

Schaefer Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Schaefer Charter School
Street	1370 San Miguel Ave
City, State, Zip	Santa Rosa, CA 95403
Phone Number	(707) 522-3015
Principal	George Valenzuela
Email Address	gvalenzuela@pousd.org
School Website	www.schaefer.pousd.org
County-District-School (CDS) Code	49-70870-6109144

2023-24 District Contact Information

District Name	Schaefer Charter School
Phone Number	(707) 522-3000
Superintendent	Steve Charbonneau
Email Address	scharbonneau@pousd.org
District Website	www.pousd.org

2023-24 School Description and Mission Statement

Schaefer Charter School is a culturally diverse school that serves 300 transitional kindergarten through sixth grade students. 75% percent of Schaefer Charter School students reside within the Piner-Olivet Union School District. 29% of students are English Language Learners, 55% Socio Economically Disadvantaged, and 1% Students with Disabilities.

Schaefer Charter School has thirteen full classrooms, a music room, a multi-purpose room, a library, a field and a blacktop with play structures for student use. The kindergarten classrooms have their own separate, enclosed playground and eating area.

The staff at Schaefer includes a full time principal, a full time office manager, thirteen full-time teachers, and two custodians. All teachers are fully credentialed and highly qualified. Part-time staff includes 8 program assistants and a credentialed music teacher. Nurse services are regularly available. Special programs include the Resource Specialist Program and Speech and Language Program, English Language Development (ELD) program and Intervention Program for students not meeting grade level standards (provided by the classroom teachers and program assistants). All students with intervention needs in English Language Arts and Math are served throughout the day in a Learning Center as well as within their classroom.

Curriculum is standards based and designed to be engaging. Teachers received professional development in the Common Core State Standards (CCSS) and utilize the CCSS as the basis for their classroom instruction. Adopted curriculum includes F&P Classroom for English Language Arts, Units of Study for Writing, and Bridges for Math. Technology is used to enhance instruction and increase student engagement. Classrooms are equipped with Chromebooks and iPads. The technology in grades TK-1 is at a 2:1 ratio, and in grades 2-6 at a 1:1 ratio.

Schaefer students demonstrate creativity, initiative, leadership and innovation through their engagement with learning, interactions with staff, community, and each other. The Schaefer Student Leadership Council meets bi-weekly to plan events and school-wide improvement efforts. Parents are an integral part of Schaefer Charter School. We welcome volunteers to help in classrooms, on field trips, for special school activities, with planning student community service activities, and for other special tasks. Back to School Night, Open House, Movie Nights, and special family events are well attended by our families.

Schaefer Charter School Mission:

We pride our school community on promoting a learning environment that empowers all students to reach their fullest potential. We are committed to creating a nurturing and caring environment that supports children in their academic, emotional, social

2023-24 School Description and Mission Statement

and creative growth.

Across the school community, adults and children behave in ways that demonstrate respect, safety and responsibility. These standards for behavior are the basis of the norms that have been established for collaborative working relationships amongst staff and parents as well as classroom interactions between teachers and students. Everyone in the school community plays a vital role in creating a caring and supportive learning environment for each student.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	39
Grade 2	43
Grade 3	50
Grade 4	37
Grade 5	42
Grade 6	53
Total Enrollment	303

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
Asian	7.6%
Black or African American	0.7%
Filipino	3%
Hispanic or Latino	55.1%
Native Hawaiian or Pacific Islander	1%
Two or More Races	6.9%
White	22.1%
English Learners	33.3%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	66%
Students with Disabilities	9.2%

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)	14.00	100.00	49.30	91.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	1.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.90	5.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	1.70	12115.80	4.41
Unknown	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	14.00	100.00	54.00	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)	12.50	92.59	47.90	87.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.20	0.37	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.41	1.30	2.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.80	3.45	11953.10	4.28
Unknown	0.00	0.00	3.10	5.76	15831.90	5.67
Total Teaching Positions	13.50	100.00	54.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.1
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The curriculum is standards based and was selected from state adopted materials which best met the needs of our students.

Year and month in which the data were collected	1/25/2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas & Pinnell Classroom, Heinemann, Adopted 2020	Yes	0

Mathematics	Bridges, Math Learning Center 2005 (grades K-5) Carnegie Math, Carnegie Learning 2017 (grade 6). Adopted 2018	Yes	0
Science	McMillan-McGraw Hill, 2008	Yes	0
History-Social Science	Social Studies Alive, TCI, 2016	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Safety, cleanliness and maintenance of facilities are a high priority at our school. Facilities and grounds are regularly cleaned and maintained. The site is staffed by one daytime and one nighttime custodian. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. The facility was inspected by the Chief Business Official and Supervisor of Buildings and Grounds in January 2022. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

02/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	35	34	36	47	46
Mathematics (grades 3-8 and 11)	19	27	26	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	181	176	97.24	2.76	35.23
Female	94	92	97.87	2.13	40.22
Male	87	84	96.55	3.45	29.76
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	57.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	27.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	43	42	97.67	2.33	38.10
English Learners	52	48	92.31	7.69	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	128	96.97	3.03	30.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	181	177	97.79	2.21	27.12
Female	94	93	98.94	1.06	30.11
Male	87	84	96.55	3.45	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	42.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	24.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	43	42	97.67	2.33	26.19
English Learners	52	49	94.23	5.77	8.16
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	129	97.73	2.27	25.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.41	26.19	21.57	25.00	29.47	30.29

2022-23 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	42	42	100.00	0.00	26.19
Female	23	23	100.00	0.00	26.09
Male	19	19	100.00	0.00	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	25.81
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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
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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.

