Muscatel Middle School

4201 Ivar Avenue • Rosemead, CA 91770 • (626) 287-1139 • Grades 7-8
Jocie Wilson, Principal
jwilson@rosemead.k12.ca.us
http://www.rosemead.k12.ca.us/Domain/12

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Principal's Message

On behalf of the entire Muscatel Middle School family, I welcome all of our students to an exciting educational experience. It is our goal to provide an engaging learning environment where all students are able to participate in challenging activities that promote academic achievement, personal growth, and a sense of belonging. In order to help achieve this goal, parents, students, staff, and community leaders work together as a team to create an outstanding educational organization. We are happy to have you join the Muscatel family!

Mission Statement

Muscatel Middle School is dedicated to student success by providing a rigorous education, leadership opportunities, and collaboration between students and the school community.

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates just under 2400 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.

At Muscatel, it is our belief that students do their best when a challenging academic environment is combined with fun and engaging activities. We are dedicated to providing the very best programs for our students.

Muscatel Middle School is proud to offer the Advancement Via Individual Determination (AVID) program. AVID targets students with GPA's ranging from 2.5 - 3.5, and who may be the first of their family members to attend college. We provide an engaging curriculum with enrichment classes and supplemental activities to prepare students with the skills required to be successful in post-secondary education. Our goal is to become a demonstration school for this program.

Muscatel makes use of the My Access writing program. This technology-based program allows students to write compositions on a regular basis and receive feedback on their writing within minutes. Students are enthusiastic about writing -- and their writing skills have improved as a result. This has led to a significant increase on state test scores. Our school also offers 1:1 chrome books in every classroom for students to use for writing, research, and classroom assignments. Many teachers utilize google classroom and have students engage with texts and assignments in a creative way, learning the skills required for the use of such a platform. These skills are in compliance with our goal of preparing students to be successful in the world of work and academia in the 21st century. We have also just opened a Maker's Space for students to go to during lunch time and after school. In this environment, students are encouraged to be creative with art or use their imaginations to build projects of their own designs, such as cars and robots. We are dedicated in continuing to adopt new and exciting programs to stimulate a love of learning and academic success in all of our students.

A Message from the Superintendent

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

Parents and the community play a very important role in our schools. Understanding our schools' educational programs, student achievement, and curriculum development can assist both the schools and community in ongoing program improvement. There are many ways for our parents and our community to get involved such as participating in various governance committees or volunteering at our school and/or in your child's classroom.

The Rosemead School District has 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 Schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mr. Alejandro Ruvalcaba, Superintendent

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	284
Grade 8	286
Total Enrollment	570

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	50.4
Filipino	1.1
Hispanic or Latino	39.8
White	2.3
Two or More Races	0.4
Socioeconomically Disadvantaged	83.7
English Learners	26.8
Students with Disabilities	10.7
Foster Youth	0.2
Homeless	12.3

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

Teacher Credentials for Muscatel Middle	17-18	18-19	19-20
With Full Credential	31	29	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rosemead School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Muscatel Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
Rosemead School District sets a high priority on 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.

Textbooks and fictional books available to students at Muscatel include text both in English and Spanish. The school also has well-stocked classroom libraries with engaging titles for independent reading, including titles selected with English Learners in mind. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information online and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Every classroom is equipped with 1-to-1 Chromebooks. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy, Read 180 Next Generation, IXL, and i-Ready to help students to develop skills in reading, writing, math, and keyboarding.

