Emma W. Shuey Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Debra Letcher-Boeve
Email Address	dletcher-boeve@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/Shuey
Grade Span	P-6
County-District-School (CDS) Code	19-64931-6022164

2024-25 District Contact Information

District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Dr. Philip D'Agostino
Email Address	pdagostino@rosemead.k12.ca.us
District Website	www.rosemead.k12.ca.us

2024-25 School Description and Mission Statement

Principal's Message:
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 463 students. There are twenty-six classrooms, 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.

Emma W. Shuey Mission Statement: At Emma W. Shuey Elementary, we are committed to every student's academic, social,

2024-25 School Description and Mission Statement

and emotional growth by providing a safe and nurturing environment while inspiring all students to become lifelong learners. Emma W. Shuey is a progressive partnership of students, parents, families and highly qualified educators who ensure individual academic excellence and a strong foundation of values through our achievement-oriented, technologically-advanced environment, which welcomes and fully utilizes all resources of our culturally rich and diverse community.

Emma W Shuey Vision: Students at Emma W. Shuey will be collaborative, proactive leaders who set achievable goals to monitor personal growth. Using direct, rigorous, hands-on instruction, teachers will provide a safe environment to all students where strategic scaffolding and small group instruction inspires students' lifelong love of learning.

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 2023, Shuey was re-certified as a Lighthouse School. In 2024 Shuey School was awarded the PBIS Implementation medal at the Platinum level.
Class Dojo and Black Board, which translates messages to parents in our most prevalent languages. This has been effective in reaching out to our multi-lingual population. The synergy of dedicated and knowledgeable teachers and school staff, involved parents and community members, and hard-working, students is built upon the incredible history of the school, creating a dynamic and exciting academic and child-centered environment.

Debra Letcher-Boeve, Ed.D.
Principal

A Message from the Superintendent of Schools:

Dear Members of the Rosemead School District Community,
I am pleased to share the latest School Accountability Report Cards (SARCs) for our district's schools. These report cards are a vital resource, offering detailed insights into each school's performance and the quality of education we provide.Established by state law in 1988 and reinforced by the federal Elementary and Secondary Education Act (ESEA), SARCs are designed to inform parents and the community about various aspects of our schools. They cover a wide range of topics, including demographic data, school safety, academic achievement, class sizes, teacher qualifications, curriculum details, and fiscal information.

The primary purpose of the SARC is to provide you with important information about each school so you can make meaningful comparisons between public schools, enabling informed decisions regarding your child's education. Additionally, SARCs serve as a tool for schools to report on their progress toward achieving educational goals, fostering transparency and accountability within our education system.

We are committed to ensuring that all parents and community members have easy access to these report cards. By February 1 of each year, every school in California is required by state law to publish a SARC. You can view the SARCs for our schools on the California Department of Education's Find a SARC web page. If you prefer a physical copy or require the report in a language other than English, please contact your school's administrative office, and we will be happy to accommodate your request.

We encourage you to review these report cards and engage with your school's educators to discuss any questions or insights you may have. Your involvement is crucial to our collective effort to provide the highest quality education for all students. For more information about our district, including our School Accountability Report Cards, I invite you to explore our website at http://www.rosemead.k12.ca.us.

Thank you for your continued support and partnership in our educational community!

Sincerely,
Philip D'Agostino, Ed.D
Superintendent of Schools

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	67
Grade 2	57
Grade 3	63
Grade 4	55
Grade 5	77
Grade 6	68
Total Enrollment	460

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	61.3
Black or African American	0.2
Filipino	0.9
Hispanic or Latino	34.3
Two or More Races	0.7
White	2.6
English Learners	40.2
Foster Youth	0.7
Homeless	1.3
Migrant	0.9
Socioeconomically Disadvantaged	72
Students with Disabilities	8

A. Conditions of Learning

State Priority: Basic

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

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

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/Incomplete/NA	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)	24.40	96.08	112.00	97.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.40	0.37	11953.10	4.28
Unknown/Incomplete/NA	0.90	3.88	1.90	1.73	15831.90	5.67
Total Teaching Positions	25.40	100.00	114.90	100.00	279044.80	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.

2022-23 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)	23.90	100.00	109.30	97.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.10	1.92	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.90	0.88	14303.80	5.15
Total Teaching Positions	23.90	100.00	112.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	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)	0.00	0	0

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

2024-25 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	October 2024

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	TCI History Alive! (Grades K-8) Adopted in 2023	Yes	0%

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

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. 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	November 2024

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			Interior Rating of 91%. Two ceiling tiles need replacing. Four stained ceiling tiles.
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:	X			External rating of 100%

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	65	57	60	46	47
Mathematics (grades 3-8 and 11)	62	61	50	52	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	258	95.56	4.44	65.12
Female	122	117	95.90	4.10	77.78
Male	148	141	95.27	4.73	54.61
American Indian or Alaska Native	0	0	0	0	0
Asian	174	164	94.25	5.75	76.83
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	85	97.70	2.30	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	90	78	86.67	13.33	37.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	135	95.74	4.26	54.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	11.54

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	269	100.00	0.00	60.97
Female	122	122	100.00	0.00	66.39
Male	147	147	100.00	0.00	56.46
American Indian or Alaska Native	0	0	0	0	0
Asian	173	173	100.00	0.00	73.99
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	32.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	90	90	100.00	0.00	34.44
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	140	140	100.00	0.00	52.86
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48.44	51.25	40.11	44.36	30.29	30.73

2023-24 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	81	81	100.00	0.00	50.62
Female	30	30	100.00	0.00	60.00
Male	51	51	100.00	0.00	45.10
American Indian or Alaska Native	0	0	0	0	0
Asian	54	54	100.00	0.00	57.41
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	47.62
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.

