



Mildred B. Janson Elementary School

8628 Marshall Street • Rosemead, CA 91770 • (626) 288-3150 • Grades P-6

Gabriel Cardenas, Principal

gcardenas@rosemead.k12.ca.us

<https://www.rosemead.k12.ca.us/janson>

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



Rosemead School District

3907 Rosemead Boulevard

Rosemead, CA 91770

(626) 312-2900

www.rosemead.k12.ca.us

District Governing Board

John Quintanilla, President

Veronica Peña, Clerk

Nancy Armenta, Trustee

Diane Benitez, Trustee

Ronald Esquivel, Trustee

District Administration

Mr. Alejandro Ruvalcaba

Superintendent

Harold Sullens

Assistant Superintendent,

Administrative Services

Harold Sullens

Assistant Superintendent,

Administrative Services

Jennifer Fang

Assistant Superintendent,

Educational Services

Dawn Rock

Director, Special Education and

Student Support Services

Stella Nhadura

Director, Nutrition Services and

Wellness

Deborah Lawrence

Coordinator, Preschool and Child

Development Services

Alex Gaeta

Network Administrator

Principal's Message

Mildred B. Janson School was founded in 1945. It opened as Marshall School and was later renamed Mildred B. Janson in 1968. Mildred B. Janson was recognized by the California Department of Education as a Title 1 Achieving School in 2003, 2004, 2005 and 2006. Janson School participated in the CAASPP, and the results of the test are indicated in this report. Mildred B. Janson School was just named a 2020 California Distinguished School for extemporary academic achievement.

The school consists of students and staff with rich multicultural and ethnically diverse backgrounds. Everyone works together to ensure quality education and success for all students. Janson school is an official "The Leader In Me, Lighthouse" school, first to be named a Lighthouse school in the state of California. Each student and staff member has an understanding of the 7 Habits, and it is the common language here on our campus. We all believe that every student is a "Leader," and our job as educators is to find the leader in them and to celebrate it. The hard-working staff is well trained in the Leadership model along with the 7 Habits and is dedicated to making a positive difference for all of our students.

Each student has access to a rigorous Common Core Standards-based core curriculum in language arts, math, science, and social science. Students also have access to our many resources in our computer lab. The Janson computer lab is fully equipped with 34 iMac Book Desktops, and 1 to 3 carts of Chome Books per grade level with 30-36 each in each cart. The Janson staff is utilizing technology in the classrooms daily to prepare our students with the 21st-century skills they need. We as a Janson staff are very proud of our rich traditions and accomplishments. We always strive to provide our students with the best educational experience possible.

Gabriel Cardenas, Principal

Mission Statement

The mission of Janson Elementary School Community is simply "Learning, Growing, Leading."

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates over 2,668 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.

Due to the outstanding efforts of students and staff in a focus on raising student achievement, Janson School was recognized by the California Department of Education as a 2020 California Distinguished School. Congratulations to our school community for this outstanding achievement.

Through the hard work and dedication of the Janson community, in 2011 Janson school became the first Franklin/Covey Lighthouse school in California. Janson continues to implement the Leader in Me and provides Janson students leadership opportunities throughout the year.

Janson School, which operates on a traditional school calendar, served over 650 students in Pre-Kindergarten through sixth grades in the 2019-2020 school year. Student demographics are shown below.

Asian=68%

Black=0.3%

Hispanic=29.9%

White=2.8%

Homelessness=0.5%

Free/Reduced lunch=75.89%

Socio-economically disadvantaged=77%

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
Kindergarten	100
Grade 1	83
Grade 2	75
Grade 3	85
Grade 4	75
Grade 5	99
Grade 6	76
Total Enrollment	593

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	63.9
Filipino	2
Hispanic or Latino	26.8
White	2.4
Socioeconomically Disadvantaged	77.7
English Learners	45
Students with Disabilities	6.6
Foster Youth	0.2
Homeless	6.9

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 Mildred B. Janson	17-18	18-19	19-20
With Full Credential	28	29	30
Without Full Credential	0	0	0.5
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 Mildred B. Janson Elementary 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. Additional supplemental materials utilized to support students are iReady, Simple Solutions, RAZ-KIDZ, Stemscoopes, and Mystery Science.

