

Schaefer Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Schaefer Charter School
Street	1370 San Miguel Avenue
City, State, Zip	Santa Rosa, CA 95403
Phone Number	(707) 522-3015
Principal	Gina Silveira
E-mail Address	gsilveira@pousd.org
Web Site	
CDS Code	49-70870-6109144

District Contact Information	
District Name	Schaefer Charter School
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
E-mail Address	cdiaz-french@pousd.org
Web Site	www.pousd.org

School Description and Mission Statement (School Year 2017-18)

Schaefer Charter School is a culturally diverse school that serves 393 kindergarten through sixth grade students. 75% percent of Schaefer Charter School students reside within the Piner-Olivet Union School District. The current school population is made up of 33% white, 48% Hispanic, 12% Asian, 3% black and 4% other ethnic groups. Additionally, 41% are English Language Learners, 54% Socio Economically Disadvantaged, and 1% Students with Disabilities.

Schaefer Charter School has twenty full classrooms, a Maker classroom, 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, and 18 full-time teachers. All teachers are fully credentialed and highly qualified. Part-time staff includes 6 program assistants, a PE Technician, and a music teacher. Speech and nurse services are available as needed. Special programs include the Resource Specialist Program and Speech and Language Program (services provided through the Piner-Olivet Union School District) and the English Language Development (ELD) 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 are served throughout the day in a Learning Center as well as within their regular education 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. Technology is used to enhance instruction and increase student engagement. Classrooms are equipped with Chromebooks and iPads. The technology in grades K-1 is at a 2:1 ratio, and in grades 2-6 at a 1:1 ratio.

Schaefer students demonstrate creativity, initiative, leadership and strong community through their engagement with learning, interactions with staff and each other. The Schaefer Student Council meets regularly to plan events and school-wide improvement efforts. Parents are an integral part of Schaefer Charter School. We welcome volunteers to help us out 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 various other family events are well attended by our families.

Schaefer Charter School Mission:

We are a school community of students, parents, staff, and other community members. We pride ourselves 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 the development of their academic, social and creative potential.

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 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	69
Grade 1	66
Grade 2	73
Grade 3	56
Grade 4	71
Grade 5	59
Grade 6	55
Total Enrollment	449

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.7
Asian	9.1
Filipino	2.2
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	1.1
White	32.5
Two or More Races	6
Socioeconomically Disadvantaged	46.5
English Learners	29.4
Students with Disabilities	8.7
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	18	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 1/09/2013

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, 2002	Yes	0
Mathematics	Houghton Mifflin, 2009	Yes	0
Science	McMillan-McGraw Hill, 2008	Yes	0
History-Social Science	Houghton Mifflin, 2007	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 3 times per week. Heavy cleaning of high traffic areas and classrooms occurs during school breaks. A custodian is available throughout 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 are an alarm system and security camera at the school, which function at all times.

The school is in good repair. There are no gas leaks, all heating and air conditioning systems are functioning at present. 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.

Over the past two years, Schaefer Charter School has been upgrading its heating/air conditioning units as well as re-roofing all of its main structures including classrooms, the multipurpose room and the office. Two years ago, Schaefer installed a new solar system to reduce electricity costs.

There are no 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No changes are needed at this time, however, the District will be replacing several of the older HVAC units during the summer of 2017 via the California Clean Energy Act.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			the District has upgraded all lighting to energy-efficient LED lighting via the California Clean Energy Act beginning in June, 2016 and completing in winter of 2017.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X	X		Note: the "Fair" rating is on the roofs only. Schaefer School has had approximately 70% of the buildings re-roofed in the past three years. Approximately 15% of the buildings still need to be re-roofed in the near future. The District has already begun the process of having those 8 buildings re-roofed during the summer of 2017 and 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/11/2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	30	39	36	48	48
Mathematics (grades 3-8 and 11)	25	25	24	23	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	234	99.15	30.47
Male	120	119	99.17	27.12
Female	116	115	99.14	33.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	43.48
Filipino	--	--	--	--
Hispanic or Latino	111	110	99.1	28.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	72	98.63	29.17
Two or More Races	12	12	100	25
Socioeconomically Disadvantaged	114	114	100	23.89
English Learners	85	84	98.82	29.76
Students with Disabilities	19	19	100	10.53
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	234	99.15	25.21
Male	120	119	99.17	27.73
Female	116	115	99.14	22.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	52.17
Filipino	--	--	--	--
Hispanic or Latino	111	110	99.1	19.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	72	98.63	25
Two or More Races	12	12	100	25
Socioeconomically Disadvantaged	114	114	100	19.3
English Learners	85	84	98.82	30.95
Students with Disabilities	19	19	100	5.26
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	38	52	34	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	41.1	19.6	10.7

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Schaefer has a strong and dynamic Parent Teacher Organization (PTO), called Schaefer Life. Schaefer Life sponsors fun family activities throughout the year such as ice cream socials, ice skate nights, movie nights, and a Halloween dance. They also sponsor one large fundraiser each year, which is used to support classroom activities and to fund school-wide materials such as a portable stage, a sound system, and computers. Parents also volunteer within the classroom and during several district-wide fundraising events during the year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8	1.1	0.4	2.1	2.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Schaefer Charter School has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School 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, No Bully and Solution Teams to help the school develop a climate that encourages children to do the right things and feel safe with their peers and adults on campus.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22		3		23		3	
1	22		3		23		3		22		3	
2	23		3		21		3		24		3	
3	24		3		24		3		18	2	1	
4	31		2		30		2		23	1	2	
5	30		2		31		2		29		2	
6	26		2		29		2		27		2	
Other									12	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,534	\$385	\$7,149	\$72,086
District	N/A	N/A	\$8,667	\$75,823
Percent Difference: School Site and District	N/A	N/A	-17.5	2.7
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	25.9	0.7

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

Types of Services Funded (Fiscal Year 2016-17)

The English Language Enrichment program is offered 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 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.

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 do have access to our library on a weekly or bi-weekly basis. This schedule offers students access to a variety of books and materials. Classroom music is provided to all students K-6. Extended Day intervention programs are directed toward providing extra support to students in developing reading and math skills.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,233	\$47,034
Mid-Range Teacher Salary	\$67,301	\$73,126
Highest Teacher Salary	\$95,210	\$91,838
Average Principal Salary (Elementary)	\$103,840	\$116,119
Average Principal Salary (Middle)	\$108,824	\$119,610
Average Principal Salary (High)	\$102,577	\$115,194
Superintendent Salary	\$158,312	\$178,388
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Currently, the primary focus for professional development at Schaefer Charter School centers around learning about the NGSS, Common Core English Language Arts and Math standards, and 21st century teaching, learning and assessment. The other area of school-wide focus has to do with developing a safe and positive school climate. All teachers have been trained in No Bully and Solution Teams as well as further professional development in the Toolbox Project.