

1825 Shafter Road
 Bakersfield, CA 93313
 (661) 837-1931
 (661) 837-8261

Kindergarten through Eighth Grade

2006-07 BOARD OF TRUSTEES

Catherine Parker, Clerk
 Matthew Woodfin, Member
 Sheila Fry, Member

ADMINISTRATION

Deborah Rodrigues
 Superintendent/Principal



MISSION STATEMENT

General Shafter School's mission is to promote the academic, social, and physical development of our students in a safe, positive learning environment.

BELIEFS

- We believe in the worth of all individuals
- We believe that all students can and will learn
- We believe that all students deserve access to the same high quality curriculum
- We believe that student learning is our highest priority
- We believe that students learn from others: adults and other children alike and that cooperative learning is worthwhile
- We believe that students should value and enjoy learning

General Shafter Elementary School

General Shafter Elementary School District

2005-2006 Annual School Report Card

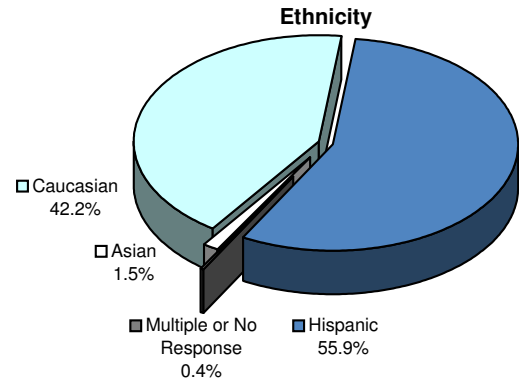
SUPERINTENDENT'S MESSAGE

Welcome to General Shafter Elementary School! This report will provide you, parents, and community members, with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school through the information provided. We encourage all community members to visit and become familiar with our unique school.

General Shafter School has a 100 year tradition of being an integral part of the surrounding community. We will continue to explore new educational ideas and trends to improve our effectiveness with children. We will continue to provide an academic program that strives for excellence.

COMMUNITY & SCHOOL PROFILE

General Shafter Elementary School District is rurally located south of Bakersfield, California. The General Shafter Elementary School District, a single-site district, serves nearly 300 students in kindergarten through eighth grade on a traditional calendar system. The educational programs at General Shafter Elementary School are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. During the 2005-06 school year, 250 students were enrolled in grades kindergarten through eight. The student population consists of 6.3% students with disabilities, 13.0% English Learners, and 61.7% sociological disadvantaged. Additional student body demographics are illustrated at the right.



DISCIPLINE & CLIMATE FOR LEARNING

General Shafter Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to have a strong correlation. General Shafter Elementary School has established a comprehensive approach to discipline that includes a partnership with parents. The goal of General Shafter Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. General Shafter Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Parents and students are informed of discipline policies at the beginning of each school year through a School Handbook.

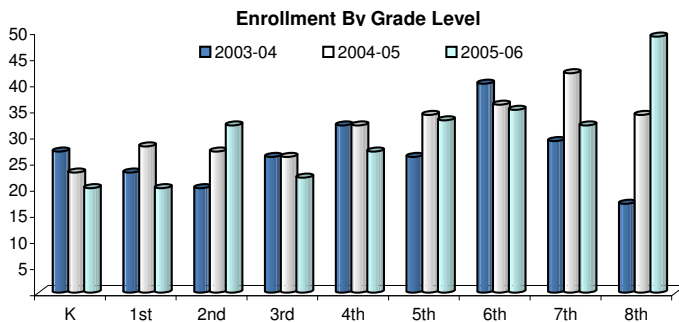
The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions			
	General Shafter ES		
	03-04	04-05	05-06
Suspensions	7	7	13
Suspension Rate	2.9%	2.5%	4.8%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

SCHOOL ATTENDANCE & ENROLLMENT

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

Regular daily attendance is a priority at General Shafter Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, parent conferences, and home visits if necessary. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the Principal and/or County Probation Officer. The following chart illustrates the enrollment trend for the past three years.



