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Mildred B. Janson Elementary School

2008-2009 School Accountability Report Card

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, as partners, 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 the community in ongoing program improvement. You will find our SARC information includes the Williams reporting requirements related to: (1) maintenance of school facilities to ensure good repair, (2) number of teacher misassignments and vacancies, and (3) availability of sufficient textbooks and instructional materials. Also, our SARC contains all of the federal requirements of No Child Left Behind. I hope you will find these new sections of interest.

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 School District offers a stimulating environment where students are actively involved in learning academics as well as positive characters and values. Through hard work together, our students will be challenged to reach their maximum potential.

-- Dr. Amy Enomoto-Perez, Superintendent

Principal's Message

At Janson Elementary School, we have enjoyed a long rich tradition of excellence in education. The aim at Janson School is to provide a suitable environment in which each student has the opportunity to grow academically, socially, physically, and emotionally while in attendance. Parents, Teachers, and students, work together to create the best possible learning programs and atmosphere in which all students can be highly successful. Our staff members are skilled and dedicated members who work together for the success of all students. We strive to attain excellence, so that our students will be well equipped and prepared to face the responsibilities and challenges of their future as successful adults.

We at Janson recognize that each student is unique. This factor is carefully considered for each of our students when developing and implementing educational programs. We believe that parents are an integral part of the educational process, and encourage their involvement and support. A welcoming place for students and families, we recognize that each child has potential for success. Additionally, students must be given opportunities to realize their potential their special talents. Self-discipline and high expectation are modeled, resulting in a student body of capable and confident problem solvers.

Using the California State Standards as our guide, achievement and mastery is promoted across all the subject areas. Our primary focus is in the areas of Reading Comprehension, Language Arts and Mathematics. In addition, Vocabulary Development and Writing, Science, Social Studies, Art and Physical Fitness are also highly valued and taught.

Our experienced and highly qualified teachers use proven methods and work collaboratively to provide instructional programs that ensure student success. Data is also used, to monitor and evaluate our instructional programs. Our Janson staff is committed and eager to make a difference in the lives of our students and promote a caring and nurturing environment.

School Mission Statement

The mission of Janson Elementary School Community is to educate students in a safe, nurturing environment while promoting academic excellence and providing opportunities to be responsible citizens in a diverse society.

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates over 3,200 pre-kindergarten through eighth grade students in the diverse community of Rosemead. Founded in 1859, the district is proud of its long tradition of academic excellence. There are currently four elementary schools (pre-K-6) and one middle school (7-8) in the district; students from Rosemead School District attend Rosemead High School which is part of the El Monte Union High School District.

Rosemead School District believes in providing a challenging academic environment with high expectations and placing student needs as its number one priority.

Due to the outstanding efforts of students and staff in a focus on raising student achievement, Janson School was recognized by the California Department of Education as a Title I Achieving School in 2003, 2004, 2005, and 2006. Congratulations to our school community for this outstanding achievement. Janson School, which operates on a traditional school calendar, served 673 students in kindergarten through sixth grades in the 2008-09 school year.

Student demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.4%
American Indian	0.1%
Asian	59.7%
Caucasian	1.9%
Filipino	2.2%
Hispanic or Latino	35.4%
Pacific Islander	0.1%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Janson School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Enforcement of school rules is fair, firm, and consistent. By developing strong, positive relationships with students and their families, we are able to proactively promote a positive school climate and alleviate any potential behavioral issues. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and by the district handbook sent home on the first day of school. Conflict resolution skills are taught to students during the school day, and at the voluntary after-school Reaching, Aspirations, and Potential Club (RAP) program.

Janson School has a peer mediation program called the Peace Team in place. This program allows specifically selected and trained students to help resolve conflicts among peers on the playground and during break times (recess times).

To further support the positive climate, Janson School uses the Love and Logic approach. This is a common sense approach that teaches educators and parents skills that cultivate confidence and good decision-making in children. It changes lives and raises responsible children. In addition, we incorporate a program known as Project Wisdom which promotes "Words of Wisdom", and we currently work with Franklin Covey's *7 Habits*.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	12	10	21	82	103	111
Suspension Rate	1.6%	1.4%	3.1%	2.6%	3.3%	3.6%
Expulsions	0	0	0	4	1	1
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

School Leadership

Leadership at Janson School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Beginning in the 2009-10 school year, leadership duties have been assumed by Principal Gabriel Cardenas. Assisting the principal is the school's leadership team, comprised of teachers from each grade level, special education, and English Language Development.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan and to ensure instructional programs are consistent with students' needs and comply with district goals.

