

# Shaffer Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### School Contact Information (School Year 2019-20)

Entity	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	Jeff Baker
Email Address	jbaker@shafferschool.com
Website	www.shafferschool.com
County-District-School (CDS) Code	18-64188

Entity	Contact Information
District Name	Shaffer Union Elementary School District
Phone Number	(530) 254-6577
Superintendent	Jeff Baker
Email Address	jbaker@shafferschool.com
Website	www.shafferschool.com

## School Description and Mission Statement (School Year 2019-20)

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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.

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 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	22
Grade 1	15
Grade 2	16
Grade 3	26
Grade 4	22
Grade 5	20
Grade 6	24
Grade 7	24
Grade 8	23
<b>Total Enrollment</b>	<b>192</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	3.6
Asian	2.1
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0.5
White	61.5
Two or More Races	3.6
Socioeconomically Disadvantaged	74.5
English Learners	12.5
Students with Disabilities	5.7
Foster Youth	2.6
Homeless	1.6

## 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

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	7	8	8
Without Full Credential	1	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Our district is in the process of reviewing science curriculums for consideration for adoption in 2019-2020 school year. Next year, we will review Social Science curriculums for consideration for adoption in 2020-2021.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0
Mathematics	Houghton Mifflin Harcourt, Math Expressions, 2014, Gr. K-5 Big Ideas Learning, Big Ideas Math, 2014, Gr. 6-8	Yes	0
Science	Pearson Scott Foresman, Scott Foresman California Science, 2008 Gr. K-5 Hold, Rinehart and Winston, Hold California Science, 2007, Gr. 6-9	Yes	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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	We currently use a web based support and resources to provide foreign language instruction.	No	N/A
Health	Scott Foresman Health for Life, 1992	No	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.	No	N/A
Science Laboratory Equipment (grades 9-12)	N/A	No	N/A

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

The driveway, parking lots, and upper playgrounds blacktop surfaces were repaired and sealed over this past summer. Replaced damaged entry gate.  
 Replaced carpeting and entry counter in the front office and a new coat of paint applied.  
 Repaired kitchen ovens and stove  
 Calibrated stove burners and the dishwasher.  
 Installed new blinds in all the classrooms with still more to do.  
 Repaired kitchen toilet and the bathrooms outside the cafeteria are now in good order.  
 Additional fill material was placed under playground structures.  
 Installed soffit outside of maintenance office building.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	The bathrooms outside the cafeteria needed to have the septic drainage unblocked of buildup. It was scoped and cleaned out. The air conditioning units and exposed pipes in the back of the lower and upper classroom need protective coverings installed. The lower coverings are now installed and fencing needs to be completed up top.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Fair	The ceiling tiles in the nurses office need to be replaced. Due to leaking, multiple ceiling tiles are stained in the gymnasium. The baseboard in the gym was broken and sections were missing. There is a softball size hole in the gym wall. The kitchen flooring is torn in several areas. 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. Baseboard in several of the upper wing classrooms are missing or not attached. There are cracked floor tiles in the upper girls' restroom. The vapor barrier is exposed on the upper wing. Lower Room 6 corner transition strip is missing. The speaker cover is missing and there is a hole in the wall. Lower Room 7 has several torn, stained, and loose ceiling tiles with missing base board. Flooring in the teacher's lounge is shrinking. There may be a soft spot in the floor in the library to watch.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Issues with vermin in the kitchen.
<b>Electrical:</b> Electrical	Good	Multiple classrooms had computer and TV cables that need to be tied to reduce trip hazard. Upper Room 2 light fixture not secure. Upper level outside lights need replacement lens and to be secured to building. Upper Room 5 can light is out. Light out in front of Room 25.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to repair drainage in custodial sink and lower campus Rm 3 and 4. Upper boys' restroom sink has low pressure. Upper girls' restroom had a missing faucet and light cover. Women's restroom, located in office, has missing fan cover. Men's restroom, located in office, has broken light fixture. Lower Room 8 drinking fountain needs to be replaced. The teacher's lounge has a broken faucet. Upper wing faucet leaked and was fixed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Fair	The gymnasium roof continues to leak even after multiple attempts to repair. The district will look to replace the roofing on the side of the gym that continues to leak. Outside Room 10 drain spout needs to be repaired.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Need to repair cracked window in front office and repair seal leaking window in portable Rm 7. The entry gate was severely damaged by a vehicle and has now been replaced. There are several exterior areas where there is dry rot and/or peeling paint outside of main office, in front of the school, outside Rm 25, parking lot shed, outside Lower Room 6 and 7. Lower Room 7 siding should be replaced and installed an overhang for the roof so water doesn't leak down the siding. The soffit outside Room 26 has a gap that needs to be filled.
<b>Overall Rating</b>	Fair	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	38	44	38	50	50
Mathematics (grades 3-8 and 11)	36	30	36	30	38	39

