



# Emma W. Shuey Elementary School

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

Jan Brydle, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Rosemead School District

3907 Rosemead Boulevard  
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### District Governing Board

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**Board President**

Ms. Nancy Armenta, Clerk  
**Clerk**

Mr. Ronald Esquivel, Trustee  
**Trustee**

Mrs. Veronica Peña, Trustee  
**Trustee**

Mr. John Quintanilla, Trustee  
**Trustee**

### District Administration

Mr. Alejandro Ruvalcaba  
**Superintendent**

Mr. Harold Sullins  
**Assistant Superintendent, Administrative Services**

Dr. Jennifer Fang  
**Assistant Superintendent, Educational Services**

Mrs. Suwen Su  
**Director, Fiscal Services**

Mrs. Stella Nhadura  
**Director, Nutrition and Wellness**

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Mr. Jerry McCanne  
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**Coordinator, Assessment, Accountability, & Special Projects**

Mrs. Hoori Chalian  
**Coordinator, Special Education and Student Support Services**

Mr. Alex Gaeta  
**Network Administrator**

### 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 2020-21 school year will mark the 67th anniversary of the opening of Emma W. Shuey Elementary School. From the grainy black and white photographs that depict a shiny new neighborhood school until today when multi-generational families proudly claim they are "Shuey sharks," 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 486 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. Like many schools in California, Shuey School has been affected by declining enrollment. Our afterschool program runs from 2:00 pm - 6:00 pm and remains a popular childcare choice for working families, as demonstrated by the 190 students who are enrolled in the program. Shuey's multi-ethnic population is comprised of 66% Asian, 29% Hispanic, 1.2% White, 1.4 % two or more races, and 0.6% African American Not Hispanic. English Learners comprise 46.2% of the student population, and 76.3% 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, parent 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. In 2019, Shuey School continually outperformed 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 English Language Arts/Literacy section of the SBAC in comparison to 62% and 51% for the Rosemead School district and the State of California respectively. 63% of Shuey students exceeded or met standards on the Math section of the SBAC in comparison to 58% and 40% for the Rosemead School district and the State of California respectively. Additionally, cohort data shows students progressing in both ELA and Math. In 2016, 61% and 64% of 3rd grade students met or exceeded standards in ELA and math respectively. By the time these students were 6th graders in 2019, 75% and 72% met or exceeded standards in ELA and math respectively.

The 2019 California School Dashboard rates Shuey School as a “green level” school in both English Language Arts and mathematics. Also, on the 2019 California Dashboard, English Learner progress indicates that 71.9% of English Learners were making progress towards proficiency. In 1997, Shuey was recognized as a California Distinguished School, and in 2020, Shuey School once again received this prestigious recognition. 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 was re-certified as a Lighthouse School. Franklin Covey has also recognized Shuey School as a Lighthouse School of academic distinction two years in a row. In 2018 and 2019, Shuey School was awarded the PBIS Implementation medal at the gold level. In 2020, Shuey School was awarded the PBIS Community Cares medal for our thank you posters which were delivered to first responders and local essential workers during the pandemic. This thank you poster program was featured in the San Gabriel Tribune.

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 block, and students are leveled according to need. All students in grades K-6 use the Title I iReady adaptive online program in reading and math. Title I iReady assesses students up to three times a year, and based on the assessment, lessons are implemented at the student’s level. During regular in-person school, late start Wednesdays are scheduled twice a month. School begins at 9:30, allowing teachers to meet from 7:45 to 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. During distance learning, weekly staff meetings are scheduled from 12:15 – 1:00. Meeting norms and agendas continue to be implemented as they would during in-person learning. Data is reviewed at these weekly meetings.

