

# Shaffer Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Shaffer Elementary School
<b>Street</b>	722-055 Hwy 395 N.
<b>City, State, Zip</b>	Litchfield CA 96130
<b>Phone Number</b>	(530) 254-6577
<b>Principal</b>	Joshua Blackburn
<b>Email Address</b>	jblackburn@shafferschool.com
<b>School Website</b>	www.shafferschool.com
<b>County-District-School (CDS) Code</b>	18-64188

## 2022-23 District Contact Information

<b>District Name</b>	Shaffer Union Elementary School District
<b>Phone Number</b>	(530) 254-6577
<b>Superintendent</b>	Joshua Blackburn
<b>Email Address</b>	jblackburn@shafferschool.com
<b>District Website Address</b>	www.shafferschool.com

## 2022-23 School Overview

About our school:

Shaffer Elementary School is a rural one-campus school district located about 17 miles east of Susanville in beautiful Lassen County, California. We are currently serving approximately 215 students in transitional kindergarten through eighth grade. We are a community of students, teachers, parents and staff who value education and support the development of the whole child. We provide a family atmosphere where each child is honored and recognized as a valued member of the community. Along with providing a rigorous academic curriculum designed to help students achieve in the 21st century, students have the opportunity to participate in after school sports and clubs, designed to promote cooperation, teamwork, responsibility and respect.

We have developed a very positive learning environment at Shaffer School. The difference you will find at Shaffer is found in the connection and care within our small community. The care and support that we have for one another is having a tremendous impact on the outcomes of our success as a whole. We invite you to visit our website and/or visit our school to learn more about us and all that we have to offer for you and your children. As the school community continues to work together we are growing our kids to value themselves and others, their school, their community, and our nation.

Our vision here at Shaffer is that our graduates will be:

- Prepared for the 21st Century
- Creative Thinkers
- Effective Communicators
- Collaborative workers
- People of integrity
- Academically and technologically proficient
- Able to identify, assess, integrate and analyze information in order to problem-solve.

Our Mission:

Shaffer School establishes a positive and safe environment where students' creativity is encouraged, their talents valued, and

## 2022-23 School Overview

their accomplishments celebrated. Families, teachers, staff, and the community of Shaffer School work together to provide students with a foundation that inspires excellent character, productive citizenship and life-long learning.

High Levels of learning for ALL students.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	17
Grade 2	24
Grade 3	27
Grade 4	20
Grade 5	17
Grade 6	22
Grade 7	15
Grade 8	19
<b>Total Enrollment</b>	<b>192</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.8
American Indian or Alaska Native	5.7
Asian	1.0
Black or African American	4.2
Filipino	0.5
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	62.5
English Learners	5.7
Foster Youth	1.6
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	69.3
Students with Disabilities	11.5

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.10	71.17	7.10	71.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	2.80	28.83	2.80	28.83	18854.30	6.86
<b>Total Teaching Positions</b>	9.90	100.00	9.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.90	79.98	7.90	79.98	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	10.01	1.00	10.01	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	8.31	0.80	8.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.10	1.60	0.10	1.60	15831.90	5.67
<b>Total Teaching Positions</b>	9.90	100.00	9.90	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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
<b>Total Out-of-Field Teachers</b>	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	16.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Benchmark Education Company, 2015, Gr. K-5 McGraw-Hill School Education, StudySync, 2015 Gr. 6-8	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt, Math Expressions, 2014, Gr. K-5 Big Ideas Learning, Big Ideas Math, 2014, Gr. 6-8	Yes	0
<b>Science</b>	MCrawhill CA Inspire Science, 2020, Gr. K-5, CA MS Inspire Integrated 2020, 6-8	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman, Scott Foresman History-Social Studies for California, 2006 Gr. K-5 Teachers' Curriculum Institute, History Alive! California Middle Schools Program, 2005 Gr. 6-8	Yes	0
<b>Foreign Language</b>	We currently use a web based support and resources to provide foreign language instruction.	No	N/A
<b>Health</b>	Scott Foresman Health for Life, 1992	No	N/A
<b>Visual and Performing Arts</b>	Our campus does not have an adopted curriculum for Visual and Performing Arts. We utilize a variety of instructional materials to teach the Visual and Performing Arts standards.	No	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	No	N/A

## School Facility Conditions and Planned Improvements

Progress has been made in the improvement of the facilities this past year, but there is still much to do:

New floors in multiple classrooms.  
Gymnasium painted inside.  
New computers for staff.  
Air conditioning and heater units updated.  
Playground painted.  
New playground equipment.

