

Shaffer Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	23
Grade 1	16
Grade 2	20
Grade 3	17
Grade 4	28
Grade 5	21
Grade 6	18
Grade 7	23
Grade 8	27
Total Enrollment	193

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	3.1
Asian	1
Filipino	0.5
Hispanic or Latino	28
White	63.2
Two or More Races	2.6
Socioeconomically Disadvantaged	67.9
English Learners	9.3
Students with Disabilities	9.3
Homeless	1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	7	9	9	9
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Next year, we will review Social Science curriculums for consideration for adoption in 2021-2022.

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	MCrawhill CA Inspire Science, 2020, Gr. K-5, CA MS Inspire Integrated 2020, 6-8	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
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

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:

The gymnasium roof was replaced in June.

The roof of the bathrooms outside the gymnasium was replaced.

New sprinkler heads were installed throughout the campus including the football field.

Sidewalks were repaired.

Air conditioning units and exposed pipes in the back of the lower and upper classroom need protective coverings were installed.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Fencing to protect HVAC on upper campus needs to be completed up top. (To be completed Spring 2021) The HVAC in the PTO room needs to be replaced. (To be completed Spring 2021)
Interior: Interior Surfaces	Poor	The ceiling tiles in the nurses office need to be replaced. (To be completed February 2021) Due to leaking, multiple ceiling tiles are stained in the gymnasium. (To be completed Spring 2021) The kitchen flooring is torn in several areas. Paint is peeling from the walls in the kitchen storage area and restroom. (To be repaired February 2021) Room 26 has stains from previous ceiling leaks and the wall has been patched but not painted. There are cracked floor tiles in the upper girls' and boys restroom. (To be repaired spring 2021) The speaker cover is missing and there is a hole in the wall. (To be covered Spring 2021) Flooring in the teacher's lounge needs replaced. (To be replaced Spring 2021) A section of the gymnasium wall needs to be replaced due to a water fountain install. (To be replaced Spring 2021) The gymnasium flooring needs to be replaced due to cracking and tears. (To be replaced Summer 2022)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Upper Room 2 light fixture not secure. (Item Secured) Upper level outside lights need replacement lens and to be secured to building. (Fixture replaced) Upper Room 5 can light is out. (Light Replaced)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Need to repair drainage in custodial sink and lower campus Rm 3 and 4. (To be repaired Summer 2022) The toilets in the ladies restroom facing the kindergarten room needs to be replaced. (To be replaced Spring 2021)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	Multiple shelves and file cabinets throughout the school need to be secured. (All items 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. (To be repaired Summer 2021)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Need to repair cracked window in front office and replace window casing in Rm 7. (To be replaced summer 2021) 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. (To be repaired Spring and Summer 2021) The slide and crawl tubes need to be replaced due to cracking. (To be repaired summer 2021) Fencing and gates need to be installed between structures to the right of the parking lot entry. (To be installed Spring 2021)
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	30	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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.

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 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 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
Dropout Rate									
Graduation Rate							82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.1	14.9	9.1	14.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.8	7.8	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 2020. It was discussed in 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 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

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	14	1			11	2			12	2		
1	13	1			15	1			16	1		
2	12	1	1		16	1			20	1		
3	22		3		26		2		17	2		
4	18	6			22		6		28		6	
5	19	6			20	6			21		6	
6	22		6		18	3	5		15	7		

*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 (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	13	3			24		2		25		2	
Mathematics	18	2			16	2	1		13	4		
Science	18	2			24		2		25		2	
Social Science	18	2			24		2		25		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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.2

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

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	67,914.00
District	N/A	N/A	11,729.58	\$67,914
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	40.9	-5.1

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

Types of Services Funded (Fiscal Year 2019-2020)

During the 2019-2020 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 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,738	\$46,965
Mid-Range Teacher Salary	\$63,143	\$67,638
Highest Teacher Salary	\$85,098	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$105,000	\$128,853
Percent of Budget for Teacher Salaries	28.0	30.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	9.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	8	11

Shaffer School set aside 7 minimum days and 4 full in-service days for professional development in addition to the weekly PLC collaboration meetings after school. 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. Two teachers and admin participated in a Love and Logic conference and the entire staff participated in CPR training. Many teachers and support staff participated in a training in engagement strategies to support students with exceptional needs. Shaffer teachers and staff worked with WestEd to complete a needs assessment, set goals and action steps to be implemented in the 2020-2021 school year.