With distance learning, all parent meetings are held virtually on Zoom. Parents are given opportunities to learn about Common Core State standards at parent meetings, at Back-to-School Night and during parent-teacher conferences. At the Title I Parent meeting and at School Site Council, English Learner Advisory Council and PTA meetings, parents are informed about Common Core standards, Title I and LCFF policies and goals, school budget, school safety and also state-mandated assessments. Translation is provided, and, if in person meetings are allowed, child care is also provided. There has been an increase in parent participation using Zoom. Typically, with in-person parent meetings, a high turnout would be 20 parents. However, with Zoom, attendance at parent meetings ranges from 30-70 parents. Additionally, Zoom parent meetings have been scheduled so that there are two Zoom meetings held in English (one in the morning and one in the evening), and a separate Zoom meeting for Cantonese, Mandarin and Vietnamese. Class Dojo, which translates messages to parents in our most prevalent languages, has also been effective in reaching out to our multi-lingual population. Weekly Class Dojo school reports for the weeks of 10/12/2020 and 10/26/2020 celebrate a 95.5% positive feedback rate, over 1,000 messages and over 300 stories sent. Additionally, the weekly Sunday message which is a phone message sent in 5 languages (English, Spanish, Mandarin, Cantonese and Vietnamese) and in an email in English has also been an effective way to communicate with parents. For the month of October 2020, the average rates of successful phone completion are: 85% English, 88% Spanish, 82% Cantonese, 80% Mandarin, and 94% Vietnamese. 96% of the emails in English are successfully delivered.

The priorities to improve parent involvement are:

- 1) To continue to develop, implement and refine in-person events that take into account parent interest and availability using parent surveys. We have many working parents who are not paid when they take time off. Events such as the Welcome Back Fair and Parent Power Hour meet parent interest and needs and also require little time off from work.
- 2) To ensure that translation and child care, if needed, are available for parent meetings. Having teachers as translators appears to increase parent attendance at informational meetings.
- 3) To continue to have meetings via Zoom so that more parents may attend. Zoom meetings have been an effective way to increase parent attendance at meetings because parents do not have to leave their homes.

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. During distance learning, a Zoom Welcome Back Assembly was conducted in individual classes with the principal, and the focus was the PBIS matrix as it aligns to distance learning. The PBIS team has revised the PBIS flowchart and documents to better support distance learning. During November, the principal will hold additional assemblies with classes to review and teach the new flowchart and documents to students. 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. During distance learning, awards assemblies will be held through Zoom. Monthly Shuey Code Student of the Month certificates are awarded to students exemplifying the Habit of the Month. During in-person learning, there is one Student of the Month. However, with distance learning, multiple students a month are presented with certificates. The principal awards these certificates during class Zoom meetings which are mailed home to students.

All teachers and the principal are compliant as highly qualified teachers per Every Student Succeeds Act as well as being CLAD certified. Highly qualified teachers are actively recruited through district recruiting on Edjoin. Teachers and staff regularly administer and review both state and local assessment data. Teachers embrace technology, utilizing SmartBoards, voice amplification systems, Chromebooks, iPads, document cameras, and educational websites. During distance learning, teachers have met the challenge of online teaching by utilizing a number of different platforms and also by sharing their knowledge with others. Shuey teachers have presented online tools such as Google classroom and Nearpod during districtwide professional development days, at parent workshops and at Induction meetings.

During its sixty-seven-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. Given the challenges posed by the current pandemic, it is even more important that our community understand the curricular and socio-emotional programs in place to support our students. It is also critical that you provide your opinion and feedback as we align our programs and practices to local and state health guidance.

The Rosemead School District has made a commitment to provide the best educational program possible for our students, especially during Distance Learning. 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	77
Grade 2	60
Grade 3	63
Grade 4	68
Grade 5	71
Grade 6	78
<b>Total Enrollment</b>	<b>486</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	66
Filipino	1
Hispanic or Latino	29.4
White	1.2
Two or More Races	1.4
Socioeconomically Disadvantaged	76.3
English Learners	46.3
Students with Disabilities	8.8
Foster Youth	0.4
Homeless	0.8

## 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	18-19	19-20	20-21
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	18-19	19-20	20-21
With Full Credential	♦	♦	119
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
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.

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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. Students visit the library on a weekly basis with their classes during in person instruction. Protocols and procedures are being developed to allow students to check out books from the library safely during distance learning. 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 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, 2021

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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt: Go Math (Grades K-5) Houghton Mifflin: Go Math Intermediate (Grade 6) Adopted in 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>MacMillan/McGraw Hill (Grades K-2) Harcourt School Publishers (Grades 3-6) Adopted in 2008 TCI Bring Science Alive! (Grades K-6) Adopted in December, 2020 for use in 2021</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Houghton Mifflin/Harcourt School Publishers - Reflections Adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 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. During 2019, Shuey replaced older Heating, Ventilation and Air Conditioning (HVAC) units with new energy efficient models as part of the Proposition 39 Clean Energy Jobs Act.

## 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. In response to the COVID-19 pandemic, cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant foggings of all areas.

