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Kindergarten through Eighth Grade

General Shafter Elementary School

General Shafter Elementary School District

2004-2005 Annual School Report Card

2005-06 BOARD OF TRUSTEES

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

ADMINISTRATION

Deborah Rodrigues
Superintendent/Principal



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.

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

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.

SCHOOL ATTENDANCE & ENROLLMENT

School-wide enrollment at the beginning of the 2004-05 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.

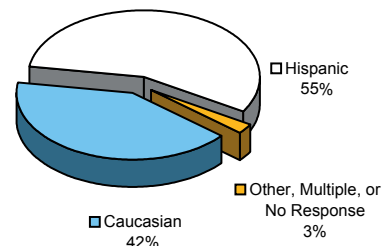
Homework

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.

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

Enrollment by Ethnicity



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 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			
	03	04	05
Suspensions (#)	3	7	7
Suspensions (%)	1.3%	2.9%	2.5%
Expulsions (#)	0	0	0
Expulsions (%)	0.0%	0.0%	0.0%

CLASS SIZE

General Shafter Elementary School maintained a school-wide average class size of 23 students for the 2004-05 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												
	Average Class Size			Classrooms Containing:									
	03	04	05	03			04			05			
K	19	27	18	1			1						
1st		19	20		1	1							
2nd	20	18	18	1	1	1							
3rd	19	20	20	1	1	1							
4th	27	32	31				1	1	1				
5th	30	23	32				1	1	1				
6th		20	36		1								1
7th		19	18		1	1							
8th	31	17	33		1		1						1
K-3	19	13	13	1	1	2	1						
4th-8th	27	29	24				2	1	1				

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of K-3 classrooms at General Shafter Elementary School participated in CSR.

INSTRUCTIONAL TIME

During the 2004-05 school year, all instructional minutes offered at General Shafter Elementary School either met or exceeded State requirements.

For the 2004-05 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 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 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 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 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 percent of restrooms on campus were in good working order. The following chart displays the results of the most recent school facilities inspection information collected on July 17, 2006.

School Facility Conditions			
Date of Last Inspection: July 17, 2006			
Interim Evaluation Instrument Guidelines	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		
Other	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 at the top of page three.

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

General Shafter Elementary School reviews the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in August 2005. 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 2005-06 school year, the District budgeted \$4,000 for the deferred maintenance program. This represents 0.24% of the District's general fund budget.

DEFERRED MAINTENANCE PROJECTS

For the 2005-06 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.

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 January 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.

Current 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

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.

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 four years, backed by 17 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.

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 2004-05 school year, General Shafter Elementary School began 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).

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.

Counseling & Support Services Staff

Title	Number of Staff	Full Time Equivalent
Counselor	1	0.80
Psychologist	1	1.00
Speech/Language Therapist	1	0.25
Health Aide	1	As Needed
Library Aide	1	0.50

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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). General Shafter Elementary School did not meet all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>.

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Adequate Yearly Progress

California Standards Test (CST)

English/Language Arts

General Shafter Elementary School

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	No
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

Math

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED - Socioeconomically Disadvantaged

Only numerically significant subgroups are required to be reported.

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not Applicable		
Number of Years in Program Improvement	Not Applicable		

API School Results

All Students	Base			Percent Tested	Growth		
	2002	2003	2004		2003	2004	2005
Percent Tested	n/a	96	99	Percent Tested	100	100	100
API Score		674	696	API Growth Score	674	695	683
Growth Target		6	5	Actual Growth		21	-13
Statewide Rank		3	4	Eligible for Awards	Not		
Similar Schools Rank		7	8	Eligible for II/USP	funded		
Subgroups							
Socioeconomically Disadvantaged							
Base API Score		640	658	API Growth Score	641	658	669
Growth Target		5	4	Actual Growth		18	11
Caucasian							
Base API Score		748	745	API Growth Score	749	749	705
Growth Target		5	4	Actual Growth		1	-40
Hispanic							
Base API Score		632	664	API Growth Score	631	660	675
Growth Target		5	4	Actual Growth		28	11

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 50 students with valid scores.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

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.

