

Shaffer Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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.



Jeff Baker, Superintendent/Principal

Principal, Shaffer Elementary

About Our School

As the principal of Shaffer Elementary School it is my pleasure to share with you our updated SARC.

We have developed a very positive learning environment at Shaffer School. 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.

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 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.

Sincerely,

Jeff Baker

Contact

Shaffer Elementary
722-055 Highway 395 North

Litchfield, CA 96117-0320

Phone: 530-254-6577

E-mail: jbaker@shafferschool.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Shaffer Union Elementary
Phone Number	(530) 254-6577
Superintendent	Jeff Baker
E-mail Address	jbaker@shafferschool.com
Web Site	www.shafferschool.com

School Contact Information (School Year 2018—19)	
School Name	Shaffer Elementary
Street	722-055 Highway 395 North
City, State, Zip	Litchfield, Ca, 96117-0320
Phone Number	530-254-6577
Principal	Jeff Baker, Superintendent/Principal
E-mail Address	jbaker@shafferschool.com
Web Site	www.shafferschool.com
County-District-School (CDS) Code	18641886010805

Last updated: 12/11/2018

School Description and Mission Statement (School Year 2018—19)

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 200 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.

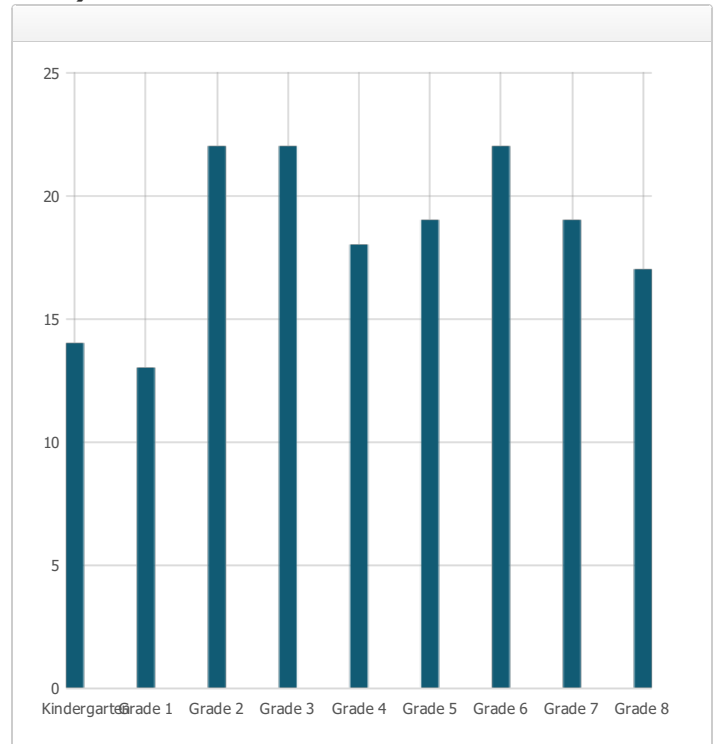
Our Mission:

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.

Last updated: 12/11/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	14
Grade 1	13
Grade 2	22
Grade 3	22
Grade 4	18
Grade 5	19
Grade 6	22
Grade 7	19
Grade 8	17
Total Enrollment	166



Last updated: 12/11/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	4.8 %
Asian	3.0 %
Filipino	%
Hispanic or Latino	31.9 %
Native Hawaiian or Pacific Islander	%
White	56.6 %
Two or More Races	3.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.5 %
English Learners	13.9 %
Students with Disabilities	4.2 %
Foster Youth	1.2 %