### 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 chart below displays the most recent facilities inspection.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: December, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Received systems rating of 100%.
<b>Interior:</b> Interior Surfaces	Good	Received interior rating of 100%.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Received cleanliness rating of 100%.
<b>Electrical:</b> Electrical	Good	Received electrical rating of 94.87%. Ballast in room 3 needs replacement. Light diffuser needs replacement in room 16.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Received restrooms rating of 100% and sinks/fountains rating of 97.37%. Water push knob needs replacement in student restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Received safety rating of 100%.
<b>Structural:</b> Structural Damage, Roofs	Good	Received structural rating of 100%.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Received external rating of 100%.
<b>Overall Rating</b>	<b>Exemplary</b>	Overall rating of 99.2%.

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	62	N/A	50	N/A
Math	63	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	58	N/A	51	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Opportunities for Parent Involvement Parents and community members are strongly encouraged to become collaborative partners at Shuey School. This year with the COVID-19 pandemic, parent involvement has made a dramatic shift. No longer are we able to host many of the in-person activities. However, as parents and students become more familiar with online platforms such as Zoom, we have observed an increase in parent attendance at our school meetings, conferences and virtual events. Parent informational meetings such as the Title I Parent meeting were held at 6 different dates and times – twice in English and once each in Mandarin, Vietnamese, Cantonese and Spanish. With Zoom parents can attend the meeting from their home, and it is not uncommon to see a parent cooking dinner while listening to the meeting. PTA meetings are also held via Zoom, and they are working to redesign their events to align with the current Department of Health Protocols. For example, PTA sponsored a pumpkin coloring/decorating page and provided prizes for top students. Prior to the current Safer at Home order, PTA was planning on distributing a winter holiday coloring and activity booklet. School Site Council and ELAC meetings are also held through Zoom. School Site Council and ELAC parent representatives were selected using Google forms which was challenging. With younger students, it is not uncommon to see a parent seated nearby while the student is in a Zoom classroom. This has created a strong connection with the teacher and parent. Parents are now able to see firsthand what their children are learning. Additionally, teachers have scheduled routine work and material pickups so that our students – especially our younger students – are able to benefit from paper/pencil work and also art and science lessons. It is not uncommon to see cups of dirt for a science project or construction paper available for parents to pick up so their children can participate in the hands-on online lessons. This year, parent involvement centers around parents' ability to help their child access instruction through technology. Parents have become technology troubleshooters, and in an effort to help their children, they have also become proficient in the use of Class Dojo, Google Classroom and Zoom. Parents call or come into the main office for assistance with their children's devices. From 8:00 – 9:00 Monday-Friday, our computer lab aide is available to assist parents with problems with their devices. Additionally, at the beginning of the school year, the district offered parent trainings in all platforms used by the schools such as Google Classroom, Class Dojo and Zoom. These parent trainings were provided in all languages and recorded. These trainings and additional information for parents can be found at

<https://sites.google.com/rosemead.k12.ca.us/rsddistancelearning/parents-guardian>. We look forward to a time when we can return to our in-person parent involvement activities. 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 Year 2020-2021)**

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 February, 2020. 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	1.6	1.5	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	0.002	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	18	27			25		27	18	23		9	
1	21	9	18		20	18	9		26		27	
2	21		27		21	9	18		20		27	
3	22		27		21		27		21	9	18	
4	22		27		22		27		22		27	
5	24		27		24		27		22		27	
6	27		27		22	9	27		25		27	
Other**	13	9							10	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6

Due to the COVID-19 pandemic all professional development opportunities are conducted virtually. Professional development occurs in a variety of formats, including full day and half-day trainings. There are 6 professional development days allocated by the district. The majority of these days are scheduled and planned by the district.

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 are then shared with the rest of the staff during staff meetings.

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. Because of distance learning, much of this year's professional development will focus on technology. 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. 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.

The district has provided opportunities for teachers to improve their technology skills in response to distance learning. A district "Tech Squad" leads professional development, and trainings are recorded and posted on the district website for future reference.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,841	\$50,574
Mid-Range Teacher Salary	\$91,223	\$76,649
Highest Teacher Salary	\$109,017	\$98,993
Average Principal Salary (ES)	\$132,481	\$125,150
Average Principal Salary (MS)	\$138,262	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$195,000	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	7.0	6.0

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,115	\$1,292	\$6,823	\$91,656
District	N/A	N/A	\$9362	\$93,230
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.4	-1.7
School Site/ State	-12.7	12.9

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