

Shaffer Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Terri Daniels, Superintendent/Principal

Principal, Shaffer Elementary

About Our School

On behalf of the staff, students, and Board of Trustees of Shaffer Elementary School I welcome all to the current School Accountability Report Card page for Shaffer Elementary School. Shaffer School has gone through a number of transitions over the past few years, and we believe the results are positive and promising. We are proud of our commitment and dedication to meeting the needs of all our students and to providing them the opportunity for academic growth and success. We value open communication and work together with families and the community to provide a rich academic experience and family-school focused partnership in providing our students with a safe and positive educational environment. The Shaffer community is proud of its commitment to 21st century learning and teaching skills and our transition to the newly adopted California state standards. Our students are experiencing positive results. Our school vision states the expectations we have for our students.

Graduates of Shaffer Elementary School 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.

Shaffer Elementary School is made up of stakeholders who share a common mission. I am honored to be the leader of such a committed group of people and a strong institution. Together we all make the difference for our students.

Sincerely,

Terri Daniels

Contact

Shaffer Elementary

722-055 Highway 395 North
Litchfield, CA 96117-0320

Phone: 530-254-6577

E-mail: tdaniels@shafferschool.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Shaffer Union Elementary
Phone Number	(530) 254-6577
Superintendent	Terri Daniels
E-mail Address	tdaniels@shafferschool.com
Web Site	www.shafferschool.com

School Contact Information (School Year 2016-17)	
School Name	Shaffer Elementary
Street	722-055 Highway 395 North
City, State, Zip	Litchfield, Ca, 96117-0320
Phone Number	530-254-6577
Principal	Terri Daniels, Superintendent/Principal
E-mail Address	tdaniels@shafferschool.com
Web Site	www.shafferschool.com
County-District-School (CDS) Code	18641886010805

Last updated: 1/5/2017

School Description and Mission Statement (School Year 2016-17)

Mission Statement:

Shaffer School establishes a positive and safe environment where students' creativity is encouraged, their talents valued, and their accomplishments celebrated. Families, teachers, staff, and the community of Shaffer School work together to provide students with a foundation that inspires excellent character, productive citizenship and life-long learning.

About Us:

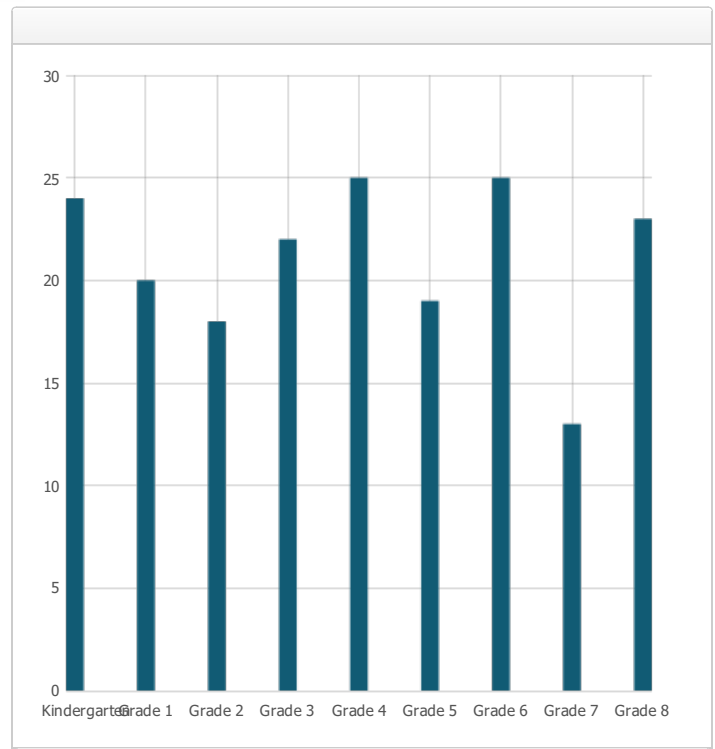
Shaffer Elementary School is a rural one-campus school district located about 17 miles east of Susanville in beautiful Lassen County, California. We are currently serving approximately 180 students in transitional kindergarten through eighth grade. We are a community of students, teachers, parents and 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, students have the opportunity to participate in after school sports and clubs, designed to promote cooperation, teamwork, responsibility and respect. Our school is proud to implement the PBIS (Positive Behavior Interventions and Support) discipline frameworks where students learn the value of developing strong personal ethics and character.

We believe that every child can succeed in reaching their full potential. Our goal is to help students reach their goals.

