



SAVANNAH SCHOOL

3720 Rio Hondo Avenue • Rosemead, CA 91770 • (626) 443-4015 • Grades P-6
Ruth C. Soto, Principal
rsoto@rosemead.k12.ca.us
www.rosemead.k12.ca.us/savannah

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

District Governing Board

Nancy Armenta
Ron Esquivel
Rhonda Harmon
Veronica Pena
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:

Savannah focus to provide quality education, commits our team to prepare our culturally diverse student population to achieve academically and socially in an ever-changing and demanding world. Our goal is to produce Leaders who will take charge of their lives and proactively seek to better themselves in all areas, at all times.

Savannah's motto: "Creating Tomorrow's Leaders Today."

Savannah Elementary School stands for excellence in all endeavors. Our mission is to ensure all students achieve a solid academic foundation and become self-motivated learners with good moral character by providing exceptional instruction, engaging activities, and meaningful opportunities in partnership with our families and community. Our rigorous and relevant educational program is designed to meet the diverse needs of all students and involves a collaborative partnership among the students, staff, parents, and community. Together we cultivate GREATNESS in our students. With teamwork and a belief that we are all responsible for the academic success of every student; we commit to pursue and implement highly structured, rigorous, and relevant academic opportunities for every Savannah student.

Our Mission is: "To Learn, To Lead, To Leave a Legacy"

The "Leader In Me" enhances our school's student-centered program, fostering a Leadership mentality, positive self-image, high scholastic standards, and school pride.

Savannah Staff:

Provide a quality education for all students within a secure and supportive environment.
Promote in all students academic excellence, social growth, and responsible decision making.
Prepare all students to lead productive lives in a diverse, global 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 2,500 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.

Savannah School, which operates on a traditional school calendar, serves approximately 500 students in pre-kindergarten through sixth grades from the communities of Rosemead and El Monte.

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	59
Grade 1	61
Grade 2	62
Grade 3	51
Grade 4	69
Grade 5	66
Grade 6	68
Total Enrollment	436

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	42.2
Filipino	0.7
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	83.3
English Learners	49.8
Students with Disabilities	9.4
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			
SAVANNAH SCHOOL	15-16	16-17	17-18
With Full Credential	25	23	22
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			
SAVANNAH 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 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle.

The chart illustrates the textbooks currently (as of May 2017) in use at Savannah School.

The school's library is stocked with many books that are available for students to check out, including books and materials in Spanish and other represented languages. Additional resources include videos, audiotapes, and computers. Students visit the library on a weekly basis with their classes. The library is also open extended hours before and after school for homework, research, and recreational reading. An extensive leveled reader collection is available for teachers to differentiate classroom reading instruction.

Computer resources at the school are connected to the Internet via a high speed connection so that students are able to access resources and information online. We integrate computer skills and concepts throughout standard curriculum. Students receive computer-assisted instruction on a weekly basis in our state-of-the-art Macintosh I-Mac computer lab. Savannah School uses Accelerated Reader 360 and i-READY to provide individualized tutorial support and enrichment for all K-6 students in the areas of reading and math. Accelerated Reader software is used to assess proficiency in reading and allows students to select reading material according to their reading level. Additional technology resources used to enhance student learning include laptops, chromebooks, video cameras, LCD projector, and DOC cameras.

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: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders (Grades K-6) Adopted in 2017 The textbooks listed are from most recent adoption: No 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	MacMillan/McGraw Hill (K-2) Adopted in 2008 Harcourt (Grades 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	Harcourt (Grades K-6) Reflections 2006 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 1939, with additions made in 1970 and 1997, Savannah School facilities encompass 52,704 square feet. They consist of permanent and relocatable classrooms, a multipurpose room, administrative offices, and restrooms. The school recently modernized the administrative offices, nurses office, teacher workroom and staff lounge. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of November 2009.

