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.3
White	28.5
English Learners	9.9
Foster Youth	0.6
Homeless	3.9
Socioeconomically Disadvantaged	43.7
Students with Disabilities	10.7

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.

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)	25	100	378.1	89.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.4	3.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.2	11953.1	4.28
Unknown/Incomplete/NA	0	0	30.1	7.11	15831.9	5.67
Total Teaching Positions	25	100	423.4	100	279044.8	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.

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)	24	100	378.6	87.29	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	0.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.6	3.38	11746.9	4.23
Unknown/Incomplete/NA	0	0	36.3	8.38	14303.8	5.15
Total Teaching Positions	24	100	433.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23	100	357.2	88.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	0.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.94	12112.8	4.34
Unknown/Incomplete/NA	0	0	29	7.23	13705.8	4.91
Total Teaching Positions	23	100	401.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 16, 2025 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 16, 2025.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	0
Mathematics	McGraw-Hill (My Math) / 2016 Big Ideas Learning (Big Ideas Math) / 2016	0
Science	McGraw-Hill Inspire Science / 2020 Pearson Elevate Science / 2020	0
History-Social Science	MyWorld Interactive / 2019 National Geographic (World History) / 2018	0
Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009 Pearson/Scott Foresman (Art) / 2009	0

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

School Facility Conditions and Planned Improvements

Schroeder 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 August 2025.

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

Annually, the district assesses deferred maintenance needs and creates a budget for each school site. Based on availability of funds, the district focuses on safety needs first and prioritizes other facilities repairs accordingly. Typically deferred maintenance repairs include roofing, plumbing, heating, air conditioning, electrical systems, paving and flooring.

Year and month of the most recent FIT report

8/22/2025

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		: Classrooms AA1-AA7: Some stained ceiling tiles and some carpets need replacement. MPR: MPR is in need of better cleaning and needs to be painted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			MPR: MPR is in need of better cleaning and needs to be painted
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	K-Wing Playground: Playground upgraded in 2025 Upper & Lower Grade Playground: Playground upgraded in 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	71	53	54	47	48
Mathematics (grades 3-8 and 11)	65	59	45	45	35	37

2024-25 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	257	257	100.00	0.00	70.82
Female	148	148	100.00	0.00	77.70
Male	109	109	100.00	0.00	61.47
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	88.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	53.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	74.29
White	74	74	100.00	0.00	74.32
English Learners	14	14	100.00	0.00	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.00	0.00	57.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	30.43

2024-25 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	257	257	100.00	0.00	59.14
Female	148	148	100.00	0.00	59.46
Male	109	109	100.00	0.00	58.72
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	86.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	51.43
White	74	74	100.00	0.00	59.46
English Learners	14	14	100.00	0.00	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.00	0.00	47.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	17.39

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.88	64.52	35.46	36.89	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	62	100.00	0.00	64.52
Female	35	35	100.00	0.00	65.71
Male	27	27	100.00	0.00	62.96
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	28.57
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.

2024-25 California Physical Fitness Test Participation Rates

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	96.61%	98.31%	98.31%	98.31%	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.

2025-26 Opportunities for Parental Involvement

Schroeder College and Career Academy recognizes that students are most successful when parents and the community are actively involved in their education. Families and community members are encouraged to partner with teachers and staff by participating in the many activities, programs, and organizations that support student learning and growth. The dedication of parent and community volunteers, along with the support of the Parent Teacher Association (PTA), plays an important role in enriching the experiences offered to students.

The school provides many opportunities for parents to stay connected and engaged. Events such as Parent Conferences, Open House, and Back to School Nights are designed to welcome families, answer questions, and invite meaningful input. Schroeder College and Career Academy also benefits from an active PTA that communicates through a website and social media, provides financial support for enrichment programs, and hosts events such as Family Nights, Lunch on the Lawn, and dining fundraisers. In addition, parents may participate in the School Site Council, where they help guide decisions that affect the entire school community.

Parent involvement is a vital part of the school program, and families are always welcome. Parents are encouraged to communicate openly and may schedule appointments with their child's teacher or the principal at any time to support student success.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	497	494	37	7.5
Female	266	263	17	6.5
Male	231	231	20	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	123	121	4	3.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	160	18	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	1	2.0
White	141	141	12	8.5
English Learners	52	51	6	11.8
Foster Youth	--	--	--	--
Homeless	23	22	11	50.0
Socioeconomically Disadvantaged	237	234	31	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	62	7	11.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.41	1.21	0.8	3.83	2.23	2.05	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.80	0.00
Female	0.38	0.00
Male	1.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.62	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	3.85	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	1.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	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.

2025-26 School Safety Plan

Schroeder College and Career Academy provides a safe and secure environment for students, staff, and visitors. Built in 1962, the school offers well-maintained, up-to-date facilities with ample space to support learning and daily activities. The campus includes a kindergarten area, library center, computer center, multipurpose room, Innovation Lab (Creation Station), and 29 classrooms. Students also benefit from a large playground featuring swings, a slide, play bars, and open grassy fields for sports, games, and physical activity.

Student safety is a top priority at Schroeder College and Career Academy. The school's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students, staff, and school property while maintaining a positive learning environment. The Board of Education approved the School Site Safety Plan on November 20th 2025. All staff members receive a copy of the plan and participate in annual training on school safety procedures. During the school day, students are supervised at all times by teachers and classified staff.

To prepare for emergencies, the school conducts regular earthquake, fire, and shelter-in-place drills. In the event of a crisis, the Disaster Preparedness Plan provides clear procedures, and emergency supplies are readily available to support the safety and well-being of everyone on campus.

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.

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	23	1	3	0
1	28	0	2	0
2	22	0	3	0
3	27	0	2	0
4	26	0	2	0
5	23	0	2	0
6	25	0	2	0
Other	21	1	2	0

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	24	0	2	0
1	28	0	2	0
2	27	0	2	0
3	27	0	2	0
4	24	0	2	0
5	32	0	2	0
6	26	0	2	0
Other	18	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
1	20	1	2	
2	20	1	2	
3	18	1	2	
4	26	1	2	
5	32		2	
6	32		1	

2024-25 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	1172.5

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ 21,178.92	\$ 10,846.93	\$ 10,331.99	\$ 118,512.00
District	N/A	N/A	\$ 10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	-2.6%	-200.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,741	\$61,597
Mid-Range Teacher Salary	\$98,849	\$98,902
Highest Teacher Salary	\$136,442	\$126,340
Average Principal Salary (Elementary)	\$139,908	\$158,383
Average Principal Salary (Middle)	\$139,908	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$348,400	\$288,332
Percent of Budget for Teacher Salaries	34.44%	31.29%
Percent of Budget for Administrative Salaries	4.35%	5.38%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	