

Arma J. Shull Elementary

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Chris Ann Horsley, Principal

 Principal, Arma J. Shull Elementary

About Our School

Shull is a very high performing school that achieved California Gold Ribbon status for its performance in 2016. Shull School also earned a National Blue Ribbon Award in 2012 for excellent performance on yearly tests and closing achievement gaps between student groups. The school has the reputation of being family centered and many parents drive from outside Shull's boundaries to bring their children to Shull. Approximately one third of the school population comes from outside Shull's attendance area. Shull School has excellent, experienced teachers, a standards-based curriculum designed for success, and high parental involvement. The diverse student body is taught to be respectful of each other's experiences and perspectives. Shull Elementary serves approximately 10% Gifted and Talented students (GATE identified at the end of grade 3) in grades 4 and 5, 35% economically disadvantaged students and about 10% English language learners.

Shull has a rigorous curriculum based on National Common Core Standards. Our award winning school provides high expectations for student achievement, regular assessments, strong interventions, tutoring programs, and a safe and orderly campus. The school's current focus includes a goal to have 90% of students at grade level in reading by the end of 3rd grade. In 2015-2016 both 1st grade and 3rd grade met this goal with the other grades close behind.

Shull boasts a highly qualified faculty, over 50% of staff members hold advanced graduate degrees, and all are qualified to teach English Language Learners. Beyond the exemplary school statistics, staff members take encouragement from the numerous positive comments they receive from our parent community each day:

"Shull is more than a school; it is a community of families and educators, working together to make a difference in the lives of the children in our community. The strong volunteerism at Shull makes it stand out in our district. We are NEVER short of willing volunteers who are eager to step up and help out. The teachers are FANTASTIC and really work together as a TEAM to nurture our children and help them to grow into Fantastic human beings!"
Shull Parent

Contact

Arma J. Shull Elementary
825 North Amelia
San Dimas, CA 91773-1437

Phone: 909-971-8208
E-mail: horsley@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Arma J. Shull Elementary
Street	825 North Amelia
City, State, Zip	San Dimas, Ca, 91773-1437
Phone Number	909-971-8208
Principal	Chris Ann Horsley, Principal
E-mail Address	horsley@bonita.k12.ca.us
Web Site	http://sh.bonita.k12.ca.us/
County-District-School (CDS) Code	19643296011795

Last updated: 1/17/2017

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

Shull is situated in the suburban community of San Dimas, approximately 35 miles east of Los Angeles. It is one of 14 schools in the Bonita Unified School District. Shull has 24 regular classes encompassing grades K-5, an educational specialist program, a part-time speech and language specialist, a librarian, and a part-time psychologist. Shull houses a district-run day care program employing a coordinator and 6 assistants to serve 120 students before and after school.

Mission Statement

"For the students in our care, and in partnership with the community, we will create a safe, challenging, and comprehensive learning environment that will shape character, nurture intellect and build skills for success in an ever changing world."

Shull School Mission Statement

Shull Elementary School will provide students with:

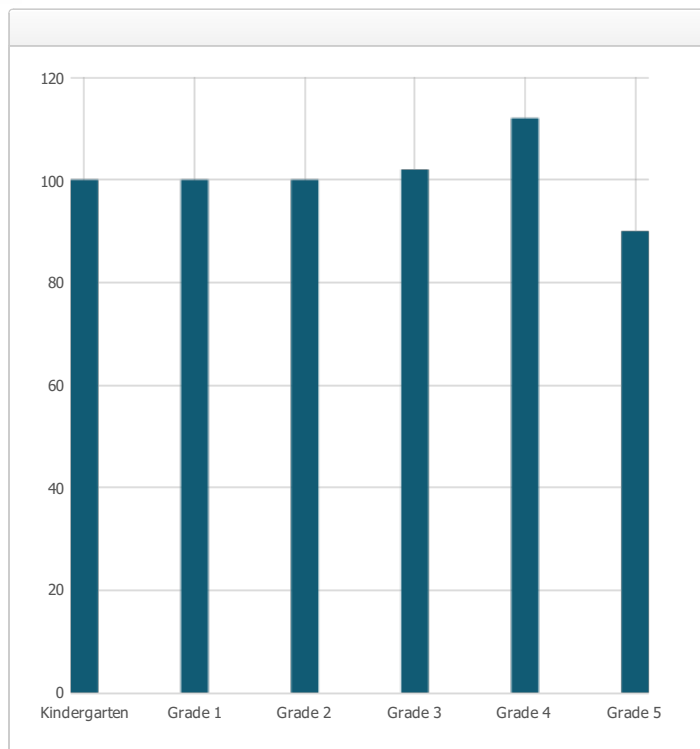
1. Excellent Teachers and Programs - Our certificated staff has experience in teaching Common Core Standards, assessing student progress, and working with students to ensure academic progress. The school also provides students with many opportunities for awards and recognition. Accelerated Reading awards and "College" degrees are just a few of our students' favorites. Character development is also emphasized through a positive pyramid program and monthly character trait emphasis. Teachers are partners with the children and their parents on the child's path to discovery and achievement. Shull teachers go above and beyond the call of duty to provide a rich experience for Shull students.

