



SAVANNAH SCHOOL

3720 Rio Hondo Avenue • Rosemead, CA 91770 • (626) 443-4015 • Grades P-6

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



Rosemead School District

3907 Rosemead Boulevard

Rosemead, CA 91770

(626) 312-2900

www.rosemead.k12.ca.us

District Governing Board

John Quintanilla

President

Veronica Peña

Clerk

Nancy Armenta

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Trustee

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Trustee

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Mr. Alejandro Ruvalcaba

Superintendent

Harold Sullens

Assistant Superintendent,

Administrative Services

Jennifer Fang

Assistant Superintendent,

Educational Services

Dawn Rock

Director, Special Education and

Student Support Services

Stella Nhadura

Director, Nutrition Services and

Wellness

Deborah Lawrence

Coordinator, Preschool and Child

Development Services

Alex Gaeta

Network Administrator

School Description

Principal's Message:

Savannah's focus is to provide quality education in a safe, conducive and supportive environment. We commit 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.

Savannah's Mission: "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 475 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 visit our website at <http://www.rosemead.k12.ca.us>

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

The Rosemead School District has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that the Rosemead Schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mr. Alejandro Ruvalcaba, Superintendent

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	48
Grade 2	42
Grade 3	57
Grade 4	58
Grade 5	55
Grade 6	70
Total Enrollment	419

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	43.7
Filipino	0.7
Hispanic or Latino	40.6
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	87.6
English Learners	50.6
Students with Disabilities	12.6
Foster Youth	0.2
Homeless	17.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for SAVANNAH SCHOOL	17-18	18-19	19-20
With Full Credential	22	21	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at SAVANNAH SCHOOL

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

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Rosemead School District sets a high priority on making high quality textbooks and materials available to support instructional programs. Rosemead School District held a public hearing and determined that textbooks, instructional materials, and science lab equipment were sufficient and of good quality at each school within the district, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own standards-aligned textbooks and instructional materials in core subjects for use in the classroom and at home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle. The chart below illustrates the textbooks currently in use at our school. All textbooks are in adequate supply and fair to excellent condition. 100% of students in each core subject area possess the necessary textbooks and instructional materials.

The school's library is stocked with many books for students to check out, including books and materials in Spanish. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books for guided reading and English Language Development. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information on-line and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Students in grades kindergarten through six receive computer-assisted instruction on a weekly basis in our state-of-the-art computer lab. Every classroom is equipped with 1-to-1 Chromebooks. Every classroom also has iPads and iMac desktops. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy and i-Ready to help students to develop skills in reading, writing, math, and keyboarding.

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders (Grades K-6) Adopted in 2017 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	MacMillan/McGraw Hill (K-2) Adopted in 2008 Harcourt (Grades 3-6) Adopted in 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt (Grades K-6) Reflections 2006 Adopted in 2006 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 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.

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 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: 12/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems rating of 100%.
Interior: Interior Surfaces	Good	Interior rating of 100%.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Partitions in restrooms near room 3, 9, 14 and floor in restrooms near office need cleaning.
Electrical: Electrical	Good	Received score of 100% for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom rating of 100%. Re-caulk sinks in girls' restrooms near rooms 9 and 14. In boys' restroom near room 9, re-caulk sinks and replace faucet knob of south side sink.
Safety: Fire Safety, Hazardous Materials	Good	Safety rating of 98%. Clear area of secondary exit door in room 13. Install fire extinguisher in storage room near room 14. Remove drop bars from doors by covered walkway near classroom 3.
Structural: Structural Damage, Roofs	Good	Structural rating of 100%.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External rating of 99%. Sweep sand from walkway area near sandbox west of room 18. Install doorstop in room 23. Adjust door closure for room 5. Patch and repaint exterior wall outside classrooms 6-9, the boys' restroom. Repair siding and door threshold for room 1.
Overall Rating	Exemplary	Overall rating of 99.4%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	55	60	62	50	50
Math	48	50	56	58	38	39

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

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	240	99.17	55.42
Male	108	107	99.07	50.47
Female	134	133	99.25	59.40
Asian	119	118	99.16	69.49
Filipino	--	--	--	--
Hispanic or Latino	104	104	100.00	39.42
White	--	--	--	--
Socioeconomically Disadvantaged	212	211	99.53	52.61
English Learners	152	150	98.68	51.33
Students with Disabilities	36	36	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	41	41	100.00	0.00

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.8	13.0	33.3

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

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	241	99.59	50.21
Male	108	108	100.00	47.22
Female	134	133	99.25	52.63
Asian	119	118	99.16	73.73
Filipino	--	--	--	--
Hispanic or Latino	104	104	100.00	25.96
White	--	--	--	--
Socioeconomically Disadvantaged	212	212	100.00	46.70
English Learners	152	151	99.34	50.99
Students with Disabilities	36	36	100.00	11.11
Students Receiving Migrant Education Services	--	--	--	--
Homeless	41	41	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Savannah 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, Class Dojo and the marquee. Parent involvement is also encouraged by inviting parents to informational meetings such as PTA, School Site Council, English Learner Advisory Committee (ELAC), and District DELAC & LPAC meetings. Savannah also offers parent leadership education throughout the year, such as the Parent Institute for Quality Education (PIQE) and 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.

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 at the front office. All visitors are required to sign in and 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. Our school safety plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion, and notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The plan was last updated in September, 2019 and reviewed with school staff in October, 2019. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.0	1.6
Expulsions Rate	0.0	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	18	9		23	9	18		23		36	
1	20	18	9		21		18		23		18	
2	21	9	18		20	18	9		21		18	
3	26		18		20	18	9		19	27		
4	23		27		24		18		19	27		
5	22		27		24		27		28		18	
6	23		27		22		27		23		27	
Other**												

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

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

Professional Development provided for Teachers

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

Teachers, administrators, and other staff in Rosemead engage in a continuous improvement process through a variety of formats of professional development. After reviewing summative and formative data, including test scores, student, parent, and staff surveys, and outcomes related to school culture and social-emotional learning, district and site leaders along with content teams of lead teachers identify areas of districtwide focus for teacher and administrator professional development. This year, areas of focus include

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

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

In addition, the school has 75 minutes of professional development during two "late starts" each month. During these bi-weekly staff meetings, we have been working on developing ELD strategies, PBIS goals & actions, Leader in Me Action Team goals, next steps on MTSS, and ongoing refinement of intervention plans. We also have Grade Level Collaboration once a month where teachers plan grade level projects and core curriculum unit plans & assessments.

FY 2017-18 Teacher and Administrative Salaries

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

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

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

Types of Services Funded

Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:

- Title I
- Title III
- Local Control Funding Formula (LCFF)
- Special Education
- Gifted and Talented Education (GATE)
- Home-to-school transportation (for Special Education)
- Instructional materials
- Instructional assistants
- After school programs
- Intervention programs and personnel
- Educational software
- Additional technology

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,741	\$1,187	\$8,615	\$94,030
District	N/A	N/A	\$7,693	\$91,009
State	N/A	N/A	\$7,506.64	\$94,030

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.3	3.3
School Site/ State	13.7	0.0

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

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