

# Schaefer Elementary School

Piner Olivet  
Union School District

## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008



Marion Guillen  
Superintendent  
Jennie Snyder  
Principal

### Principal's Message

The Schaefer Elementary School community prides itself on promoting a learning environment that will empower all students to reach their full potential. We value an environment that promotes excellence and in which children are supported in their efforts to develop their educational, social, and artistic potential. Our programs and curriculum recognize and promote the diversity of our student body. We also value the voices of parents and teachers to provide feedback and suggestions. We have a School Improvement Plan that gives us a common direction and the ability to modify and make changes as needed. The staff values its role as leaders and advocates for all students. There are many opportunities to share and be responsive to ideas, questions, and concerns. Schaefer School has a dedicated staff where everyone works together in the best interest of student learning.

At the beginning of the year, instructional teams analyze assessment data [such as Standardized Testing and Reporting (STAR) Program results and District multiple measures] and sets specific instructional goals to meet the needs of all students. Throughout the school year, student progress is monitored using a variety of assessments. Through collaboration within and across grade levels, teachers assess students and develop instructional strategies to meet the needs of all students.

This year, English Language Enrichment has been implemented across grade levels to provide students with an additional 30 minutes of instruction to meet their specific needs in reading/language arts. Teachers use initial placement assessments to identify specific students needs so that instruction can be focused on developing key skills. English Language Learners (ELLs) receive instruction in English Language Development (ELD) based on the level of English language proficiency. Students needing extra support in reading receive instruction that focuses on phonemic awareness, decoding, vocabulary development, fluency, and/or comprehension. Students who are reading at or above grade level participate in extension activities to build vocabulary and concept development as well as reading enrichment.

A variety of programs are in place to support the academic, social, and emotional needs of all students. Motor Skills and Physical Education classes are provided to students across grade levels to encourage social skills, health, and fitness. Music classes are provided to students in grades K-4. The library program offers students access to a variety of books and materials. Through this program, students learn important skills in accessing information. The after-school study program offers students an opportunity to do research and complete class assignments and projects. Extended day intervention programs provide extra support to students in developing math skills.

We are a school community of students, teachers, administrators, parents, and other community members. It is through the interactions of these groups—through communications, community service, and mutual support—that we are able to realize our common goals.

***"Nothing is ever  
discovered by traveling the same road."***



**Schaefer  
Elementary School**  
*Grades K-6*  
1370 San Miguel Ave.  
Santa Rosa, CA 95403-1986  
Phone: (707) 522-3015  
Website: [www.pousd.org](http://www.pousd.org)

### District Governing Board Members

Mardi Hinton,  
*President*

Lisa Anderson,  
*Vice President*

William Campbell,  
*Clerk*

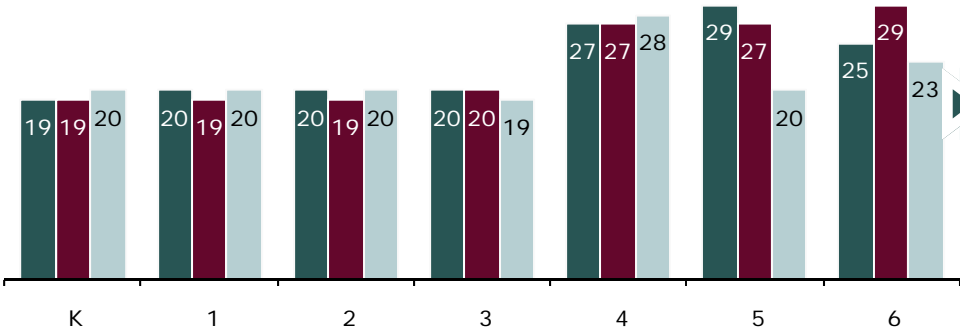
Melinda Ryan

Tricia Woods





# Piner-Olivet Union School District



## Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 □ 06-07

Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	3			3			3		
2	3			3			3		
3	3			3			3		
4		2			2			2	
5		2			2			2	
6		2			2			2	