A. Conditions of Learning

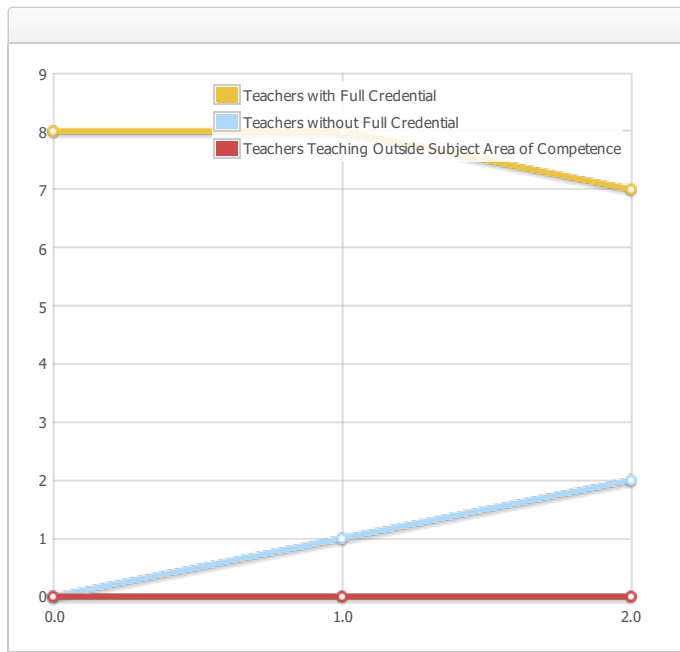
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

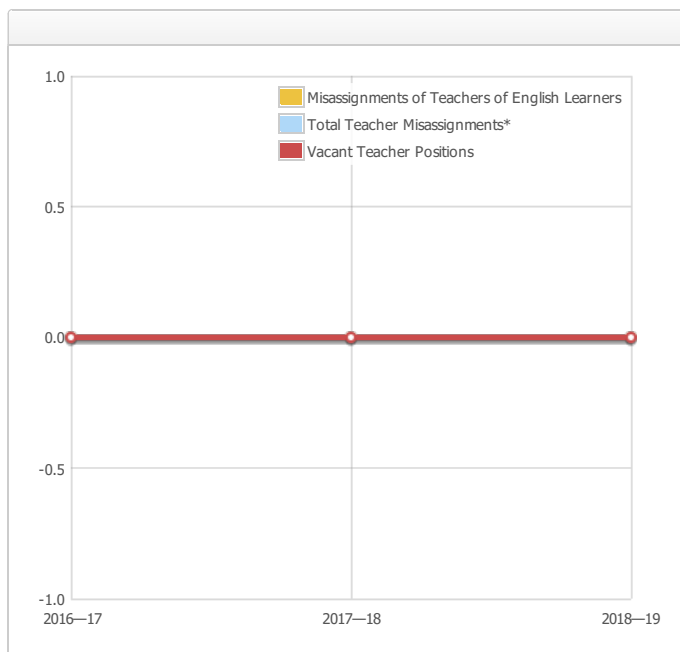
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	8	7	7
Without Full Credential	0	1	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benmark Advance, 2015, Gr. K-5 McGraw-Hill School Education, StudySync, 2015 Gr. 6-8	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt , Math Expressions, 2014, Gr. K-5 Big Ideas Learning, Big Ideas Math, 2014, Gr. 6-8	Yes	0.0 %
Science	Holt, Rinehart and Winston, Holt California Science, 2007, Gr. 6-8 Pearson Scott Foresman, Scott Foresman California Science, 2008 Gr. K-5	Yes	0.0 %
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Studies for California, 2006 G. K-5 Teachers'Curriculum Institute, History Alive! California Middle Schools Program, 2005 Gr. 6-8	Yes	0.0 %
Foreign Language	We currently utilize web based support and resources to provide foreign language standards.	No	0.0 %
Health	Scott Foresman Health For Life, 1992.	No	0.0 %
Visual and Performing Arts	Our campus does not have an adopted curriculum for Visual and Performing Arts. We utilize a variety of instruction materials to provide Visual and Performing Arts standards.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/12/2018

School Facility Conditions and Planned Improvements

Shaffer Elementary School passed its Williams Inspection in Fall 2018. Our last Facility Inspection Tool (FIT) completed in August 2018. All systems/facilities in working condition and overall rating as "Good".

