Emma W. Shuey Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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 462 students. There are twenty-one classrooms, in addition to 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 65.2% Asian, 29% Hispanic, 1.7% White, 0.4 % two or more races, and 1.1% African American Not Hispanic. English Learners comprise 42% of the student population, and 70.4% 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 a voice amplification system, which allows both teachers and students to be clearly heard are implemented throughout the school.

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. 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.

2021-22 School Overview

In 1997, Shuey was recognized as a California Distinguished School, and in 2020, Shuey School once again received this prestigious recognition. Each year since 2011, Shuey School has been recognized as a California Business for Education Excellence Honor Roll School.

Students' social emotional well-being remains an area of critical focus. Honoring student voice and developing leadership skills are cornerstones of our school. Both Leader in Me and PBIS are consistently implemented throughout the school. 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, 2019 and 2021, 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.

Building strong partnerships with parents and the community is vital to student success. All communication to parents is sent home in the 5 prevalent languages: English, Spanish, Mandarin, Cantonese and Vietnamese. A weekly Sunday message, which is also translated in all languages, is sent from the Principal via phone and email. Parent meetings are held on Zoom, which allows parents more flexibility to attend. Class Dojo, which translates messages to parents in our most prevalent languages, has also been effective in reaching out to our multi-lingual population. Students continue to participate in community outreach projects such as sending cards to the Mission Retirement Homes as much as Dept. of Health protocols allow.

During its sixty-eight-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. Information about our 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' academic 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.

The Rosemead School District has made a commitment to provide the best educational program possible for our students, especially as we recover from the current pandemic. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	54
Grade 2	77
Grade 3	64
Grade 4	67
Grade 5	66
Grade 6	73
Total Enrollment	460

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	65.2
Black or African American	1.1
Filipino	1.3
Hispanic or Latino	29.1
Two or More Races	0.4
White	1.7
English Learners	42
Foster Youth	0.9
Homeless	1.1
Socioeconomically Disadvantaged	73
Students with Disabilities	8.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	24

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
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

2021-22 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 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 following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report	December 9, 2021

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		Fewer than 10 stained ceiling tiles need replacement. Wall needs repair in custodial closet.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating of 100%
Electrical		X		Two diffusers missing in fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountains out of service in accordance with DPH guidelines.
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		

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	169	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	86	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	105	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	169	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	86	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	105	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	272	266	97.79	2.21	58.65
Female	136	133	97.79	2.21	60.9
Male	136	133	97.79	2.21	56.39
American Indian or Alaska Native	--	--	--	--	--
Asian	194	168	86.6	13.4	72.62

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	83	100	0	31.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	104	100	0	32.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	208	129	62.02	37.98	54.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100	0	16.13

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	272	259	95.22	4.78	61.78
Female	136	129	94.85	5.15	61.24
Male	136	130	95.59	4.41	62.31
American Indian or Alaska Native	--	--	--	--	--
Asian	194	167	86.08	13.92	78.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.5	2.5	28.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	100	96.15	3.85	46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	208	126	60.58	39.42	54.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	29	93.55	6.45	17.24

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	40	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	24	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents and community members are strongly encouraged to become collaborative partners at Shuey School. With the Department of Public Health protocols for COVID-19, we have had to revise and adjust parent involvement opportunities. No longer are we able to host many of the in-person activities as we did in the past. However, with Zoom, we are able to send links home to parents so they can participate with increased flexibility. Parents, who previously could not attend school events, are able to view videos of events such as the Halloween Parade or Winter Program as their schedule permits and/or together as a family. Parents have commented that they have never seen the inside of their child's classroom this year, and they feel disconnected because they cannot see the environment in which their child is learning. Currently, there is a program in development for virtual classroom tours so parents will have at least a glimpse of their child's learning environment. Parents have opportunities to attend parent meetings on Zoom, 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 Public Health Protocols. PTA members come to school after hours or on weekends to set up for events such as decorating for Red Ribbon Week or setting up for teacher and staff treats. School Site Council (SSC) and ELAC meetings are also held through Zoom, which allow for a broader segment of the parent population to participate. No longer are we restricted to parents who can attend in-person SSC or ELAC meetings, but now, we are able to have parent representatives who can zoom for the council meetings from work.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	464	13	2.8
Female	231	229	5	2.2
Male	240	235	8	3.4
American Indian or Alaska Native	0	0	0	0.0
Asian	300	299	1	0.3
Black or African American	5	5	1	20.0
Filipino	6	6	0	0.0
Hispanic or Latino	139	134	9	6.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	10	10	0	0.0
English Learners	202	198	3	1.5
Foster Youth	4	4	0	0.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	345	339	11	3.2
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	42	41	2	4.9

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.55	0.21	2.34	0.04	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.42	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. The following information regarding visitors and volunteers is subject to change based upon the Dept. of Public Health COVID-10 protocols for schools.   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.   Portable speakers have been purchased for all noon duty staff, which allow their voices to be heard across the playground.

