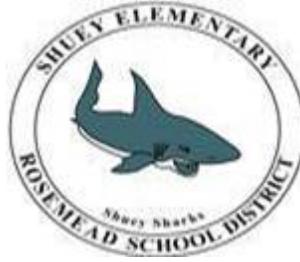


Emma W. Shuey Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2022-23 School Contact Information

School Name	Emma W. Shuey Elementary School
Street	8472 Wells Street
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 287-5221
Principal	Jan Brydle
Email Address	jbrydle@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/Shuey
County-District-School (CDS) Code	19-64931-6022164

2022-23 District Contact Information

District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Mr. Alejandro Ruvalcaba
Email Address	aruvalcaba@rosemead.k12.ca.us
District Website Address	www.rosemead.k12.ca.us

2022-23 School Overview

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.

Located in the San Gabriel Valley city of Rosemead, Emma W. Shuey Elementary School opened as Wells Street School in 1953. Shuey School is a pre-kindergarten through 6th grade elementary school with a current enrollment of 487 students. There are twenty-seven classrooms, including a TK class, a Resource Specialist Program, a Special Day class for grades 4-6, an intensive needs special education preschool class and an English Language Development/Intervention support class. Shuey's multi-ethnic population is comprised of 67.3% Asian, 28.8% Hispanic, 1.6% White, 0.2 % two or more races, and 0.4% African American. English Learners comprise 45.1% of the student population, and 69.2% 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. Interactive Smartboards, one to one chromebooks, and voice amplification systems are utilized throughout the school.

In 2022, 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. The 2022 California Dashboard, English Learner progress indicates that 63.2% 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.

Students' social emotional well-being remains an area of critical focus. Honoring student voice and developing leaderships skills are cornerstones of our school. Both Leader in Me and PBIS are consistently implemented throughout the school. In

2022-23 School Overview

2022, Shuey was re-certified as a Lighthouse School. In 2022 Shuey School was awarded the PBIS Implementation medal at the platinum level.

Building strong partnerships with parents and the community are vital to student success. All communication to parents are sent home in the 5 prevalent languages: English, Spanish, Mandarin, Cantonese 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.

During its sixty-nine-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, academic programs, achievements, instructional materials, facilities, and staff. The Rosemead School District has committed to providing our students with the best educational program possible. 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 and positive values. Our students will be challenged to reach their maximum potential through our hard work together. Information about our district is also provided in the School Accountability Report Cards. For more information about our school district, please visit our website at <http://www.rosemead.k12.ca.us>

Parents and the community play a crucial role in our schools. Understanding our schools' academic programs, student achievement, and curriculum development can assist the schools and community in ongoing program improvement. There are many ways for parents and the community to get involved, such as participating in various governance committees or volunteering at our school and/or in your child's classroom. Please visit our schools and/or district office for more information on how to get involved.

Mr. Alejandro Ruvalcaba
Superintendent of Schools

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	74
Grade 2	67
Grade 3	77
Grade 4	77
Grade 5	72
Grade 6	69
Total Enrollment	514

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.0
Asian	67.3
Black or African American	0.4
Filipino	1.0
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	1.6
English Learners	45.1
Foster Youth	0.0
Homeless	0.4
Migrant	0.8
Socioeconomically Disadvantaged	69.3
Students with Disabilities	7.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	95.45	102.70	93.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.90	4.50	4.60	4.27	18854.30	6.86
Total Teaching Positions	21.90	100.00	109.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders (Grades K-6) Adopted in 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Go Math (Grades K-5) Houghton Mifflin: Go Math Intermediate (Grade 6) Adopted in 2015	Yes	0%
Science	TCI Bring Science Alive! (Grades K-6) Adopted in 2020	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt School Publishers - Reflections Adopted in 2006	No	0%

School Facility Conditions and Planned Improvements

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 were 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 fogging 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 following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report				January 2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Received systems rating of 100%.
Interior: Interior Surfaces	X			2 Stained ceiling tiles; new roof
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating of 100%
Electrical	X			Electrical rating of 100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms/fountains of 100%
Safety: Fire Safety, Hazardous Materials	X			Safety rating of 100%
Structural: Structural Damage, Roofs	X			Structural rating of 100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			External rating of 100%