Committees and organizations include the School Site Council (SSC), Parent Teacher Association (PTA), English Learners Advisory Council (ELAC), and Student Study Teams.

The School Site Council, consisting of school staff and parents, meets on a regular basis. The Council serves in an advisory capacity to monitor the success of categorical programs and approve the school budget.

School Attendance

Regular attendance at Janson School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. In the case of chronic truancy, the school works with the District Attorney's Abolish Chronic Truancy (ACT) program.

Students are referred to the SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09			
By Grade Level												
K	32	31	30	-	-	-	2	2	3	-	-	-
1	19	18	19	5	5	5	-	-	-	-	-	-
2	20	20	18	5	4	5	-	-	-	-	-	-
3	19	21	19	6	6	6	1	1	-	-	-	-
4	28	32	33	-	-	-	4	3	1	-	-	2
5	32	27	33	-	-	-	2	5	1	2	-	3
6	31	31	27	-	-	-	4	4	4	-	-	-
K-3	-	19	-	-	1	-	-	-	-	-	-	-
By Subject Area												
English	49	50	35	-	-	-	-	-	-	1	1	1

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Janson Elementary School began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2006-07	2007-08	2008-09
K	0%	0%	0%
1	100%	100%	100%
2	100%	100%	100%
3	86%	86%	100%

School Facilities & Safety

Built in 1948, with additions made in 1954 and 1997, Janson School facilities encompass 58,964 square feet. They consist of permanent classrooms, relocatable classrooms, a multipurpose room, administrative offices, and restrooms. The school recently added two new marquees, a new roof on the cafeteria and paved the front parking lot. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of November 2009.

