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Rosemead School District

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Emma W. Shuey Elementary School

2007-2008 School Accountability Report Card

A Message from the Superintendent

The purpose of the School Accountability Report Card is to provide parents with information about our schools and their instructional programs, academic achievements, materials, facilities, and staff. Information about the district is also provided. For more information about our school district, please check out our website at <http://www.rosemead.k12.ca.us>.

Parents, as partners, and the community play a very important role in our schools. Understanding our schools' educational programs, student achievement, and curriculum development can assist both the schools and the community in ongoing program improvement. You will find our SARC information includes the Williams reporting requirements related to: (1) maintenance of school facilities to ensure good repair, (2) number of teacher misassignments and vacancies, and (3) availability of sufficient textbooks and instructional materials. Also, our SARC contains all of the federal requirements of No Child Left Behind. I hope you will find these new sections of interest.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that the Rosemead School District offers a stimulating environment where students are actively involved in learning academics as well as positive characters and values. Through hard work together, our students will be challenged to reach their maximum potential.

-- Dr. Amy Enomoto-Perez, Superintendent

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are very proud of Emma W. Shuey School and welcome this opportunity to tell you more about us.

Emma W. Shuey School has had a fifty-four year tradition of academic excellence in the Rosemead community since its opening in 1953. In 1997, we were recognized as a California Distinguished School. In 2005, 2006, and 2007, we were honored as a Title I Academic Achievement Award School. In 2008, our Academic Performance Index (API) score was 851. The entire school community is proud of our academic accomplishments.

The school community consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students. Every staff member at Shuey School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous California Standards-based core curriculum in language arts, mathematics, science, and social science, and the teaching and paraprofessional staff is well trained to facilitate that access into success for every child. One of our goals is that every student be a reader by the end of third grade.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. Teachers are very committed and many have worked their entire careers years at Shuey. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Self-discipline is taught and then expected, and the result provides a student body of capable and confident problem solvers. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students and strive to teach them skills that will enable them to be successful adults.

The parents of Shuey students are involved in every aspect of our school. We welcome parents, friends, and the community on our campus for many different occasions, including our Winter and Founders Day Programs, Honors Assemblies, Spring Festival, Track Meet, Open House, parent conferences, and other special PTA events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fifty-four year tradition of excellence in education at Emma W. Shuey School.

--Carlos Moran, Principal

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates over 3,200 pre-kindergarten through eighth grade students in the diverse community of Rosemead.

Founded in 1859, the district is proud of its long tradition of academic excellence. There are currently four elementary schools (pre-K-6) and one middle school (7-8) in the district; students from Rosemead School District attend Rosemead High School which is part of the El Monte Union High School District. Rosemead School District believes in providing a challenging academic environment with high expectations and placing student needs as its number one priority.



Shuey School, which operates on a traditional school calendar, serves 563 students in kindergarten through sixth grade. Student demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.2%
American Indian	0.0%
Asian	53.3%
Caucasian	4.3%
Filipino	1.2%
Hispanic or Latino	39.8%
Pacific Islander	0.2%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Shuey School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Shuey School believes that all positive behavior springs from three basic tenets of Courtesy, Safety, and Responsibility. Behavioral expectations are clearly explained and consistently enforced. We celebrate the good citizenship of our students through regular citizenship assemblies and recognizing exemplary behavior through the Citizen of the Week classroom award. Students who earn all A's and B's on their report cards and maintain good citizenship marks are awarded certificates at the trimester Honors Assemblies.

Students are encouraged to resolve conflicts positively among each other. Students in first through third grades receive 30 minutes of instruction every other week on developing conflict resolution skills. All sixth grade students participate on Service Assignments.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	9	5	4	115	82	103
Suspension Rate	1.6%	0.9%	0.7%	3.6%	2.6%	3.3%
Expulsions	0	0	0	8	4	1
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%

School Leadership

Leadership at Shuey School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Carlos Moran has served the school since April of 2005, backed by more than 17 years of educational experience. His previous experience includes: Classroom Teacher, Title VII Resource Teacher, and Assistant Principal.

School staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan and to ensure instructional programs are consistent with students' needs and comply with district goals. Committees and organizations include: School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and District Parent Advisory Council (PAC).

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to monitor programs and components that comprise the school and to approve the school budget.

School Attendance

Regular attendance at Shuey School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. In the case of chronic truancy, the school works with the District Attorney's Abolish Chronic Truancy (ACT) program.