HOMEWORK

General Shafter Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

CLASS SIZE

General Shafter Elementary School maintained a school-wide average class size of 24 students with a pupil to teacher ratio of 23:1 for the 2005-06 school year. The following chart shows the average class size by grade for grades K-8. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	27	18	20	1	1	1						
1st	19	20	13	1	1	1						
2nd	18	18	22	1	1				1			
3rd	20	20	22	1	1				1			
4th	32	31	25				1	1	1			
5th	23	32	33				1	1				1
6th	20	36	34	1							1	1
7th	19	18	32	1	1							1
8th	17	33	24	1				2			1	

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools to reducing kindergarten through third grade classes to 20 students or less. The adjacent chart displays the percentage of classrooms at General Shafter Elementary School that successfully met CSR requirements for the last three years.

	CSR Participation		
	03-04	04-05	05-06
K	0%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	0%
3rd	100%	100%	0%

INSTRUCTIONAL TIME

During the 2005-06 school year, all instructional minutes offered at General Shafter Elementary School either met or exceeded State requirements. For the 2005-06 school year, General Shafter Elementary School offered 180 days of instruction comprised of 173 regular days and four minimum days. Minimum days were utilized for parent conferencing. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	50,810
1st-3rd	50,400	51,650
4th-8th	54,000	55,020

SCHOOL LEADERSHIP

Leadership at General Shafter Elementary School is a responsibility shared among District administration, the Superintendent, instructional staff, students, and parents. Superintendent/principal Deborah Rodrigues has led the school for five years, backed by 18 years of experience in education. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. The Superintendent/Principal oversees the day-to-day operations of the school. Coordinating with the Superintendent is the school staff, which meets regularly to focus on school-wide curricular and administrative issues.

The School Site Council is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to discuss other relevant scholastic issues.

Staff members and parents participate on the School Site Council in order to contribute to decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals.

TRAINING & CURRICULUM IMPROVEMENT

All training and curriculum development at General Shafter Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. General Shafter Elementary School realizes the importance of a customized education experience, addressing the specific needs of the students.

Curricular improvements at General Shafter Elementary School during the 2005-06 school year were evident as part of the continual effort to enhance and supplement reading across the curriculum. Staff development within the District addresses individual needs of teachers, as well as broader school concerns through cooperative in-service programs. The District offers five buy-back staff development days annually for teachers to use for instruction and professional development. Staff development topics for the 2005-06 school year included 466 Training in English/Language Arts and Mathematics. As part of the School Assistance and Intervention Team (SAIT) program, the district continued to provide training opportunities through 466 training in English/Language Arts (ELA) and Math. The principal also participated in AB 75 training that included adopted curriculum specific training in ELA and Math to help support classroom instruction. For the 2006-07 school year, staff at General Shafter Elementary School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

SCHOOL FACILITIES & SAFETY

General Shafter Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1952, facilities sit on 7.5 acres of land and span 30,000 square feet. Facilities include six permanent classrooms, seven portable classrooms, a library, multi-purpose room, and playground. In April of 2004, a new site building plan was approved which will encompass over 14 acres to fully accommodate students and staff. A projected move date is set for the Summer of 2006 and the new site will be open for the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and playground space, and staff resource room.

CLEANING PROCESS & SCHEDULE

The District governing board has adopted cleaning standards for General Shafter Elementary School. A team of three full-time custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.



MAINTENANCE AND REPAIR

General Shafter Elementary School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time this report was published, 100% of restrooms on campus were in good working order. The following chart displays the results of the most recent school facilities inspection information collected.

School Facility Conditions			
Date of Last Inspection: July 16, 2006			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

SAFETY

Safety of students and staff is a primary concern of General Shafter Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency/fire/earthquake/disaster drills are conducted four times a year. Assigned staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the school's closed campus.

The Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following list.

- Child abuse reporting procedures
- Dress code policy
- Disaster response procedures
- Sexual harassment policy
- Teacher notification of dangerous pupil procedures
- Procedures for safe ingress and egress from school

General Shafter Elementary School reviews the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in January 2006. An updated copy of the plan is available to the public at the school office.

DEFERRED MAINTENANCE BUDGET

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$11,118 for the deferred maintenance program. This represents 0.54% of the District's general fund budget.

DEFERRED MAINTENANCE PROJECTS

For the 2006-07 school year, General Shafter Elementary School did not participate in any deferred maintenance projects. The District's complete deferred maintenance plan is available at the District office.