**Year and month of the most recent FIT report**

January 2022

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Fencing to protect HVAC on upper campus needs to be completed up top. HVAC units above staff lounge needs replacing.
<b>Interior:</b> Interior Surfaces		X		The ceiling tiles in the nurses office need to be replaced. Due to leaking, multiple ceiling tiles are stained in the gymnasium. Paint is peeling from the walls in the kitchen storage area and restroom. Room 26 has stains from previous ceiling leaks and the wall has been patched but not painted. There are cracked floor tiles in the upper girls' and boys restroom. T

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>		X	Gymnasium electrical needs updating.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Front restroom needs updating and office bathroom.
<b>Safety:</b> Fire Safety, Hazardous Materials		X	Multiple shelves and file cabinets throughout the school need to be secured. Several raised areas in the sidewalk but they are marked with safety paint. The sprinkler system in the upper campus needs to be repaired.
<b>Structural:</b> Structural Damage, Roofs		X	Office roof needs to be sealed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Fencing and gates need to be installed between structures to the right of the parking lot entry.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	N/A	24	N/A	33

## 2021-22 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
<b>All Students</b>	128	126	98.44	1.56	29.37
<b>Female</b>	61	60	98.36	1.64	33.33
<b>Male</b>	67	66	98.51	1.49	25.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	36	36	100.00	0.00	25.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	77	75	97.40	2.60	34.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	81	80	98.77	1.23	22.50
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	17	16	94.12	5.88	6.25

## 2021-22 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
<b>All Students</b>	128	126	98.44	1.56	23.81
<b>Female</b>	61	60	98.36	1.64	16.67
<b>Male</b>	67	66	98.51	1.49	30.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	36	36	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	77	75	97.40	2.60	21.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	81	80	98.77	1.23	17.50
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	17	16	94.12	5.88	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	9.3	34.21	9.3	34.21	28.5	29.47

## 2021-22 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
<b>All Students</b>	38	38	100	0	34.21
<b>Female</b>	18	18	100	0	38.89
<b>Male</b>	20	20	100	0	30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	11	11	100	0	36.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	24	100	0	37.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	28	28	100	0	32.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	0	0	0	0	0

## 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.

#### 2022-23 Opportunities for Parental Involvement

Shaffer Elementary School continues to provide many opportunities for parental involvement in their student's education within our school community. We normally have an open invitation for parents to visit the school and their student's classroom but this year has been a little different due to COVID. We have utilized Zoom meeting this year and encourage families to join us in school assemblies, family night activities, and to volunteer in a multitude of other school functions. Involvement in various activities and support roles can be found through joining the Shaffer Parent Teacher Organization (PTO), or attending the School Site Council (SSC). To further engage parents, we provide access to student data and ongoing academic communication utilizing our Schoolwise parent portal to help parents track student progress. Parent-teacher conferences take place at the middle of the 1st and 2nd trimesters. We hold annual Title I meetings, 504 meetings and Individualized Education Plan (IEP) meetings for students with special needs and call Student Study Team meetings with parents as needed for academic and behavioral support. We hold ELPAC meetings annually with parents of our English Language Learner (ELL) students. In the current Shaffer School Local Control Accountability Plan some direct areas have been addressed in supporting parental involvement. We encourage parents to participate in our annual Healthy Kids Survey to share how the school is serving the needs of our students and families. We are thankful for all our parents and community for their involvement and support. There is also a Shaffer APP than can be downloaded to allow information to be more readily available.