CALIFORNIA ACHIEVEMENT TEST (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades three and seven only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

**CAT/6 Norm Referenced Test
2003, 2004, 2005
% At or Above 50th Percentile**

Subject Area	Reading												Math																													
	2			3			4			5			6			7			8			2			3			4			5			6			7			8		
Grade Level	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
All Students																																										
Gen. Shafter	22	23		10	16	13	23	13		45	27		42	42		33	38	30	33	39		61	73		31	40	26	46	50		63	50		38	58		47	56	48	36	61	
California	46	47		34	35	36	35	36		40	41		45	45	46	41	41		57	59		52	54	55	48	49		49	50		51	53		46	48	49	48	49				
Subgroups																																										
Females	36			20	20		33	23		42	33		42	44		41	33		56	36		64			27	53		58	62		68	67		42	61		50	48		63	64	
Males	15			0	14		14	6		48	21		39			28	12		12			77	36	21	36	41		57	36		56			48	12							
SED^	18	19		0	11	18	20	9		37	20		32	32		33	19	29	10			65	75		35	28	35	47	45		59	47		32	48		42	50	45	33		
Non EL*	33	19		15	20	18	30	15		51	27		44	47		36	39	31	37	41		67	75		45	53	24	45	54		71	50		40	66		50	58	49	40	65	
Caucasian										65	25		69			47	45		73									76	42		81			65	59	45						
Hispanic	15	29		0	13	15	24	10		27	36		31	21		27	20		14			62	71		33	31	38	41	45		50	55		38	37		47	45	32			

*EL - English Learner

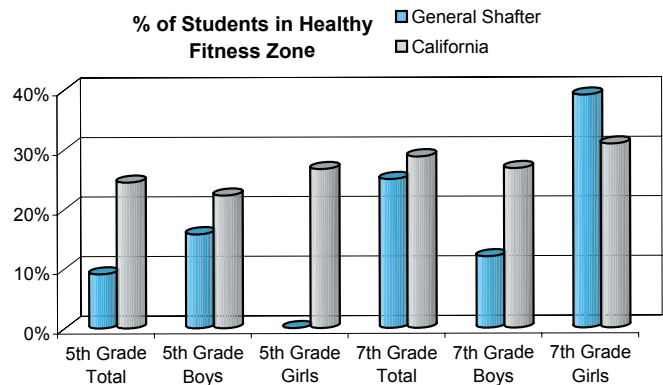
^SED - Socioeconomically Disadvantaged

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).

% of Students in Healthy Fitness Zone



CALIFORNIA STANDARDS TESTS (CST)

The California Standards Tests (CST) are administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results can be found at the California Department of Education's website at <http://star.cde.ca.gov/> or by speaking with the school principal.

California Standards Test (CST) 2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

	General Shafter Elementary School								
	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
Second Grade									
All Students	34	23	30	52	54	56			
Females	43			57					
Males	23	15		62	31				
Non English Learner	33	25	33	53	50	62			
SED^	37	25	21	47	56	47			
Caucasian									
Hispanic	40	29	14	47	57	50			
Third Grade									
All Students	24	20	4	20	48	34			
Females	20 33			20 53					
Males	29	0		21	29				
Non English Learner	29	27	6	25	53	29			
SED^	18	11	6	14	44	47			
Caucasian									
Hispanic	17	12	8	11	47	54			
Fourth Grade									
All Students	20	24	36	53	36	44			
Females	17	23	53	67	31	53			
Males	21	24	15	43	41	31			
Non English Learner	25	27	42	55	38	50			
SED^	13	18	27	47	36	36			
Caucasian									
Hispanic	18	20	32	47	35	41			
Fifth Grade									
All Students	33	35	22	55	50	37	19	22	
Females	26	50	21	53	67	43	17	21	
Males	38	21	22	57	36	33	21	22	
Non English Learner	37	35	25	63	50	43	19	25	
SED^	19	27	15	52	47	31	20	12	
Caucasian	59	25		71	33		17		
Hispanic or Latino	14	45	17	41	55	33	18	13	
Sixth Grade									
All Students	39	33	20	31	39	28			
Females	37	44	16	32	39	32			
Males	22	24		39	24				
Non English Learner	40	38	18	32	44	26			
SED^	26	24	11	26	32	26			
Caucasian	56	22		63	33				
Hispanic	31	16	19	25	21	25			
Seventh Grade									
All Students	26	31	33	53	38	37			
Females	32 33			36 43					
Males	32			32					
Non English Learner	29	32	33	57	39	38			
SED^	25	19	26	50	19	39			
Caucasian	47	50		47	45				
Hispanic	13	20		27	35				

^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) 2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

