



Emma W. Shuey Elementary School

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

Jan Brydle, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Rosemead School District

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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 2019-20 school year will mark the 66th anniversary of the opening of Emma W. Shuey Elementary School. From the grainy black and white photographs that depict a quiet parking lot of a shiny new elementary school until today when cars are stacked two and three deep before and after school, 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 as Wells Street School in 1953. That year, Shuey School had a total enrollment of 328 students in twelve classrooms. Like many schools in the Southern California region, Shuey School has seen growth and change in its rich history. Today, Shuey School is a pre-kindergarten through 6th grade elementary school with a current enrollment of 509 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. For the first time, transitional kindergarten is offered at Shuey School. Our afterschool program runs from 2:00 pm - 6:00 pm and remains a popular childcare choice for families as demonstrated by the 180 students who are enrolled in the program. Shuey's multi-ethnic population is comprised of 64% Asian, 30% Hispanic, 2% White, 1.4% two or more races, and 0.6% African American Not Hispanic. English Learners comprise 48% of the student population, and 74.8% 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 effective decision-making skills. Using the most current research-based tools and strategies, students will become creative thinkers and responsible citizens who respect diversity and who possess the academic skills and work habits necessary for sustained future success. Emma W. Shuey School's mission, which was written with teacher and student input 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.
- Our school motto is: RESPECT yourself, others and the environment

Parents, teachers, and staff partner to support student achievement in the development of the whole child – emphasizing both academic achievement and socio-emotional growth and well-being. Shuey School continually outperforms the Rosemead School District and the State of California on the Smarter Balanced Assessments (SBAC) in both English language arts (ELA) and mathematics. In spring 2019, 64.8% of Shuey students exceeded or met standards on the SBAC ELA in comparison to 62% and 50.9% for the Rosemead School district and the State of California respectively. 63% of Shuey students exceeded or met standards on the SBAC math in comparison to 57.5% and 39.7% for the Rosemead School district and the State of California respectively. The 2019 California School Dashboard rates Shuey School as a "green level" school in both English Language Arts and mathematics. In 2020, Shuey was recognized as a California Distinguished School, which is the first time Shuey has achieved this prestigious award since 1997. In 2005, 2006, and 2007, Shuey received the Title I Academic Achievement Award.

Each year since 2011, Shuey School has been recognized as a California Business for Education Excellence Honor Roll School. Students receive direct instruction in the 7 Habits and PBIS on a weekly basis. To this end, in May 2016, Shuey School was awarded the Lighthouse milestone from Franklin Covey in recognition of the school's leadership efforts. In 2019, Shuey School was re-certified as a Lighthouse School demonstrating our sustained efforts to encourage and foster student and staff leadership. Franklin Covey has also recognized Shuey School as a Lighthouse School of academic distinction for two years in a row. In 2017, Shuey School was awarded the PBIS Implementation medal at the silver level, and in both 2018 and 2019, Shuey School was awarded the PBIS Implementation medal at the gold level.

.The Wonders English language arts program, which is published by MacMillan McGraw Hill, and Go Math, which is published by Houghton Mifflin Harcourt, are implemented schoolwide. Working in conjunction with the ELD teacher, every grade level has a 30-minute designated ELD/intervention block, and students are leveled according to need. All students in grades K-6 use the iReady adaptive online program in reading and math. iReady assesses students up to four 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 - 9:30. The principal and teachers have structured these meetings so that they follow agreed upon norms, and meeting topics are divided into grade level collaboration, planning, and staff meetings.

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 Common Core standards, Title I policies, school budget, school safety and also state-mandated 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. In light of the low parent participation, Shuey School has re-designed our efforts to involve parents in their child's education. Two events, the Welcome Back Fair and Parent Power Hour, take into consideration parent needs and work schedules. The Welcome Back Fair is a one-stop shop for parents to complete all the required documentation prior to the first day of school while getting an opportunity to find out their child's room assignment. The Parent Power Hour is a one-hour period where parents can spend time with their children in their classrooms learning with their child. Both events have had high parent attendance and enthusiasm.

Academic excellence works in tandem with a positive school culture and an effective discipline plan. Explicit instruction in behavior expectations is conducted through a Welcome Back Assembly and a PBIS launch. Students take responsibility for the school by applying for leadership roles and making recommendations through a suggestion box. Student Lighthouse, comparable to Student Council, includes representatives from grades 2-6 who lead schoolwide events and initiate/implement student-led changes. 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. Red Ribbon Week and the Great Kindness Challenge are two weeks which are also dedicated to teaching students to make good choices.

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, voice amplification systems, document cameras and educational websites.