Textbooks and Instructional Materials
Year and month in which data were collected: January, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Holt (Grades 7-8) Adopted in 2011	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt (Grade 8) Adopted in 2015 McGraw Hill (Grades 7-8) Adopted in 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Prentice Hall (Grades 7-8) Adopted in 2007	
	The textbooks listed are from most recent adoption:	No
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	McDougal Littell (Grades 7-8) Adopted in 2006	
	The textbooks listed are from most recent adoption:	No
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Built in 1955, with additions made in 1970 and 1997, Muscatel Middle School buildings encompass 50,203 square feet. They consist of permanent and relocatable classrooms, a library, a multipurpose room, administrative offices, and restrooms. Upgrades and an expansion to the locker rooms and the weight training facility were completed along with an upgrade to the phone/intercom system that allowed for the installation of phones and voice mail in all classrooms. Exterior painting and the expansion of staff and visitor parking lots were also completed. The expansion of the administration building and the second of three phases of a major electrical upgrade were completed in September, 2007. The facility strongly supports teaching and learning through its ample classroom and athletic facility space. Facility information is current as of November, 2016.

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.

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. 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 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems rating of 100%. Replace thermostat cover in room 26.
Interior: Interior Surfaces	Good	Paint interior walls and doors for girls' and boys' locker rooms. Clean floor tiles in room 14.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	South restroom off MPR and exterior of room 8 need cleaning.
Electrical: Electrical	Good	Received score of 100% for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Repair faucet in north MPR restroom. Replace signs and paint on men's and women's restrooms near room 32.
Safety: Fire Safety, Hazardous Materials	Good	Safety rating of 100%.
Structural: Structural Damage, Roofs	Good	Structural rating of 100%. Repair v-gutter in staff parking lot on south side of school. In exercise room and rooms 37 and 38, ceiling tiles are stained; check roof for leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair/repaint north side exterior walls outside rooms 4, 6-9, 13, 27, locker rooms, and restrooms near room 32. Repaint handrails near rooms 32-39. Repair crack in running track.
Overall Rating	**Good**	Overall rating of 98.85%.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	65	60	62	50	50
Math	55	56	56	58	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	10.9	28.9	53.2

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	568	566	99.65	65.19
Male	314	313	99.68	60.38
Female	254	253	99.61	71.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	294	293	99.66	80.89
Filipino	--	--	--	--
Hispanic or Latino	222	222	100.00	45.95
White	11	10	90.91	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	474	473	99.79	62.58
English Learners	260	260	100.00	51.54
Students with Disabilities	55	54	98.18	9.26
Students Receiving Migrant Education Services	20	20	100.00	45.00
Foster Youth	--	--	--	--
Homeless	70	70	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	568	566	99.65	56.01
Male	314	313	99.68	52.72
Female	254	253	99.61	60.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	294	293	99.66	77.13
Filipino	--	--	--	--
Hispanic or Latino	222	222	100.00	31.08
White	11	10	90.91	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	474	473	99.79	53.07
English Learners	260	260	100.00	44.62
Students with Disabilities	55	54	98.18	9.26
Students Receiving Migrant Education Services	20	20	100.00	35.00
Foster Youth	--	--	--	--
Homeless	70	70	100.00	0.00

Note: 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.

Note: 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.

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and the community are very supportive of the education program at Muscatel Middle School. The PTSA has made generous contributions of time and money to numerous programs and activities, such as campus decorations, helping with our Leadership Day, organizing and putting on our school talent show, and helping with our end of the year Promotion activities, to name a few. Our programs are greatly enriched by contributions of local organizations such as Kiwanis, who work with our Builder's Club, which is a student leadership/community service club on campus. We celebrate school spirit through student-led pep-rallies and various ASB activities throughout the year. We are also home to GramMarch, which challenges students, staff and families to use proper grammar in all forms of writing, including text messages, for the month of March.

Parents are encouraged to be involved in their child's education through volunteering in school activities, as well as attending school-wide events held throughout the year such as principal coffee chats, School Site Council meetings, Back to School Night, Open House, and parent conferences. Parents are informed of school activities through weekly Ed Connect messages from the principal, the school website, the district app, and various flyers that are mailed or sent home. District community liaisons ensure that information is made available to parents in their home languages of Cantonese, Mandarin, Spanish, and Vietnamese.