The chart displays the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 10/14/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			CR-5 - Thermostat not functioning/test HVAC system. Electrical Room s/e of CR-5 - Remove/cap abandoned duct work. CR-11 - AC timer switch does not function. CR-10 - AC timer switch not functional. CR-19 - Thermostat not working. CR-39A/39B - Middle space (book room) does not have proper ventilation. CR-26 - Adjust thermostat. CR-32 - Thermostat not working. CR-41 - Vent in girls room not operational.
Interior			X	Electrical Room s/e of CR-5 - Being used as construction material surplus storage. Remove abandoned concrete pad. CR-15 - Patch hole (remove hardware/peeling paint). CR-14 - Paint interior of s/s door (do not use Scotch tape). CR-12 - Paint under sink cabinets. CR-10 - Paint interior of s/s door (do not use Scotch tape) and frame/stained ceiling tile. Note: Properly attach unrestrained cabinets. CR-17 - Stained ceiling tile/peeling paint-under sink cabinets. CR-19 - Paint sink cabinets. CR-20 - Paint inside of door (do not use Scotch tape). CR-21 - Paint interior of door (do not use Scotch tape)/reattach cover base/stained ceiling tile/paint wall by n/s door. CR-39A/39B - Stained ceiling tile/paint interior of door. CR-25 - Paint interior of door. CR-27 - Note: Replace exterior concrete expansion joint sealant at the edge with portable wall. CR-28 - Paint interior of door. CR-29 - Stained ceiling tile/patch and paint the wall. Chase (s/o CR-29) - Finish interior walls. Mens RR s/o CR-29 - Note: Seal exterior concrete joint in the door area. CR-42 - Replace missing ceiling tile. CR-34 - Paint walls. CR-33 - Note: Properly secure unrestrained cabinets. CR-32 - Clean stained carpet. CR-30 (Computer Lab) - Note: Open to CR-30 (Computer Lab)/properly secure unrestrained cabinets. CR-40 - Stained ceiling tile/resurface sink cabinets/peeling tack material on n/s wall. CR-41 - Refinish sink cabinet/ install non-pervious backsplash material. Cafeteria - Repair/replace flooring in boys and girls restroom.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)		X		CR-8 - Outside covered walk, ceiling and walls to be power washed. Dusty and cobwebs. Electrical Room s/e of CR-5 - Clean debris. CR-16 - Too many loose boxes/unorganized storage rear of classroom/under-sink cabinet dirty. CR-14 - Remove boxes from the sink area/organize. CR-13 - Dirty window sill and cover/clean the sink area. CR-12 - Window sills and cover are dirty especially behind the piano/dirty sink. CR-11 - Dirty window sills/cobwebs. CR-10 - Dirty window sill. Boys RR w/o CR-10 - Clean floor behind stalls/clean the sinks. Custodial Room (inside Boys RR w/o CR-10) - Remove cans of paint/clean the space. CR-17 - Dusty window sill/cob web/clean the sink. CR-18 - Dirty window sill and cover/dust the furniture/clean the sink/remove loose storage boxes top of cabinets. CR-19 - Dirty window sill and cover/clean sink and floor in sink area. Girls RR e/o CR-19 - Deep-clean floor tiles/clean wall tiles/clean sink. Boys RR e/o CR-19 - Deep-clean floor/clean wall tiles/clean sink. Custodial Room (inside Boys RR e/o CR-19) - Clean space/cobwebs. CR-20 - Dirty window sills/clean floor tiles/clean sink. CR-21 - Dusty window sill/cobwebs/relocate loose boxes stored in top of wall at s/e corner of room/organize space. CR-22 - Dirty window sills/covering and countertop. CR-23 - Dusty window sills and covering. Note: Properly install unrestrained cabinets. Boys RR e/o CR-23 - Deep-clean floor/ clean wall tiles/deep clean sink, exterior drinking fountain. Custodial Room (inside Boys RR e/o CR-23) - Clean space. CR-25 - Clean window and blind. CR-27 - Clean the sink area. CR-28 - Clean the sink area. CR-29 - Deep clean sink/clean the carpet. Chase (s/o CR-29) - Clean the space. CR-42 - Dirty window sill and blind. CR-43 - Note: Organized classroom. CR-44 - Note: Organized classroom. CR-32 - Clean sink and sink area. CR-30 (Computer Lab) - Apparently distributing food items (ice cream, etc.). Check with Food Services Health Department. CR-35 - Deep clean sink and fixture. CR-40 - Clean stained carpet. CR-41 - Clean sink area. Custodial Room (inside Boys RR e/o CR-23) - Cockroach infestation.
Electrical		X		Electrical Room s/e of CR-5 - Remove non-compliant suspended electrical conduit. Boys RR e/o CR-16 - n/s hand dryer non-operational. Custodial Room (inside Boys RR e/o CR-16) - Replace missing light fixture lens. Custodial Room (inside Boys RR w/o CR-10) - Missing panel covers. CR-18 - Daisy chained extension cords. CR-19 - Daisy-chained extension cord. Custodial Room (inside Boys RR e/o CR-23) - Replace missing light fixture lens. CR-30 (Computer Lab) - Too many electrical appliances. CR-41 - Replace missing Jbox cover.
Restrooms/Fountains		X		Boys RR next to CR-4 - Exterior drinking fountain - one faucet does not operate. CR-16 - Low faucet water pressure. CR-12 - Adjust and secure head. CR-18 - Replace caulking behind the sink. Girls RR e/o CR-19 - Exterior drinking fountain/n/s faucet doesnt work. CR-22 - Low pressure drinking fountain. CR-26 - Note: recommend installation of tile in the sink area. CR-42 - Note: Recommend tile in the portable sink area. CR-34 - Note: Ext. drinking fountain/recommend installing tile in the sink area. CR-33 - Note: Recommend tile in sink area. CR-32 - Low pressure. Note: Recommend tile in sink area. CR-35 - Note: Recomend tile in the sink area. CR-41 - Touch-up sink/deep clean or replace if necessary. Cafeteria - Deep clean floors and fixtures in restrooms.
Safety (Fire Safety, Hazardous Materials)	X			CR-10 - Furniture blocking s/s exit area. CR-24 - Missing fire extinguisher. CR-28 - Fire ext. tag not signed. CR-43 - Fire ext. tag not signed. CR-40 - Fire ext. tag not signed. CR-41 - Remove bookcases from the e/s exit area.
Structural (Structural Damage, Roofs)	X			CR-17 - Check for roof leak. (See note for interior surfaces). CR-26 - Fix roof drain. CR-29 - Check roof for leaks. CR-40 - Check for roof leak.
External (Grounds, Windows, Doors, Gates, Fences)			X	CR-16 - Note: Outside walkway runing n/o CR 16 to s/o CR 8 appears to have a slope more than 8%/check grade and address handrail if necessary. Parking Lot (s/s school) - Requires pavement sealing and re-stripping. Basketball Courts - Requires pavement sealing and re-stripping. Parking Lot w/o Office - Seal pavement. Parking Lot n/s of School - Seal pavement. CR-5 - w/s door doesnt latch/adjust door closer - shares playground with CR-4. Electrical Room s/e of CR-5 - Re-attach door louver. CR-16 - n/s door stop trip hazard and non-replace/n/s door doesnt latch. CR-14 - Replace n/s door stop/adjust door closer. CR-13 - Scratched glazing. CR-12 - N/s door doesnt latch/replace n/s door stop. Note: Properly secure unrestrained cabinets. CR-11 - Scratched glazing/n/s door doesnt latch/adjust door closers/CR number not marked. Note: Properly secure unrestrained cabinets. CR-17 - Replace n/s door stop. (Note: Properly secure unrestrained cabinets.) CR-18 - Scratched glazing. Note: Properly secure unrestrained cabinets. CR-19 - Replace n/s door stop. CR-20 - Doors do not latch/replace n/s door stop. Note: Properly secure unrestrained cabinets. CR-21 - Doors do not latch. Note: Properly secure unrestrained cabinets. CR-22 - Replace n/s door stop. Note: Properly secure unrestrained cabinets. CR-39A/39B - Install panic hardware doors of book room/change swing of s/s door. CR-25 - Door doesnt latch. Note: Properly secure unrestrained boxes. CR-43 - Bottom of door catches/adjust sweep. CR-34 - Door doesnt latch. CR-31 (Library) - Door doesnt latch. Note: Open to CR-30 (Computer Lab). CR-35 - Door doesnt latch/Properly secure unrestrained cabinets. CR-41 - Adjust door closer. Note: Install non-slip coating on ramp leading to the w/s door. Cafeteria - Re-attach door closer - stage e/s door/ Re-attach door closer - Cafeteria s/w door.

