

Mildred B. Janson Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Mildred B. Janson Elementary School
Street	8628 Marshall Street
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 288-3150
Principal	Shirley Conde
Email Address	sconde@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/janson
Grade Span	P-6
County-District-School (CDS) Code	19-64931-6022180

2024-25 District Contact Information	
District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Dr. Philip D'Agostino
Email Address	pdagostino@rosemead.k12.ca.us
District Website	www.rosemead.k12.ca.us

2024-25 School Description and Mission Statement
<p>A Message from the Principal:</p> <p>Mildred B. Janson Elementary School is a TK to 6th-grade school. It is one of five schools in the Rosemead Elementary School District which is located twelve miles east of downtown Los Angeles. Janson was founded in 1945 and was named a 2023 California Distinguished School for exemplary academic achievement. Only 6% of elementary schools in California attain this achievement. At Janson, everyone works together to ensure a quality education and success for all students. We continually strive to improve our program and provide our students with many academic and social opportunities.</p>

2024-25 School Description and Mission Statement

Mildred B. Janson school is proud to be an official "Leader In Me Lighthouse School", the first to be named a Lighthouse school in California. In addition, Janson is recognized as a Legacy School, only the 2nd school in the world to reach this recognition. In November 2024, Mildred B. Janson was re-certified as a Legacy school. This means that Janson is both sustaining and innovating in the Leader In Me program. Each student and staff member understands the 8 Habits. It is the common language here on our campus. We all believe that every student is a leader and that our job as educators is to foster and celebrate the leader in them. The hard-working staff is well-trained in the Leadership model and the 8 Habits. All staff members are dedicated to making a positive difference for all students.

Janson is proud to share that through a grant, we partner with ECELA: Engaging California English Language Learners Through the Arts. Due to this partnership with ECELA, Mildred B. Janson is able to provide professional development, coaching and opportunities to students in engaging students through the arts. In addition, with district support, Janson is able to provide a variety of partnerships with artists in residence who provide programming such as: Ukulele, Choir, Conga Kids dancing classes, scoring a story and visual art.

Mildred B Janson's school goals are:

- 1 - Language Arts: Ensuring adequate growth for all students in English Language Arts to keep students on track. Use data to provide targeted instruction, including intervention, for students in need.
- 2 - Mathematics: Using data to provide targeted instruction in mathematics, including intervention, for students in need. Ensure adequate growth for all students in mathematics.
- 3 - English Language Development: Using data to provide targeted instruction for English Language Learners. Ensure adequate growth for all students in English Language development.
- 4 - Science: Continue to provide meaningful instruction in science (aligned to the Next Generation Science Standards).
- 5 - Parental Involvement: Increase parent involvement by having parents volunteer their time at school in a variety of ways, including joining PTA, volunteering in the classroom or office, and giving input into school decisions. The ultimate goal is for parents to be involved, knowledgeable about the school's culture and vision, provided with meaningful tools to support their child(ren), happy and most importantly satisfied with the school's environment.
- 6 - Culture - Increase a positive school climate and culture where all students are problem solvers and are recognized for positive behavior (PBIS), all students will participate in our school wide PBIS and LIM (Leader In Me).

In order to track and measure progress for our goals stated above, we use both state and local indicators which we monitor annually and throughout the school year. We measure Language Arts, Mathematics, Science and English Language Development progress with state testing. We monitor the California Dashboard results. In addition to state testing results, we use data from local indicators such as IReady test results and other local academic testing. To monitor our culture and parental involvement goals, we use multiple indicators such as the California Healthy Kids Survey and the Franklin Covey Leader In Me survey results. We also monitor attendance rates on an ongoing basis. These progress indicators are measured and tracked by: district leaders, staff, School Site Council and the English Language Learner Advisory Committee (ELAC).

The school consists of students and staff with rich multicultural and ethnically diverse backgrounds. Of the 599 students enrolled, 68 % are Asian, 23 % are Hispanic and 3% are White. The students participate in a variety of academic support programs. 37% of the students are in the English Language Development program. Additionally, there are 29 students in the preschool program housed on our campus. Janson operates a Title 1 Schoolwide Program. 69% of the students receive free or reduced lunch.