Students are referred to the SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Shuey School maintained a schoolwide average class size of 24.6 students in the 2007-08 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students		21-32 Students		33+ Students				
K	24	31	32	1	-	-	2	2	2	-	-	-
1st	16	20	19	4	4	4	-	-	-	-	-	-
2nd	18	20	20	5	3	4	-	-	-	-	-	-
3rd	19	20	20	3	4	3	-	-	-	-	-	-
4th	32	27	26	5	-	-	3	3	3	-	-	-
5th	30	32	26	-	-	-	3	2	3	-	-	-
6th	29	30	32	-	-	-	3	3	3	-	-	-
K-3		17	20	-	1	1	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Shuey Elementary School began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	33%	-	-
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	-	100%	100%

Data Sources

Data within the SARC was provided by Rosemead Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Instructional Time

During the 2007-08 school year, all instructional minutes offered at Shuey School exceeded state requirements. For the 2007-08 school year, Shuey School offered 180 days of instruction comprised of 176 regular days and four minimum days. Minimum days are used for parent conferences.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	38,550
1st	50,400	50,700
2nd	50,400	50,700
3rd	50,400	50,700
4th	54,000	50,700
5th	54,000	55,950
6th	54,000	55,950

Contact Information

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

School Facilities & Safety

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. The school recently upgraded the phone/intercom system allowing for the installation of phones and voice mail in all classrooms. 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. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of November 2008.

Safety

Shuey School is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: 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.

The school evaluates the plan annually and updates it as needed. The plan was last updated in December 2008 and reviewed with school staff. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

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 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.

The chart illustrates the results from the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 10/31/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)		X		Repair or replace etched windows. Check, adjust, and/or repair various door latches.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Replace stained ceiling tiles.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety			X	Update and tag fire extinguishers. Remove any storage close to electrical panels. All fire extinguishers have been updated and tagged as of 1/22/09.
Electrical (Interior and Exterior)	X			Replace a missing switch cover and a light fixture.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Repair or replace broken drinking fountain. Repair loose base on drinking fountain.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			Check for possible leaks. Fix downspouts.
Playground/School Grounds	X			Grind down raised asphalt on basketball court.
Overall Cleanliness	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$150,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

The Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. During the 2008-09 school year, the district approved the following deferred maintenance projects: carpeting replacement, HVAC repairs and roof repairs.

Student Achievement & Testing

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown in the chart.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts						Math						Science																				
	2		3		4		5		6		2		3		4		5		6														
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																																	
School	65	59	60	49	46	44	65	62	73	52	56	57	61	59	73	79	75	75	65	71	73	71	73	83	62	59	59	60	54	69	39	51	62
District	49	50	55	42	36	39	56	61	61	53	52	57	52	56	58	70	65	72	69	67	71	68	70	73	64	61	62	55	60	58	43	42	55
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	50	62	60	41	34	41	60	60	68	44	45	51	59	49	62	69	76	81	68	60	82	67	70	74	60	51	53	68	53	62	40	45	60
District	43	46	52	34	29	35	47	57	54	45	45	51	52	48	51	66	65	73	71	64	73	62	71	67	62	56	62	56	59	52	43	42	56
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	74	56	60	58	52	48	70	64	76	61	67	63	63	69	86	85	74	67	64	78	64	76	76	88	63	67	66	53	54	77	39	58	63
District	57	55	61	49	44	44	65	66	69	59	61	62	53	66	65	75	65	70	69	71	71	72	71	81	66	65	61	54	63	65	42	42	53
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Socioeconomically Disadvantaged																																	
School	60	47	54	45	40	35	58	59	69	52	43	52	59	54	65	78	66	68	66	69	69	66	72	81	62	49	57	62	54	65	41	42	58
District	45	47	51	38	31	36	52	58	57	48	47	53	49	51	54	67	60	68	68	64	69	65	68	71	60	57	58	54	57	55	39	37	50
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
Asian																																	
School	71	79	71	55	53	50	78	66	79	64	69	62	74	69	87	94	79	77	76	88	82	96	84	95	78	82	76	80	71	87	51	59	64
District	64	66	70	52	45	50	70	76	71	63	67	67	68	64	71	89	78	81	83	84	82	88	83	89	80	84	77	73	76	78	54	55	67
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69
Hispanic or Latino																																	
School	58	47	44	48	37	38	51	57	63	37	38	50	35	43	56	67	69	78	62	56	62	47	60	66	40	29	41	23	31	49	23	38	59
District	37	37	34	32	25	27	41	44	49	38	37	43	34	47	44	52	53	60	55	49	60	47	57	56	45	36	42	36	43	37	27	28	38
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
English Learners																																	
School	54	59	56	22	35	31	39	41	50	15	29	28	* 19	42	82	71	67	57	76	75	54	66	77	23	32	48	* 13	46	0	29	41		
District	42	47	53	22	21	31	28	48	43	12	19	31	18	19	27	70	61	70	63	63	71	47	62	67	30	35	47	25	36	31	7	12	30
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	20.00%

