



# Muscatel Middle School

4201 Ivar Avenue • Rosemead, CA 91770 • (626) 287-1139 • Grades 7-8

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<http://www.rosemead.k12.ca.us/Domain/12>

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



### Rosemead School District

3907 Rosemead Boulevard  
Rosemead, CA 91770  
(626) 312-2900  
[www.rosemead.k12.ca.us](http://www.rosemead.k12.ca.us)

#### District Governing Board

Nancy Armenta  
Ron Esquivel  
Rhonda Harmon  
Veronica Peña  
John Quintanilla

#### District Administration

Dr. Amy Enomoto-Perez  
**Superintendent**  
John Lovato  
**Assistant Superintendent,  
Educational Services**  
Armida Carreon  
**Assistant Superintendent, Business  
Services**  
Lee Wang  
**Senior Director, Fiscal Services**  
Dawn Rock  
**Director, Special Education and  
Student Support Services**  
Krista Dixon  
**Director, Nutrition Services and  
Wellness**  
Karen Carr  
**Coordinator, Migrant Education**  
Debbie Lawrence  
**Administrative Intern, Child  
Development Programs**  
Alex Gaeta  
**Network Administrator**

### School Description

#### 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 over 2,700 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 recently received its 13th certification for our 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.

Another exciting educational opportunity that we have implemented for students is My Access. 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 tremendously! This has led to a significant increase on state testing scores.

We will continue 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 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
Grade 7	326
Grade 8	334
<b>Total Enrollment</b>	<b>660</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	54.4
Filipino	1.5
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0
White	1.5
Two or More Races	0
Socioeconomically Disadvantaged	80.8
English Learners	21.8
Students with Disabilities	9.7
Foster Youth	0.5

### 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			
Muscatel Middle School	15-16	16-17	17-18
With Full Credential	30	31	31
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			
Muscatel Middle 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 November 5, 2015, 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 2017) in use at Muscatel Middle 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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt (Grade 7) Adopted in 2011  Holt (Grade 8) Adopted in 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin Harcourt(Grade 8) Adopted in 2015  McGraw Hill (Grades 7-8) Adopted in 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Prentice Hall (Grades 7-8) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	McDougal Littell (Grades 7-8) Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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 system/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. 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: 10.8.2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			CR-26: Note: Replace missing thermostat cover.
<b>Interior:</b> Interior Surfaces	X			CR-7: 4: Clean and detail tile floor CR-11: 4: Clean/detail floor tile CR-13: Note: Air Conditioning left on - suggest re-setting thermostat and connecting it to timer. Paint room number on exterior of north door. CR-14: 4: Recommend changing/upgrading thermostat, organized classroom, adjust drinking fountain. CR-16: 4: Recommend changing/upgrading thermostat CR-22: 4: Detail and polish floor tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			CR-9: 5: Trash cans not emptied/cleaned. Men RR w/o CR-6: Note: Exterior drinking fountain Women RR w/o CR-6: Note: Deep clean under sink and hand dryer area. Women RR w/o CR-18: 15: Re-Paint Door Men RR w/o CR-18: Note: Middle sink's faucet leaks/repair-adjust
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			CR-10: 9: Drinking fountain does not operate. Men RR w/o CR-22 (marked as staff): Note: Exterior drinking fountain, Check operation of exhaust fan. Women RR w/o CR-22 (marked as staff): Note: Check operation of exhaust fan.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10.8.2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			CR-10: Note: Remove furniture from the secondary exit door area. CR-23: Note: Clear the area of secondary door exit. Girls Locker Room: 10: Missing fire extinguisher. CR-02 (Computer Lab): Note: Connected to the library - replace missing fire extinguisher by the westside exterior door. Counselor's Office: 10: Fire extinguisher does not have inspection tag, verify/inspect and re-charge as needed.
<b>Structural:</b> Structural Damage, Roofs	X			CR-34: Note: Check roof for leaks. CR-36: Note: Check roof for leaks. CR-37: Note: Check roof for leaks. Stained ceiling tiles. CR-38: Note: Check roof for leaks. Stained ceiling tiles. CR-39: Note: Check roof for leaks. Stained ceiling tiles. CR-34 through 39: Note: Paint ramp and hand rails. (CR-04) Exercise Room: Note: Check roof for leaks. Stained ceiling tiles.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR-14: Note: Replace broken sprinkler head south of CR-14. Women RR w/o CR-18: 15: Re-paint door. Men RR w/o CR-18: Note: Paint door. Women RR e/o CR-32: Note: Recommend painting door, clean walkway area north of portable restroom. Men RR e/o CR-32: Note: Recommend painting door. Girls RR e/o CR-32: Note: Recommend painting door. Boys RR e/o CR-32: Note: Exterior drinking fountain. Recommend painting door. CR-32 through 39: Note: Paint hand rails. Girls Locker Room: 15: Paint doors and exterior wall facing west. Boys Locker Room: 15: Paint doors/ Re-paint walls, paint exterior wall facing west. NOTE: Repair/replace wood outdoor benches east side of the gym.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	67	64	59	60	48	48
Math	54	53	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	87	78	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
7	11.2	29.3	52.3