Last updated: 1/5/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	18
Grade 3	22
Grade 4	25
Grade 5	19
Grade 6	25
Grade 7	13
Grade 8	23
Total Enrollment	184



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	6.0 %
Asian	0.0 %
Filipino	0.5 %
Hispanic or Latino	28.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	62.5 %
Two or More Races	1.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.8 %
English Learners	14.7 %
Students with Disabilities	6.5 %
Foster Youth	1.6 %

Last updated: 1/5/2017

A. Conditions of Learning

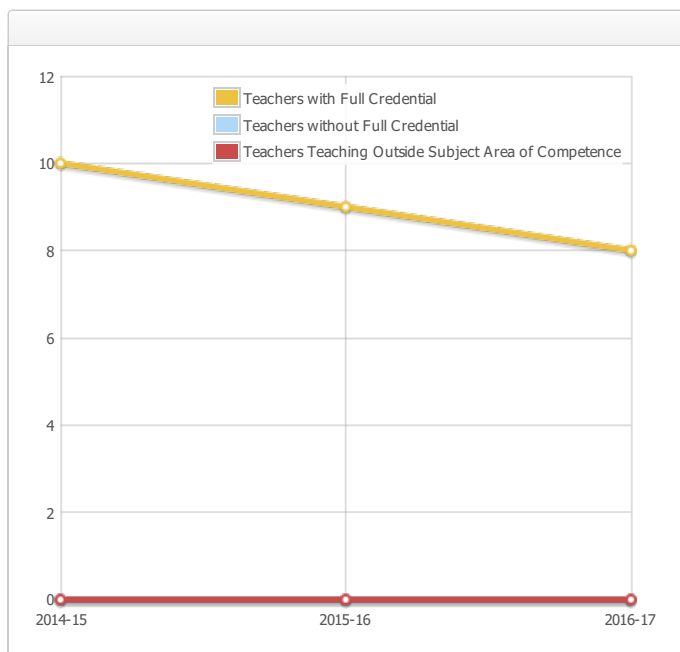
State Priority: Basic

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

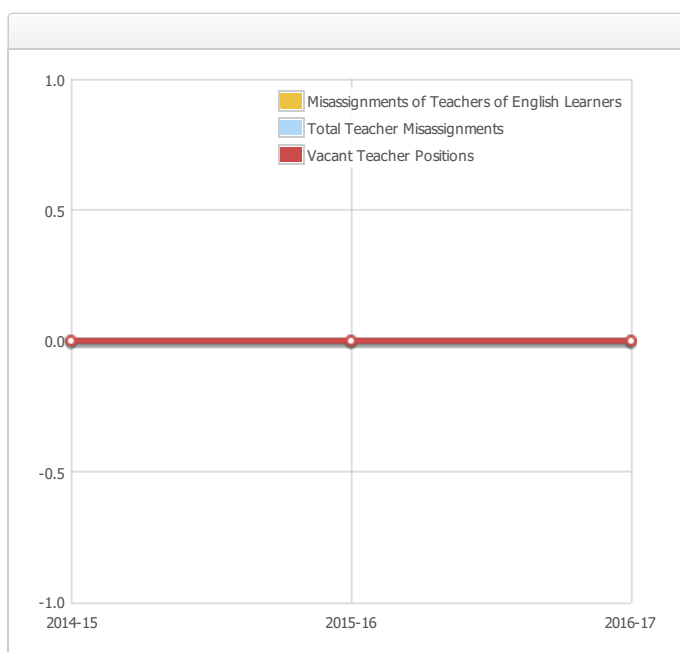
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	10	9	8	8
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/5/2017

School Facility Conditions and Planned Improvements

Shaffer Elementary School passed its Williams Inspection in Fall, 2016. Shaffer School also passed the NCSIG (Northern California Schools Insurance Group) inspection September, 2016

Last Facility Inspection Tool (FIT) completed in August 2016.

All systems/facilities in working condition and overall rating as Good (97.75%).

Last updated: 1/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Completed. FIT was done prior to the opening of the school year when the facility was still being cleaned and made ready for the start of school.
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/5/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	36.0%	31.0%	36.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	39.0%	25.0%	39.0%	34.0%	36.0%