California Achievement Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
	All Students					
School	40	44	43	65	76	75
District	38	34	38	70	68	71
State	37	38	38	55	56	56
	Males					
School	34	33	41	66	60	79
	Females					
School	47	51	45	67	86	70
	Socioeconomically Disadvantaged					
School	38	38	33	66	75	69
	Asian					
School	47	50	50	79	90	88
	Hispanic or Latino					
School	34	36	27	59	61	62
	English Learners					
School	9	35	33	61	76	78

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness Testing

In the spring of each year, Shuey School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). During the 2007-08 school year, 33.3% of fifth graders at Shuey School met the standards in all six fitness areas.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	10	10	10	
	All Students			
Actual Growth	18	-9	28	851
	Socioeconomically Disadvantaged			
Actual Growth	22	-22	33	831
	Asian			
Actual Growth	13	1	22	907
	Hispanic or Latino			
Actual Growth	37	-31	43	785
	English Learners			
Actual Growth	28	-23	31	830

District Assessments

To attain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Rosemead School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. Please note: Grade level percentages are not available, therefore test results are not disclosed.

Language Arts

Grades 1-8:

Reading assessments are performed twice annually, at the beginning and end of the school year, to determine student progress and mastery of subject matter. Reading Assessments include the following: Early Literacy, Oral Reading Assessment, Comprehensive Assessment of Reading Strategies (CARS), and Running Records. Writing assessments are performed in September and June and include Quick Write Complete and a Formal Writing Sample. Students at risk of retention participate in additional assessments mid-year to gauge progress.

Kindergarten:

Assessments are performed in October, January, and May and include: Letter Name and Letter Sound Association, Phonemic Awareness, Oral Reading Assessment, Concepts About Print, San Diego Quick Assessment, and Onset-Rimes.

Mathematics

Grades K-8:

Assessments are administered at the beginning and end of each trimester to determine student progress and mastery of subject matter and include a Math Pre Test and Math Post Test.

Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

Instructional Materials

Rosemead School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Rosemead School District held a Public Hearing on October 2, 2008, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district 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 illustrates the textbooks currently (as of November 2008) in use.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-6	History/Social Science	Harcourt School Publishers	2006	Yes	0.0%
K-6	Mathematics	Scott Foresman	2001	Yes	0.0%
3rd-6th	Science	Harcourt	2008	Yes	0.0%
K-2	Science	MacMillan/McGraw Hill	2008	Yes	0.0%

Library Information

The school's library is stocked with many books that are available for students to check out, including books and materials in Chinese, Spanish, and Vietnamese. Students visit the library on a weekly basis for 30 minutes with their classes. The library is staffed by a full time multimedia specialist, who teaches students research and literacy skills. The library is open until 3:30 p.m. in the afternoon, and has computers which students may use for homework and class projects.

Computer Resources

Computer resources at the school are connected to the Internet via a high speed connection so that students are able to access resources and information on-line. The multimedia specialist works with classroom teachers to plan projects using the school's technology. Students in grades kindergarten through six receive computer-assisted instruction on a weekly basis in the state-of-the-art Macintosh computer lab. Software includes programs to develop skills in reading, math, writing, and keyboarding. Classrooms are equipped with two additional Macintosh computers, televisions, and VCR's.

Computer Resources			
	05-06	06-07	07-08
Computers	161	153	146
Students per computer	3.5	3.8	3.9
Classrooms connected to Internet	32	32	32

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Los Angeles County, which contain numerous computer workstations. For more information on hours and locations, please visit, <http://www.colapublib.org/lib/index.html>.

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Regular and comprehensive evaluations promote improvement of teaching skills and increased levels of student achievement. Evaluations recognize exemplary skills and accomplishments of staff and identify areas needing improvement. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by the principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are aligned to the Standards for the California Teaching Profession: Engaging and Supporting All Students In Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator.

Teacher Assignment

For the 2007-08 school year, Shuey School had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	26	24	25	140
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	2	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

Rosemead School District rarely has difficulty obtaining substitute teachers. The district employs more than 80 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers.

Many district substitutes are fully credentialed; all have a minimum of a bachelor's degree and have passed the California Basic Education Skills Test. On the rare occasion when a substitute is not available, students are sent to other classrooms in the same grade level to receive instruction from a certificated teacher, or a school administrator teaches the class.

Training & Curriculum Improvement

All training and curriculum development at Rosemead School District revolves around the California State Content Standards and Frameworks. In a textbook adoption year, districtwide curriculum committees are formed, and include teacher representatives, school administrators, and district staff. Members of the committee evaluate programs and potential textbooks, and selected teachers pilot textbooks in the classroom before making recommendations to the Board of Trustees for final adoption. When new textbooks are implemented, the district and school provide extensive staff training and support throughout the implementation process.

The district offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

New teachers are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to new credentialed teachers. BTSA participates attended in-services, conferences, and district training during BTSA year 1 and year 2.