2023-24 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. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

All families are encouraged to join and actively participate in the Emma W. Shuey PTA. The PTA works in partnership with the school to organize family-friendly events, raise funds for field trips, and support celebrations such as the Storybook Character Parade, Family Fun Nights, and the Spring Festival. Parents can contribute as participants, volunteers, or guests, helping to enhance the school community.

At Shuey School, parents and community members are welcomed as collaborative partners in fostering student success. Parent meetings are held via Zoom in multiple languages, including Mandarin, Cantonese, Spanish, and Vietnamese, ensuring accessibility for all families. Each Sunday, parents receive a multilingual phone call providing updates on the week's upcoming events.

To maintain strong communication, all classrooms utilize Class Dojo, connecting the majority of parents to the school. This platform provides updates about class activities, assignments, and events, with automatic translations available in all major languages to support inclusivity.

The school also holds English Learner Advisory Committee (ELAC) and School Site Council meetings to engage families, gather feedback, and share important information. For additional details about school or district programs, please contact the school office at (626) 287-5221.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	482	46	9.5
Female	222	217	21	9.7
Male	266	265	25	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	298	294	10	3.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	170	35	20.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	1	9.1
English Learners	205	203	12	5.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	351	348	41	11.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	10	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0.62	0.41	1.08	1.76	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.12	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.41	0.00
Female	0.45	0.00
Male	0.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.34	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.59	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	0.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 maintains a closed-campus policy to ensure student safety. During school hours, all gates are secured, and visitors are required to check in at the front office. Supervision is provided by noon duty supervisors and teachers during lunch, breaks, and before and after school. These staff members monitor the campus, including the cafeteria and playgrounds, to maintain a safe and orderly environment.

The school regularly conducts fire, lockdown, and earthquake drills. Procedures are reviewed and updated following each drill to improve preparedness. The district employs the Catapult Emergency Management System, an online platform that alerts staff and first responders to emergencies via laptops, phones, iPads, and other devices. All staff members are trained in the use of this system.

Staff also utilize a "Command Center" board for centralized documentation and record-keeping during drills. Attendance and any unusual situations are reported to the Command Center to coordinate responses effectively. Each classroom is equipped with an emergency backpack containing an attendance roster, evacuation procedures and maps, buddy lists, lockdown procedures, and an emergency flip card outlining instructions for various scenarios, including lockdowns, fires, and earthquakes.

Additional safety measures include lockdown buckets stocked with food and toilet supplies for each classroom and campus space. Doors are equipped with door blocks, allowing them to remain locked yet accessible during the school day. Each year, the school participates in the Great Shakeout Drill to enhance earthquake preparedness and response.

The school evaluates the plan annually and updates it as needed. The plan was last updated on September 24, 2024, 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.

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		3	
1	22		3	
2	16		3	
3	22		3	
4	21		3	
5	20		3	
6	20		3	
Other	10	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19		4	
1	20		3	
2	23		3	
3	13		3	
4	23		3	
5	20		3	
6	20		3	
Other	8	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	1	2	
1	22	1	2	
2	20	3		
3	21		3	
4	27		2	
5	26		3	
6	22		3	
Other	9	1		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	11,164	$2,503	$8,661	$103,325
District	N/A	N/A	$10,453	
Percent Difference - School Site and District	N/A	N/A	-18.8	-0.8
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-21.7	9.3

Fiscal Year 2023-24 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 II
- Title III
- Title IV
- Local Control Funding Formula (LCFF)
- Expanded Learning Opportunities Program (ELOP)
- Special Education
- 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$59,171.00	$57,839
Mid-Range Teacher Salary	$83,680.00	$90,040
Highest Teacher Salary	$110,209.00	$118,647
Average Principal Salary (Elementary)	$132,207.00	$144,639
Average Principal Salary (Middle)	$138,165.00	$148,270
Average Principal Salary (High)	NA	$161,275
Superintendent Salary	$244,657	$229,986
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

District:
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 districtwide PD include:

- Multi-Tier System of Support (MTSS)
- Building Strong Tier I Instruction
- Engaging California English Learners through the Arts (ECELA)
- Positive Behavioral Interventions and Supports (PBIS)
- The Science of Reading - Focus on Phonemic Awareness, Phonics and Vocabulary instruction
- Implementation of eduCLIMBER - an MTSS tool for data management

Site:
Professional development at Shuey School is provided for both certificated and classified staff, focusing on Positive Behavior Intervention and Support (PBIS) and Leader in Me (LIM)/7 Habits. The Staff Lighthouse Coach and the principal participate in ongoing professional development through the Franklin Covey Foundation. The knowledge and strategies gained from these trainings are shared with the entire staff during regular staff meetings to ensure alignment and application across the school.

Teachers collaborate with the district to implement Heggerty Phonemic Awareness in grades TK-3 and Shifting the Balance in Literacy for grades 4-6. These initiatives form the foundation of the site's First Best Instruction practices.

Site-based Title I funds are allocated to support professional development at each grade level. Teachers who attend professional development sessions are required to share their learning during staff meetings, fostering a culture of collaboration and continuous improvement. To enhance teamwork, teachers are encouraged to attend training sessions as a group. Additional professional development opportunities are provided based on identified needs and available funding.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4