Remediations Based on Facilities Inspections

The following remediations will be done to fix the deficiencies noted on the Facilities Inspection Report.

- Systems – Thermostats noted will be repaired by Maintenance/Operations. Vents noted will be checked.
- Interior – Stained ceiling tiles to be replaced by custodians. Painting and patching to be addressed by Maintenance/Operations and will be prioritized. Some work may be performed during the modernization projects. Replacement of floors to be addressed in modernization projects. Unrestrained cabinets will be secured by Maintenance/Operations.
- Cleanliness – All cleanliness concerns to be addressed by principal and custodians.
- Electrical – Daisy chained extension cords must be removed. Maintenance/Operations will address non-operational hand dryer, light fixture, panel covers, and Jbox.
- Restrooms/Fountains – Drinking fountains to be checked/adjusted by Maintenance/Operations. Tile recommendations to be addressed in modernization projects. Cleaning of floors/restrooms to be addressed by custodians.
- Safety – Inappropriately placed furniture will be moved or removed from exit areas. Missing or untagged fire extinguishers to be replaced or updated.
- Structural – Maintenance/Operations will inspect noted rooms for leaks.
- External – Playground asphalt is scheduled for replacement in December 2009. Noted doors/latches will be inspected by Maintenance/Operations for repair/replacement. Some of these items may be addressed during modernization projects.

Safety

Janson School is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear visitor badges during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before-and- after school, yard supervisors and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was Board approved January 15, 2009 and reviewed with school staff. 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.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance 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. For the 2009-10 school year, the district budgeted \$708,124.00 for the deferred maintenance program. This represents 2.72% of the district's general fund budget.

Deferred Maintenance Projects

The Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. During the 2009-10 school year, the district approved the following deferred maintenance projects: Roofing of multipurpose room, playground resurfacing, replacement of fencing/gates, replacement of structural supports (posts), replacement of school marquee, carpet/tile replacement in various classrooms, electrical upgrades to multipurpose room, and redirecting of flood water from underneath classrooms.

Student Achievement & Testing

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

Subject	California Standards Test (CST)								
	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	49	49	58	51	55	56	43	46	50
Mathematics	63	65	73	60	67	64	40	43	46
Science	23	46	62	52	64	66	38	46	50
History/Social Science	*	*	*	41	45	55	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science for the most recent three-year period, is shown in the charts.

Physical Fitness Testing

In the spring of each year, Janson School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). During the 2008-09 school year, 30.6% of fifth graders at Janson School met the standards in all six fitness areas.