During its sixty-six-year history, Shuey School has demonstrated a strong commitment to academic excellence and student socio-emotional well-being. The synergy of dedicated and knowledgeable teachers and school staff, involved parents and community members, and hard-working, glorious students is built upon the incredible 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 visit 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. There are many ways for our parents and our community to get involved such as participating in various governance committees or volunteering at our school and/or in your child's classroom.

The Rosemead School District has 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.

Mr. Alejandro Ruvalcaba, 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	61
Grade 2	64
Grade 3	64
Grade 4	73
Grade 5	78
Grade 6	76
Total Enrollment	491

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	63.5
Filipino	1
Hispanic or Latino	29.7
White	2
Two or More Races	1.4
Socioeconomically Disadvantaged	76.4
English Learners	47.3
Students with Disabilities	10.8
Homeless	15.5

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 for Emma W. Shuey	17-18	18-19	19-20
With Full Credential	24	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rosemead School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Emma W. Shuey Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Rosemead School District prioritizes making high quality textbooks and materials available to support instructional programs. Rosemead School District held a public hearing and determined that textbooks, instructional materials, and science lab equipment were sufficient and of good quality at each school within the district, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own standards-aligned textbooks and instructional materials in core subjects for use in the classroom and at home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle. The chart below illustrates the textbooks currently in use at our school. All textbooks are in adequate supply and fair to excellent condition. 100% of students in each core subject area possess the necessary textbooks and instructional materials.

The school's library is stocked with many books for students to check out, including books and materials in Spanish and Chinese. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books for guided reading and English Language Development to support the Accelerated Reader Program. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information on-line and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Students in grades TK through six receive computer-assisted instruction on a weekly basis in our state-of-the-art computer lab. Every classroom also has access to chromebooks, iPads, a Smartboard and a voice amplification system. Software programs, including Accelerated Reader, Imagine Learning Language and Literacy, Fast ForWord, and i-Ready, help students to develop skills in reading, writing, math, and keyboarding.

Textbooks and Instructional Materials

Year and month in which data were collected: January, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill: Wonders (Grades K-6) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt: Go Math (Grades K-5) Houghton Mifflin: Go Math Intermediate (Grade 6) Adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw Hill (Grades K-2) Harcourt School Publishers (Grades 3-6) Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Harcourt School Publishers (Grades K-6) Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>

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 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 began in 2018 and continued through 2019.

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 Projects

Available Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's deferred maintenance needs are reviewed and updated annually.

The following chart displays the most recent facilities inspection.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems rating of 100%.
Interior: Interior Surfaces	Good	Interior rating of 100%.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Received score of 100% for cleanliness.
Electrical: Electrical	Good	Received score of 100% for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom rating of 100%. Re-caulk urinals in boys' restroom near room 4.
Safety: Fire Safety, Hazardous Materials	Good	Safety rating of 100%.
Structural: Structural Damage, Roofs	Good	Structural rating of 100%. Extend drain downspout on r covered walkway near room 16.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External rating of 100%. Paint correct room number outside room 5.
Overall Rating	Exemplary	Overall rating of 99.9%.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	65	60	62	50	50
Math	68	63	56	58	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.8	20.3	16.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	289	284	98.27	64.79
Male	148	144	97.30	65.28
Female	141	140	99.29	64.29
Black or African American	--	--	--	--
Asian	183	181	98.91	74.59
Filipino	--	--	--	--
Hispanic or Latino	87	85	97.70	42.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	226	225	99.56	60.89
English Learners	175	172	98.29	59.88
Students with Disabilities	32	32	100.00	21.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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 2018-19 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	289	286	98.96	62.59
Male	148	146	98.65	64.38
Female	141	140	99.29	60.71
Black or African American	--	--	--	--
Asian	183	182	99.45	79.67
Filipino	--	--	--	--
Hispanic or Latino	87	86	98.85	27.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	226	226	100.00	57.08
English Learners	175	174	99.43	63.79
Students with Disabilities	32	32	100.00	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Opportunities for Parent Involvement

Parents and community members are strongly encouraged to become collaborative 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 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 critical 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 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. Healthy life choices are promoted through PTA events such as healthy food fundraisers and no device family activities. 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 and device-free entertainment. Pictures with Santa is a free event where parents bring their own camera to take pictures with their children and Santa.

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, track meet and Spring Festival. Parents are kept abreast of school activities and events 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 delivered to parents in English, Spanish, Vietnamese, Cantonese and Mandarin. In addition, the Sunday message is delivered via email and is posted on the school's website. Parents participate in the school's Kindergarten orientation for incoming kindergarten students held in May and August. Parents also assist with Science Olympiad and Math Field Day 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. At Open House, PTA hosts a dinner which is usually run by the local Boy Scout troop and provides families with a nice low cost family meal. Also at Open House, a "7 Habits Scavenger Hunt," in which parents and their children look 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 to School Night, the computer lab is open to assist parent with the online registration and download the Rosemead School District app. Additionally, multi-lingual staff is available to parents to help them navigate the online registration or to download the app.

