



Emma W. Shuey Elementary

8472 East Wells Street • Rosemead, CA 91770 • (626) 287-5221 • Grades P-6

Jan Brydle, Principal

jbrydle@rosemead.k12.ca.us

www.rosemead.k12.ca.us/ewss

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rosemead School District

3907 Rosemead Boulevard

Rosemead, CA 91770

(626) 312-2900

www.rosemead.k12.ca.us

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School Description

Principal's Message

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card or SARC.

The purpose of the report card is to provide parents and the community with important information about each public school. A SARC is also a way for a school to report on its progress in achieving goals. It is with great honor and pleasure that I present to you the School Accountability Report Card for Emma W. Shuey Elementary School.

The 2017-18 school year will mark the 64th anniversary of the opening of Emma W. Shuey Elementary School. From the black and white photographs that depict a nearly empty parking lot of a shiny brand new elementary school until today when cars are stacked two and three deep in the morning and at dismissal, Emma W. Shuey Elementary School remains one of the jewels in the crown that is the Rosemead School District. Located in the San Gabriel Valley city of Rosemead, Emma W. Shuey Elementary School opened in 1953 as Wells Street School. In the 1953-54 school year, Shuey Elementary School had a total enrollment of 328 students in twelve classrooms. Like many schools in the Southern California region, Shuey Elementary School has seen growth and change in its rich sixty-three year history. Today, Shuey Elementary School is a pre-kindergarten through 6th grade elementary school with a current enrollment of 501 students. There are twenty-four classrooms including a Resource Specialist Program, a Special Day class for grades 4-6 and an English Language Development/Intervention support class. Our afterschool program runs from 2:00 pm - 6:00 pm and remains a popular childcare choice for families as demonstrated by the 170 students who are enrolled in the program. Shuey's multi-ethnic population is comprised of 60% Asian, 34% Hispanic, 0.2% African American Not Hispanic, 1% White, 0.8% Filipino, 1% two or more races, 0.4% American Indian or Alaska Native, not Hispanic. English Learners comprise 49% of the student population, and 76% of the students are socioeconomically disadvantaged.

Emma W. Shuey School's vision is to foster in each and every student, a love of learning, a curiosity for discovery, strong work habits, and good decision-making skills. Using the most current research-based tools and strategies, students will become life-long learners, creative thinkers and responsible citizens who respect diversity and who possess the academic skills and work habits necessary for future success. Emma W. Shuey School's mission was re-written with student input.

The current mission is:

- Shuey School is a safe, fun and active place to learn.
- Shuey students work hard and give their best effort.
- We have manners and take care of ourselves and others.

Parents, teachers, and staff partner to support student achievement in the development of the whole child. To this end, Emma W. Shuey is a Leader in Me Lighthouse School (LIM) and also a Positive Behavior Intervention and Support (PBIS) school. In May 2016, Shuey School was awarded the Lighthouse milestone from Franklin Covey in recognition of the school's leadership efforts. Students are instructed in the 7 Habits and PBIS on a weekly basis. Both the Leader in Me and PBIS complement each other in developing the specific behaviors in students (PBIS) and also finding the leader in each child (LIM). Students use the LIM activity workbook in their 7 habits/PBIS weekly classes. Each month we focus on one habit, and at the end of the month, one student per class is selected as the Shuey Code student who best represents that habit. Those students' pictures are displayed along with the comments made by their teachers and peers as to why they were selected. Shuey School focuses on developing leaders - not in the sense of "bossing others around" - but in the sense of making good choices, doing the right thing when no one is looking, making plans, and developing self-confidence.

This year, we are implementing a new English Language Arts program, Wonders which is published by MacMillan McGraw Hill. Two years ago, Go Math, which is published by Houghton Mifflin Harcourt was introduced in all classrooms K-6. All students in grades K-6 use the iReady adaptive online program in reading and math. iReady assesses students up to three times a year, and based on the assessment, lessons are implemented at the student's level. Twice a month, we have late start Wednesdays. Students come to school at 9:30. Teachers meet from 7:45 - 9:20. Working with teachers to best utilize this time, the principal and teachers have structured these meetings so that they follow agreed upon norms and are divided into grade level collaboration and staff meetings.