TEACHER EVALUATION

A constructive evaluation process, adopted from the California Department of Education, promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent/Principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter for student learning
- Assessing student learning
- Creating and maintaining effective environments for student learning
- Planning instruction and designing learning experiences for all students
- Developing as a Professional Educator

SUBSTITUTE TEACHERS

General Shafter Elementary School District has access to a large pool of substitute teachers from the Kern County pool of substitutes. The District requires all substitutes to hold a Bachelor's degree. The District occasionally experiences difficulty finding qualified substitute teachers due to its remote location. When a substitute teacher is not available, an administrator takes the role of the substitute.



CONTACT INFORMATION

Parents who wish to participate in General Shafter Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (661) 837-1931.

STUDENT ACHIEVEMENT & TESTING

Various measures of student achievement are used as an ongoing part of the quality instructional program at General Shafter Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for General Shafter Elementary School include English Language Learners Assessment, Title I and Special Education assessments, and numerous assessments tied to the curriculum.

Our API for the testing year 04-05 was such that we entered into the State Intervention and Assistance Team program in the fall. The administration and instructional staff worked very hard to meet the requirements of the nine Essential Program Components as prescribed by the state. We contracted with the Kern County Superintendent of Schools office to be our provider in assisting us with this program.

CALIFORNIA ACHIEVEMENT TEST SURVEY (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

CAT/6 Norm Referenced Test																					
% At or Above 50th Percentile																					
Reading																					
2 3 4 5 6 7 8																					
04 05 06 04 05 06 04 05 06 04 05 06 04 05 06 04 05 06 04 05 06																					
General Shafter ES	23			16	13	32	13			27			42			38	30	26	39		
California	47			35	36	37	36			41			46			45	46	46	41		
Subgroups																					
Females	*			20	*	50	23			33			44			41	33	33	36		
Males	15			*	14	*	6			21			39			*	28	18	*		
Socioeconomically Disadvantaged	19			11	18	*	9			20			32			19	29	*	*		
Title 1	23			17	13	32	14			27			44			38	31	26	39		
Caucasian	*			*	*	*	*			25			69			47	45	23	*		
Hispanic	29			13	15	8	10			36			21			27	20	26	*		

CAT/6 Norm Referenced Test																					
% At or Above 50th Percentile																					
Math																					
2 3 4 5 6 7 8																					
04 05 06 04 05 06 04 05 06 04 05 06 04 05 06 04 05 06 04 05 06																					
General Shafter ES	73			40	26	59	50			50			58			56	48	49	61		
California	59			54	55	56	49			50			53			48	49	50	49		
Subgroups																					
Females	*			53	*	83	62			67			61			50	48	56	64		
Males	77			*	21	*	41			36			56			*	48	41	*		
Socioeconomically Disadvantaged	75			28	35	*	45			47			48			50	45	*	*		
Title 1	73			42	26	59	32			50			62			56	49	49	61		
Caucasian	*			*	*	*	*			42			81			65	59	62	*		
Hispanic	71			31	38	62	45			55			37			47	45	37	*		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

Program Improvement (PI)

	General Shafter ES	GSESD
Program Improvement Status	In PI	-
First Year of PI	2006-2007	-
Year in PI (in 2006-07)	1st	-
Number of Schools Currently in PI	-	1
Percent of Schools Identified for PI	-	100.0%

CALIFORNIA STANDARDS TESTS (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science (grades 5 & 8), and Social Science (grade 8) for the most recent three-year period, is shown below. Summative Math scores are not shown for eighth grade. For course specific scores please visit <http://star.cde.ca.gov>.

California Standards Test (CST)																							
Combined % of Students Scoring at Proficient and Advanced Levels																							
Math												Science											
2			3			4			5			6			7			5			8		
04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
All Students																							
General Shafter ES	54	56	51	48	34	54	36	44	43	50	37	54	39	28	31	38	37	43	19	22	17	25	
California	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	33	37	41	24	28	32	38	
Females																							
General Shafter ES	*	*	62	53	*	75	31	53	27	67	43	60	39	32	21	36	43	44	17	21	25	26	
California	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	32	37	41	22	26	30	35	
Males																							
General Shafter ES	62	31	44	*	29	*	41	31	58	36	33	47	39	24	39	*	32	41	21	22	7	24	
California	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	33	37	41	26	32	34	41	
Socioeconomically Disadvantaged (SED)																							
General Shafter ES	56	47	*	44	47	*	36	36	*	47	31	57	32	26	22	19	39	*	20	12	14	0	
California	40	45	48	36	44	46	32	38	42	25	32	35	22	26	28	20	23	27	11	14	18	23	
Caucasian																							
General Shafter ES	*	*	73	*	*	*	*	*	*	33	*	50	63	33	*	47	45	38	17	*	33	27	
California	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	48	52	58	42	49	52	55	
Hispanic																							
General Shafter ES	57	50	27	47	54	46	35	41	50	55	33	59	21	25	26	27	35	42	18	13	9	23	
California	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	18	23	28	11	14	18	23	