The district sponsors many activities to provide parents with ways to support their children's academic and social needs. Evening parenting classes are offered to parents and provide parents with information and guidance on academic achievement, stress and time management, and coping with the changing needs of adolescents. If you are interested in participating or volunteering for activities at Muscatel Middle School, please contact Principal Jocie Wilson at jwilson@rosemead.k12.ca.us or Assistant Principal Ginny Ford at gford@rosemead.k12.ca.us or contact our school office at 626-287-1139.

State Priority: School Climate

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

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

School Safety Plan

Muscatel Middle 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 visits by parents and community members are welcomed, 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 school grounds, 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. Our safe school plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; routine and emergency disaster procedures; policies related to suspension and expulsion, and 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. We are now using the Document Tracking Services System to assist in timely changes to our plan.

The school evaluates the plan annually and updates it as needed. The plan was last updated and approved by School Site Council on February 4, 2020. Safety procedures, including elements of the Safe School Plan, are reviewed by Muscatel's Safe Schools Committee, consisting of teachers, students, classified staff, and administration. Additionally, our plan is reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	5.0	6.8
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.5	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	0.002

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.69
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0
Other	0.4

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	6	20		22	8	19		25	3	19	
Mathematics												
Science	27		25		25	7	18		24	5	20	
Social Science	29		16	5	27	2	17	2	28		18	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 include

- Professional Learning Communities (PLCs)
- Trauma-Informed Practices
- Implementing our CCSS-aligned ELA curriculum to maximize impact
- Refining the teaching of writing to meet the expectations of the Common Core
- Using common assessments to evaluate writing
- Expanding our understanding the Standards for Mathematical Practice
- Designated English Language Development, especially for newcomers and long-term English Learners
- Supporting students with special needs

Professional learning occurs through a variety of methodologies. During our six professional development days, teachers attend workshops in which they learn instructional techniques, analyze their students' work, and collaboratively plan to implement the new techniques. Teacher leaders are occasionally subbed out to attend "trainer of trainers" sessions, which they then facilitate for their peers across the district. Teachers and administrators often avail themselves of workshops and trainings provided by Los Angeles County Office of Education, universities, curriculum publishers, and private education entities. Site principals provide individualized coaching and feedback on classroom teaching. Our new teachers who are eligible are encouraged to join the Induction program, through which they receive mentoring from experienced peers. Each August, teachers new to the district attend an orientation which introduces them to key curriculum and initiatives in our District. Both ELD/Intervention specialists and special education teachers have a professional learning session once per month to share best practices, analyze data, and align on processes and procedures related to the student groups they serve. Site principals come together monthly for a full day Professional Learning Community and also conduct regular learning walks to provide peer feedback on site priorities.

In addition, the school has 75 minutes of professional development during two "late starts" each month. During these bi-weekly staff meetings, we have been working on developing and reaching our school-wide goals related to becoming a Lighthouse School for the Leader In Me Program as well as ongoing implementation of PBIS program.

In previous years, our professional development focused on curriculum and instruction, character and behavior education and technology training. All of our content area and special education teachers attended Common Core workshops at LACOE. In 2017-18, our staff received training in implementing the Leader In Me Program as well as continued PBIS training. Eight professional development days were implemented districtwide during the 2018-2019 school year. During the 2019-2020 school year, our District is holding six professional development days. Topics for this year include a District-wide writing articulation, trauma-informed practices for schools, differentiating instruction, and the development of common formative assessments. Our Science department has also been receiving training on the Next Generation Science Standards (NGSS). Continued support through the trainings and on-going dialogue between the elementary school sites and the middle school site, as well as our high school of matriculation, Rosemead High School, are also taking place.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,389	$49,378
Mid-Range Teacher Salary	$87,789	$77,190
Highest Teacher Salary	$105,959	$96,607
Average Principal Salary (ES)	$130,027	$122,074
Average Principal Salary (MS)	$135,701	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$248,083	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,710	$1,253	$7,711	$95,622
District	N/A	N/A	$7,693	$91,009.00
State	N/A	N/A	$7,506.64	$95,622

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.2	4.9
School Site/ State	2.7	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

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).

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.