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: 10.08.2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				CR-4: 4: Rear of the classroom being utilized as storage/ boxes stacked to the ceiling/organize- re-arrange
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				Boys Restroom E/O CR-14: 7: Repair north side's hand dryer Boys Restroom-Hallway CR-3: 7: repair hand dryer
Restrooms/Fountains: Restrooms, Sinks/ Fountains				Boys Restroom next to CR9 - fix water fountain; check operation of exhaust fan Girls Restroom next to CR9 - re-caulk sinks
Safety: Fire Safety, Hazardous Materials				CR-3: 10: Covered walkway,- remove drop bars from doors, 15: Patch and paint exterior
Structural: Structural Damage, Roofs				

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10.08.2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				CR-29: Note: Being utilized as storage room CR-12: Adjust the door closers; Clear area of secondary door exit CR-18-21: Sweep and remove sand (kicked from the sandbox into the adjacent concrete area), 15: Adjust hasp of chain link fence east side of sand box Turf Playfield : 14: Improve overall condition,check -repair/ adjust the irrigation system, reseed as needed
Overall Rating	Exemplary	Good	Fair	Poor
		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

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	58	58	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.

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	46	48	59	60	48	48
Math	42	44	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	26.9	29.9

* 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	67	66	98.5	57.6
Male	33	32	97.0	62.5
Female	34	34	100.0	52.9
Asian	34	34	100.0	76.5
Hispanic or Latino	26	26	100.0	34.6
Socioeconomically Disadvantaged	56	55	98.2	54.6
English Learners	26	26	100.0	30.8

* 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	268	261	97.39	48.28
Male	130	127	97.69	44.09
Female	138	134	97.1	52.24
Black or African American	--	--	--	--
Asian	125	125	100	70.4
Filipino	--	--	--	--
Hispanic or Latino	119	119	100	24.37
White	--	--	--	--
Socioeconomically Disadvantaged	221	218	98.64	43.58
English Learners	171	166	97.08	46.39
Students with Disabilities	32	31	96.88	12.9
Students Receiving Migrant Education Services	15	15	100	20
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	268	265	98.88	44.15
Male	130	128	98.46	40.63
Female	138	137	99.28	47.45
Black or African American	--	--	--	--
Asian	125	125	100	68.8
Filipino	--	--	--	--
Hispanic or Latino	119	119	100	16.81
White	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	40
English Learners	171	170	99.42	46.47
Students with Disabilities	32	31	96.88	0
Students Receiving Migrant Education Services	15	15	100	13.33
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 extremely supportive of the educational programs at Savannah School. The PTA has made generous contributions of time and money to numerous programs and activities. PTA fundraisers support field trips, student recognition programs, extra equipment, and instructional material needs. Various Community members also participate in the school events and make them festive and more enjoyable.

Parent Involvement is crucial to the success of our students. Parents are encouraged to be involved in their child's education. They are encouraged to **volunteer** in the classroom as well as attend school-wide events held throughout the school year, including Back-to-School Night, Open House, Leadership Day, Jump for Heart, Ice Cream Social, Winter Program, and the Founder's Day Program. Parents are kept informed of school activities through the monthly Dolphin Doings Newsletter, monthly Principal Parent Talks, Connect-Ed messages and the marquee. Parent Involvement is also encouraged by inviting parents to informational meetings such as: PTA meetings; SSC meetings; ELAC meetings; CELDT meetings; and District DELAC meetings. Savannah also offers **Parent Leadership Education classes** throughout the year such as the Parent Institute for Quality Education or our own Parent Leadership Institute. The school and district community liaisons ensure that information is made available to parents in their home languages; English, Cantonese, Mandarin, Spanish, and Vietnamese. Our School Community Liaison may be reached at (446)443-4015.

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

Savannah School is a safe and closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard-duty 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 September 2017 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	0.9	0.2	0.4
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	2010-2011	2013-2014
Year in Program Improvement	Year 4	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)	.8
Psychologist	.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	.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 (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	24	19	20	9	27	18	18		9			
1	19	19	20	27	27	18			9			
2	24	17	21		27	9	27		18			
3	23	22	26				27	27	18			
4	34	22	23				9	27	27	9		
5	31	22	22				27	27	27			
6	31	22	23				18	36	27	9		

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

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

District & School Staff development activities include: State Adopted Math Curriculum training; ELA curriculum alignment with Common Core State Standards; Teaching English Language Learners; ELD curriculum training; Instructional Quality Techniques; Explicit Direct Instruction; Common Core State Standards; "The Leader in Me", PBIS training, Technology support, STEAM support, Social-Emotional Student Support, and Emergency Crisis & Safety Intervention training.

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	\$5,886	\$873	\$5,013	\$77,031
District	♦	♦	\$7,027	\$84,919
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-28.7	-9.3
Percent Difference: School Site/ State			-11.7	7.6

* 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 II
- Title III

- Special Education
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Parent Education

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.