California Standards Test (CST)																								
Combined % of Students Scoring at Proficient and Advanced Levels																								
Language Arts												Social Science												
2			3			4			5			6			7			8			8			
04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students																								
General Shafter ES	23	30	36	20	4	32	24	36	35	35	22	31	33	20	22	31	33	32	17	36	33	18	19	22
California	36	42	47	30	31	37	40	47	49	40	43	43	36	38	41	36	43	43	33	39	41	28	31	34
Females																								
General Shafter ES	*	*	62	33	*	50	23	53	27	50	21	45	44	16	14	32	33	44	18	50	43	20	23	19
California	39	45	51	33	35	39	43	52	54	44	46	47	39	41	44	42	49	48	37	43	45	26	30	31
Males																								
General Shafter ES	23	15	17	*	0	*	24	15	42	21	22	13	22	24	28	*	32	18	*	14	24	*	14	24
California	32	39	43	28	29	33	36	44	46	36	39	40	33	35	39	32	38	38	29	34	37	29	33	36
Socioeconomically Disadvantaged (SED)																								
General Shafter ES	25	21	*	11	6	*	18	27	*	27	15	29	24	11	17	19	26	*	*	28	6	*	17	6
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	20	28	28	18	22	25	14	17	19
Caucasian																								
General Shafter ES	*	*	53	*	*	*	*	*	*	25	*	50	56	22	*	47	50	23	*	29	42	*	24	25
California	53	61	65	48	51	55	59	68	69	60	63	63	56	58	61	55	61	63	51	58	62	41	47	51
Hispanic																								
General Shafter ES	29	14	20	12	8	15	20	32	38	45	17	23	16	19	17	13	20	37	*	39	23	*	17	18
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	22	28	28	18	23	25	14	17	20

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	3	4	3	
Similar Schools Rank	7	8	4	
All Students				
Actual API Growth	21	-13	6	689
Hispanic				
Actual API Growth	28	11	-8	667
Caucasian				
Actual API Growth	1	-40	13	718
Socioeconomically Disadvantaged				
Actual API Growth	18	11	-32	637

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.



NO CHILD LEFT BEHIND

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

Adequate Yearly Progress (AYP)		
General Shafter ES		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API	Yes	
Graduation Rate	N/A	

PHYSICAL FITNESS

In the spring of each year, General Shafter Elementary School is required by the state to administer a physical fitness test to all fifth and seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 31.4% of seventh grade students at General Shafter School met or exceeded state fitness standards. Fitness scores for fifth grade students are not available.



TEXTBOOKS & INSTRUCTIONAL MATERIALS

General Shafter Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provides students with their own textbooks. General Shafter Elementary School District held a Public Hearing in October 2006, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks.

The textbook adoption process begins with a teacher evaluation of the textbooks on the State Adopted List, and may involve textbook publisher presentations. Teachers and administrators then discuss the effectiveness of the materials in regards to meeting educational standards established by the District. Surrounding districts may also be consulted to ensure continuity across the curriculum with feeder high schools. Parents are invited to preview proposed materials at the school office over a 30-day period prior to adoption. To conclude the process, the Superintendent submits a recommendation to the Board of Trustees for final adoption. The adjacent table displays the textbooks used at General Shafter Elementary School.



Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule on various software including Reading Counts.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counseling	*	**
Psychologist	1	1.0
Speech/Language Therapist	1	0.3
Health Aide	1	**
Library Aide	1	0.5

*Counseling services available through Henrietta Weill Child Guidance.

