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Kindergarten through Eighth Grade

2004-05 BOARD OF TRUSTEES

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General Shafter Elementary School

General Shafter Elementary School District 2003-2004 Annual School Report Card

SUPERINTENDENT'S MESSAGE

Welcome to General Shafter 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.

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.

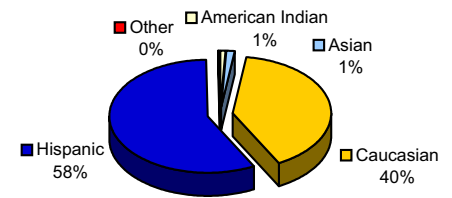
BELIEFS

- 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 worth-while
- We believe that students should value and enjoy learning.

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.

% of Student Enrollment by Ethnic Group



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.

	General Shafter		
	2002	2003	2004
Suspensions #	0	3	7
Suspensions %	0.00	1.27	2.92
Expulsions #	0	0	0
Expulsions %	0.00	0.00	0.00

General Shafter Elementary School has not had any expulsions over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

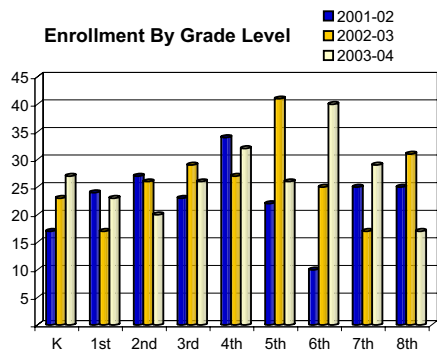
Homework

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.

SCHOOL ATTENDANCE & ENROLLMENT

School-wide enrollment at the beginning of the 2003-04 school year was 282 students. 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.



CLASS SIZE

General Shafter Elementary School maintained a school-wide average class size of 21.5 students and a pupil-to-teacher ratio of 20:1 for the 2003-04 school year. The ratio of students per teacher varies by grade level taught.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	02	03	04	1-20			21-32			33+		
K	17	19	27	1	1	0	0	0	1	0	0	0
1st	24	0	19	0	0	1	1	0	0	0	0	0
2nd	27	20	18	0	1	1	1	0	0	0	0	0
3rd	23	19	20	0	1	1	1	0	0	0	0	0
4th	34	27	32	0	0	0	0	1	1	1	0	0
5th	0	30	23	0	0	0	0	1	1	0	0	0
6th	0	0	20	0	0	1	0	0	0	0	0	0
7th	25	0	19	0	0	1	1	0	0	0	0	0
8th	26	31	17	0	0	1	1	1	0	0	0	0
K-3	0	19	13	0	1	1	0	1	0	0	0	0
4th-8th	32	27	29	0	0	0	1	2	1	0	0	0

In 1996, State legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers

to assist schools in reducing K-3 class sizes. At the beginning of the 2003-04 school year, 100% of all K-3 classrooms at General Shafter Elementary School participated in this program.

INSTRUCTIONAL TIME

During the 2003-04 school year, all instructional minutes offered at General Shafter Elementary School either met or exceeded State requirements.

For the 2003-04 school year, General Shafter Elementary School offered 180 days of instruction comprised of 173 regular days and 4 minimum days. Minimum days were utilized for parent conferencing. All instructional days either met the daily instructional minute requirements specified in the California Education Code.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	52,200
1st-3rd	50,400	53,100
4th-8th	54,000	56,700

SCHOOL FACILITIES & SAFETY

General Shafter Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1952, facilities sit atop eight acres of land. 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 2005-06 school year.

A team of three custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. The 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 repair request process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100 percent of restrooms on campus were in good working order.

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:

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

General Shafter Elementary School reviews the plan annually and updates it as needed. The plan was last updated in Fall 2001 and reviewed with school staff at the beginning of the 2003-04 school year. An updated copy of the plan is available to the public at the school office.