	California								
	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
Second Grade									
All Students	36	36	42	53	51	56			
Females	40	39	45	51	50	55			
Males	33	32	39	54	52	58			
Non English Learners	47	45	53	61	59	65			
SED^	23	22	28	41	40	45			
Caucasian	54	53	61	71	67	73			
Hispanic or Latino	23	22	28	40	39	44			
Third Grade									
All Students	33	30	31	46	48	54			
Females	37	33	35	43	47	54			
Males	30	28	29	47	50	56			
Non English Learners	44	41	43	53	57	63			
SED^	20	17	17	34	36	44			
Caucasian	52	48	51	61	64	70			
Hispanic or Latino	19	17	17	33	36	43			
Fourth Grade									
All Students	39	40	47	45	45	50			
Females	43	43	52	46	45	51			
Males	35	36	44	46	45	50			
Non English Learners	50	51	60	54	54	59			
SED^	24	25	32	33	32	38			
Caucasian	59	59	68	61	61	65			
Hispanic or Latino	24	25	32	33	33	38			
Fifth Grade									
All Students	36	40	43	35	38	44	24	28	
Females	39	44	46	35	38	45	22	26	
Males	31	36	39	35	36	43	26	32	
Non English Learners	45	51	54	42	45	53	31	37	
SED^	20	24	28	22	25	32	11	14	
Caucasian	54	60	63	49	51	58	42	49	
Hispanic or Latino	20	25	27	22	25	33	11	14	
Sixth Grade									
All Students	36	36	38	34	35	40			
Females	38	39	41	34	34	39			
Males	33	33	35	35	36	41			
Non English Learners	46	45	48	42	43	48			
SED^	19	20	22	19	22	26			
Caucasian	56	56	58	52	51	58			
Hispanic or Latino	19	20	22	19	21	26			
Seventh Grade									
All Students	36	36	43	30	33	37			
Females	40	42	49	30	32	37			
Males	32	32	38	29	33	37			
Non English Learners	43	46	53	36	39	44			
SED^	19	20	28	16	20	23			
Caucasian	54	55	61	44	48	52			
Hispanic or Latino	20	22	28	16	18	23			

^SED - Socioeconomically Disadvantaged

**California Standards Test (CST)
2003, 2004, 2005**

Combined % of Students Scoring at Proficient and Advanced Levels

General Shafter Elementary School

	Language Arts			General Math			Algebra I			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05
	Eighth Grade											
All Students	12	17	36	47			17	20	15	18	19	
Females	25	18	50	73			18	23	25	20	23	
Males	0		14	20				14	6		14	
Non English Learners	13	18	36	52			18	19	17	19	19	
SED^	0		28	33				11	5		17	
Caucasian	27		29	55				29	36		24	
Hispanic	5		39	42				11	5		17	

^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)
2003, 2004, 2005**

Combined % of Students Scoring at Proficient and Advanced Levels

California

	Language Arts			General Math			Algebra I			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05
	Eighth Grade											
All Students	30	33	39	24	24	26	39	35	34	27	28	31
Females	35	37	43	24	23	26	39	34	33	26	26	30
Males	27	29	34	24	23	26	39	35	35	28	29	33
Non English Learners	37	40	47	29	28	31	42	39	39	33	33	37
SED^	15	18	22	14	15	17	22	19	19	14	14	17
Caucasian	47	51	58	37	37	39	49	47	49	41	41	47
Hispanic or Latino	15	18	23	14	13	17	20	17	18	13	14	17

^SED - Socioeconomically Disadvantaged

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 2004-05 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 2004-05 school year included Safe Schools Training, Direct Instruction Workshops, and Effective Teaching by Debra Pickering.

For the 2005-06 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.

TEACHER ASSIGNMENT

General Shafter Elementary School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, General Shafter Elementary School had 12 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 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.

Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	1	1
Vacant Teacher Positions	0	0	0

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 2004-05 school year, 50.0% 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 Credential Status

	2003	2004	2005
Fully Credentialed	10	11	12
Emergency Credentials	0	1	0
Interns	2	1	3
Waivers	0	0	0
Total Teachers	12	12	15
Working Outside Subject	0	0	0
Average Years Teaching	12.6	11.8	10.7
Average Years in District	6.8	6.4	5.6

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.

Teacher Education Levels

2004-05

	General Shafter
Doctorate	0.0%
Master's Degree +30*	29.6%
Master's Degree	3.7%
Bachelor's Degree +30*	63.0%
Bachelor's Degree	3.7%
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.

EXPENDITURES & SERVICES FUNDED

For the 2003-04 school year (the most recent year for which State comparison fiscal data is available), General Shafter Elementary School District spent an average of \$6,736 to educate each student (based on 2003-04 audited financial statements). The table below provides a comparison of the school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

General Shafter Total Expenditures Per Pupil	General Shafter Expenditures From Restricted Sources	General Shafter Expenditures From Unrestricted Sources	California Expenditures Per Pupil from Unrestricted Sources
\$7,448	\$2,283	\$5,165	*
% Difference Between General Shafter and:		*	*
<i>*Data not available at the time of publication</i>			

In addition to general fund State funding, General Shafter Elementary School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,378 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

Average Salary Information Teachers - Principal - Superintendent 2003-04

	GSESD	State Average
Beginning Teachers	\$30,674	\$34,395
Mid-Range Teachers	\$48,499	\$50,164
Highest Teachers	\$60,775	\$60,406

Salaries as a Percentage of Total Budget

Teacher Salaries	37.32%	40.83%
Administrative Salaries	5.68%	6.58%

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.