Schaefer Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

Approved by the Governing Board on January 14, 2026

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.

2025-26 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 R. Valenzuela
Email Address	gvalenzuela@pousd.org
School Website	www.schaefer.pousd.org
Grade Span	TK-6
County-District-School (CDS) Code	49-70870-6109144

2025-26 District Contact Information

District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Tony Roehrick, Ed.D.
Email Address	troehrick@pousd.org
District Website	www.pousd.org

2025-26 School Description and Mission Statement

Schaefer Charter School is a dependent charter school of the Piner Olivet Union School District (POUSD). The Vision of POUSD is inspiring joyful and innovative learning in an ever-changing world. The Mission of POUSD is as a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional and social growth.

The Schaefer Charter School Mission is that 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 and creative growth. Schaefer Charter is a culturally diverse school that serves 325 transitional kindergarten through sixth grade students. 75% percent of Schaefer Charter School students reside within POUSD. 29% of students are English Language Learners, 55% Socio Economically Disadvantaged, and 1% Students with Disabilities.

Schaefer Charter School serves children from TK-6th grade. Schaefer Charter has fourteen full classrooms, a music room, a multi-purpose room, a library, a field and a blacktop with play structures for student use. The transitional kindergarten and 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, fourteen 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 (RSP) and Speech and Language Program (SLP), 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 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.

2025-26 School Description and Mission Statement

Schaefer students demonstrate creativity, initiative, leadership and innovation through their engagement with learning, interactions with staff, community, and each other. The Schaefer Student 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, Roller Skating Nights, Coffee With The Principal, Crafts and Cocoa Book Exchange, and special family events are well attended by our families.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	24
Grade 2	41
Grade 3	39
Grade 4	44
Grade 5	56
Grade 6	37
Total Enrollment	304

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.3
Asian	7.6
Black or African American	1.6
Filipino	2.6
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.6
White	22.7
English Learners	27
Homeless	0.7
Migrant	0.7
Socioeconomically Disadvantaged	72
Students with Disabilities	9.5

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)	12.5	92.59	47.9	87.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.2	0.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.41	1.3	2.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.8	3.45	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.1	5.76	15831.9	5.67
Total Teaching Positions	13.5	100	54.4	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)	11.5	92	45.3	84.61	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8	4.6	8.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.9	3.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.6	3.02	14303.8	5.15
Total Teaching Positions	12.5	100	53.6	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)	13.1	100	44.6	82.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.8	3.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	3.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	5.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.9	5.49	13705.8	4.91
Total Teaching Positions	13.1	100	54.3	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	1.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	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)	7.1	7.6	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

The curriculum is standards based and was selected from state adopted materials through a district curriculum committee, which best matched the needs of our students.

Year and month in which the data were collected	September 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	Fountas & Pinnell Classroom Heinemann Publisher Orton-Gillingham Phonics ISME Publisher Heggerty Publisher Heggerty Lucy Caulkins Writers Workshop Heinemann Publisher Empowering Writers	0
Mathematics	Bridges The Math Learning Center Carnegie Math Carnegie Learning	0
Science	Foss Science Delta School Supply	0
History-Social Science	Social Studies Alive! Teachers Curriculum Institute	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

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

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 Superintendent, the Supervisor of Buildings and Grounds, and the Principal in November 2025. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report	November 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			
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			Office building leaks in heavy rain. Roof replacement scheduled for Summer 2026.
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.

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)	29	26	35	34	47	48
Mathematics (grades 3-8 and 11)	21	22	25	26	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	182	180	98.90	1.10	26.11
Female	87	86	98.85	1.15	30.23
Male	95	94	98.95	1.05	22.34
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	22.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	36	35	97.22	2.78	31.43
English Learners	53	52	98.11	1.89	5.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	24.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	13.04

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	182	180	98.90	1.10	22.22
Female	87	86	98.85	1.15	15.12
Male	95	94	98.95	1.05	28.72
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	12.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	36	35	97.22	2.78	42.86
English Learners	53	52	98.11	1.89	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	17.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	4.35

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)	9.09	17.86	18.75	16.67	30.73	32.33

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	56	56	100.00	0.00	17.86
Female	31	31	100.00	0.00	22.58
Male	25	25	100.00	0.00	12.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	12.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	17.07
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	98.3	98.3	100	100	98.3