During the 2017-2018 school year Shaffer Elementary:

- repaired/sealed the lower playground black top
- repaired and painted PTO portable
- changed out lighting to new LED throughout the school
- put in new thermostates with monitoring technology throughout school
- repaired multiple HVAC systems
- resealed the multi-purpose roof
- repaired toilets upper campus
- resealed kitchen freezer

During the 2018-2019 school year Shaffer Elementary:

- repainted driveway markings
- resealed the library and office roofs
- replaced the roofing on the maintenance/well building
- replaced girls restroom door lower campus
- replaced faucet fixtures in upper restrooms
- repaired drinking fountain in multi-purpose room
- repaired water drip system and planted 52 trees along football field
- repaired toilets on upper campus
- replaced fascia and gutters on office building, breezeway, and computer lab
- replaced refrigerator in the cafeteria
- repaired disposal and dishwasher in cafeteria

Last updated: 12/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Several HVAC units need to be repaired. Drainage line behind lower classrooms need to be repaired
Interior: Interior Surfaces	Good	Interior wall of Lower Campus Rm 4 needs to be repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Vermin presence in several structures
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Upper Fountain needs to be repaired.

Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	<p>Sauffed of maintenance/well building need to be replaced</p> <p>Exterior siding of maintenance/well building need to be repaired/replaced</p> <p>Multiple structures need to be repainted</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	<p>Mortor needs to be replaced on crown of cynder block</p> <p>Blacktop needs to be repaired on upper playground</p> <p>Entry gate needs to be repaired/replaced due to damages</p> <p>Playground structures need additional fill material under equipment</p> <p>Perimeter fencing needs repaired/Replaced</p>

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Fair
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Last updated: 12/11/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	44.0%	36.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	36.0%	28.0%	36.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

Last updated: 12/11/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	115	99.14%	44.35%
Male	64	64	100.00%	37.50%
Female	52	51	98.08%	52.94%
Black or African American			--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	39	38	97.44%	34.21%
Native Hawaiian or Pacific Islander			--	--
White	68	68	100.00%	51.47%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88%	39.77%
English Learners	23	22	95.65%	31.82%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	117	100.00%	35.90%
Male	65	65	100.00%	29.23%
Female	52	52	100.00%	44.23%
Black or African American			--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	39	39	100.00%	33.33%
Native Hawaiian or Pacific Islander			--	--
White	69	69	100.00%	39.13%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.00%	30.00%
English Learners	23	23	100.00%	39.13%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 12/11/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/11/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1%	21.1%	10.5%
7	25.0%	30.0%	10.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/13/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Shaffer Elementary School is proud of the efforts that have been put into place in order to improve parental involvement within our school community. Parents are always invited to visit classrooms and are encouraged to volunteer. Parents are encouraged to join in assemblies, family night activities, and a variety of school functions. Involvement in various activities and support roles can be found through joining the Shaffer Parent Teacher Organization (PTO), serving on the Parent Advisory Committee (PAC), or attending the School Site Council (SSC) and the Local Control Accountability Plan (LCAP) Committee.

Student Study Team meetings are held as necessary and parent-teacher conferences take place at the middle of the first and second trimesters. 504 meetings and Individualized Education Plan (IEP) meetings are held annually for students with special needs and ELPAC meetings are held 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. Also, there is at least one family evening event each month to foster community and parental involvement. We have amazing support from our parents and our community.

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 Shaffer on facebook or contact Jeff Baker at (530) 254-6577.

