



Mildred B. Janson Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rosemead School District

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Ron Esquivel
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Superintendent

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Karen Carr
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Alex Gaeta
Network Administrator

Principal's Message

Mildred B. Janson School was founded in 1945. It opened as Marshall School and later named 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. In 2013 our Academic Performance Index (API) score was 872. The entire student body, staff and community is very proud of our school's academic accomplishments and achievements. Due to the new Common Core Standards, there was no new API for this past year. Janson will remain frozen at 872. In May of 2017 Janson School participated in the CAASPP and the results of the test are indicated in this report.

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. Each student and staff member have an understanding of the 7 Habits and 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 celebrate it. The hard working staff is well trained in the Leadership model along with the 7 Habits and is dedicated to make a positive difference to 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, 4 laptop carts of 30, 2 laptop carts of 20, 2 iPAD carts of 30, 2 iPod carts of 20 and ten carts of Google Chrome Books with 30-36 each. The Janson staff has and is utilizing technology in the classrooms daily and are preparing 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 Title I Achieving School in 2003, 2004, 2005, and 2006. Congratulations to our school community for this outstanding achievement.

Through the hard work and dedication by 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 600 students in Pre-Kindergarten through sixth grades in the 2016--17 school year. Student demographics are shown below.

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 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.

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 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.

- -Dr. Amy Enomoto-Perez, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	79
Grade 2	71
Grade 3	89
Grade 4	81
Grade 5	83
Grade 6	77
Total Enrollment	567

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	59.3
Filipino	1.6
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	0
White	3
Two or More Races	0
Socioeconomically Disadvantaged	81.1
English Learners	47.4
Students with Disabilities	5.6
Foster Youth	0.9

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

Mildred B. Janson Elementary School	15-16	16-17	17-18
With Full Credential	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rosemead School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Mildred B. Janson Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 4, 2007, 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 at right illustrates the textbooks currently (as of December 2007) in use at Janson School.

All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, 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: Yes 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: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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. The following chart displays the most recent facilities inspection.

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.

Deferred Maintenance Projects

The Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10.2122016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR-9 2: Install new thermostat/control (HVAC) CR-Girls Restroom 19 2: Exhaust fan does not operate CR-Boys Restroom 19:2- Exhaust fan does not operate. Notes: Install electrical switch cover, paint partitions. Exterior drinking fountain.
Interior: Interior Surfaces	X			CR-9 4: Stained ceiling tile. CR 25: Carpet Cleaning needed CR-30 4: Clean and stretch patch repair carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR-9 6. Ant infestation/Clean trash cans Girls RR W/O CR-10 5: Deep clean the restroom/Clean exterior of restroom Boys RR W/O CR-10 5: Deep clean the restroom//paint partitions. Girls RR E/O CR-19 5: Clean wall and descale floor under and around the sinks./Check operation of ventilation fan. Boys RR E/O CR-19 5; Deep clean sinks, floor/change water less urinals filters, paint partitions, clean walls, check operation of the ventilation fan. Note exterior drinking fountain. CR-39 5. Ant infestation
Electrical: Electrical	X			Girls RR e/o CR-16 7. Hand repair dryer (south side)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR E/O CR-23 8: Replace damaged urinal, note exterior drinking fountain Girls RR w/o CR-10: Repair north sides's sink faucets Girls RR e/o CR-19: Repari south side sink's faucet Boys RR e/o CR-19 Repair north side sink's faucet. CR-27 Repair drinking fountain and facuet
Safety: Fire Safety, Hazardous Materials	X			N/A

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 10.2122016					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				2: Install new thermostat/control (HVAC), 4: Replace stained ceiling tiles (see note 13), 13: Check for roof leak (south side)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				CR-17 14: Clean utilities end closure without walkway. Note: Etched glazing.
Overall Rating	Exemplary	Good	Fair	Poor	Overall rating was EXEMPLARY! 99.24%
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	60	62	59	60	48	48
Math	58	57	51	53	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	83	68	76	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.5	23.5	9.9