Subject	California Standards Test (CST)			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	68	86	77	*
Filipino	43	64	*	*
Hispanic or Latino	44	52	35	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	50	71	60	*
Females	67	75	65	*
Socioeconomically Disadvantaged	55	70	55	*
English Learners	46	74	47	*
Students with Disabilities	4	18	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	7	6	6	
All Students				
Actual Growth	-9	16	33	843
Socioeconomically Disadvantaged				
Actual Growth	-4	16	30	828
Asian				
Actual Growth	-5	8	31	893
Hispanic or Latino				
Actual Growth	-6	9	45	763
English Learners				
Actual Growth	-7	16	5	822

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	20.00%

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

**National Assessment of Educational Progress
Reading and Mathematics Results for
Students with Disabilities (SD) and/or English Language Learners (ELL)
By Grades 4 & 8 and Participation Rate - All Students**

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

District Assessments

To attain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Rosemead School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. Please note: Grade level percentages are not available, therefore test results are not disclosed.

Language Arts

Grades 1-8:

Reading assessments are performed twice annually, at the beginning and end of the school year, to determine student progress and mastery of subject matter. Reading Assessments include the following: Early Literacy, Oral Reading Assessment, Comprehensive Assessment of Reading Strategies (CARS), and Running Records. Writing assessments are performed in September and June and include Quick Write Complete and a Formal Writing Sample. Students at-risk of retention participate in additional assessments mid-year to gauge progress.

Kindergarten:

Assessments are performed in October, January, and May and include: Letter Name and Letter Sound Association, Phonemic Awareness, Oral Reading Assessment, Concepts About Print, San Diego Quick Assessment, and Onset-Rimes.

Mathematics

Grades K-8:

Assessments are administered at the beginning and end of each trimester to determine student progress and mastery of subject matter and include a Math Pre Test and Math Post Test.

Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

Instructional Time

All instructional minutes offered at Janson School exceeded state requirements. For the 2008-09 school year, Janson School offered 180 days of instruction.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	38,750
1st	50,400	50,725
2nd	50,400	50,725
3rd	50,400	50,725
4th	54,000	55,975
5th	54,000	55,975
6th	54,000	55,975

Contact Information

For information regarding school and district programs, please contact the school office at (626) 288-3150.

Data Sources

Data within the SARC was provided by Rosemead Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Instructional Materials

Rosemead School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support instructional programs. Rosemead School District held a public hearing on October 1, 2009, 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*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and material are reserved both 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 November 2009) in use.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	History/ Social Science	Harcourt School Publishers	2006	Yes	0.0%
K-6	Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-6	Mathematics	MacMillan/ McGraw Hill	2009	Yes	0.0%
3rd-6th	Science	Harcourt	2008	Yes	0.0%
K-2	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Los Angeles County, which contain numerous computer workstations. For more information on hours and locations, please visit, <http://www.colapublib.org/lib/index.html>.

Teacher Assignment

For the 2008-09 school year, Janson School had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	33	32	31	139
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	2

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

Rosemead School District rarely has difficulty obtaining substitute teachers. The district employs more than 80 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Many district substitutes are fully credentialed; all have a minimum of a bachelor's degree and have passed the California Basic Education Skills Test. On the rare occasion when a substitute is not available, students are sent to other classrooms in the same grade level to receive instruction from a certificated teacher, or a school administrator teaches the class.

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Regular and comprehensive evaluations promote improvement of teaching skills and increased levels of student achievement. Evaluations recognize exemplary skills and accomplishments of staff and identify areas needing improvement. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by the principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are aligned to the Standards for the California Teaching Profession: Engaging and Supporting All Students In Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator.

Training & Curriculum Improvement

All training and curriculum development at Rosemead School District revolves around the California State Content Standards and Frameworks. 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 three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTA) program offers additional support and assistance to new credentialed teachers. These teachers also provide support to the district's pre-intern and intern teachers.

Student Support Services

It is the goal of Janson School to assist students in their academic, social, and personal development. Janson School provides special attention to students who experience achievement or behavioral difficulty. Student support services are administered through the Student Study Team, which provides assistance for students who are referred by teachers, parents, and other school personnel. This team meets frequently and is very thorough in evaluating a student's needs and creating a plan of support with the input of the parent, teachers, counselor, psychologist, administrator, and any other staff member who in some way contributes to the success of the learner. Counselor-to-pupil ratio is 1:673. The chart illustrates the support staff available to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
ELD Teacher	1	1.0
Health Aide	1	0.2
Multimedia Specialist	2	2.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.0
Speech/Language Specialist	1	0.6

The district uses all available resources in the community for the personal, social, and academic well-being of all students. The district nurse and health aide provide health screenings for vision, hearing, scoliosis, dental, growth and development, and further evaluation of health needs.