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

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, Crafts and Cocoa,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 and in person. . 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 (SSC)/ English Learner Advisory Committee (ELAC). PTO and SSC/ELAC meetings have continued online. Parents are also encouraged to attend Coffee With The Principal, during the morning, once per month in the multipurpose room. We also have parent survey's for the LCAP process and the After School Enrichment Programs. Parents are also notified of school events via weekly notes on Parent Square. Schaefer also participates in the annual Youth Truth Survey with the Sonoma County Office of Education (SCOE) which also survey's parents about the school climate at Schaefer Charter.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	319	73	22.9
Female	158	149	40	26.8
Male	175	170	33	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	4	17.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	188	44	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	6	30.0
White	74	71	12	16.9
English Learners	94	90	22	24.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	256	244	64	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	11	23.9

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
4.66	4.36	2.99	4.76	4.13	3.49	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	0.08	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	2.99	0.00
Female	0.00	0.00
Male	5.71	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.70	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.41	0.00
English Learners	2.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	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

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, Positive Behavior Intervention Systems (PBIS) and Restorative Justice Practices (RJP) 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 School Safety Plan is reviewed and approved, annually each February, by the Board of Education.

During the 25/26 school year, safety drills are conducted every month (with students and staff members) which include: earthquake drills, fire drills, shelter in place 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.

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

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	4	0
1	26	0	4	0
2	25	0	4	0
3	25	0	4	0
4	26	0	8	0
5	28	0	4	0
6	26	0	4	0
Other	22	0	12	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	20	4	4	
1	24		4	
2	21	4	4	
3	20	8		
4	28		4	
5	28		4	
6	30		4	
Other	26		8	

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	0

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)	
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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	$14,127	$2,531	$11,593	$109,088
District	N/A	N/A	$7,041	$97,792
Percent Difference - School Site and District	N/A	N/A	48.9	10.9
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	3.9	8.6

Fiscal Year 2024-25 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.

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.

Fiscal Year 2024-25 Types of Services Funded

The staff includes a number of positions that are shared with other schools. Our lead district custodian is 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 Jack London Elementary.

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	$46,992	$61,516
Mid-Range Teacher Salary	$94,673	$95,479
Highest Teacher Salary	$121,529	$125,208
Average Principal Salary (Elementary)	$145,532	$152,668
Average Principal Salary (Middle)	$161,431	$156,487
Average Principal Salary (High)	$161,431	$165,427
Superintendent Salary	$224,414	$242,781
Percent of Budget for Teacher Salaries	23.65%	29.76%
Percent of Budget for Administrative Salaries	6.07%	5.74%

Professional Development

Our district Professional Development Committee work together to prioritize our foci for this school year. Our focus during the 2023-2024 school year is:

Our Focus Question for the Year:
How can we use our district curriculum and district instructional strategies to engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life?

District-wide focus on creating dynamic learning experiences through backwards planning of our curriculum, best teaching practices and assessment calendar.

District-wide implementation of our 2022-2023 PD such as equity plans and restorative practices that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community.

District-wide 1:1 teacher meetings with data from Aeries Analytics to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance achievement for all.

District-wide celebration of growth (academic, emotional and social growth of students) at Board Meetings and school sites following each grading cycle.

Elementary:
Backwards planning to integrate all of our curriculum and best teaching practices
Implementing all our curriculum (FOSS, Social Studies, Bridges/Carnegie, Writers Workshop, F and P) with fidelity through

Professional Development

collaboration, teacher leaders and observing best teaching practices
Increased support for English Language Learners through implementation of GLAD strategies
Art and community integration through the Singing Tree Mural Project and Luther Burbank Center

Professional development are delivered after school on early release days 8 times a year and 2 full days that are non-student workdays, in addition, we have teacher leaders that sign up for full day release days to help plan and implement professional development for elementary school teachers in the district. Teachers are supported by site and district administrators, teacher leaders, SCOE support team, and the District Director of Innovative Learning. Our teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan yearlong scope and sequences and common assessments.

Professional Development for Certificated Staff:
The district provides training based on identified goals for district staff which include:
-Professional Development to support adopted instructional materials
-Professional Development to provide teachers with the certification and skills necessary to work with English Language Learners
-Professional Development in Restorative Practices
-Teachers participate in regular district and grade-level meetings
-Most new teachers participate in the Induction Program through the North Coast School 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 the school and district mission and goals

Professional Development for Classified Staff:
-Monthly Professional Development on Trauma Informed Practices
-Monthly Professional Development based on Classified Needs: Technology Training, Building Community and Team Collaboration

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	12	20	11