State Priority: Pupil Engagement

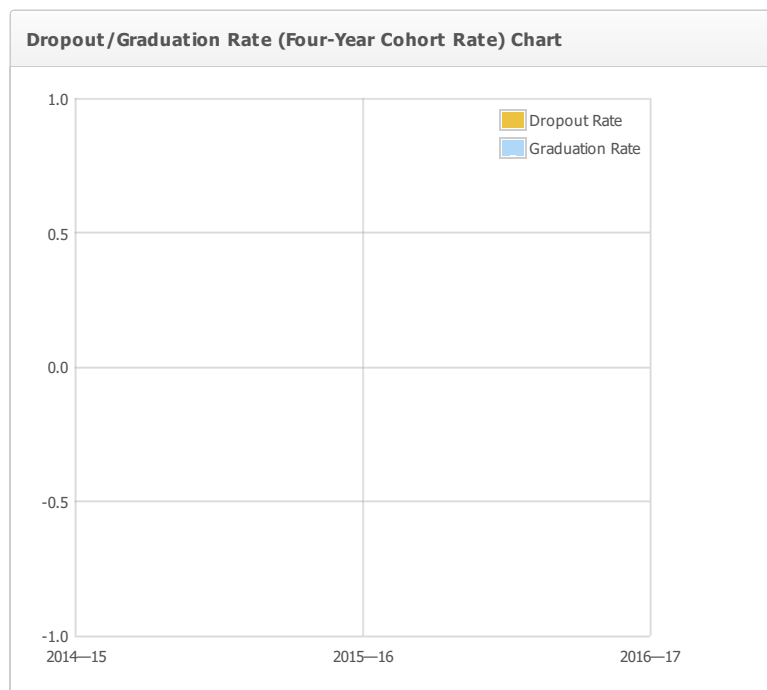
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/4/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

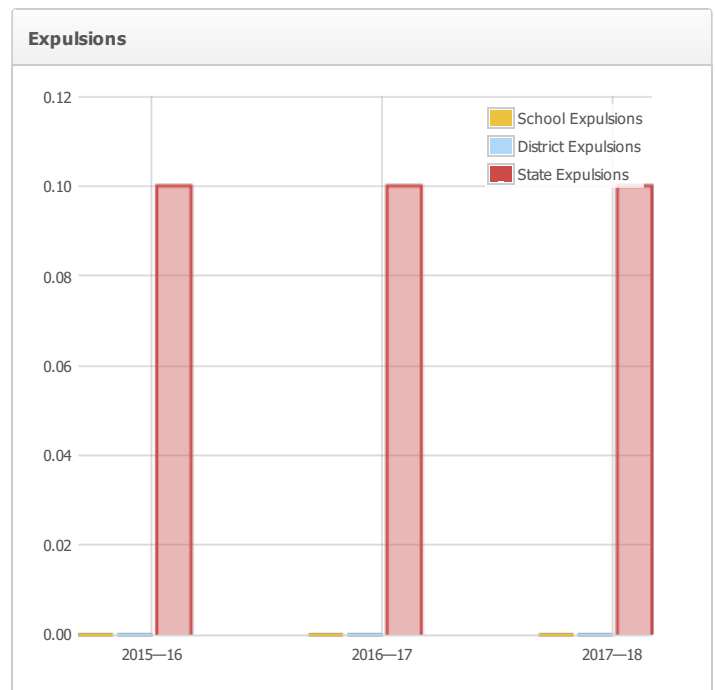
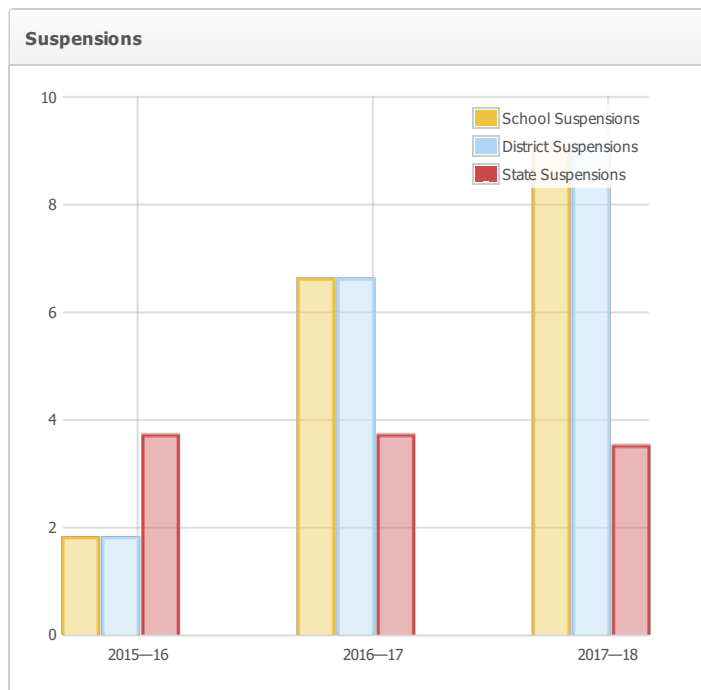
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.8%	6.6%	9.1%	1.8%	6.6%	9.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/4/2018