** Services provided on an as-needed basis

SPECIALIZED INSTRUCTION

General Shafter Elementary School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the District's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, General Shafter Elementary School is able to offer programs to meet the individual needs of its students. For the 2005-06 school year, General Shafter Elementary School implemented an intensive reading instruction for identified students in grades four through eight.

For students whose primary language is not English, and who have limited English proficiency, General Shafter Elementary School offers programs to prepare them to meet the State's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Language Learners (ELL) receive specialized instruction via a pull-out program from an appropriately credentialed teacher using the researched-based Language! program.

General Shafter Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students can participate in the school's Title I Program administered by the Reading Specialist and classroom teachers. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

General Shafter Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a Resource Specialist and/or a Speech/Language Specialist. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in a suitable environment. General Shafter School District participates in the Kern County Consortium SELPA (Special Education Local Plan Area).



Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-6	2003	All textbooks at General Shafter ES are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Prentice Hall Literature	7-8	2003	
Math	Saxon	K-2	2000	
	Houghton Mifflin	3-5	2004	
	McDougal-Littell	6-8	2002	
Social Science	Houghton Mifflin	K-8	2000	
Science	Harcourt Brace	K-5	2001	
	Holt	6-8	2001	

Computer Resources

	2003-04	2004-05	2005-06
Computers	17	17	17
Students per computer	14.1	16.6	15.9
Classrooms connected to Internet	10	10	10

COUNSELING & OTHER SUPPORT SERVICES

It is the goal of General Shafter Elementary School to assist students in their social and personal development as well as in academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Superintendent/principal coordinates the counseling and support services at General Shafter Elementary School. Organizations working with the school to promote the emotional and physical well-being of students include the Clinica Sierra Vista and the Henrietta Weill Child Guidance Clinic. There are currently no academic counselors at the school. The chart on the left illustrates the supportive services offered at General Shafter Elementary School.

TEACHER ASSIGNMENT

General Shafter Elementary School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, General Shafter Elementary School had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Additionally, several teachers have multiple credentials. Four possess a Cross-cultural, Language, and Academic Development (CLAD) credential, and two possess a Specially Designed Academic Instruction Delivered in English (SDAIE) credential.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year. For the 2006-07 school year, the most current data are reported.

Teacher Credential Status

	General Shafter ES		
	03-04	04-05	05-06
Fully Credentialed	11	12	11
Without Full Credentials	1	3	1
Teaching Outside Subject Area	0	0	0

Misassignments/Vacancies

	04-05	05-06	06-07
Misassignments of Teachers of English Learners	1	1	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
General Shafter ES	90.9%	9.1%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	-	-

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The chart below (left) illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2004-05 financial statements).

Average Teacher Salaries

School & District	General Shafter	\$48,323
	GSESD	\$48,323
Percentage of Variation: 0%		
School & State	General Shafter	\$48,323
	All Elementary School Districts	\$52,375
Percentage of Variation: 7.74%		

The table to the right illustrates teacher and administrative salaries at the district and state level.



Average Salary Information Teachers - Principal - Superintendent 2004-2005

	GSESD	California
Beginning Teachers	*	\$35,546
Mid-Range Teachers	*	\$51,472
Highest Teachers	*	\$62,511
Elementary Principals	*	\$78,512
Middle School Principals	*	\$82,123
High School Principals	*	\$84,642
Superintendent	*	\$94,827

Salaries as a Percentage of Total Budget

Teachers Salaries	35.5%	38.9%
Administrative Salaries	4.2%	6.4%

* Data not available at time of publication.

Expenditures per Pupil

General Shafter ES	Total	\$7,678
	From Restricted Sources	\$2,630
	From Unrestricted Sources	\$5,048
GSESD	From Unrestricted Sources	\$5,019
Percentage of Variation between School & District: 0.58%		
California	From Unrestricted Sources	\$4,743
Percentage of Variation between School & State: 6.43%		

EXPENDITURES & SERVICES FUNDED

General School District spent an average of \$6,464 to educate each student (based on 2004-05 audited financial statements). The chart at the left provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to state funding, General Shafter Elementary School District receives funding for the following categorical, special education, and support programs:

- Economic Impact Aid
- Home-to-School Transportation
- Basic Reading Act
- School Improvement Program
- Peer Assistance and Review
- Class Size Reduction
- Instructional Materials