Additionally, Accelerated Reader 360, Early Literacy and English in a Flash which are online programs are available to all students. Accelerated Reader 360 not only encourages independent reading through a point system, but AR360 also allows teachers to assign texts and lessons online for specific skill development. AR Early Literacy is directed for our younger non-readers and English in a Flash is a program designed for our non-English speaking students who are new to the country.

Parents are given opportunities to learn about Common Core State standards at parent meetings, at Back-to-School Night and during parent-teacher conferences. Parent meetings are held throughout the year to inform and update parents on the new Common Core standards and also the Smarter Balanced assessments. Translation and child care are provided, and meetings are held in the evenings and mornings. However, parent attendance at these meetings continue to remain low. Incentives such as free dress coupons or homework passes have helped to improve parent attendance at meetings.

Academic excellence works in tandem with a positive school culture and an effective discipline plan. Each morning, student leaders deliver Project Wisdom announcements via the schoolwide intercom system. Project Wisdom messages are thought-provoking vignettes meant to promote positive school culture and behavior. Each trimester, awards are presented to students for improvement, achievement and effort during Honors and Primary Awards ceremonies. Primary students are recognized using criteria specific to their individual strengths and grade levels. Upper grade students are recognized for high report card grades, citizenship, improvement, effort, service and tutoring. Assemblies are student-led with student speakers directing the program.

All teachers and the principal are compliant as highly qualified teachers per the No Child Left Behind Act as well as being CLAD certified. Teachers and staff regularly administer and review both state and local assessment data. Teachers embrace technology utilizing SmartBoards, chromebooks, ipads, document cameras and projection units to enhance their lesson delivery. Teachers are actively pursuing Google classroom certification. Parents and community members are strongly encouraged to be active partners at Shuey Elementary School through a variety of activities including Back-to-School Nights, Open House, parent conferences, and PTA events.

During its sixty-four-year history, Shuey School has demonstrated a strong commitment to academic excellence. In 1997, Shuey was recognized as a California Distinguished School, and in 2005, 2006, and 2007, Shuey received the Title I Academic Achievement Award. In 2011, 2012, 2013, 2014, 2015, and 2016 Shuey School has been recognized as a California Business for Education Excellence Honor Roll School. In 2016, Shuey School earned the Lighthouse milestone from Franklin Covey and in 2017, we were recognized as a Lighthouse School of Academic Distinction. In 2016, Shuey School was also recognized as an exemplary PBIS School and was awarded a silver medal for successful implementation. The synergy of dedicated and knowledgeable teachers and school staff, involved parents and community members, and hard-working students is built upon the rich sixty-four-year history of the school creating a dynamic and exciting academic and child-centered environment.

• - Jan Brydle, Principal

A Message from the Superintendent

The purpose of the School Accountability Report Card is to provide parents with information about our schools and their instructional programs, academic achievements, materials, facilities, and staff. Information about the district is also provided. For more information about our school district, please check out our website at <http://www.rosemead.k12.ca.us>

Parents and the community play a very important role in our schools. Understanding our schools' educational programs, student achievement, and curriculum development can assist both the schools and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated

to ensuring that the Rosemead Schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

- -Dr. Amy Enomoto-Perez, Superintendent

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	65
Grade 2	64
Grade 3	69
Grade 4	73
Grade 5	83
Grade 6	85
Total Enrollment	498

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	59.8
Filipino	0.8
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0
White	1.4
Two or More Races	1.2
Socioeconomically Disadvantaged	73.7
English Learners	49.4
Students with Disabilities	7.8
Foster Youth	0.2

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			
Emma W. Shuey Elementary	15-16	16-17	17-18
With Full Credential	24	24	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Rosemead School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Emma W. Shuey Elementary	15-16	16-17	17-18
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing student with the most up-to-date, state adopted textbooks and instructional materials; and 100% of students in each core subject area possess the necessary textbooks and instructional materials. Each year there is a public hearing to insure that sufficient instructional materials are available to all students pursuant to the Williams Act. Principals submit a quarterly report to the district to insure that there are sufficient textbooks for all students in all subject areas.