Through its own programs and the West San Gabriel SELPA (Special Education Local Plan Area), Rosemead School District is able to offer services to students who are autistic, blind, deaf-blind, developmentally disabled, multiple handicapped, orthopedically handicapped, other health impaired, severe language disordered, learning handicapped, and speech impaired.

The Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program are clustered and receive specialized instruction in the classroom by GATE-certified teachers and may participate in seminars each Saturday at the Muscatel Middle School campus.

English Language Learners (ELL) receive supplemental assistance from a credentialed EL teacher and bilingual aide in small groups outside of the regular classroom to develop listening, speaking, reading, and writing skills in English. In addition to this pull-out program, English Language Development instructional materials are used in the classroom, and classroom teachers provide instruction in sheltered English.

Students with reading difficulties in grades three through six participate in an after-school literacy program three days per week. A Reading Coach and instructional aides work with small groups of students to improve specific literacy skills during the school day. Students qualifying under Title I participate in after-school academic services three days a week for one hour each day. Homework assistance is also available after school in a safe and structured environment. Teachers constantly monitor students' progress through state and district assessments and modify instruction so that no child is left behind. The school maintains open communication with parents regarding their child's progress throughout the year.

Rosemead School District's Migrant Education Program provides services to those students and their families who have special needs due to their migratory lifestyle. Services include a Saturday School for the entire family at the Savannah School campus; parenting classes and clinics; and academic classes for parents including English Language Development and those leading to a high school diploma (GED).

Students with special needs receive additional assistance through partial placement in a Resource Specialist Program or full placement in a Special Day Class. Janson School offers a Resource Specialist Program for all grade levels.

Rosemead School District has been chosen as one of five Vanguard Districts in the Arts for All program through the California Arts Council and Los Angeles County Office of Education. The district is receiving support in preparing a long-range plan and budget to support arts education aligned to the state's Visual and Performing Arts Standards. Through the program, Janson School students have experienced quality arts assemblies featuring artists such as Chinese acrobats and musical groups.

Parent Involvement

Parents and the community are very supportive of the education program at Janson School. The PTA has made generous contributions of time and money to numerous programs and activities. Janson School's programs have been greatly enriched by donations made from the following organizations: In-N-Out Burger, Edison, Target, Office Depot, Denny's, Shakey's, Domino's, McDonalds, Pizza Hut, and Crest. Panda Express sponsors the Leader and Me program.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the school year such as Winter Performance, Open House, Founders' Day, graduation, and parent conferences. Parents are kept abreast of school activities through monthly newsletters, weekly information packets, Back-to-School Night, and Open House. The school and district community liaisons ensure that information is made available to parents in their home languages of Cantonese, Mandarin, Spanish, and Vietnamese.

The Title I Achieving School Award funds have been used to host a Parent Institute at the school. This program is free of charge to our parents, and includes seminars on interpreting grades and test scores, discipline at home, helping with homework, school involvement, and how to support the school and teachers. Through the program, parent involvement at the school has increased dramatically, resulting in a high level of parent satisfaction. The program culminates in a graduation ceremony.

Teacher & Administrative Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates teacher and administrative salaries at the district and state levels.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$45,030	\$41,031
Mid-Range Teachers	\$71,628	\$63,366
Highest Teachers	\$87,870	\$80,596
Elementary School Principals	\$107,735	\$100,937
Middle School Principals	\$117,354	\$105,066
High School Principals	-	\$106,534
Superintendent	\$167,740	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.0%	41.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,296
District	\$68,598
Percentage of Variation	0.45%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	7.68%

Expenditures & Services Funded

The chart provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,643
From Restricted Sources	\$1,035
From Unrestricted Sources	\$4,608
District	
From Unrestricted Sources	\$5,476
Percentage of Variation between School & District	15.85%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	16.40%

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:

- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)
- School Improvement Program
- Home-to-School Transportation
- Peer Assistance and Review
- Gifted and Talented Education (GATE)
- Title I
- Instructional Materials
- Staff Development
- Special Education
- Class Size Reduction