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 on January 12, 2005, and determined that the school 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 textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. 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.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-6	Reading/Language Arts	Houghton Mifflin	2003
7-8	Reading/Language Arts	Prentice Hall Literature	2003
K-2	Mathematics	Saxon	2000
3-5	Mathematics	Houghton Mifflin	2004
6-8	Mathematics	McDougal-Littel	2002
K-5	Science	Harcourt Brace	2001
6-8	Science	Holt	2001
K-8	Social Science	Houghton Mifflin	2000

Computer Resources			
	2001-02	2002-03	2003-04
Computers	16	17	17
Students per computer	12.9	13.9	14.1
Classrooms connected to Internet	8	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 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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.80
Psychologist	1	1.0
Speech/Language Therapist	1	0.25
Health Aide	1	As Needed
Library Aide	1	0.5

TEACHER ASSIGNMENT

General Shafter Elementary School District recruits and employs the most qualified credentialed teachers. For the 2003-04 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 Crosscultural, Language, and Academic Development (CLAD) credential, and two possess a Specially Designed Academic Instruction Delivered in English (SDAIE) credential.



Teacher Credential Status			
	02	03	04
Fully Credentialed	8	10	11
Emergency Credentials	1	0	1
Interns	0	2	1
Waivers	0	0	0
Total Teachers	9	12	12
Teacher Misassignments			0
Teacher Vacancies			0
Teaching Outside Subject	0	0	0
Average Years Teaching	13.6	12.6	11.8
Average Years in District	7.8	6.8	6.4

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

NCLB-Compliant Teachers

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 2005-06 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. At the start of the 2003-04 school year, 75.0% of core academic classes at General Shafter Elementary School were taught by NCLB-compliant teachers. Over the next year this percentage will increase due to teachers completing training and the process to show subject area competence.

Teacher Education Levels	
2003-04	
	General Shafter
Doctorate	0.0%
Master's Degree +30*	33.3%
Master's Degree	0.0%
Bachelor's Degree +30*	66.7%
Bachelor's Degree	0.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

*Indicates additional hours above and beyond degree.

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.

STUDENT ACHIEVEMENT & TESTING

To obtain accurate and valid measures of educational progress, General Shafter Elementary School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. Proficiency tests in core subject areas are given throughout the year to first through eighth grade students. It is the District's goal that students become proficient in writing, reading, and math at their grade level. Results are used to assist with instructional planning to improve student success.

ADEQUATE YEARLY PROGRESS (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve State standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and migrant students.

Schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. General Shafter Elementary School has met specific criteria for Title I Schoolwide eligibility for the past three years. Those schools eligible to apply for Title I Schoolwide funds must meet specific income criteria and use Title I funds to improve education for all its students. General Shafter Elementary School has not been identified a Program Improvement school for the past three years. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/iasa/titleone/> and the U.S. Department of Education's website <http://www.nclb.gov>.

AYP in California

In California, results of how students perform on State testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014 as required by NCLB. Elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16% for Mathematics on the California Standards Test (CST). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and California High School Exit Exam/CAHSEE (grade 10); an increase in graduation rates of 0.1% each year; and an API of 560 or one point of API growth each year. For 2003 and 2004, General Shafter Elementary School met all the Adequate Yearly Progress criteria!

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

The interim statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the interim statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's STAR testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

Adequate Yearly Progress					
California Standards Test (CST)					
English/Language Arts					
General Shafter Elementary					
Year Ending	Participation Rate		% Proficient & Advanced		
	03	04	03	04	
Target	95%		13.6%		
	Met	%	Met	%	Met
All Students	Yes	97	Yes	99	Yes 27.2
English Learners	Yes	100	Yes	100	Yes 14.1
SED [^]	Yes	97	Yes	100	Yes 21.4
Caucasian	No	94	Yes	99	Yes 40.0
Hispanic or Latino	Yes	99	Yes	100	Yes 20.3
					Yes 19.1
Math					
General Shafter Elementary					
Year Ending	Participation Rate		% Proficient & Advanced		
	03	04	03	04	
Target	95%		16.0%		
	Met	%	Met	%	Met
All Students	Yes	96	Yes	98	Yes 45.2
English Learners	Yes	100	Yes	100	Yes 33.3
SED [^]	Yes	96	Yes	99	Yes 39.5
Caucasian	No	92	Yes	97	Yes 59.3
Hispanic or Latino	Yes	99	Yes	100	Yes 37.1
					Yes 35.3
Academic Performance Index (API)					
General Shafter Elementary					
Year Ending	03		04		
	Met	Score	Met	Score	
Target	Minimum score of 560 or 1 point increase				
Scores	Yes	674	Yes	695	