School Safety Plan (School Year 2018—19)

The Shaffer Elementary School Safety Plan was adopted at the School Board Meeting on October 15, 2013. It is updated at the beginning of each school year and was most recently updated in August 2018. It was reviewed with all staff at that time. 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 School Safety Plan can be reviewed 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. The district pays for this training. A phone/intercom system is installed which provides immediate access to all parts of the campus. School personnel carry two-way radios for immediate communication. 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.

Last updated: 12/11/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	1	1	
1				
2	13.0	1		
3	22.0		1	
4	25.0		1	
5	19.0	1		
6	21.0	1	1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	1		
1	24.0		1	
2	18.0	1		
3	18.0	1		
4	19.0	1		
5	27.0		1	
6	21.0		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.0	1		
1	13.0	1		
2	12.0	1		
3	22.0		1	
4	18.0	1		
5	19.0	1		
6	22.0		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 12/12/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	11.0	2		
Mathematics	12.0	3		
Science	14.0	3		
Social Science	18.0	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	2		
Mathematics	24.0	2		
Science	14.0	2		
Social Science	17.0	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	2		
Mathematics	18.0	2		
Science	18.0	2		
Social Science	18.0	2		

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

Last updated: 12/13/2018

Academic Counselors and Other Support Staff (School Year 2017–18)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/4/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11926.9	\$928.5	\$10996.4	\$69973.0
District	N/A	N/A	\$10996.4	\$69973.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	35.0%	10.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017–18)

During the 2017-2018 school year Shaffer School funded a number of programs in order to support student achievement. After school tutoring and the funding of a part time para-educator paid from supplemental and concentration funds, and a Bilingual para-educator were included to assist students in academic support. Students are leveled in math and reading classes according to their areas of need. Data collection allows for faculty and staff to determine these areas of need and to monitor student performance.