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: 1/5/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	10.0%
Male	--	--	--	--
Female	13	12	92.3%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.7%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	--
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/11/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	28	100.0%	39.3%
Male	18	18	100.0%	22.2%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	35.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	40.0%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.0%	50.0%
Male	--	--	--	--
Female	12	12	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	61.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	41.2%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.5%	42.9%
Male	13	13	100.0%	30.8%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	38.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.9%	46.2%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	41.7%
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	32.0%
Male	--	--	--	--
Female	16	16	100.0%	43.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.5%	38.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	25.0%
Male	--	--	--	--
Female	13	12	92.3%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.7%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	20.0%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	28	100.0%	28.6%
Male	18	18	100.0%	22.2%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	23.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	30.0%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.0%	15.0%
Male	--	--	--	--
Female	12	12	100.0%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	15.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	11.8%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	45.5%
Male	14	14	100.0%	42.9%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	38.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.3%	42.9%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/11/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	25.0%
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/11/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	28.0%
Male	--	--	--	--
Female	16	16	100.0%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.5%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/11/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/11/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48.0%	76.0%	61.0%	48.0%	76.0%	61.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/11/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	45	44	97.8%	61.4%
Male	17	17	100.0%	64.7%
Female	28	27	96.4%	59.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	34	33	97.1%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	25	96.2%	52.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/11/2017

Career Technical Education Programs (School Year 2015-16)

N/A Elementary School TK-8

*Last updated: 1/5/2017***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/5/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	20.0%	45.0%
7	27.3%	0.0%	18.2%

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: 1/5/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Shaffer Elementary School is proud of the efforts that have been put into place in order to improve parental involvement within our school community. In 2014 our Single Plan for Student Achievement was updated to add a new goal of developing a support system to assist parents with academic support in helping Shaffer students with mastering the newly adopted California state standards and the new math curriculum. Parents are always invited to visit classrooms and are encouraged to volunteer. Parents are encouraged to join in at assemblies and school functions, as well. 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 meetings. Also, all parents are invited to attend the English Language Advisory Committee meetings (ELAC). These events, as well as all school events, are included on the school website, the school's Facebook page, and through the monthly newsletter: Smoke Signals. Information is also shared through the BlackBoard Connect audio system which is utilized via phone messages to update parents regarding all happenings at Shaffer Elementary School.

Furthermore, Student Study Team meetings are held as deemed necessary and parent-teacher conferences take place at the end of the first and second trimesters. Individualized Education Plan (IEP) meetings are held annually for students with special needs and California English Language Development Testing (CELDT) meetings are held annually with parents of our English Language Learner (ELL) students. At Shaffer School, we believe that parent involvement has a direct effect on student achievement. Parent involvement is a key component to the ongoing operations at Shaffer School and we encourage parent participation. In the current Shaffer School Local Control Accountability Plan some direct areas have been addressed in supporting parental involvement. In the 2014 school year the principal/superintendent made home visits to each family at the school sharing the importance of parental involvement and encouraging families to be involved and welcomed. Also, there is a minimum of one family evening event each month to also foster community and parental involvement. Shaffer School is delighted with the amount of connectedness that parents share they feel toward the Shaffer community.

State Priority: Pupil Engagement

Last updated: 1/5/2017

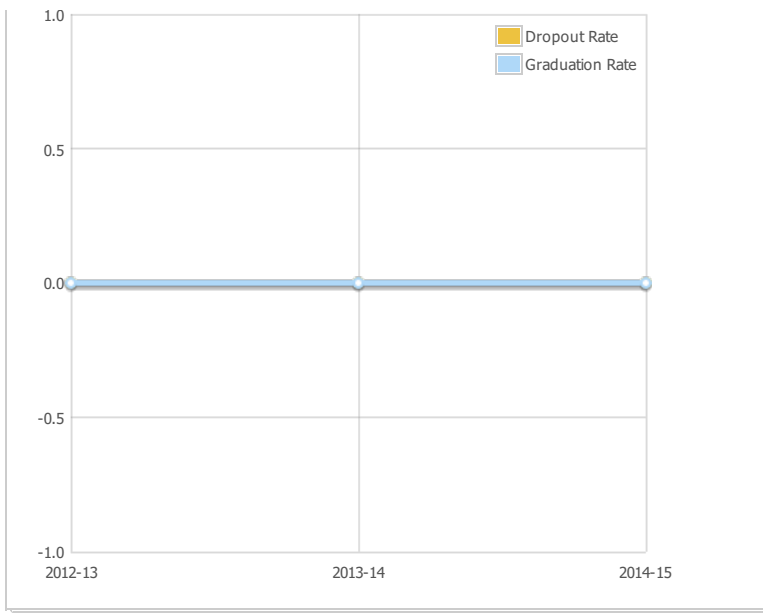
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/11/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	85
Black or African American	--	--	77
American Indian or Alaska Native	--	--	75
Asian	--	--	99
Filipino	--	--	97
Hispanic or Latino	--	--	84
Native Hawaiian or Pacific Islander	--	--	85
White	--	--	87
Two or More Races	--	--	91
Socioeconomically Disadvantaged	--	--	77
English Learners	--	--	51
Students with Disabilities	--	--	68
Foster Youth	--	--	--