A Welcome Back Fair is held in August the week before school begins. Teachers and staff work at different stations, including completing the online registration, meal application, PTA sign ups, parent policy forms, and emergency cards. Translators and staff are available to assist parents with completing online forms and explaining the different policies. The local Boy Scout troop also sends high school volunteers who assist parents with completing online forms. The district nurse is available to answer questions, and the after school program staff enroll students and accept child care payments. Each parent is given a stamp card with each of the stations listed. Once the stamp card is filled, the parent and student receive their new classroom assignment. This event has proven to be successful, with over 300 parents attending for the past two years, and we hope to continue it in the coming years.

Parent Power Hour is also a well-received event to give parents a better idea of what their child is learning at school. Because of the large working parent population at our school, we developed a plan that would maximize the parents' interaction with their child and also minimize their time off from work. Parent Power Hour is a one hour period scheduled at the end of January where parents can spend time learning with their child. Teachers plan various activities for this event, ranging from the online programs used at school, to the 7 Habits, to preparing for state mandated testing.

The Franklin Covey corporation and Leader in Me also provide a parent survey which is available online. The two end of the year surveys give us much needed information as we plan our programs for the upcoming year.

Parents serve on the School Site Council and also on English Language Advisory Council (ELAC). Both councils give input into the School 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 Committee (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), and a Casino Night fundraiser.

The school offers meetings for parents of English 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 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

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 school district provides a compliance checklist to ensure 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, and all 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, noon duty supervisors and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure 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. This year, PTA organized a uniform recycling program which was held at the Welcome Back Fair at the beginning of the school year. Parents donated gently used and outgrown uniforms, and other parents were able to select from a wide variety of donations. 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. An online chat room is activated in the Catapult system which allows the school's emergency team to be in constant contact with each other along with district and Catapult personnel.

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. Room numbers are painted on the blacktop, which provides a distinct area for each class to line up in the event the students are at recess. 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 are 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 to secure the door. 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 2018. 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. The district M&O staff also reviews our emergency supplies and procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.0	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.5	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0
Other	0.4

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	18	9		18	27			25		27	
1	22		27		21	9	18		20	18	9	
2	21	9	18		21		27		21	9	18	
3	23		27		22		27		21		27	
4	23		27		22		27		22		27	
5	26		27		24		27		24		27	
6	27		27		27		27		22	9	27	
Other**	12	9			13	9						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

Professional development occurs in a variety of formats, including full day and half-day in-services both held on-site and off-site. There are 6 professional development days allocated by the district. The majority of these days are scheduled and planned by the district. This year's focus is writing and math.

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.

This year, a team of 2 teachers (one general education and one special education), a classified staff and the principal receive 4 days of MTSS training. Through this training, MTSS will be disseminated to the rest of the Shuey staff. The MTSS focus at Shuey will be to build the "bookcase" or organizational device which will house all of the Shuey programs, documents and procedures in an easy to use, one-stop binder or online system.

Additionally, site-based Title I funds are allocated to each grade level for professional development. Each grade level is allocated \$1500 from site-based Title I funds to attend the professional development of their choice. At the end of each school year, the teachers and principal decide the areas of focus for the upcoming year after reviewing test scores and school site data. Teachers apply for professional development opportunities based upon these areas of focus with an agreement that they share what they learned at a subsequent staff meeting. For this year, the areas of focus include writing in both language arts and math, NGSS, technology and parent involvement. Teachers are encouraged to find summer or weekend professional development opportunities so as not to impact instruction with substitute teachers. Teachers are also encouraged to attend summer and weekend professional development as a group to promote collaboration. Additional professional development is offered to teachers based on need and funds availability.

During late start Wednesdays, short webinars are also implemented as needed. The principal also leads professional development during late start staff meetings in the areas of state mandated testing protocols and test preparation. This year's focus on writing in both language arts and math has also been an area discussed at staff meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,389	\$49,378
Mid-Range Teacher Salary	\$87,789	\$77,190
Highest Teacher Salary	\$105,959	\$96,607
Average Principal Salary (ES)	\$130,027	\$122,074
Average Principal Salary (MS)	\$135,701	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$248,083	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

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

Types of Services Funded

Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:

- 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 and personnel
- Educational software
- Additional technology

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,392	\$1,064	\$6,825	\$86,079
District	N/A	N/A	\$7,693	\$91,009.00
State	N/A	N/A	\$7,506.64	\$86,079

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.0	-5.6
School Site/ State	-9.5	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.