The school's library is stocked with many books for students to check out, including books and materials in Spanish. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books for guided reading and English Language Development. Computers 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 and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Students in grades kindergarten through six receive computer-assisted instruction on a weekly basis in our state-of-the-art computer lab. Every classroom is equipped with 1-to-1 Chromebooks. Every classroom also has iPads and iMac desktops. Software programs, including Accelerated Reader, Imagine Learning Language and Literacy and i-Ready, 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	McGraw Hill Educaton, California Wonders 2017 (Grades K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin-Harcourt - Go Math (Grades K-6) Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillian/McGraw Hill (K-2) Houghton Mifflin/Harcourt (3-6) Adopted in 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin/Harcourt School Publishers - Reflections 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 1948, with additions made in 1954 and 1997, Janson School facilities encompass 58,964 square feet. They consist of permanent classrooms, relocatable classrooms, a multipurpose room, 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 all the 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. A branding project to improve the exterior and hallways of the school was completed in the summer of 2010. All classroom doors were painted and given a modern painted number to give all classroom doors a more modern look. Banners, street signs and hallway signs were installed throughout the hallways along with a new school logo. In the 2011-12 school year, all classrooms were modernized to meet the 21st century setting. All classrooms had a pole vault/projector installed, 120 in. screens, voice lifts, tackable walls, new sinks, furniture, whiteboards and speakers. All classrooms also had the interior painted, and some classes had new carpet installed. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of January 2017.

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.

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: 1/11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Install new thermostat in rooms 9 and 14.
Interior: Interior Surfaces	Good	Repair floor at south side door of MPR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Received score of 100% for cleanliness. Carpet in room 27 and 42.
Electrical: Electrical	Good	Received score of 100% for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom rating of 100%.
Safety: Fire Safety, Hazardous Materials	Good	Safety rating of 100%.
Structural: Structural Damage, Roofs	Good	Check for roof leaks in office, room 7. Replace walkway cover outside room 19. Repair siding on exterior of room 42.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External rating of 100%. Repair damaged asphalt pavement on basketball court.
Overall Rating	Exemplary	Overall rating of 99.7%.

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	63	64	60	62	50	50
Math	61	69	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
5	18.2	20.2	41.4

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	333	332	99.70	64.46
Male	161	160	99.38	60.00
Female	172	172	100.00	68.60
Black or African American	--	--	--	--
Asian	210	210	100.00	73.81
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	39.13
White	11	11	100.00	81.82
Socioeconomically Disadvantaged	279	278	99.64	60.07
English Learners	194	194	100.00	58.25
Students with Disabilities	26	25	96.15	12.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	37	37	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	333	326	97.90	69.02
Male	161	157	97.52	71.97
Female	172	169	98.26	66.27
Black or African American	--	--	--	--
Asian	210	208	99.05	83.65
Filipino	--	--	--	--
Hispanic or Latino	93	88	94.62	39.77
White	11	11	100.00	54.55
Socioeconomically Disadvantaged	279	272	97.49	65.44
English Learners	194	191	98.45	71.20
Students with Disabilities	26	20	76.92	25.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	37	37	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 Janson School. The PTA has made generous contributions of time and money to numerous programs and activities. Janson School's programs have been greatly enriched by donations made from the following organizations: Wells Fargo Bank, East/West Bank, Target, Walmart, Shakey's, TGIF, Kiwanis, Hilton Double Tree Hotel and Panda Corporation.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the school year such as Winter Performance, Open House, Founders' Day, Promotion ceremony, parent conferences, and various parenting classes offered by Foothill Family Services and Janson staff. Parents are kept abreast of school activities through monthly calendars, weekly information packets, Connect Ed all calls, Remind Me texts, the school's website, Back to School Night, and Open House. Parents are encouraged to attend Principal's coffee chats, which are held bi-monthly. At this event, topics include current events, budget, program, and academic support for all students. The school and district community liaisons ensure that information is made available to parents in their home languages of English, Cantonese, Mandarin, Spanish, and Vietnamese.

The Leader in Me program has also provided curriculum to the staff to host a Leader In Me Parent Night for all Janson parents. Through this event, parents are educated on the 7 Habits and have a much better understanding of our school's culture and vision. Janson also provides a Technology Night for parents, which provides parents with a workshop model of the various online and server-based programs that Janson students have access to.

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

Janson 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 the 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. The school safety plan includes the following requirements of SB 187: 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 January of 2020 and reviewed with school staff in January 2020. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	0.3	0.7
Expulsions Rate	0.0	0.0	0.0

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

* 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)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.6
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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	9	27		22	18	27		25		36	
1	20	27	9		25		27		21	9	27	
2	24		27		20	36			25		27	
3	22	9	27		24		27		21	9	27	
4	27		27		24		36		25		27	
5	28		27		25		27		25		36	
6	26		27		26		27		25		27	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

- 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 Beginning Teacher Support and Assistance (BTSA)/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 and weekly grade level collaboration time. Janson school has been able to continue to provide professional development in Google classroom, Google Apps, and attend Computers Using Educators conferences. Janson also continues to participate in The Leader in Me Coaching and community days and iReady coaching and continues to utilize staff meeting time to provide support in areas such as Google Apps, TLIM, iReady and intervention strategies.

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,725	\$894	\$7,012	\$82,802
District	N/A	N/A	\$7,693	\$91,009.00
State	N/A	N/A	\$7,506.64	\$82,802

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.3	-9.4
School Site/ State	-6.8	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.