For more information about Mildred B. Janson Elementary School, we ask that you visit us on the web at www.rosemead.k12.ca.us/janson and check out our social media accounts.

Thank you,
Shirley Conde
Principal

A Message from the Superintendent of Schools:

Dear Members of the Rosemead School District Community,
I am pleased to share the latest School Accountability Report Cards (SARCs) for our district's schools. These report cards are a vital resource, offering detailed insights into each school's performance and the quality of education we provide. Established by state law in 1988 and reinforced by the federal Elementary and Secondary Education Act (ESEA), SARCs are designed to inform parents and the community about various aspects of our schools. They cover a wide range of topics, including demographic data, school safety, academic achievement, class sizes, teacher qualifications, curriculum details, and fiscal information.

2024-25 School Description and Mission Statement

The primary purpose of the SARC is to provide you with important information about each school so you can make meaningful comparisons between public schools, enabling informed decisions regarding your child's education. Additionally, SARCs serve as a tool for schools to report on their progress toward achieving educational goals, fostering transparency and accountability within our education system.

We are committed to ensuring that all parents and community members have easy access to these report cards. By February 1 of each year, every school in California is required by state law to publish a SARC. You can view the SARCs for our schools on the California Department of Education's Find a SARC web page. If you prefer a physical copy or require the report in a language other than English, please contact your school's administrative office, and we will be happy to accommodate your request.

We encourage you to review these report cards and engage with your school's educators to discuss any questions or insights you may have. Your involvement is crucial to our collective effort to provide the highest quality education for all students. For more information about our district, including our School Accountability Report Cards, I invite you to explore our website at <http://www.rosemead.k12.ca.us>.

Thank you for your continued support and partnership in our educational community!

Sincerely,
Philip D'Agostino, Ed.D
Superintendent of Schools

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	90
Grade 2	80
Grade 3	79
Grade 4	81
Grade 5	82
Grade 6	87
Total Enrollment	582

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.3
Asian	67.2
Black or African American	0.2
Filipino	2.1
Hispanic or Latino	27.7
Two or More Races	0.5
White	0.7
English Learners	40.9
Homeless	1.7
Migrant	0.5
Socioeconomically Disadvantaged	68.9
Students with Disabilities	7.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	96.14	102.70	93.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.90	3.82	4.60	4.27	18854.30	6.86
Total Teaching Positions	25.80	100.00	109.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.90	100.00	112.00	97.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.50	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.37	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1.90	1.73	15831.90	5.67
Total Teaching Positions	24.90	100.00	114.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.40	100.00	109.30	97.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	1.92	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.90	0.88	14303.80	5.15
Total Teaching Positions	26.40	100.00	112.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Additional supplemental materials utilized to support students are iReady, Simple Solutions, RAZ-KIDZ, Imagine Learning, and Mystery Science.

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 programs, including Accelerated Reader, Imagine Learning Language and Literacy and i-Ready help students to develop skills in reading, writing, math, and keyboarding.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, California Wonders 2017 (Grades K-6) Wonders ELD (Grades K-6) Adopted in 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math (supplemental)	Yes	0%
Science	TCI Bring Science Alive! (Grades K-6) Adopted in 2021	Yes	0%

History-Social Science	TCI History Alive! (Grades K-8) Adopted in 2023	Yes	0%

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

School Facility Conditions and Planned Improvements

Built in 1948, with additions made in 1954 and 1997, Janson School facilities encompass 58,964 square feet. They consist of permanent classrooms, relocatable classrooms, a multipurpose room, administrative offices, and restrooms. The school recently upgraded the phone/intercom system allowing for the installation of phones and voicemail in all classrooms. A project to modernize all the kindergarten classrooms, student restrooms, and water fountains were completed in September 2006. A project to modernize the administration building and the second of three phases of a major electrical upgrade was completed in September, 2007. A branding project to improve the exterior and hallways of the school was completed in the summer of 2010. All classroom doors were painted and given a modern painted number to give all classroom doors a more modern look. Banners, street signs, and hallway signs were installed throughout the hallways along with a new school logo. During 2019 Janson replaced older Heating, Ventilation, and Air Conditioning (HVAC) units with new energy-efficient models as part of the Proposition 39 Clean Energy Jobs Act. Projects for roof replacement and repairs for 12 relocatable classrooms were made during the 2019-20 school year. In November 2021, the site underwent upgrades to the fire alarm system.