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	138	97.18	2.82	38.41
Male	76	72	94.74	5.26	29.17
Female	66	66	100.00	0.00	48.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	38	38	100.00	0.00	39.47
Native Hawaiian or Pacific Islander					
White	87	83	95.40	4.60	38.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	107	103	96.26	3.74	32.04
English Learners	21	21	100.00	0.00	33.33
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	138	97.18	2.82	30.43
Male	76	72	94.74	5.26	31.94
Female	66	66	100.00	0.00	28.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	38	38	100.00	0.00	31.58
Native Hawaiian or Pacific Islander					
White	87	83	95.40	4.60	31.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	107	103	96.26	3.74	24.27
English Learners	21	21	100.00	0.00	38.10
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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	14.3	19.0	9.5
7	20.0	8.0	

Note: 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.

## 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 2019-20)

Shaffer Elementary School continues to provide many opportunities for parental involvement in their student's education within our school community. We have an open invitation for parents to visit the school and their student's classroom. We encourage everyone 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), serving on the Parent Advisory Committee(PAC), English Language Acquisition Committee (ELAC) 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. Also, there is at least one family evening event each month to foster community and parental involvement. We are thankful for our parents and community for their involvement and support.

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 Jeff Baker at (530) 254-6577.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	6.6	9.1	14.9	6.6	9.1	14.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 February 2019. It was discussed August with all staff and students. 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. Outside the classroom, 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.

## 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	2			14	1			11	1		
1	24		1		13	1			15	1		
2	18	1			12	1	1		16	1		
3	18	4			22		3		26		1	
4	19	6			18	6			22		1	
5	27		6		19	6			20	1		
6	21		4		22		6		18		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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.0
Library Media Teacher (Librarian)	.0
Library Media Services Staff (Paraprofessional)	.0
Psychologist	.05
Social Worker	.0
Nurse	.20
Speech/Language/Hearing Specialist	.21
Resource Specialist (non-teaching)	.0

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,634.23	1,904.66	11,729.58	67,072.00
District	N/A	N/A	11,729.58	\$67,072.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	43.9	3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 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's 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 teachers were provided professional development in Universal Design for Learning (UDL), strategies for student engagement strategies for difficult learners, strategies for teaching California State Math Standards, and utilizing tools for purposeful lesson planning to support the full implementation of California State Standards. Shaffer School purchased 32 Chromebooks and a charging station for a mobile technology lab 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,377	\$45,252
Mid-Range Teacher Salary	\$61,304	\$65,210
Highest Teacher Salary	\$82,619	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$105,000	\$124,686
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	9%	7%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	9	8

Shaffer School set aside 9 minimum days for professional development in addition to the continued collaboration meetings two times a month after school. New teachers to the profession received mentoring from assigned mentor teachers and one teacher completed the first year of teaching induction through Alliance for Teacher Education (ATE). Teachers were provided professional development in utilizing California State Standards through web based lesson plan development. Shaffer teachers were provided professional development in Universal Design for Learning (UDL), strategies for student engagement strategies for difficult learners, strategies for teaching California State Math Standards, and utilizing tools for purposeful lesson planning to support the full implementation of California State Standards. Three teachers participated in a art module training and summer workshop focused on meeting the California State Art Standards.