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	75	97.4	68.0
Male	35	33	94.3	60.6
Female	42	42	100.0	73.8
Asian	46	46	100.0	78.3
Hispanic or Latino	28	27	96.4	48.2
Socioeconomically Disadvantaged	68	66	97.1	66.7
English Learners	29	28	96.6	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	332	326	98.19	61.96
Male	156	153	98.08	57.52
Female	176	173	98.3	65.9
Black or African American	--	--	--	--
Asian	195	192	98.46	72.92
Filipino	--	--	--	--
Hispanic or Latino	114	113	99.12	44.25
White	11	11	100	72.73
Socioeconomically Disadvantaged	278	273	98.2	58.61
English Learners	200	196	98	60.71
Students with Disabilities	21	21	100	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	331	329	99.4	57.45
Male	156	155	99.36	54.19
Female	175	174	99.43	60.34
Black or African American	--	--	--	--
Asian	194	193	99.48	74.09
Filipino	--	--	--	--
Hispanic or Latino	114	113	99.12	32.74
White	11	11	100	54.55
Socioeconomically Disadvantaged	277	276	99.64	55.07
English Learners	200	199	99.5	59.8
Students with Disabilities	21	21	100	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, Citizens Bank, Target, Walmart, Shakey's, Domino's, McDonalds, Jersey Mikes, 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, graduation, Parenting classes offered by Foothill Family Services and parent conferences. Parents are kept abreast of school activities through monthly calendars, weekly information packets, Connect Ed all calls, Remind Me texts, School's website, Back to School Night, and Open House. Parents are encouraged to attend Principal's coffee chats, which are held bimonthly. Meetings at this event cover 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 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 with 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 too.

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 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 January of 2016 and reviewed with school staff in October 2017. 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	0.5	1.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.5	1.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1.0
Other	8
Average Number of Students per Staff Member	
Academic Counselor	15

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	22	9	18	9	27	27	27			
1	24	22	20			27	36	27	9			
2	26	23	24				27	36	27			
3	27	21	22		9	9	27	27	27			
4	26	26	27				27	27	27			
5	34	27	28					27	27	27		
6	33	24	26				9	36	27	18		

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

Professional Development provided for Teachers

All training and curriculum development at Rosemead School District revolves around the Common Core Standards and Frameworks. In a textbook adoption year, district wide 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 8 staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For the 2017-18 school year, staff development activities included: Common Core training as a staff, district and as individual grade that were sent to the Los Angeles County Office of Education for three days, Google apps for Education, Google Classroom, PBIS, LIM 7 Habits, Go Math, AR 360, PE and First Aid CPR classes.

Janson School provides additional staff planning and professional development opportunities throughout the school year. Topics for staff development have included technology such as the implementation of iPads, Google Apps for Education, PBIS, LIM, Accelerated Reader, iReady and Explicit Direct Instruction. Other training provided was that ELD Common Core Standards and addressing the needs of English learners.

New teachers and teachers not yet fully credentialed 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. These teachers also provide support to the district's pre-intern and intern teachers.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,647	\$47,034
Mid-Range Teacher Salary	\$78,257	\$73,126
Highest Teacher Salary	\$98,074	\$91,838
Average Principal Salary (ES)	\$120,293	\$116,119
Average Principal Salary (MS)	\$121,883	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$233,842	\$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,524	\$540.40	\$2,984.49	\$84,791
District	♦	♦	\$5,668	\$84,919
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-47.3	-0.2
Percent Difference: School Site/ State			-47.4	18.4

* Cells with ♦ do not require data.

Types of Services Funded

Rosemead School District spent an average of \$5,522 to educate each student (based on 2009-10 audited financial statements).

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. This team meets frequently and is very thorough in evaluating a student's needs and creating a plan of support with the input of the parent, teachers, counselor, psychologist, administrator, and any other staff member who in some way contributes to the success of the learner. The following chart illustrates the support staff available to students.

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 disabled, 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.

Students with reading difficulties in grades three through six participate in an after-school literacy program three days per week. A Reading Coach and instructional aides work with small groups of students to improve specific literacy skills during the school day. Students qualifying under Title I participate in after-school academic services three days a week for one hour each day. Homework assistance is also available after school in a safe and structured environment. 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 year.

Students who are needing additional support in ELA and Math will also be referred to an after school iReady program. This current year we have an after school iready class for each of the following grade level 2-6. Classes are held twice a week and serve up to 25 students per class for a total of 125 students each Tuesday and Thursday. Students who are excelling and need enrichment are offered two types of after school programs, for grades 2 and 3 they offer the Youth Science Center after school program that is held on Wednesday's for 6 weeks, once every semester. For grades 4-6, it is also offered on Wednesday's for 6 weeks for all three semesters. For students in 4-6, there is a after school "Tech Buddies" program that is taught by two teachers to help incorporate the newest tech skills for student learning.

A health and nutrition jogging club is available to all students in grades 4-6 after school. Two teachers teach this program and there aim is to provide information on nutrition and exercise.

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 Savannah 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 at either Emma W. Shuey School or Encinita School. Janson School offers a Resource Specialist Program for all grade levels.

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. Through the program, Janson School students have experienced quality arts assemblies featuring artists such as Chinese acrobats and musical groups.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.