To stay up to date on upcoming activities that you can be a part of, please visit our website at [www.shafferschool.com](http://www.shafferschool.com) and friend our school on Facebook or contact Joshua Blackburn at (530) 254-6577.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	211	64	30.3
Female	98	94	31	33.0
Male	118	117	33	28.2
American Indian or Alaska Native	11	11	2	18.2
Asian	2	2	0	0.0
Black or African American	9	8	4	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	57	56	17	30.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	4	57.1
White	130	127	37	29.1
English Learners	12	12	1	8.3
Foster Youth	5	5	3	60.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	154	149	55	36.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	30	9	30.0

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.26	11.26	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	16.91	11.57	16.91	11.57	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.57	0.00
Female	6.12	0.00
Male	16.10	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.31	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.58	0.00



## 2022-23 School Safety Plan

The Shaffer Elementary School Safety Emergency Plan was originally adopted at the School Board Meeting on October 15, 2013. It is updated annually and most recently approved by the Shaffer School Board October 2022. Students are informed of safety procedures continuously throughout the year. The school administration works closely with Lassen County Office of Education, law enforcement, and emergency personnel to ensure that Shaffer Elementary School is safe and the staff are prepared for any disaster or dangerous situation that may arise. The plan includes initial contact information during any emergency situation. Employees are identified on the plan and the plan includes steps to be taken in the event of a crisis, including, but not limited to: loss of water, loss of electricity, flooding, excessive snow, riots, bomb threats, fire, earthquakes, and intruders on campus. The Shaffer Elementary Safety Emergency Plan is always available for review at the District Office. Fire drills are conducted monthly and earthquake and intruder (lock down) drills are executed on a regular basis. Visitors are required to sign in at the school office. All staff members have been trained in First Aid/CPR and maintain current documentation. A phone/intercom system provides immediate access to all parts of the campus and every teacher has been equipped with a two-way radio. Outside the classroom, school personnel carry two-way radios for immediate communication across the campus. Shaffer School also has Schoolwise Alert System which is a phone messaging/texting/email system that is utilized on a regular basis to provide information to parents and can be activated to send out information to parents in the event of an emergency. The school maintains a zero-tolerance policy on illegal drugs, weapons, and bullying. The School Board is informed annually regarding student suspensions and/or expulsions. Administration will be attending a safety conference and working on redoing the Safety Plan for the upcoming year.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	12	2		
1	16	1		
2	20	1		
3	17	2		
4	28		6	
5	21		6	
6	15	7		

## 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	13	2		
1	23		1	
2	17	1		
3	21		2	
4	36			6
5	21		6	
6	20	6		

## 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	16	1	1	
1	17	1		
2	24		1	
3	27		1	
4	20	6		
5	17	6		
6	19	2	5	

## 2021-22 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

## 2021-22 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	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13709.80	3160.35	10549.45	68927
District	N/A	N/A	10549.45	\$68,927
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	46.1	-7.2

## 2021-22 Types of Services Funded

During the 2021-2022 school year Shaffer Elementary funded a number of programs in order to further support student achievement. Our overall implementation of action/services to achieve the articulated goal was good. Struggling students were provided before and after school tutoring 5 days a week before and after school. Struggling students utilized Edmentum Study Island, Education City and Reading Eggs before school, after school, during the school day receiving ELA, ELD, and math intervention. Shaffer utilized Learning.com program to promote student skills in technology. . Shaffer School purchased technology in the form of new laptops and displays to be utilized in the classroom to provide students greater opportunity to explore and research education opportunities via the worldwide web. Shaffer added a 4 hour paraprofessional position to assist in additional academic support for our unduplicated students. Shaffer School retained two teachers utilizing LCFF funding to allow for smaller class sizes without additional combination grade levels providing more support to unduplicated students within the classroom.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$48,626	\$46,844
<b>Mid-Range Teacher Salary</b>	\$65,694	\$73,398
<b>Highest Teacher Salary</b>	\$88,536	\$93,345
<b>Average Principal Salary (Elementary)</b>		\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$110,313	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	28%	30%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## Professional Development

Shaffer School set aside weekly PLC collaboration meetings during early release days every Wednesday. New teachers to the profession received mentoring from assigned mentor teachers and one teacher completed the first year of teaching induction through the Teacher Induction Program (TIP). Shaffer teachers were provided professional development in multiple areas utilizing technology for purposes of providing distance learning and utilizing tools for purposeful lesson planning to support the full implementation of California State Standards. The entire staff participated in CPR training while all teachers and administration participated in a 2 day training for Solution Tree about PLCs. Many teachers and support staff participated in a training in engagement strategies to support students with exceptional needs. Shaffer teachers and staff worked with Solution Tree to set goals and action steps to be implemented in the 2022-2023 school year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	38