2. Curriculum Designed for Success - Shull provides an enriched, innovative and challenging curriculum which includes the appropriate elementary academic standards integrated whenever possible with technology. The curriculum, while planned with an awareness of common core standards and guidelines, also utilizes individualized learning environments through differentiated instruction in small groups and independent computer learning programs. The curriculum is designed to create a blend of skilled performance, rich information, and deep understanding.

Last updated: 1/17/2017

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	100
Grade 2	100
Grade 3	102
Grade 4	112
Grade 5	90
Total Enrollment	604



Last updated: 1/17/2017

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

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.5 %
Asian	7.3 %
Filipino	4.1 %
Hispanic or Latino	50.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	29.8 %
Two or More Races	5.1 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.1 %
English Learners	9.4 %
Students with Disabilities	6.3 %
Foster Youth	0.2 %

Last updated: 1/17/2017

A. Conditions of Learning

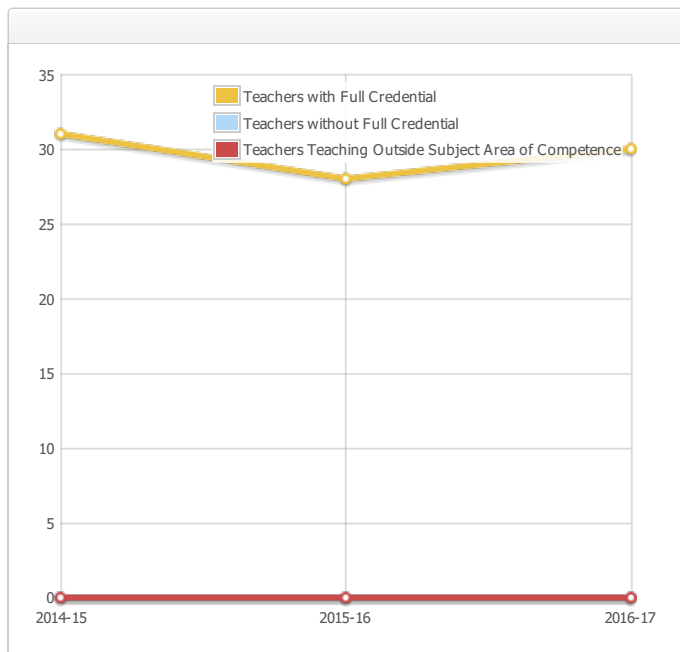
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

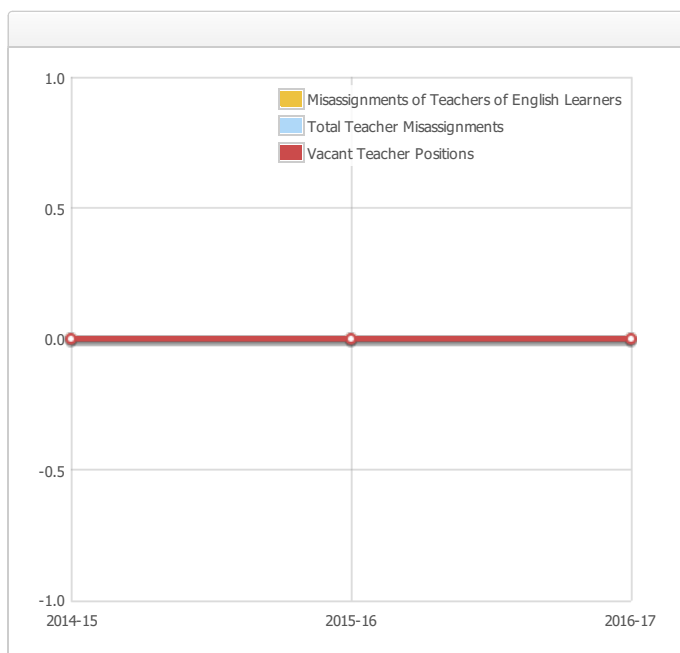
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	28	30	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/17/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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