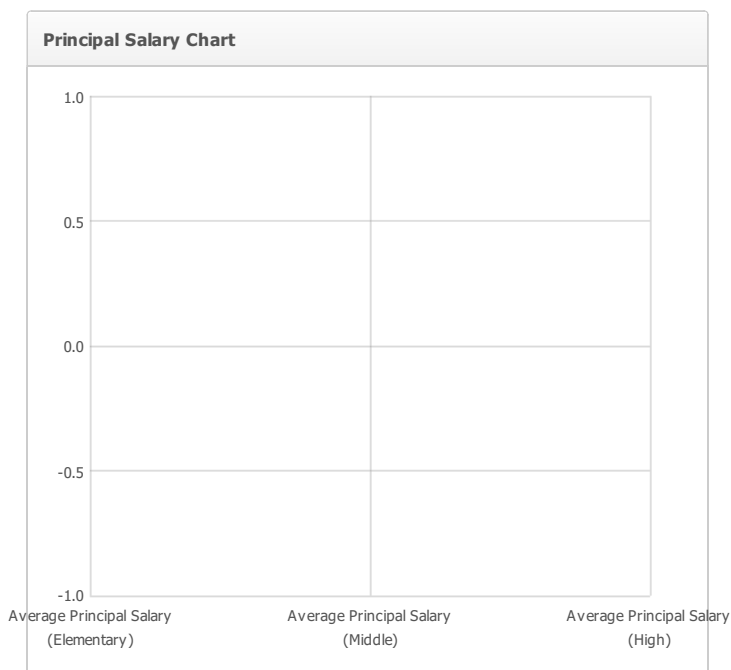
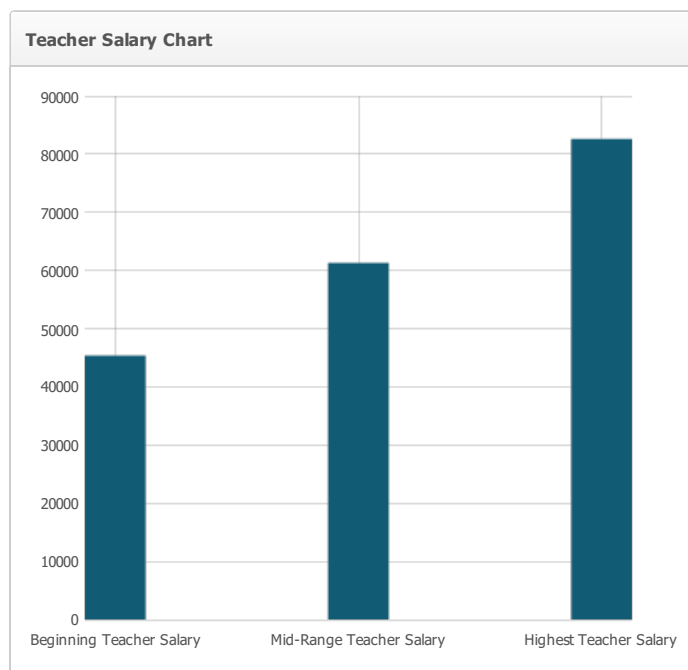
ELL students attend daily ELD classes for language support. Teachers and support staff attended a number of trainings to be better prepared for the implementation of the new California state common core standards. Teachers had a two hour collaboration time built into their schedule monthly to allow for cooperative planning and data analysis. Updating of technology, in order to better prepare students for the 21st century, has been an area of high importance at Shaffer School. Students of Shaffer School meet with teachers and administration to assess their own academic data and set goals for themselves to improve on their individualized level of achievement. This has had a profound impact on their level of achievement as well as developing ownership over their learning. The Local Control Accountability Plan (LCAP) has determined further tutoring opportunities, updating the ELA curriculum, and improving opportunities for technology use and support as areas of need to meet student needs and raise achievement levels. Shaffer School administration is committed to continuing professional development opportunities for faculty and support staff in order to better meet the needs of the students.

Last updated: 12/13/2018

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,377	\$44,375
Mid-Range Teacher Salary	\$61,304	\$65,926
Highest Teacher Salary	\$82,619	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$98,000	\$121,894
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	11.0%	7.0%

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



Last updated: 12/11/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/11/2018

Professional Development

At Shaffer Elementary School two contracted days are set aside as Professional Development days each year. However, the district sees professional development as a crucial component to student achievement, therefore staff have been provided additional days during the school year to devote to professional development. Shaffer School has implemented a two hour early release for teacher collaboration five times throughout the year and one hour team planning is scheduled after school two times per month. The staff has received professional development opportunities on improving school culture and safety, implementation of the newly adopted California State Common Core Standards, technology use in the classroom, and teaching skills, boosting student achievement and implementation of Academic Language and Vocabulary strategies and techniques. At Shaffer School teachers are allowed the opportunity to visit other teacher's classrooms as a means of improving their own teaching skills. Opportunities are provided to staff for professional feedback from mentors and peers. Teachers attend seminars, trainings, and workshops in order to promote student achievement levels. Teachers are also proficient on data analysis and formative assessment in order to tailor their teaching toward their students' needs.

Last updated: 12/13/2018