Textbooks and Instructional Materials	
Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill: Wonders (Grades K-6) Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt: Go Math (Grades K-5) Houghton Mifflin: Go Math Intermediate (Grade 6) Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw Hill (Grades K-2) Harcourt School Publishers (Grades 3-6) Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt School Publishers (Grades K-6) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1953, with additions built in 1970 and 1997, Shuey School facilities encompass 53,268 square feet. They consist of permanent and relocatable classrooms, a computer lab, a multipurpose room, a library, administrative offices, and restrooms. A project to modernize two kindergarten classrooms, student restrooms, and water fountains was completed in September 2006. A project to modernize the administration building and the second of three phases of a major electrical upgrade was completed in September 2007. Renovation of the kitchen and multi-purpose room was completed in January 2017. Roofing was replaced in the permanent classrooms in August 2016. During the summer of 2017, nine classrooms were demolished and replaced by 12 bungalows and a new staff and student restrooms. Additionally, three classrooms and a new preschool classroom were added on the west side of the campus. Renovation of the permanent classrooms is scheduled to begin in 2018.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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.

Deferred Maintenance Projects

The Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 10-22-16					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X			CR 16 - Replace missing tile to carpet transition bar; etched glazing; extend covered walkways and roof drain-downspout.	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 15 - Clean/polish floor. CR 13 -15 repair/paint wood bench located outside of classrooms	
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 6 - Repair drinking fountain; adjust/repair timer for thermostat; repair and paint wooden bench located outside of the classroom. CR 8 - Repair exterior drinking fountain CR 16 - Repair exterior drinking fountain south of classroom	
Safety: Fire Safety, Hazardous Materials	X			CR 4 - No fire extinguisher Custodian Room souther of MPR - no fire extinguisher	
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Office: Outdoor drinking fountain; replace or repair wood bench located outside of the staff lounge.	
Overall Rating	Exemplary	Good	Fair	Poor	Good (96.56%)
		X			

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	68	70	59	60	48	48
Math	57	63	51	53	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	83	97.7	73.5
Male	43	41	95.4	75.6
Female	42	42	100.0	71.4
Asian	51	51	100.0	76.5
Hispanic or Latino	24	24	100.0	62.5
Socioeconomically Disadvantaged	64	63	98.4	68.3
English Learners	22	21	95.5	28.6

* 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. 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.

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	58	73	76	71	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.2	25.6	19.5

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	311	98.42	70.42
Male	162	160	98.77	65.63
Female	154	151	98.05	75.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	196	195	99.49	79.49
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	52.13
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	237	98.34	65.82
English Learners	207	202	97.58	71.78
Students with Disabilities	29	28	96.55	42.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	313	99.05	62.94
Male	162	160	98.77	61.25
Female	154	153	99.35	64.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	196	195	99.49	78.97
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	32.98
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	238	98.76	59.66
English Learners	207	205	99.03	65.37
Students with Disabilities	29	28	96.55	10.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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 2017-18)

Parents and community members are strongly encouraged to become interactive partners at Shuey School. Parent involvement activities reflect a wide array of support to the school - from volunteerism to PTA to school events. Parent volunteers are welcome on campus and provide a vital resource to the school. Whether parents volunteer one day a year, once of a month or weekly, their efforts are greatly needed and appreciated. All parent volunteers provide a clearance of tuberculosis and are fingerprinted through the Department of Justice and the FBI. The Shuey PTA is another vital resource to the school. Their tireless fundraising efforts provide field trips, classroom supplies and instructional resources. The PTA also coordinates a number of family activities including a visit with Santa, Family Fun Nights, Pasta Dinner Night, a track meet and movie nights. These family activities provide an important and positive connection between home and school that goes beyond the academic arena. Additionally, these events are often no cost or low cost to families providing a much needed community service. For example, Family Fun Nights are \$1.50 per student, and parents and children enjoy a family evening of games.