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 computer-based 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. Cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant fogging of all areas.

Deferred Maintenance Projects

Available Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's deferred maintenance needs are reviewed and updated annually.

The following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report				November 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Systems Rating is 99.33% A/C in server room not working
Interior: Interior Surfaces	X			Interior Rating is 90% Stained ceiling tiles; Wall behind floor sink needs repair Electrical room - holes in walls and ceiling. Wall panels need to be reglued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating is 95%. Room A-15 very dirty. Restrooms used for storage - very messy.
Electrical	X			Electrical rating is 96%. Hand dryer not working. Lights do not work. Needs light switch covers.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms/fountains rating is 92%. Drinking fountain not working. Walls in restroom peeling.
Safety: Fire Safety, Hazardous Materials	X			Safety rating is 100%
Structural: Structural Damage, Roofs	X			Structural rating is 100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			External rating is 92% Windows need to be replaced; Large cracks in south parking lot; Asphalt cracks; concrete on stage sinking; Windows etched. Door dragging on landing.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	66	66	57	60	46	47
Mathematics (grades 3-8 and 11)	60	60	50	52	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	329	97.63	2.37	65.65
Female	160	159	99.38	0.62	74.84
Male	177	170	96.05	3.95	57.06
American Indian or Alaska Native	--	--	--	--	--
Asian	217	209	96.31	3.69	75.60
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	78	70	89.74	10.26	37.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	169	97.13	2.87	56.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	6.67

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	337	99.70	0.30	59.94
Female	160	160	100.00	0.00	64.38
Male	178	177	99.44	0.56	55.93
American Indian or Alaska Native	--	--	--	--	--
Asian	218	217	99.54	0.46	70.51
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	34.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	78	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	175	174	99.43	0.57	49.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	56.32	47.67	40.11	44.36	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00	0.00	47.67
Female	36	36	100.00	0.00	58.33
Male	50	50	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	51.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	21	21	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	30.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.67	98.84	98.84	98.84	98.84

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Parents and the community are very supportive of and involved in the education program at Janson School.</p> <p>All parents are able to participate in School Site Council (SSC) and English Language Learner Advisory Committee (ELAC). Both SSC and ELAC are formal groups with elected participants who help make school decisions and monitor progress on goals. All parents are welcomed to participate.</p> <p>The school community liaison ensures that information is made available to parents in the predominant home languages of English, Cantonese, Mandarin, Spanish and Vietnamese.</p> <p>The PTA has made generous contributions of time and money to numerous programs and activities.</p> <p>Parents are encouraged to be involved in their child's education. Parents may attend school-wide events held throughout the school year, such as: Parent Conferences, Open House, Winter Performance, Founders' Day and promotion ceremonies. Parents are kept informed of school activities through communication platforms. Janson sends out monthly newsletters and continuous Class Dojo messaging. Janson school also updates and gives information on the school's website, Back to School Night, and Open House. Parents are encouraged to attend the Principal's coffee chats, which cover a variety of topics such as: current events, budget, school programming, safety protocols, PBIS, attendance and academic support for all students.</p> <p>The Leader in Me program has also provided a curriculum to host a Leader In Me Parent Night for all Janson parents. During this event, parents are educated on the 8 Habits and better understand our school's culture and vision. Janson school utilizes both in person and virtual meeting platforms, such as Zoom to support parent meetings and events.</p> <p>Janson School's programs have been greatly enriched by donations from the following organizations: Wells Fargo Bank, East/West Bank, Target, In n Out, TGIF, Hilton DoubleTree Hotel, and Panda Corporation.</p> <p>Please contact Principal Shirley Conde at (626) 288-3150 for information and any questions.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	605	7	1.2
Female	292	290	2	0.7
Male	318	315	5	1.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	405	403	2	0.5
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	173	171	4	2.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	252	251	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	421	418	5	1.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	52	1	1.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0	0.49	1.08	1.76	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.12	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.68	0.00
Male	0.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.49	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.40	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Janson School is a closed campus. During school hours, all entrances are secured to ensure visitors check in with the front office. All visitors must sign in and 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 the staff ahead of time. During lunch, breaks,