2023-24 Opportunities for Parental Involvement

Schaefer has a strong and dynamic Parent Teacher Organization (PTO), called Schaefer Life and Families. Schaefer Life and Families sponsors fun family activities throughout the year such as ice cream socials, ice skate nights, movie nights, and a Halloween dance and a Valentine's dance. They also sponsor one large fundraiser each year, which is used to support classroom activities and field trips and to fund school-wide materials such as a portable stage, a sound system, and computers. Schaefer Life and Families may be contacted at schaeferfamilies@gmail.com. PTO meetings are held the first Wednesday of the month from 6:30-7:30pm on Zoom. Meetings are open and all parents are welcome! Parents also volunteer within the classroom and during several district-wide fundraising events during the year. Parents serve on the Schaefer School Site Council and English Learner Advisory Committee. Parents may also actively participate in the Piner-Olivet Educational Foundation to support district-wide initiatives and programs that support Schaefer students. PTO and School Site Council meetings have continued online. Parents are also encouraged to attend Coffee With The Principal, during the morning, once per month in the multipurpose room.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	317	106	33.4
Female	155	152	50	32.9
Male	167	165	56	33.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	26	26	6	23.1
Black or African American	4	4	2	50.0
Filipino	10	10	5	50.0
Hispanic or Latino	183	178	59	33.1
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	23	23	10	43.5
White	72	72	24	33.3
English Learners	113	108	32	29.6
Foster Youth	1	1	1	100.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	235	230	78	33.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	34	14	41.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	1.65	4.66	0.08	2.51	4.76	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.66	0
Female	3.23	0
Male	5.99	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.85	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.83	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	0
White	5.56	0
English Learners	2.65	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.94	0

2023-24 School Safety Plan

Schaefer Charter School has a Comprehensive School Safety Plan in place that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or manmade emergency situation. It includes a communication plan with the district office and other district schools. In addition to providing for the students physical safety, the staff uses The Toolbox Project and Restorative Justice Practices to develop a climate that encourages children to do the right things, feel safe with their peers and adults on campus, and develop socially and emotionally. The last review of the School Safety Plan was October 3, 2023.

During the 23/24 school year, safety drills are conducted every month (with students and staff members) which include: earthquake drills, fire drills, and lock-down drills.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	22		2	
2	36		1	1
3	23		2	
4	30		2	
5	30		2	
6	27		2	

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	24		2	
1	23		2	
2	23		2	
3	19	2		
4	23		2	
5	26		2	
6	27		2	

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	58	0	0	1
1	26	0	1	0
2	22	0	2	0
3	25	0	2	0
4	28	0	1	0
5	28	0	1	0
6	26	0	2	0
Other	24	0	2	0

2022-23 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	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,736	\$2,089	\$8,647	\$88,522
District	N/A	N/A	\$10,101	\$89,528
Percent Difference - School Site and District	N/A	N/A	-15.5	-1.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	12.8	0.3

Fiscal Year 2022-23 Types of Services Funded

The intervention program is offered across grade levels to provide students with an additional individualized and small group instruction to meet their specific needs in reading/language arts and math. Teachers use initial placement assessments to identify specific students' needs so that instruction can be focused on developing key skills. English Language Learners receive instruction in English Language Development 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. Students who are performing below grade level in math receive extra support in class and/or in the Learning Center.

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. Students have access to our library on a weekly basis during class visits. This schedule offers students access to a variety of books and materials. Classroom music is provided to all students TK-6.

The staff includes a number of positions that are shared with other schools. Our lead custodian are shared with the charter school. There is a part-time nurse and a part-time health technician who dispenses medications, updates records, and notifies staff of student medical information. Our online speech specialist works two days per week, and the health technician services students daily. The school also has full time afternoon custodian and part time evening custodian. A counselor is also shared with Northwest Prep Charter School.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,998	\$54,046
Mid-Range Teacher Salary	\$84,613	\$84,515
Highest Teacher Salary	\$108,615	\$110,867
Average Principal Salary (Elementary)	\$151,623	\$136,841
Average Principal Salary (Middle)	\$135,995	\$141,477
Average Principal Salary (High)	\$108,796	\$137,985
Superintendent Salary	\$192,780	\$217,473
Percent of Budget for Teacher Salaries	26.76%	32.43%
Percent of Budget for Administrative Salaries	7.1%	5.62%

Professional Development

Currently, the primary focus for professional development at Schaefer Charter School centers around Common Core English Language Arts and Mathematics standards, and 21st-century teaching, learning, and assessment. A safe and positive school climate is also a focus. All teachers and classified personnel have participated in Toolbox professional development, and we are participating in professional development and the practice of Restorative Justice Practices. Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half-day release days. Teachers are supported by site and district administrators, district coaches, consultants, and the District Director of Innovative Learning. Schaefer teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for future staff

Professional Development

development.

Professional Development

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

- Equity is our focus; all staff participate in Equity and Inclusion training
- Training to support adopted instructional materials
- Training to provide teachers with the certification and skills necessary to work with English

Language Learners

- Teachers participate in regular district and grade-level meetings
- New teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Professional Learning Community (PLC) Training
- Response to Intervention (RTI) Training and Multiple Tiered System of Support (MTSS)
- All teachers are participating in Bridges Mathematics Curriculum training (TK-5) and/or Carnegie

Training (6)

- All teachers are participating in Fountas and Pinnell Reading Curriculum training (TK-6)
- All teachers participate in Fountas and Pinnell guided reading professional development
- Toolbox and Restorative Practice Training
- Other professional development opportunities are considered on an individual basis or related

to the school and district mission and goals

- Tech. and Distance Learning Training

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6