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 November 2021, 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		27	
1	20	18	9	
2	21	9	18	
3	21		27	
4	22		27	
5	24		27	
6	22	9	27	

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		

2020-21 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

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$92,381
Percent Difference - School Site and District	N/A	N/A	-32.0	-4.6
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-23.5	6.8

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,303	$51,450
Mid-Range Teacher Salary	$89,446	$80,263
Highest Teacher Salary	$107,883	$101,012
Average Principal Salary (Elementary)	$132,481	$128,082
Average Principal Salary (Middle)	$138,262	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$198,744	$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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.

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.   Districtwide PD days in 2021-22 have supported teachers and staff in providing trauma-informed care, planning instruction to accelerate learning and close gaps caused by distance learning, implementing our new science curriculum, more deeply understanding content standards, and analyzing and informing instruction on student benchmark data.

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.

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.   Because of health and safety protocols throughout the nation, much of this year's professional development was held virtually. This allowed for greater flexibility as teaches were able to attend a variety of trainings held throughout the country. Most PD opportunities were recorded, so teachers were able to view the trainings at their convenience. Teachers also reported that because of the recorded sessions, they could attend multiple sessions which were scheduled at the same time. Teachers apply for professional development opportunities 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 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Rosemead School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1575	5	0.32	99.68	--
Female	784	0	0.00	100.00	--
Male	791	5	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	852	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	24	0	0.00	100.00	--
Hispanic or Latino	587	4	0.68	99.32	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	84	0	0.00	100.00	--
White	22	1	4.55	95.45	--
English Learners	491	1	0.20	99.80	--
Foster Youth	--	--	--	--	--
Homeless	66	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	998	2	0.20	99.80	--
Students Receiving Migrant Education Services	23	0	0.00	100.00	--
Students with Disabilities	196	5	2.55	97.45	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1575	5	0.32	99.68	--
Female	784	0	0.00	100.00	--
Male	791	5	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	852	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	24	0	0.00	100.00	--
Hispanic or Latino	587	4	0.68	99.32	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	84	0	0.00	100.00	--
White	22	1	4.55		--
English Learners	491	1	0.20	99.80	--
Foster Youth	--	--	--	--	--
Homeless	66	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	998	2	0.20	99.80	--
Students Receiving Migrant Education Services	23	0	0.00	100.00	--
Students with Disabilities	196	5	2.55	97.45	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1003	966	96.31	3.69	56.63
Female	482	462	95.85	4.15	61.26
Male	521	504	96.74	3.26	52.38
Asian	541	506	93.53	6.47	68.97
Filipino	14	14	100	0	64.28
Hispanic or Latino	361	334	92.52	7.48	38.62
White	17	17	100	0	64.7
English Learners	369	360	97.56	2.44	32.5

Homeless	20	18	90	10	27.78
Socioeconomically Disadvantaged	811	459	56.6	43.4	54.9
Students Receiving Migrant Education Services	17	17	100	0	23.53
Students with Disabilities	125	125	100	0	18.4

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1003	944	94.12	5.88	57.73
Female	482	451	93.57	6.43	58.54
Male	521	493	94.63	5.37	57
Asian	545	498	91.38	8.62	74.9
Filipino	14	14	100	0	57.14
Hispanic or Latino	359	325	90.53	9.47	33.54
White	17	17	100	0	64.71
English Learners	369	347	94.04	5.96	38.9
Homeless	20	18	90	10	38.89
Socioeconomically Disadvantaged	811	445	54.87	45.13	55.28
Students Receiving Migrant Education Services	17	15	88.24	11.76	33.33
Students with Disabilities	125	123	98.4	1.6	15.45

*At or above the grade-level standard in the context of the local assessment administered.