

Shaffer Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Shaffer Elementary School
Street	1434 California Street
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6145
Principal	Michele McCabe
E-mail Address	mmccabe@aesd.edu
Web Site	https://www.shaffer.school/
CDS Code	24-65631-6025365

District Contact Information	
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
E-mail Address	sschiber@aesd.edu
Web Site	www.aesd.edu

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

School Vision -

The vision at Shaffer Elementary School is to create a school where family, staff, and the community work together to empower students to be successful, well-rounded, academically focused, global thinkers.

Mission Statement-

Shaffer Elementary School is committed to providing a solid foundation for higher learning, with a focus on developing strong academic skills, outstanding character, and respect for diversity.

Values and Beliefs:

We believe:

- Children are our first priority.
- Students should be encouraged to become lifelong learners and problem solvers.
- Teaching should be innovative and creative in order to meet the unique needs and interests of students.
- All students are capable of learning and are responsible and accountable for their academic performance and for their own behavior.
- Students' learning, attendance, and behavior improve when they are actively engaged in meaningful work.
- Students learn best in a safe, secure, and respectful environment.
- Schools must have a consistent discipline program, which fosters student self-discipline and teaches and models expected behaviors.
- Education is a shared responsibility. It is a partnership between home, school, and community.

Shaffer School is one of the oldest schools in the Atwater Elementary School District. The original facility was built in 1957. The school is located in the agricultural heart of Central California's San Joaquin Valley in the city of Atwater, population 29,270, in Merced County. Our school is one of five TK-6 schools in the Atwater Elementary School District and serves approximately 560 students in grades transitional kindergarten through sixth grade. In addition to the TK-6 program, we have a preschool class that provides services to 48 students and two county special education classes with approximately 24 students on our campus.

The culture is diverse at Shaffer Elementary School. Of the approximately 560 students, 87.9% of the students qualify to receive a free or reduced cost breakfast and lunch. Thirty-six percent of the students are English Learners (EL), with an additional 10% of our students being reclassified English Learners (RFEP). Sixty-eight percent of our students are Hispanic, 19 % are Caucasian, 6.9 % are Asian, 3.5 % are African American, and all other subgroups are less than three percent. Eleven percent of our students have an IEP.

The fluctuation of growth in our community over the years has challenged our facilities, resources, personnel and budget. Throughout all of this, an important goal of the Shaffer Community has been to maintain the atmosphere of a small school community with high standards. A part of this effort, our school began implementation of Positive Behavioral Interventions and Support (PBIS). As part of the PBIS work, we have created the Roadrunner Way - Be Respectful, Be Responsible, and Be Ready to Learn. We also teach specific expectations for all areas of the school several times during the year. We have also implemented tier two strategies to support students who may be struggling with behavior and need extra instruction in this area. Our hope is that when first entering the well-maintained campus, one immediately senses the caring, collaborative atmosphere that has become its trademark. A culture has been firmly established by the school community to work tirelessly, side by side, to maximize student academic and social growth.

The school staff strives to provide many positive extracurricular activities. We have an annual jog-a-thon fundraiser, Red Ribbon Week, Drug Store Project (6th grade), Student of the Month assemblies, and many grade level field trips. There are four (4) after school program classes with approximately 20 students in each classroom. There is also an after school Homework Club which has an enrollment of over 70 students.

Parental Involvement is also important at Shaffer Elementary School. The school has an active School Site Council (SSC) and English Learner Advisory Committee. There is also a supportive Parent-Teacher Group that organizes Family Movie Nights and school t-shirt sales. We have held family evening events such as Family Coding Night and Family Reading Night. As a staff, we continually strive to engage parents in all educational activities. Surveys are sent out annually to all Shaffer families. The results are compiled as a part of the required needs assessments. The results have been shared with school staff, School Site Council, and the English Language Advisory Council to provide the basis for developing activities within the Title I school plan.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	76
Grade 2	83
Grade 3	84
Grade 4	80
Grade 5	81
Grade 6	65
Total Enrollment	564

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	6.9
Filipino	0.7
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.0
White	19.0
Socioeconomically Disadvantaged	88.3
English Learners	35.8
Students with Disabilities	11.3
Foster Youth	1.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	21	26	202.5
Without Full Credential	0	3	0	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: December 2016

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2015 4-8 Read 180 HMH Intervention Solutions	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Shaffer was designed and built more than 50 years ago, but is fully accessible to students and others with disabilities because of its wide corridors, easy ramp access and multiple double-door entrance and exits. There are two clearly marked handicapped parking zones. Bathroom facilities have been made accessible and functional installing assistance side rails in designated bathroom stalls. Intercoms and telephones are located in each room of the school. Our noon duty personnel and yard duty teachers have instant communication with the office and each other as two-way radios are provided for them to assist in the needs of our students with physical disabilities. The District provides specialized bus transportation with wheelchair lifts as needed. An auditory trainer is provided for students with limited hearing, allowing full inclusion in classroom instruction.