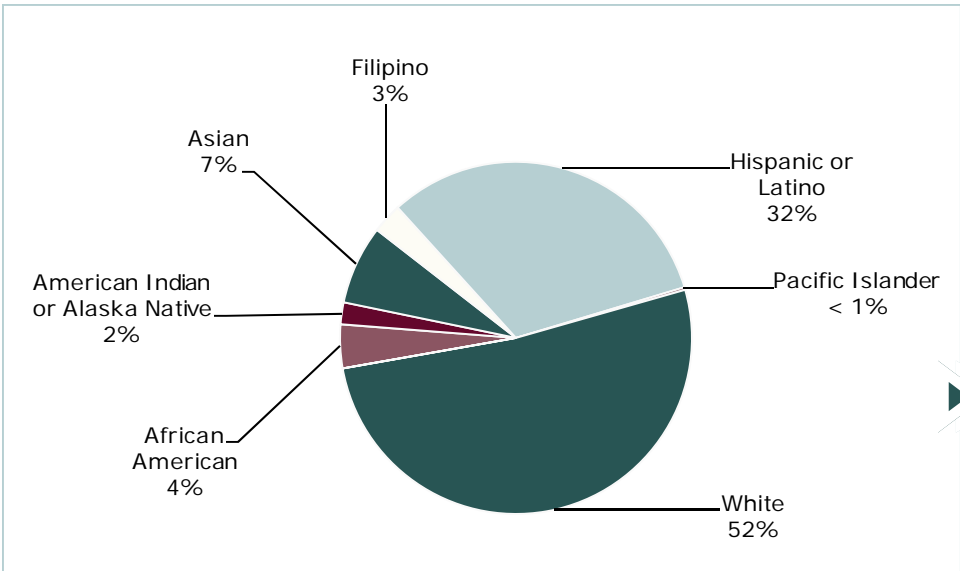
## Parental Involvement

Schaefer has a strong and dynamic Parent Teacher club, called Schaefer Families. The Schaefer Families club sponsors fun family activities throughout the year such as ice cream socials, ice skate nights, a pasta feed, and a sock hop. They also sponsor one large fundraiser each year, which is used to support classroom activities and to fund schoolwide materials such as a portable stage, a sound system, and computers.

For more information on how to become involved, contact Karen Wofford at (707) 578-8386.

## Public Internet Access

Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school. For information on usage of Sonoma County public libraries, including public use of computers with Internet access, please call (707) 545-0831 or visit <http://www.sonoma.lib.ca.us/>.



## Enrollment and Demographics

The total enrollment was 399 students for the 2006-07 school year.



## Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton-Mifflin	2002
Mathematics	Saxon	2001
Science	Houghton-Mifflin Discovery Works	2001
History-Social Science	Houghton-Mifflin	2002

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Note: This data was most recently collected and verified in August, 2007.

## School Safety

Our School's Safety Plan assures the safety of students and staff in case of any natural emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in February, 2008.

## Professional Development

The district provides training based on identified goals for district staff which include:

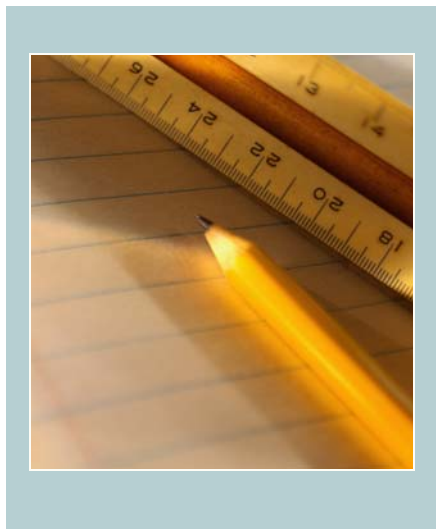
- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.

### Textbooks and Instructional Materials

The Piner-Olivet Union School District adopts from the most recent State-approved textbook list. All materials align with the content standards and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student in the District has access to his or her own textbooks and instructional materials.

The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment, and other instructional materials. To assure access, the District follows a selection process that includes a thorough review of approved materials, committee recommendation, public display, and Governing Board approval for all textbooks and instructional materials. We are currently in the process of securing standards-based instructional materials for Visual & Performing Arts classes.





## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site facilities inspection and completion date of the inspection form occurred in August, 2007.

## School Facilities

Safety, cleanliness, and maintenance of facilities is a high priority at our school. Classrooms are cleaned every other day; the Multi Purpose Room is cleaned every week. Picnic tables where students eat lunch are cleaned at least three times per week. Heavy cleaning of high traffic areas and classrooms occurs during school breaks. A custodian is available through the school day to attend to emergency cleaning or repair issues. Restrooms are cleaned on a daily basis. We have one night custodian at the school. There is an alarm system and security camera at the school, which functions at all times.

*Continued on sidebar*

## School Facilities

*Continued from left*

The school is 18 years old and is in good repair. There are no gas leaks, and all heating and air conditioning systems are functioning at present as well as fire sprinklers. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. There are rarely power failures and if there are they are city-wide and corrected within 2-3 hours. There have never been any sewer line stoppages.

Ants are a perennial problem. The school facility has been sprayed for ant infestation in the winter. We occasionally have ants in classrooms and use non-toxic sprays such as cedar oil or citrus to repel during the year. There are no other broken windows or exterior doors or gates that will not lock. No hazardous materials are on the school site. Any structural damage is repaired in a timely fashion.

Students are recognized for demonstrating positive life skills such as respect, responsibility, cooperation and patience, as well as academic achievement. Yard duties supervise students during recesses and enforce the playground rules. There is supervision before and after school to ensure the safe transition from home to our campus or from school to the parking lot or walking home students. A crossing guard is stationed at the crosswalk for students to be safely guided across Coffey Lane.