[^]SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results						
	Base			Growth		
	2001	2002	2003	2002	2003	2004
All Students						
Percent Tested	99		96	Percent Tested	99	100
API Score	642	679	674	API Growth Score	685	674
Growth Target	8		6	Actual Growth	43	21
Statewide Rank	4		3	Eligible for Awards	Yes	No
Similar Schools Rank	6		7	Eligible for II/USP		No
Subgroups						
Socioeconomically Disadvantaged						
Base API Score	619		640	API Growth Score	654	641
Growth Target	6		5	Actual Growth	35	18
Caucasian						
Base API Score	706		748	API Growth Score	760	749
Growth Target	6		5	Actual Growth	54	1
Hispanic						
Base API Score	607		632	API Growth Score	649	631
Growth Target	6		5	Actual Growth	42	28
<i>Data unavailable from the California Department of Education.</i>						
<i>Data cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2002. In addition, without a valid 2002 base API this school will not receive a 2003 Growth API.</i>						
<i>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.</i>						

STANDARDIZED STATE ASSESSMENTS

General Shafter Elementary School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual student mastery of skills required by the California Content Standards. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://www.star.cde.gov/>.

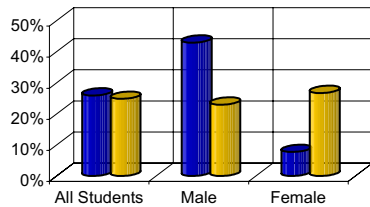
CAT/6 Norm Referenced Test 2003, 2004 % At or Above 50th Percentile																
Subject Area Grade Level Year Ending	Reading								Math							
	2 03 04	3 03 04	4 03 04	5 03 04	6 03 04	7 03 04	8 03 04	8 03 04	2 03 04	3 03 04	4 03 04	5 03 04	6 03 04	7 03 04	8 03 04	
All Students																
General Shafter ES	22 23	10 16	23 13	45 27	42 42	33 38	33 39	61 73	31 40	46 50	63 50	38 58	47 56	36 61		
GSESD	22 23	10 16	23 13	45 27	42 42	33 38	33 39	61 73	31 40	46 50	63 50	38 58	47 56	36 61		
California	46 47	34 35	35 36	40 41	45 46	45 45	41 41	57 59	52 54	48 49	49 50	51 53	46 48	48 49		
Subgroups																
Females	36	20 20	33 23	42 33	42 44	41	56 36	64	27 53	58 62	68 67	42 61	50	63 64		
Males	15	0	14 6	48 21	39	12	77 36	36 41	57 36	56	12					
SED ^A	18 19	0 11	20 9	37 20	32 32	33 19	10	65 75	35 28	47 45	59 47	32 48	42 50	33		
Non SED			27	62 36	64	56 75			45	69 55	82	63 42				
Special Education																
Caucasian				65 25	69	47 73				76 42	81	65 45				
Hispanic or Latino	15 29	0 13	24 10	27 36	31 21	27 14	62 71	33 31	41 45	50 55	38 37	47 32				

^ASED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

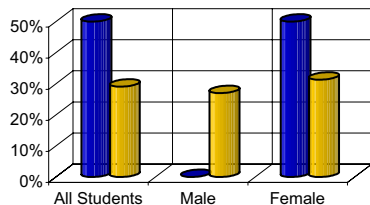
Physical Fitness

In the spring of each year, General Shafter Elementary School is required by the State to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Students in Healthy Fitness Zone
Grade 5, 2003-04



Students in Healthy Fitness Zone
Grade 7, 2003-04



SAT9 Norm Referenced Test 2002

% At or Above 50th Percentile

Subject Area Grade Level	Reading								Math							
	2	3	4	5	6	7	8	2	3	4	5	6	7	8		
All Students																
General Shafter ES	44	42	35	41	55	19	42	69	71	60	58	91	76	59		
GSESD	44	42	35	41	55	19	42	69	71	60	58	91	76	59		
California	53	47	49	46	48	48	49	62	62	58	57	60	52	50		
Subgroups																
Females	64	64	35	41	31	57	67	91	60	50	83	71				
Males	29	23	35	8	25	71	54	60	69	46						
SED ^A	39	33	29	27	13	31	68	67	59	50	60	50				
Non SED						54					69					
Caucasian			57			67			73		69					
Hispanic or Latino	41	47	18	23	5	17	72	60	50	45	72	50				

^ASED - Socioeconomically Disadvantaged

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

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; performance levels include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The State target for every student is to score at the Proficient or Advanced level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the State average. In this report card, the percentage of General Shafter Elementary School students achieving Proficient and Advanced levels is reported. Summative scores for eighth grade mathematics are unavailable. For the results of course specific tests, please refer to the STAR website www.star.ca.gov/star2003.