2024-25 School Safety Plan

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 district developed the Comprehensive Safe School Plan to comply with Senate Bill 187 of 1997. The plan provides students and staff with a means of ensuring a safe and orderly learning environment. The school safety plan includes the following requirements of SB 187:

- 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
- School rules and procedures

The school evaluates the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in October 2024. Safety procedures, including the Safe School Plan elements, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills. The safety plan was approved at the SSC meeting on September 20th, 2024.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20		4	
1	23		3	
2	22		4	
3	23		3	
4	24		3	
5	25		3	
6	25		3	
Other	8	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		5	
1	20		4	
2	26		3	
3	21		4	
4	25		3	
5	28		3	
6	27		3	
Other	8			

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	22	1		
K	15	4		
1	23		4	
2	20	1	3	
3	20	3	1	
4	27		3	
5	28		3	
6	28		3	
Other	10	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,827	\$2,297	\$6,530	\$96,559
District	N/A	N/A	\$10,453	
Percent Difference - School Site and District	N/A	N/A	-46.2	2.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-49.0	2.5

Fiscal Year 2023-24 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 II
- Title III
- Title IV
- Local Control Funding Formula (LCFF)
- Expanded Learning Opportunities Program (ELOP)
- Special Education
- Home-to-school transportation (for Special Education)
- Instructional materials
- Instructional assistants
- After school programs
- Summer School

Fiscal Year 2023-24 Types of Services Funded

- Enrichment Programs
- Intervention programs and personnel
- Educational software
- Additional technology

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,171.00	\$57,839
Mid-Range Teacher Salary	\$83,680.00	\$90,040
Highest Teacher Salary	\$110,209.00	\$118,647
Average Principal Salary (Elementary)	\$132,207.00	\$144,639
Average Principal Salary (Middle)	\$138,165.00	\$148,270
Average Principal Salary (High)	NA	\$161,275
Superintendent Salary	\$244,657	\$229,986
Percent of Budget for Teacher Salaries	32.22	30.79
Percent of Budget for Administrative Salaries	5.81	5.71

Professional Development

District:
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 for districtwide PD include:

- Multi-Tier System of Support (MTSS)
- Building Strong Tier I Instruction
- Engaging California English Learners through the Arts (ECELA)
- Positive Behavioral Interventions and Supports (PBIS)
- The Science of Reading - Focus on Phonemic Awareness, Phonics and Vocabulary instruction
- Implementation of eduCLIMBER - an MTSS tool for data management

Site:
Professional learning occurs in a variety of settings. During our six professional development days, teachers attend workshops to learn instructional techniques, analyze their students' work, and collaboratively plan to implement the new methods. 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 training provided by the 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 that introduces them to our district's key curriculum and initiatives. 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.

Professional Development

Site principals come together weekly for data discussions, professional book groups, and collaboration 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 and weekly grade-level collaboration time. Each grade level also meets with the school principal during Professional Learning Community (PLC) meetings twice a month. This year, areas of site focus include

- Leveraging educational technology to engage students
- Prioritizing Common Core Standards to accelerate learning and mitigate learning loss from school closures
- Best practices for supporting English learners with integrated ELD and for low performers in small group settings

Janson school has been able to continue to provide professional development in Google classroom and other Google Apps and attend Computers Using Educators conferences. Janson also continues to participate in The Leader in Me Coaching and community days and iReady coaching and continues to utilize staff meeting time to provide support in areas such as Google Apps, TLIM, iReady, and intervention strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4