The modernization project at Shaffer, a \$1.2 million project, completed in the Summer of 2004, included upgrading the entire electrical system to handle the expansion of the school. The office was redesigned to install handicapped accessible restrooms in the kindergarten classrooms and nurses station. New tile, sinks and lavatories were installed in the intermediate restrooms. Surveillance cameras were installed which will decrease vandalism and increase student/staff safety.

During the summer of 2016, additional roofing was replaced, library carpet was replaced, and two classrooms and an additional restroom building were added.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 22: Some small tears in 2 ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Room 10: Work order in for roaches found in class. Not a problem in the building.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/2018	
Overall Rating	Exemplary
	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	43.0	38.0	48.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	27.0	33.0	35.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	307	98.71	37.79
Male	160	157	98.13	30.57
Female	151	150	99.34	45.33
Black or African American	11	10	90.91	30.00
Asian	15	15	100.00	40.00
Filipino	--	--	--	--
Hispanic or Latino	217	216	99.54	33.33
White	57	56	98.25	53.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	274	270	98.54	35.19
English Learners	145	143	98.62	29.37
Students with Disabilities	58	58	100.00	10.34
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	312	99.36	26.92
Male	163	161	98.77	28.57
Female	151	151	100	25.17
Black or African American	13	13	100	23.08
Asian	15	15	100	20
Filipino	--	--	--	--
Hispanic or Latino	218	217	99.54	23.96
White	57	56	98.25	39.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	275	99.28	23.64
English Learners	146	145	99.32	18.62
Students with Disabilities	58	58	100	10.34
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2	22.5	23.8

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Each year our School Site Council revises our School Site Plan, including how Federal and State funds will be spent. Members of the site council include staff members and parents. The council meets at least five times per year. All parents are invited to attend. Meeting dates are determined at the first meeting and published in our school newsletter and posted in the office and on our website.

The English Learner Advisory Council meets quarterly to address the needs of our bilingual parents/students. The meeting is open to all parents of English Learners.

We have a school PTO which has parent volunteers working to raise funds for specific projects and assist in the classroom and on field trips. New members are always welcome to join our Parent Teacher Organization (PTO), which offers opportunities for parents and community leaders to provide input toward curriculum refinement and school-wide enhancement projects. The PTO sends out flyers to announce meetings and we post information on the website as well.

Parents are invited to participate in school activities such as field trips, Family Coding Night, and Fall Festival.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.4	4.3	2.6	4.2	5.4	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

A collaborative effort of our school family is our Safety Plan, written by students, staff and parents. An annual safety survey, a component of Effective Schools Survey, indicates there is a safe, clean, orderly environment at our school. Shaffer has updated their school Safety Plan, which is required by law. The plan includes evacuation procedures and how students will be released in case of emergency. The law includes a public hearing to review the plan before it is submitted to the district. Copies of the plan are available to anyone who wishes one.

The custodial staff does an excellent job of keeping the grounds clean and safe for students. The school grounds and playground equipment are inspected by the custodian, principal, and maintenance staff on a regular basis.

Safety Plan was reviewed and approved by the AESD School Board on November 13, 2018.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		4		20	2	3		20	2	3	
1	27		3		26		3		25		3	
2	26		3		27		3		24		3	
3	27		3		27		3		23	1	3	
4	33			2	27		3		33			2
5	33			2	33			2	30		3	
6	24	1	1	1	33			2	32		1	1
Other	3	1			4	1			5	1		

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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1.5	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,903.00	\$543.00	\$3,360.00	\$69,797.30
District	N/A	N/A	\$3,494.89	\$77,176
Percent Difference: School Site and District	N/A	N/A	-3.9	1.1
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-28.4	3.7

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 2017-18)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,323	\$48,064
Mid-Range Teacher Salary	\$75,917	\$75,417
Highest Teacher Salary	\$96,209	\$94,006
Average Principal Salary (Elementary)	\$117,785	\$119,037
Average Principal Salary (Middle)	\$112,195	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$179,057	\$183,692
Percent of Budget for Teacher Salaries	35.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focused on Next Generation Science Standards (NGSS), Mathematical Mindset and Mathematic Number Talks.

The district has three instructional coaches to help all teachers with ELA, assessments and technology. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.