Student Support Services

It is the goal of Shuey School to assist students in their academic, social, and personal development. Special attention is provided to students who experience achievement or behavioral difficulty. Student support services are administered through the Student Study Team, which provides assistance for students who are referred by teachers, parents, and other school personnel. The chart illustrates the support staff available to students.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
District Counselor	1	0.2
District Reading Specialist	1	0.2
English Language Development Teacher	1	1.0
Health Aide	1	0.2
Multimedia Specialist	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.0
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	0.4

The district uses all available resources in the community for the personal, social, and academic well-being of all students. The district nurse and health aide provide health screenings for vision, hearing, scoliosis, dental, growth and development, and further evaluation of health needs. Through its own programs and the West San Gabriel SELPA (Special Education Local Plan Area), Rosemead School District is able to offer services to students who are autistic, blind, deaf-blind, developmentally disadvantaged, multiple handicapped, orthopedically handicapped, other health impaired, severe language disordered, learning handicapped, and speech impaired.

The Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program are clustered and receive specialized instruction in the classroom by GATE-certified teachers and may participate in seminars each Saturday at the Muscatel Middle School campus.

English Language Learners (ELL) receive supplemental assistance from a credentialed EL teacher and bilingual aide in small groups outside of the regular classroom to develop listening, speaking, reading, and writing skills in English. In addition to this pull-out program, English Language Development instructional materials are used in the classroom, and classroom teachers provide instruction in sheltered English.

First, second, and third grade students with reading difficulties are placed in small group instruction during the school day to work on specific skills. Students qualifying under Title I participate in after-school academic services. Classroom teachers work with small groups and individuals before, during, and after school to address specific areas of need. Teachers constantly monitor students' progress through state and district assessments and modify instruction so that no child is left behind. The school maintains open communication with parents regarding their child's progress throughout the school year.

Rosemead School District's Migrant Education Program provides services to those students and their families who have special needs due to their migratory lifestyle. Services include a Saturday School for the entire family at the Shuey School campus, parenting classes and clinics, and academic classes for parents including English Language Development and those leading to a high school diploma (GED).

Students with special needs receive additional assistance through partial placement in a Resource Specialist Program or full placement in a Special Day Class. Shuey School offers a Resource Specialist Program for all grade levels and a Special Day Class for grades three through six.

Rosemead School District has been chosen as one of five Vanguard Districts in the Arts for All program through the California Arts Council and Los Angeles County Office of Education. The district is receiving support in preparing a long-range plan and budget to support arts education aligned to the state's Visual and Performing Arts Standards.

Community Involvement

Parents and the community are very supportive of the education program at Shuey School. The PTA has made generous contributions of time and money to numerous programs, activities, and field trips. Shuey School is grateful for the many hours contributed by parent volunteers.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events throughout the year, such as the Winter Program, Founders' Day, and Spring Festival. Parents are kept abreast of school activities through PTA newsletters, information packets, Back-to-School Night, Open House, and the Principal's Message. The school and district community liaisons ensure that information is made available to parents in their home languages of Cantonese, Mandarin, Spanish, and Vietnamese. Parents participate in the school's Kindergarten orientation for new students. Kindergarten parents are invited to four workshops during the school year. These meetings cover the following topics: 1) Homework, 2) Phonemic Awareness Activities, 3) Writing, and 4) Getting Ready for First Grade.

The district sponsors many activities to provide parents with ways to support their children's academic and social needs. The Family RAP program, offered to parents of fourth through sixth graders, provides parents with information on coping with the changing needs of adolescents. The school offers an after school club RAP, for students in fourth through sixth grade, where students work on problem solving and conflict resolution strategies.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,399
District	\$62,917
Percentage of Variation	5.60%
School & State	
All Elementary School Districts	\$58,519
Percentage of Variation	1.50%

Expenditures & Services Funded

Rosemead School District spent an average of \$7,092 to educate each student (based on 2006-07 audited financial statements). The chart below provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,000
From Restricted Sources	\$904
From Unrestricted Sources	\$4,096
District	
From Unrestricted Sources	\$5,488
Percentage of Variation between School & District	25.36%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	22.72%

In addition to the State General Fund, Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:

- Class Size Reduction
- Title I
- Drug/Alcohol/Tobacco Education Funds
- Staff Development
- Economic Impact Aid (EIA-LEP)
- Special Education
- Gifted and Talented Education (GATE)
- School Improvement Program
- Home-to-School Transportation
- Peer Assistance and Review
- Instructional Materials

Teacher & Administrative Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates teacher and administrative salaries at the district and state levels.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$42,482	\$39,773
Mid-Range Teachers	\$68,927	\$61,167
Highest Teachers	\$83,123	\$78,093
Elementary School Principals	\$98,508	\$97,851
Middle School Principals	\$103,018	\$102,064
Superintendent	\$153,436	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.0%
Administrative Salaries	6.6%	5.9%