Parents are encouraged to be involved in their child's education by volunteering in the classroom, as well as attending school-wide events throughout the year, such as the Winter Program, Founders' Day, and Spring Festival. Parents are kept abreast of school activities through PTA newsletters, information packets, Back-to-School Night, Open House, and the Principal's Sunday Message made through the Connect-Ed telephone system. The Sunday phone message is also delivered to parents in English, Spanish, Vietnamese, Cantonese and Mandarin. Additionally, there is a Rosemead app, which allows the school to send notifications to parents' phones. Parents participate in the school's Kindergarten orientation for incoming kindergarten students held in May and August. Parents who work and cannot volunteer during the school day are encouraged to volunteer by taking home "work packets (e.g. making class copies, cutting things out for the teacher, etc.). Parents also assist with Science Olympiad by helping with organizing students for events and also participating in the actual competition day.

Back to School Night and Open House are well-attended events. Each year we try to organize different activities for parents and their children. For example, a "7 Habits Scavenger Hunt" in which parents and their children looked for various forms of evidence of the 7 Habits leading to a raffle held the following day for students is a fun and engaging activity for parents to learn about the Leader in Me Program. During Back o School Night, the computer lab is open for parents to complete the online registration and download the Rosemead School District app. Additional multi-lingual staff is available to parents to help them navigate the online registration or to download the app. Parents who download the Rosemead School District app earn a free dress coupon for their students.

Parents serve on the School Site Council and also on English Language Advisory Council (ELAC). Both councils give input into the Single Plan for School Achievement as well as give input into decisions made at the school site. Shuey parents also participate in the district's District Advisory Council (DAC) and the District English Language Advisory Council (DELAC) meetings where they give input into district decisions and policies.

The district sponsors many activities to provide parents with ways to support their children's academic and social needs. The Rosemead Educational Foundation organizes a variety of events including a Health Fair (also known as the Run/Walk), a Casino Night fundraiser and a golf tournament. The school offers meetings for parents of English Language Learners and Title 1 students to provide an understanding of the ELPAC test, district/state assessments, and ways to support all students.

Parent involvement has always been a barrier and an area of concern. There tends to be low participation at parent meetings, and with the exception of a few events such as Back to School Night, Open House, Spring Festival and the Book Character parade, parent participation is very low. In an attempt to address this situation, the school has been offering incentives such as free dress coupons or homework passes. These incentives seem to help increase parent attendance. We continue to look for creative and engaging ways to encourage parents to participate in their child's education.

For information regarding school and district programs, please contact the school office at (626) 287-5221.

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.

School Safety Plan

All California public schools must develop a comprehensive school safety plan per California Education Code sections 32280-32289. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The California Department of Education provides a compliance checklist to insure that each school plan is comprehensive. Included in this checklist are assurances that stakeholders including parents and School Site Council are involved in the plan's development. Additionally, each school plan includes the following requirements: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

Shuey School is a closed campus. During school hours all gates are secured to insure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours must check in first. All volunteers are fingerprinted through the Department of Justice and the FBI and provide a negative TB test or chest x-ray. Parents wishing to accompany their children on field trips are also required to go through the fingerprinting and TB clearance process. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to insure a safe and orderly environment. All students wear a school uniform, which consists of a white or navy collared shirt with navy or khaki pants. School spirit t-shirts are allowed on Fridays. Students who cannot afford a uniform can participate in the Operation School Bell program, which provides free uniforms for students. Additionally, the PTA donates \$250 to the school district, which in turn provides uniforms for students who are unable to afford them.

Regularly scheduled fire, lockdown and earthquake drills are conducted, and procedures and revisions are made with each drill. The school district utilizes the Catapult Emergency Management System which is an online system to alert all staff and first responders to emergency situations via their laptop, phones, ipads or other devices. All staff have been trained to use the Catapult system. Drills are held using the Catapult system. Student and staff attendance, location and safety are also accounted for using the Catapult management system.