Last updated: 1/17/2017

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

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

Shull School went through significant modernization in 2007. Funded by a local bond and district funds, Shull School received electrical upgrades, new plumbing, new drinking fountains, bathrooms, and ball walls. In 2014-2015 sixteen outside cement tables were added. All non-portable classrooms received new handicap accessible sinks, safety doors, flooring, white boards, projection screens, projectors, and windows. Shull Elementary School first opened its campus in 1961. It has since added 10 portables and a double wide Day Care portable. The cafeteria which provides lunch indoors was built in the early 1980's. Shull provides an iMac computer lab for students to use technology. During the 2016-2017 school year there will be a Bring Your Own Device program for students in grades 3rd through 5th to try to bring the computer to student ratio up to 1 to 1 in those grades. During the 2016 school year solar panels have been added to the campus and a new portable is scheduled to be brought onto campus in the Winter of 2017.

Last updated: 1/17/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	78.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	66.0%	72.0%	45.0%	48.0%	34.0%	36.0%

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

Last updated: 1/17/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	97	95.1%	77.3%
Male	62	58	93.6%	72.4%
Female	40	39	97.5%	84.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	48	46	95.8%	76.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.6%	72.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.3%	75.0%
English Learners	--	--	--	--
Students with Disabilities	13	10	76.9%	60.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	112	97.4%	75.0%
Male	53	53	100.0%	71.7%
Female	62	59	95.2%	78.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	67.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	79.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.0%	76.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	80.9%
Male	46	46	100.0%	76.1%
Female	44	43	97.7%	86.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	77.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	79.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.9%	74.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	97	95.1%	87.6%
Male	62	58	93.6%	89.7%
Female	40	39	97.5%	84.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	48	46	95.8%	84.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.6%	84.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.3%	83.3%
English Learners	--	--	--	--
Students with Disabilities	13	10	76.9%	80.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	112	97.4%	62.5%
Male	53	53	100.0%	62.3%
Female	62	59	95.2%	62.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	59.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	62.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.0%	57.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	66.3%
Male	46	46	100.0%	73.9%
Female	44	43	97.7%	58.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	60.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	70.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.9%	58.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	84.0%	88.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/17/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	90	89	98.9%	87.6%
Male	46	46	100.0%	91.3%
Female	44	43	97.7%	83.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	85.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	25	24	96.0%	87.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.9%	83.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/17/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.1%	37.1%	32.6%

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

Last updated: 2/2/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are recognized for the important role they play in their children's education; we encourage regular communication between home and school. Teachers encourage a partnership with parents, helping them to be instructors within their homes and to help at school. Parents are an integral part of the child's learning team, and as such, are regularly invited to help out in providing support and instruction in the classroom, computer lab, or with on-campus programs. Parents and community members donate over 7500 hours of classroom support at Shull each year. Our PTA coordinates much school support, plans curricular rich assemblies, fundraisers for technology, and exciting school events and family nights. Shull staff members are dedicated to communicating with parents and guardians. They use email and text messages, REMIND parent messages, Aeries grade book, Renaissance Place Home Connect, the school website, and regular curricular updates to share student progress and state standard coverage.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