\* 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	322	321	99.7	77.6
Male	179	179	100.0	80.5
Female	143	142	99.3	73.9
Asian	154	154	100.0	90.9
Hispanic or Latino	138	138	100.0	66.7
Socioeconomically Disadvantaged	272	272	100.0	76.1
English Learners	36	36	100.0	33.3
Students with Disabilities	31	31	100.0	35.5
Students Receiving Migrant Education Services	11	11	100.0	63.6

\* 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	661	649	98.18	63.94
Male	345	335	97.1	59.4
Female	316	314	99.37	68.79
Black or African American	--	--	--	--
Asian	358	355	99.16	79.72
Filipino	--	--	--	--
Hispanic or Latino	270	267	98.89	43.07
White	--	--	--	--
Socioeconomically Disadvantaged	529	523	98.87	60.99
English Learners	278	267	96.04	44.57
Students with Disabilities	63	63	100	6.35
Students Receiving Migrant Education Services	15	15	100	33.33
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	661	657	99.39	53.42
Male	345	343	99.42	51.31
Female	316	314	99.37	55.73
Black or African American	--	--	--	--
Asian	358	357	99.72	74.51
Filipino	--	--	--	--
Hispanic or Latino	270	268	99.26	26.12
White	--	--	--	--
Socioeconomically Disadvantaged	529	526	99.43	51.14
English Learners	278	275	98.92	37.82
Students with Disabilities	63	63	100	4.76
Students Receiving Migrant Education Services	15	15	100	20
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 Muscatel Middle School. The PTSA has made generous contributions of time and money to numerous programs and activities. Our programs are greatly enriched by contributions of local organizations including Kiwanis, Southern California Edison, Wal-Mart, and the Panda Restaurant Group. We celebrate school spirit through student-led awards assemblies, pep-rallies, and various ASB activities.

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 year. Parents are informed of school activities through weekly ed connect messages from the principal, the school website, various flyers that are mailed or sent home, Back to School Night, and Open House. 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,

### 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. 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. 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 in July 2016. 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	4.2	4.3	1.5
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	In PI	In PI
First Year of Program Improvement	2006-2007	2013-2014
Year in Program Improvement	Year 5	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
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	2
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	26	25	6	10	6	16	4	20	5	14	
Mathematics												
Science	26	27	27	5			21	29	25			
Social Science	29	32	29	1			16	8	16	3	12	5

\* 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

In 2016- 2017, 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.

Professional development is delivered on student-free days, through conference, coaching and late start days. During our 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 .

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/](http://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	\$4,576	\$1,299	\$3,277	\$81,300
District	♦	♦	\$2,514	\$84,919
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			30.4	-4.3
Percent Difference: School Site/ State			-42.3	13.5

\* Cells with ♦ do not require data.

### **Types of Services Funded**

Rosemead School District spent an average of \$9,541 to educate each student.

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

- Class Size Reduction
- Title I
- Title III
- Instructional Materials
- Special Education
- Home-to-School Transportation
- Economic Impact Aid (EIA-LEP)
- Gifted and Talented Education (GATE)

### **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.