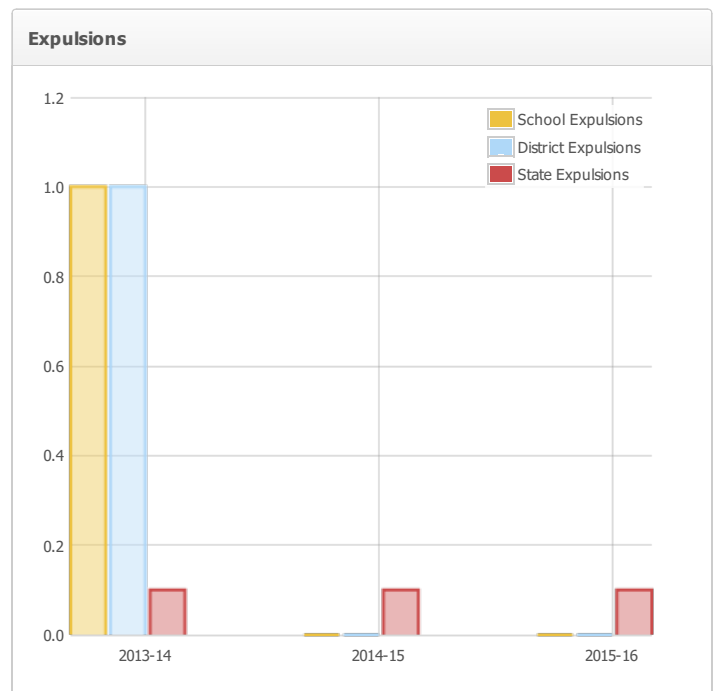
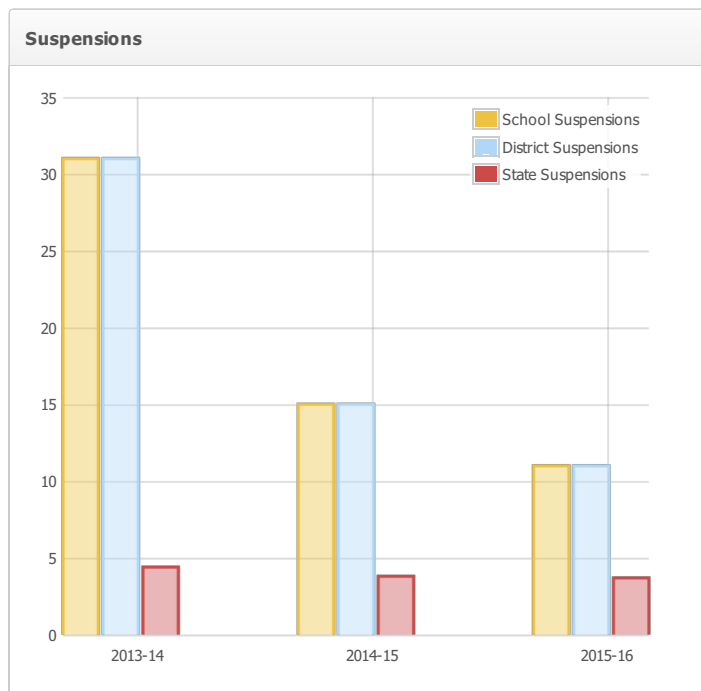
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	31.0	15.0	11.0	31.0	15.0	11.0	4.4	3.8	3.7
Expulsions	1.0	0.0	0.0	1.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

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 2016. It was reviewed with all staff at that time. Students are informed of safety procedures continuously through 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 (lockdown) 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: 1/11/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/11/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12.0	2	0	0	12.0	2	0	0	18.0	1	0	0
1	17.0	1	0	0	23.0	0	1	0	24.0	0	1	0
2	23.0	0	1	0	23.0	0	1	0	18.0	1	0	0
3	22.0	0	1	0	14.0	1	1	0	19.0	1	0	0
4	17.0	1	0	0	18.0	3	4	0	20.0	1	0	0
5	9.0	2	0	0	22.0	2	4	0	27.0	0	1	0
6	26.0	0	1	0	13.0	6	0	0	22.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	20.0	1	1	0

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

Last updated: 1/11/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* 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: 1/11/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10011.6	\$2109.7	\$7901.9	\$66844.0
District	N/A	N/A	\$7901.9	\$66844.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	N/A	N/A	0.0%	7.4%

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

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

During the 2015-2016 school year Shaffer School funded a number of programs in order to support student achievement. After school tutoring and the funding of two Title I para-educators, a parttime para-educator paid from supplemental and concentration funds, and a Bilingual para-educator were included to assist students in academic support. Reading intervention classes and support was utilized to support students who struggle with reading concepts. 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 have 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.