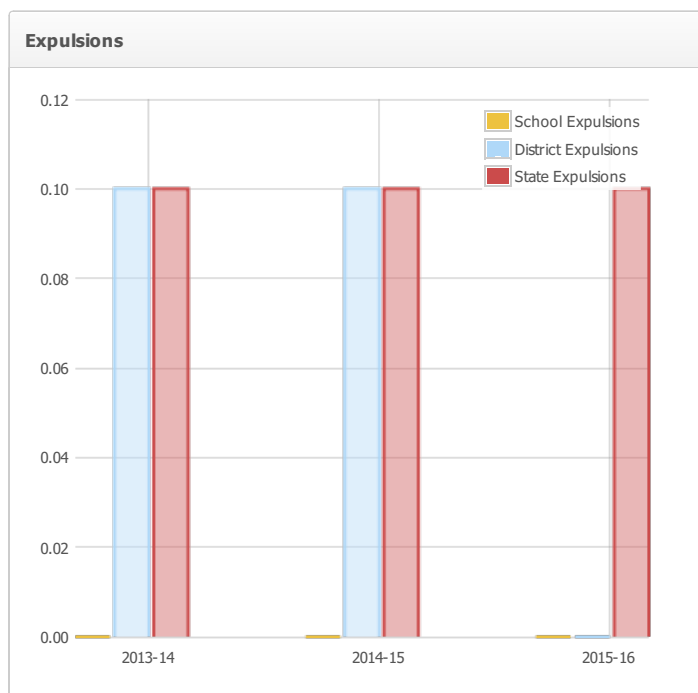
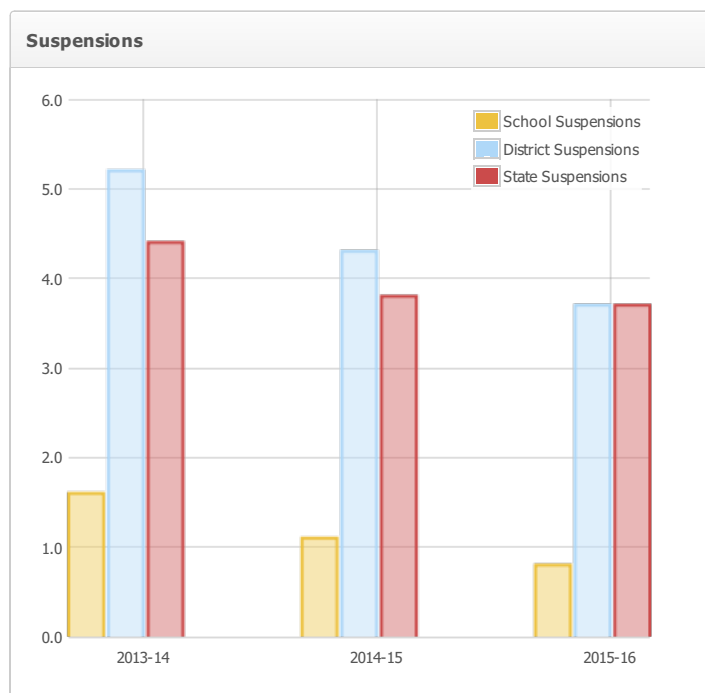
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	1.1	0.8	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Shull's School Safety Plan has been prepared to present information and direction in a manner that provides the overall picture of preparedness and response to all disaster situations. It has been updated to be in compliance with the California Administrative Code which requires all public schools, kindergarten through junior college, to have a written preparedness plan which is reviewed on an annual basis. Key elements of the Safety Plan include: monthly emergency drills, emergency supplies, safe evacuation routes, disaster team responsibilities, assignment of duties to staff, disposition of students, and procedures and policies for all safety situations. Shull School went through modernization in 2007 and continues to upgrade its alarm system, bell system and school intercom. School staff have made changes to security of classrooms by locking doors regularly, and parent surveys indicate that more outside fencing in front of school may be necessary.

Last updated: 1/17/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	4	0	24.0	0	4	0	24.0	0	4	0
1	23.0	0	4	0	25.0	0	4	0	23.0	0	4	0
2	23.0	0	5	0	25.0	0	4	0	24.0	0	4	0
3	21.0	2	2	0	22.0	0	5	0	20.0	1	4	0
4	32.0	0	2	1	30.0	0	3	0	28.0	1	0	3
5	36.0	0	0	3	34.0	0	0	3	30.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)		N/A
Other	1.8	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4944.7	\$80.4	\$4864.3	\$76620.4
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-27.9%	2.8%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-14.3%	7.1%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

1. Response to Intervention (RTI) services are provided through intervention funds. Tutoring before and after-school for English Language Arts (grades k-5) and Math (grades 2 through 5) is provided as well as some push-in tutoring. Four part-time staff members and 1 full time intervention teacher work with targeted RTI students during the reading block each morning. Teachers use a variety of programs to meet the needs of their RTI students.
2. EIA LEP funds are used to provide help for CELDT testing, interventions, and tutors with level 1 or 2 students and other identified at-risk students.
3. Art, Music, Typing, and PE are supported through state funds and donations. Two enrichment teachers are funded for upper grade enrichment classes and art, music and PE supplies are purchased.
4. Unrestricted funds, some categorical funds, and donations support the following programs in the areas of hands-on learning, technology, fine arts, and character development:

