

Shaffer Elementary School

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

2025-26 School Contact Information

School Name	Shaffer Elementary School
Street	722-055 Hwy 395 N.
City, State, Zip	Litchfield CA 96130
Phone Number	(530) 254-6577
Principal	Joshua Blackburn
Email Address	jblackburn@shafferschool.com
School Website	www.shafferschool.com
Grade Span	Tk-8
County-District-School (CDS) Code	18-64188

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 260 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:

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	19
Grade 2	30
Grade 3	35
Grade 4	28
Grade 5	26
Grade 6	24
Grade 7	22
Grade 8	21
Total Enrollment	246

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	2.4
Asian	0.4
Black or African American	1.6
Hispanic or Latino	21.1
Two or More Races	6.1
White	68.3
English Learners	2.8
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	61.8
Students with Disabilities	12.6

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)	7.9	79.98	7.9	79.98	234405.2	84
Intern Credential Holders Properly Assigned	1	10.01	1	10.01	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	8.31	0.8	8.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.6	0.1	1.6	15831.9	5.67
Total Teaching Positions	9.9	100	9.9	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)	8	76.19	8	76.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	19.05	2	19.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0.5	4.76	0.5	4.76	14303.8	5.15
Total Teaching Positions	10.5	100	10.5	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)	10	83.33	10	83.33	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8.33	1	8.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	8.33	1	8.33	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	12	100	12	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	1	1
Misassignments	0.80	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	2	1

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	1
Total Out-of-Field Teachers	0.00	0	1

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)	16.1	16.6	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	8.3

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

Year and month in which the data were collected		August 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	Benchmark Education Company, 2015, Gr. K-5 McGraw-Hill School Education, StudySync, 2015 Gr. 6-8	0
Mathematics	Houghton Mifflin Harcourt, Math Expressions, 2014, Gr. K-5 Big Ideas Learning, Big Ideas Math, 2014, Gr. 6-8	0
Science	MCrawhill CA Inspire Science, 2020, Gr. K-5, CA MS Inspire Integrated 2020, 6-8	0
History-Social Science	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	0
Foreign Language	We currently use a web based support and resources to provide foreign language instruction.	N/A
Health	Scott Foresman Health for Life, 1992	N/A
Visual and Performing Arts	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.	N/A
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

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

Outdoor seating for lunch
New interactive floor

School Facility Conditions and Planned Improvements

Painting
Continued work on new well.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Arcade heater and AC unit need to be replaced.
Interior: 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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Gymnasium electrical needs updating.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Front restroom needs updating and office bathroom.
Safety: 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.
Structural: Structural Damage, Roofs		X		Upper campus roof will need repair soon.
External: 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. Blacktop will need to be redone.

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)	41	34	41	34	47	48
Mathematics (grades 3-8 and 11)	26	26	26	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	152	149	98.03	1.97	33.56
Female	75	74	98.67	1.33	35.14
Male	77	75	97.40	2.60	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	103	101	98.06	1.94	34.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	89	96.74	3.26	32.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	17.65

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	152	149	98.03	1.97	26.17
Female	75	74	98.67	1.33	22.97
Male	77	75	97.40	2.60	29.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	103	101	98.06	1.94	28.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	89	96.74	3.26	20.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	5.88

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)	20.34	15.56	20.34	15.56	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	46	45	97.83	2.17	15.56
Female	24	24	100.00	0.00	12.50
Male	22	21	95.45	4.55	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	14.29
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	12.00
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	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

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

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. There will continued efforts to connect with the guardians through outreach from PTO and Shaffer.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	263	258	69	26.7
Female	137	134	35	26.1
Male	126	124	34	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	52	17	32.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	6	40.0
White	182	180	43	23.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	174	171	54	31.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	35	12	34.3

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
14.47	11.23	7.98	14.47	11.23	7.98	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	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	7.98	0.00
Female	4.38	0.00
Male	11.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.44	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

It is updated annually and most recently approved by the School Site Council in November 2025 and January 2026 and Shaffer School Board January 2026 and is being reviewed . Shaffer is currently utilizing IMReady through KEENAN Safe School to keep the the safety plan up to date. 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.

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	14	1	1	0
1	26	0	1	0
2	20	1	0	0
3	20	1	0	0
4	26	0	1	0
5	22	0	1	0
6	20	1	0	0
Other	0	0	0	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	19	1	0	0
1	28	0	1	0
2	31	0	1	0
3	26	0	1	0
4	24	0	1	0
5	26	0	1	0
6	25	0	1	0
Other	0	0	0	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	23		1	
1	19	1		
2	30		1	
3	18	2		
4	28		1	
5	26		1	
6	23		1	

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

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	13709.80	3160.35	10549.45	68927
District	N/A	N/A	10549.45	\$68,593
Percent Difference - School Site and District	N/A	N/A	0.0	0.5
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-5.5	-21.2

Fiscal Year 2024-25 Types of Services Funded

During the 2024-2025 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 6 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.

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	\$54,423	\$55,248
Mid-Range Teacher Salary	\$73,524	\$80,746
Highest Teacher Salary	\$99,090	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$130,376	\$155,954
Percent of Budget for Teacher Salaries	25.56%	25.26%
Percent of Budget for Administrative Salaries	8.62%	6.12%

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 2025-2026

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	21	24	23