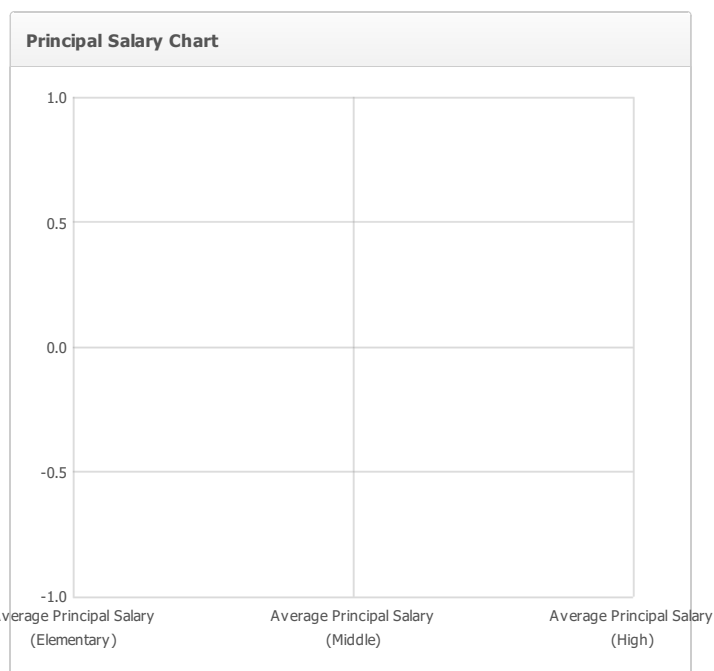
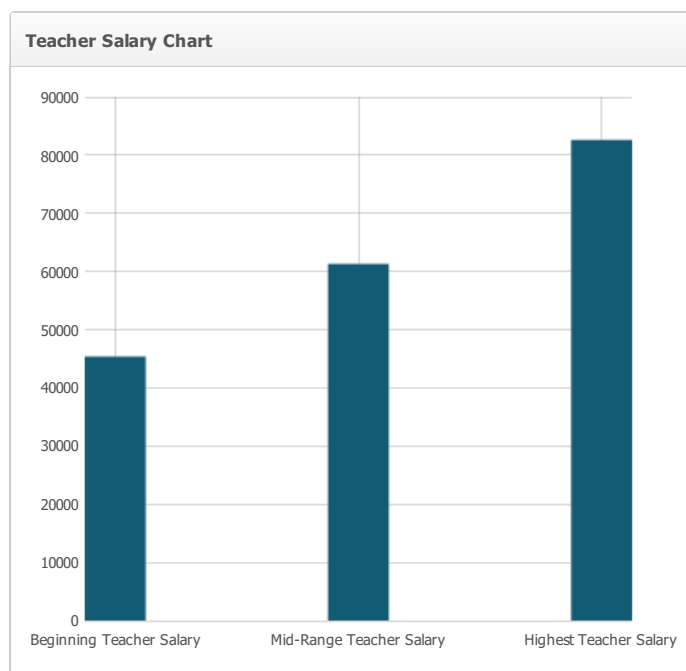
The Local Control Accountability Plan (LCAP) has determined further tutoring opportunities, updating the ELA curriculum, and improving opportunities for technology use and support as areas of need to meet student needs and raise achievement levels. Shaffer School administration is committed to continuing professional development opportunities for faculty and support staff in order to better meet the needs of the students.

Last updated: 1/11/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,377	\$41,085
Mid-Range Teacher Salary	\$61,304	\$59,415
Highest Teacher Salary	\$82,619	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$98,000	\$116,069
Percent of Budget for Teacher Salaries	30.0%	33.0%
Percent of Budget for Administrative Salaries	11.0%	7.0%

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



Last updated: 1/11/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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: 1/11/2017

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 is provided additional days during the school year to devote to professional development. One day a month Shaffer School implements a two hour late start for teacher collaboration. The staff has received professional development opportunities on improving school culture, implementation of the newly adopted California State Common Core Standards, technology, 21st century learning and teaching skills, boosting student achievement and implementation of Academic Language and Vocabulary strategies and techniques. Our teachers have also been fortunate to be selected to participate in regional grants which are promoting the implementation of STEAM and the NGSS (Next Generation of Science Standards.) 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: 1/11/2017