Chromebooks and printers, Renaissance Learning Accelerated Reading, computers and other technology, school beautification, Drama, Art, Etiquette, Pyramid Accountability Program, Personal Growth Student Recognition, Character Development, 4th grade Hands on History Days, 5th grade Science Camp, 5th grade Colonial Play, Weekly Acts of Kindness Drawings, Red Ribbon Week, STAR anti-drug program, Track Team, Student Council, morning Flag Salute, Chorus, Honor Chorus, Band, and Physical Education.

Last updated: 1/17/2017

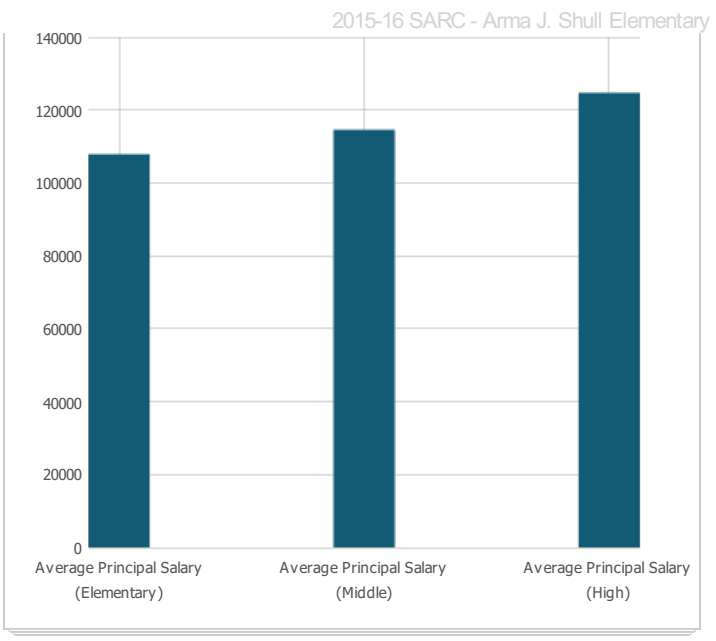
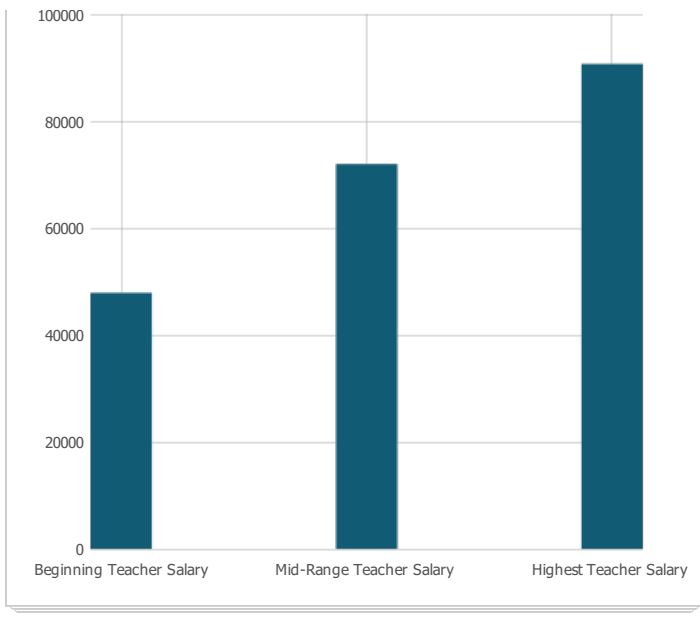
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$124,716	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart
.....

Principal Salary Chart
.....



Last updated: 1/19/2017

Professional Development

All staff members participate in 3 staff development days each year. Additionally, each week there is a compact day and teachers use this time for grade level planning or curriculum development. Eight times a year the school or district uses the compact day for school or district planning or staff development. Shull School's current staff development emphasizes Common Core Standards in English Language Arts and Mathematics, and a variety of technology trainings.

Last updated: 1/17/2017