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	N/A	49	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	276	98.22	1.78	64.49
Female	134	133	99.25	0.75	66.92
Male	147	143	97.28	2.72	62.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	188	185	98.40	1.60	73.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	79	97.53	2.47	45.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	102	96.23	3.77	48.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	149	144	96.64	3.36	57.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.00	0.00	24.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	280	99.64	0.36	58.42
Female	134	134	100.00	0.00	55.97
Male	147	146	99.32	0.68	60.69
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	188	188	100.00	0.00	72.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	80	98.77	1.23	30.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	106	100.00	0.00	41.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	149	148	99.33	0.67	48.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.00	0.00	8.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	50.75	NT	42.89	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100	0	50.75
Female	34	34	100	0	47.06
Male	33	33	100	0	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	46	46	100	0	60.87
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100	0	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100	0	30
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100	0	47.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4	98.4	98.4	98.4	98.4

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and community members are strongly encouraged to become collaborative partners at Shuey School. The cornerstone of this collaborative partnership is communication. While COVID-19 protocols forced us to rethink parent involvement, we have been able to integrate these protocols to our existing practices which allow more parents to participate. For example, parents are now able to attend our schoolwide events in person. However, we continue to videotape and post these events so parents who are unable to attend in person can view the video at home. Parent meetings are held on zoom in all of the major languages: Mandarin, Cantonese, Spanish and Vietnamese. Parents receive a weekly Sunday phone call in all 5 languages informing them of the upcoming weekly events. Class Dojo is used in every classroom with the majority of parents connected. Parents are informed of class activities, assignments and school events through the app which also translates the message in all languages. Parents are welcome to chaperone field trips and participate in PTA. PTA works closely with the school to organize family friendly night events, to raise funds for school field trips, and to assist with celebrations such as Read Across America. All parents are encouraged to participate in one or all of our PTA activities.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	549	538	93	17.3
Female	264	260	41	15.8
Male	285	278	52	18.7
American Indian or Alaska Native	0	0	0	0.0
Asian	358	353	19	5.4
Black or African American	3	3	1	33.3
Filipino	5	5	1	20.0
Hispanic or Latino	163	157	67	42.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	9	9	4	44.4
English Learners	250	243	31	12.8
Foster Youth	2	1	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	384	374	79	21.1
Students Receiving Migrant Education Services	4	4	2	50.0
Students with Disabilities	50	47	23	48.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	0.48	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.21	0.18	0.04	1.08	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.40	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.00	0.00

2022-23 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. 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.

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.

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. 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. 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. Each year the school participates in the Great Shakeout Drill for earthquake preparedness.

The school evaluates the plan annually and updates it as needed. The plan was last updated on September 9, 2022, and was reviewed and adopted by School Site Council.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	9	18	
1	26		27	
2	20	27		
3	21	9	18	
4	22		27	
5	22		27	
6	25		27	
Other	10	9		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	18	9	
1	18	27		
2	26		27	
3	21		27	
4	22		27	
5	21	9	18	
6	22		27	
Other	11	9		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	9	18	
1	22		27	
2	16	27		
3	22		27	
4	21		27	
5	20	18	9	
6	20	27		
Other	17	36	9	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,099	\$1,429	\$6,670	\$88,228
District	N/A	N/A	\$9,213	\$95,562
Percent Difference - School Site and District	N/A	N/A	-32.0	-8.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	1.1	4.2

2021-22 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
- Summer School
- Enrichment Programs
- Intervention programs and personnel
- Educational software
- Additional technology

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,782	\$51,591
Mid-Range Teacher Salary	\$87,236	\$79,620
Highest Teacher Salary	\$111,799	\$104,866
Average Principal Salary (Elementary)	\$136,456	\$131,473
Average Principal Salary (Middle)	\$142,410	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$204,706	\$205,661
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Teachers, administrators, and other staff in Rosemead engage in a continuous improvement process through a variety of formats of professional development. After reviewing summative and formative data, including test scores, student, parent, and staff surveys, and outcomes related to school culture and social-emotional learning, district and site leaders along with content teams of lead teachers identify areas of districtwide focus for teacher and administrator professional development. This year, areas of focus for district-wide PD include:

- Multi-Tier System of Support (MTSS)
- Engaging California English Learners through the Arts (ECELA)
- Building Strong Tier I Instruction: Number Sense Routines for Accelerating Learning in Mathematics
- Positive Behavioral Interventions and Supports (PBIS)
- Implicit-Bias Training

Due to the COVID-19 pandemic all professional development opportunities are conducted virtually. With the relaxing of some health and safety protocols, limited in-person professional development may begin in 2022 -23.

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 which includes classified and special education staff 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.

Site-based Title I funds are allocated to each grade level for professional development. Each teacher is allocated \$500 from site-based Title I funds to attend the professional development of their choice. Teachers apply for professional development opportunities with an agreement that they share what they learned at a subsequent staff meeting. Teachers are also encouraged to attend professional development as a group to promote collaboration. Additional professional development is offered to teachers based on need and funds availability.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6
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