Additionally, staff has been trained to use a "Command Center" board, which provides a common point of documentation and record keeping during drills. Attendance and any other anomalies are reported to the "Command Center" which provides a central point for response. All classrooms have a room sign, which is used to identify classes during evacuations. Classes are lined up in prescribed order and evacuate with "buddy" classes. In this way, any missing or hurt individual and other emergency situations would be quickly identified. An emergency backpack has been distributed to all classrooms. The backpack holds the current attendance roster, evacuation procedures and maps, buddy lists, and lockdown procedures. Additionally, there is an emergency flip card, which gives instructions for each different disaster scenario including lockdown, fire, earthquake, etc. In an evacuation, teachers take the backpacks with them, which has all the information they need. Lockdown buckets which contain food and toilet supplies were issued to every classroom and room on campus. Door blocks are used so that doors are kept in the locked position during the school day but the door is accessible to students and staff. By using the door locks, staff would not have to fumble for keys in the event of an emergency; they would merely slide the door lock or door wrap off. Each year the school participates in the Great Shakeout Drill for earthquake preparedness. Mock injuries and blocked evacuation pathways allow staff emergency teams to practice then evaluate the effectiveness of school procedures. An evaluation form of the Shakeout drill is distributed to all staff. The evaluations forms are reviewed by the principal and emergency teams and revisions to procedures are made.

The school evaluates the plan annually and updates it as needed. The plan was last updated in January 2017. The school also works with the Alliance of Schools for Cooperative Insurance Programs (ASCIP) to review and update the safety plan. ASCIP has provided teachers with professional development training on active shooters, first aid, and intruders on campus. ASCIP also reviews our emergency supplies and procedures.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.9	0.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.5	1.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	21	20	27	9	18		18	9			
1	21	22	22	9			18	27	27			
2	22	22	21			9	27	27	18			
3	26	21	23		9		27	18	27			
4	35	25	23					27	27	18		
5	33	28	26				9	27	27	18		
6	24	25	27	9	9		27	27	27			
Other			12			9						

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

Professional Development provided for Teachers

Professional development occurs in a variety of formats including full day and half-day in-services both held on-site and off-site. With the new adoptions in English language arts and math, professional development is provided by the publishers. The implementation of the new instructional materials – especially the numerous and wide-ranging materials of the ELA Wonders adoptions created a definite need for professional development. Training for instructional materials adoptions are typically full or half day formats with presenters from the publishing companies leading the training. Teachers are asked for input regarding the specific areas to be focused upon during the training.

Professional development is held for staff, both certificated and classified, in Positive Behavior Intervention and Support (PBIS) and Leader in Me (LIM)/7 Habits. The PBIS staff lead team receives ongoing professional development from the LA County Office of Education. The Staff Lighthouse coach (LIM) and the principal receive ongoing professional development from the Franklin Covey Foundation. For both PBIS and LIM, information and expertise garnered through professional development is then shared with the rest of the staff during staff meetings. Teachers volunteer to attend the Franklin Covey Leader in Me Symposium.

For the past 3 years, ongoing professional development in the area of English Language Development has been implemented. Data review of English Learner academic achievement – in particular SBAC and CELDT results – show a definite need in the area of English Learner achievement. Grade levels received two years of training and coaching in designated and integrated ELD. Additional training in the implementations of the formative ELD assessment (ELDA) is also provided for teachers. Grade levels are provided with 3 days of training at the district level, and then 3 days of follow-up coaching at the school site. The professional development format is a staggered system where two grade levels receive the training and coaching at a time.

Two teachers are selected each year to attend the CUE technology conference in Palm Springs. Additionally, Google classroom training was provided for interested teachers over the summer. With the implementation of more online programs such as Google classrooms, SBAC testing, the district mandated online iReady program, the need to develop teachers’ capacity in the area of technology is clearly needed.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,647	\$47,034
Mid-Range Teacher Salary	\$78,257	\$73,126
Highest Teacher Salary	\$98,074	\$91,838
Average Principal Salary (ES)	\$120,293	\$116,119
Average Principal Salary (MS)	\$121,883	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$233,842	\$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,390	\$1,119	\$5,271	\$79,757
District	♦	♦	\$7,027	\$84,919
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-25.0	-6.1
Percent Difference: School Site/ State			-7.2	11.4

* Cells with ♦ do not require data.

Types of Services Funded

Rosemead School District spent an average of \$9,541 to educate each student (based on 2016-17 audited financial statements).

In addition to the State General Fund, Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:

- Class Size Reduction
- Title I
- Title III
- Local Control Funding Formula (LCFF)
- Special Education
- Gifted and Talented Education (GATE)
- Home-to-School Transportation (for Special Education)
- Instructional Materials
- Instructional assistants
- After School Programs
- Intervention Programs
- Additional classified positions for intervention
- Online Programs
- Additional Technology

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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