California Standards Test (CST)																								
2002, 2003, 2004																								
Combined % of Students Scoring at Proficient and Advanced Levels																								
General Shafter Elementary School																								
	Language Arts			Math Standards			Language Arts			Math Standards			5th Science			General Math			Algebra I			Social Science		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Second Grade												Fifth Grade												
All Students	23	34	23	63	52	54	26	33	35	35	55	50		19										
Females	33	43		62	57		24	27	50	35	53	67		17										
Males	14		23	64		62	39	21		57	35			21										
English Learners																								
Non English Learners	25	33	25	68	53	50	26	37	35	35	63	50		19										
SED^	17	37	25	69	47	56	20	18	27	27	51	47		20										
Non SED							61	45		62	54			18										
Special Education																								
African American																								
Caucasian							59	25		70	33			17										
Hispanic or Latino	12	40	29	67	47	57	15	14	45	31	41	54		18										
Third Grade												Sixth Grade												
All Students	29	24	20	46	20	48	33	39	33	33	31	39												
Females	45	20	33	73	20	53	37	44		32	39													
Males	15	29		23	21			23			39													
English Learners																								
Non English Learners	35	29	27	50	25	53	36	40	37	36	32	44												
SED^	20	18	11	47	14	44	26	24		27	32													
Non SED								54		54														
Special Education																								
African American																								
Caucasian								57		63														
Hispanic or Latino	27	17	12	40	11	47	31	16		26	22													
Fourth Grade												Seventh Grade												
All Students	24	20	24	44	53	36	11	26	31	20	53	38												
Females	31	17	23	41	67	31		32	17		37													
Males	17	21	24	47	43	41			23															
English Learners																								
Non English Learners	26	25	27	48	55	38	11	28	33	21	57	38												
SED^	12	13	18	41	47	36	9	25	19	20	50	19												
Non SED			27		64			44		56														
Special Education																								
African American																								
Caucasian				57				57		63														
Hispanic or Latino	8	18	20	29	47	35		31	16		26	22												
Eighth Grade																								
All Students								15	12	17				47			17			15	18			
Females								21	25	18				73			18			25	20			
Males								8	0					20					6					
English Learners																								
Non English Learners								16	13	18				52			18			16	19			
SED^								23	0					34					5					
Non SED								8	33					67					33					
Special Education																								
African American																								
Caucasian								25	27					54					36					
Hispanic or Latino								8	5					42					5					

^SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																								
2002, 2003, 2004																								
Combined % of Students Scoring at Proficient and Advanced Levels																								
California																								
Language Arts			Math Standards			Language Arts			Math Standards			5th Science			General Math			Algebra I			Social Science			
02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	
Second Grade												Fifth Grade												
All Students	32	36	36	43	53	51	30	36	40	30	35	38			24									
Females	34	40	39	41	51	50	33	39	44	29	35	38			22									
Males	29	33	32	45	54	52	27	31	36	31	35	36			26									
English Learners	14	19	18	27	37	38	6	9	12	10	15	17			4									
Non English Learners	41	47	45	52	61	59	39	45	51	37	42	45			31									
SED^	18	23	22	30	41	40	14	20	24	16	22	25			11									
Non SED	51	55	54	61	70	68	49	54	60	45	50	53			41									
Special Education	16	17	16	27	31	29	11	10	14	12	12	13			10									
African American	23	28	27	29	37	37	17	23	28	15	20	22			12									
Caucasian	50	54	53	61	71	67	49	54	60	44	49	51			42									
Hispanic or Latino	17	23	22	30	40	39	15	20	25	16	22	25			11									
Third Grade												Sixth Grade												
All Students	34	33	30	38	46	48	30	36	36	33	34	35												
Females	36	37	33	37	43	47	32	38	39	32	34	34												
Males	31	30	28	39	47	50	28	33	33	33	35	36												
English Learners	12	13	11	22	30	32	4	6	6	11	10	11												
Non English Learners	44	44	41	46	53	57	38	46	45	39	42	43												
SED^	18	20	17	25	34	36	14	19	20	19	19	22												
Non SED	54	53	49	55	62	65	47	54	54	48	51	51												
Special Education	17	15	14	21	23	26	8	8	9	9	9	10												
African American	22	23	20	23	29	32	16	22	23	15	16	17												
Caucasian	53	52	48	55	61	64	48	56	56	48	52	51												
Hispanic or Latino	18	19	17	25	33	36	14	19	20	18	19	21												
Fourth Grade												Seventh Grade												
All Students	36	39	40	37	45	45	33	36	36	29	30	33												
Females	39	43	43	37	46	45	37	40	42	29	30	32												
Males	33	35	36	38	46	45	30	32	32	29	29	33												
English Learners	10	15	15	18	29	26	5	5	5	9	8	10												
Non English Learners	46	50	51	46	54	54	41	43	46	35	36	39												
SED^	19	24	25	24	33	32	16	19	20	16	16	20												
Non SED	56	59	60	54	62	61	48	51	52	41	43	45												
Special Education	16	14	16	18	20	20	6	6	8	6	6	7												
African American	24	27	27	22	28	28	18	20	22	13	12	14												
Caucasian	56	59	59	53	61	61	51	54	55	43	44	48												
Hispanic or Latino	19	24	25	24	33	33	17	20	22	15	16	18												
Eighth Grade																								
All Students							32	30	33	0	0	0	20	24	24	38	39	35	27	28				
Females							36	35	37	0	0	0	20	24	23	38	39	34	26	26				
Males							28	27	29	0	0	0	20	24	23	39	39	35	28	29				
English Learners							3	4	3	0	0	0	10	8	16	10	4	5						
Non English Learners							39	37	40	0	0	0	24	29	28	42	42	39	33	33				
SED^							14	15	18	0	0	0	11	14	15	19	22	19	14	14				
Non SED							46	43	46	0	0	0	34	32	47	45	38	38						
Special Education							5	5	6	0	0	0	7	6	16	12	7	7						
American Indian							27	25	27	0	0	0	18	23	23	28	28	26	23	21				
Caucasian							50	47	51	0	0	0	32	37	37	49	49	47	41	41				
Hispanic or Latino							15	15	18	0	0	0	11	14	13	18	20	17	13	14				

^SED - Socioeconomically Disadvantaged

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

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 2003-04 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 2003-04 school year included AB466 Training for Reading/ Language Arts.

For the 2004-05 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 LEADERSHIP

Leadership at General Shafter Elementary School is a responsibility shared between District administration, the Superintendent, instructional staff, students, and parents. 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 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.

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.

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.

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 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).

EXPENDITURES & SERVICES FUNDED

For the 2002-03 school year, General Shafter Elementary School District spent an average of \$6,177 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide. *Note: The California Department of Education does not release audited financial results until the Spring of the following year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.*

Current Expense of Education Per Student* 2002-2003		
Statewide Average		
GSUSD	All Elementary School Districts	All Districts
\$6,177	\$6,542	\$6,822

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, General Shafter Elementary School District receives State and Federal categorical funding for special programs. For the 2002-03 school year, the District received approximately \$2,144 per student in Federal and State aid for the following categorical, special education, and support programs:

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

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 elementary school districts having less than 1,000 average daily attendance throughout the State. *Note: The California Department of Education does not release state-wide average salary information until June of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only State-provided comparisons to comply with SARC reporting requirements.*

Average Salary Information Teachers - Principal - Superintendent 2002-03		
	GSUSD	State Average
Beginning Teachers	\$30,674	\$34,480
Mid-Range Teachers	\$48,499	\$50,405
Highest Teachers	\$60,775	\$60,239
Average Salary	\$46,373	\$50,462
Shared Principal / Superintendent		
Superintendent	\$82,900	\$101,078
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.44%	39.10%
Administrative Salaries	6.73%	6.21%

COMMUNITY INVOLVEMENT

Parents and the community are very supportive of the educational program at General Shafter Elementary School. Parents participate in the Active Community Club, and serve as reading or classroom volunteers.

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) 831-3605.