Recent facility improvements include new flooring in the kindergarten complex, two other regular classrooms, library and multipurpose room.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Schaefer ES			POUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>English-Language Arts</b>	49%	52%	49%	50%	52%	51%	40%	42%	43%
<b>Mathematics</b>	61%	68%	61%	55%	58%	55%	38%	40%	40%
<b>Science</b>	30%	28%	36%	30%	40%	37%	27%	35%	38%



## California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
<b>Male</b>	44%	58%	47%
<b>Female</b>	55%	65%	20%
<b>Economically Disadvantaged</b>	39%	54%	10%
<b>English Learners</b>	<b>28%</b>	49%	0%
<b>Students with Disabilities</b>	16%	32%	0%
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	42%	58%	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	33%	72%	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	38%	54%	11%
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	58%	65%	55%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Schaefer ES	36%	42%	53%	44%	64%	56%
POUSD	53%	51%	51%	62%	63%	64%
California	41%	42%	42%	52%	53%	53%



## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

## NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	47%	53%
Female	61%	61%
Economically Disadvantaged	25%	50%
English Learners	31%	46%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	37%	47%
Pacific Islander	❖	❖
White	66%	59%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

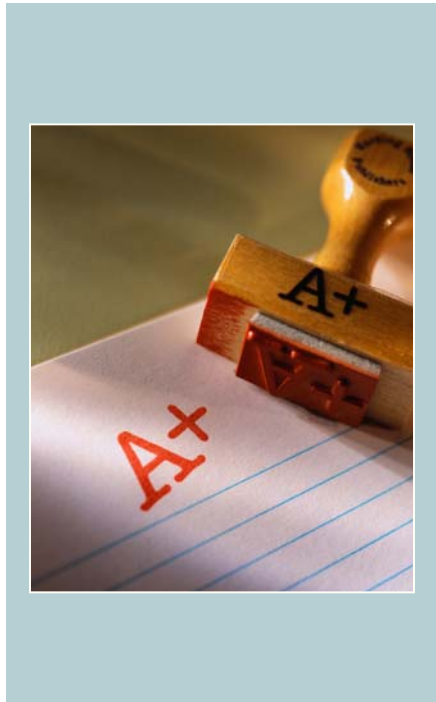


## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 29.8% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Schaefer ES		POUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	8	7	8
Similar Schools API Rank	7	4	8

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-9	25	-14	802
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-13	52	-32	739
Pacific Islander	■	■	■	■
White	-5	21	10	845
Socioeconomically Disadvantaged	-15	35	-1	745
English Learners	✧	■	-34	741
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	POUSD		Schaefer ES	
Teachers	2006-07	04-05	05-06	06-07
<b>With Full Credential</b>	94	23	22	22
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		05-06	06-07	07-08*
<b>Teacher Misassignments of English Learners—</b> English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b>		0	0	0
<b>Vacant Teacher Positions—</b> teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Most current data.

## No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Schaefer ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0

## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Schaefer ES			POUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspension Rate</b>	0.0%	3.7%	6.8%	0.0%	3.1%	5.4%
<b>Expulsion Rate</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 1.0\*
- Social Worker 0.0
- Nurse 1.0\*
- Speech/Language/Hearing Specialist 1.0\*
- Resource Specialist (non-teaching) 1.0\*
- Other 0.0

\* District support staff

## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

## Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions for the most recent three-year period.



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Schaefer ES	POUSD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	✧	✧
<b>Year in Program Improvement</b>	✧	✧
<b>Number of Schools Identified for Program Improvement</b>		
		0
<b>Percent of Schools Identified for Program Improvement</b>		
		0.0%

✧ Not applicable.

## Financial Information

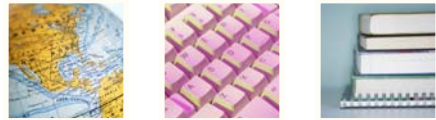
The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	POUSD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$38,794	\$38,159
<b>Mid-Range Teacher Salary</b>	\$54,130	\$59,148
<b>Highest Teacher Salary</b>	\$78,143	\$73,514
<b>Average Principal Salary</b>	\$81,231	\$91,903
<b>Superintendent Salary</b>	\$135,192	\$132,994
<b>% of Budget for Teacher Salaries</b>	43%	42%
<b>% of Budget for Administrative Salaries</b>	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Schaefer ES</b>	\$3,764	\$240	\$3,524	\$57,245
<b>POUSD</b>			\$3,918	\$60,199
<b>California</b>			\$4,943	\$58,519
<b>% Difference Between School and District</b>			-11%	-5%
<b>% Difference Between School and State</b>			-40%	-2%

### Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.



**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.