Mildred B. Janson Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 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	Dr. Gabriel Cardenas
Email Address	gcardenas@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/janson
County-District-School (CDS) Code	19-64931-6022180

2021-22 District Contact Information

District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Mr. Alejandro Ruvalcaba
Email Address	aruvalcaba@rosemead.k12.ca.us
District Website Address	www.rosemead.k12.ca.us

2021-22 School Overview

Principal's Message

Mildred B. Janson Elementary School is a TK to the 6th-grade site, one of five schools in the Rosemead School District, which is loated twelve miles east of downtown Los Angeles. Janson was founded in 1945 and was recently named a 2020 California Distinguished School for exemplary academic achievement. Janson's campus has been modernized to meet the 21st-century learning style, including physical and technological improvements.

The school consists of students and staff with rich multicultural and ethnically diverse backgrounds. Of the 578 students enrolled, 68.0% are Asian, 29.9% are Hispanic, 2.8% are White, and 0.3% are Black. The students participate in a variety of academic support programs. 37% of the students are in the English Language Development program. Additionally, there are 65 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.

Everyone works together to ensure quality education and success for all students. We continually strive to improve our program and provide our students with many academic and social opportunities. Janson school is an official "The Leader In Me, Lighthouse" school, the first to be named a Lighthouse school in California. In addition, Janson was recognized this past year as a Legacy School, only the 2nd school in the world to reach this recognition. Each student and staff member understands the 7 Habits, and it is the common language here on our campus. We all believe that every student is a "Leader," and our job as educators is to find the leader in them and celebrate it. The hard-working staff is well-trained in the Leadership model and the 7 Habits. It is dedicated to making a positive difference for all of our students.

Given that we have just returned to in-person learning after nearly 500 days, it is even more important that our community understands the curricular and socio-emotional programs to support our students. Mildred B. Janson school is always willing to listen to suggestions to strengthen our strong teaching and learning program. We ask that you visit us on the web at www.rosemead.k12.ca.us/janson and check out our social media accounts.

Gabriel Cardenas, Principal

A Message from the Superintendent

2021-22 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about our schools, academic programs, achievements, instructional materials, facilities, and staff. Information about our district is also provided. For more information about our school district, please visit our website at http://www.rosemead.k12.ca.us

Parents and the community play a very important role in our schools. Understanding our schools' academic programs, student achievement, and curriculum development can assist both the schools and community in ongoing program improvement. There are many ways for our parents and our community to get involved such as participating in various governance committees or volunteering at our school and/or in your child's classroom. Given the challenges posed by the current pandemic, it is even more important that our community understand the curricular and socio-emotional programs in place to support our students.

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

Mr. Alejandro Ruvalcaba, Superintendent

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	82
Grade 2	75
Grade 3	82
Grade 4	83
Grade 5	86
Grade 6	84
Total Enrollment	580

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Asian	64.8
Black or African American	0.2
Filipino	2.4
Hispanic or Latino	26.6
Two or More Races	0.5
White	1.9
English Learners	38.8
Homeless	1
Socioeconomically Disadvantaged	74.1
Students with Disabilities	8.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	30.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0.5
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0.5

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

2021-22 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	December, 2021

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	Houghton Mifflin/Harcourt School Publishers - Reflections Adopted in 2006	No	0%

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 voice mail in all classrooms. A project to modernize all the kindergarten classrooms, student restrooms, and water fountains was 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. In response to the COVID-19 pandemic, cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant foggings 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	12/13/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Hand dryer and/or exhaust fan not working in girls/boys restrooms near rooms 4, 19, 23, 43, and the admin office restroom. Room 14 needs new thermostat.
Interior: Interior Surfaces		X		Seven rooms have stained ceiling tiles. Ceiling peeling in restroom near room 10. Tile floor needs to be covered or replaced in rooms 6, 7, and multipurpose room. Carpet needs repair or replacement in rooms 22 and 41. Blinds in room 14 and 18 need repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Supply closet, custoridal room by room 15, electrical room, and media center need to decluttered. Electrical panel in library needs to be made accessible.
Electrical		X		Lights out in conference room, electrical room, and room 20. Four light switch covers needed. Ligh diffusers in small office need replacement. One light switch missing. Outside lighting not working near rooms 35 and 41.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountains out of order in accordance with DPH guidelines. Walls in restroom in rooms 42 and 43 need attention.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Back doors in in rooms 11, 22, 26, 28, and the library do not latch or latch without force.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows in rooms 27 and 29 etched with graffiti. Asphalt on basketball courts is cracked.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	1	0.3	99.7	--
Female	161	0	0	100	--
Male	177	1	0.56	99.44	--
American Indian or Alaska Native	0	0	0	0	0
Asian	206	0	0	100	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	102	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	0	0	100	--
White	--	--	--	--	--
English Learners	107	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	0	0	100	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	1	2.5	97.5	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	1	0.30	99.70	--
Female	161	0	0.00	100.00	--
Male	177	1	0.56	99.44	--
American Indian or Alaska Native	0	0	0	0	0
Asian	206	0	0.00	100.00	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	102	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	0	0.00	100.00	--
White	--	--	--	--	--
English Learners	107	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	0	0.00	100.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	1	2.50	97.50	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	337	321	95.25	4.75	60.12
Female	161	150	93.17	6.83	68
Male	176	171	97.16	2.84	53.22
American Indian or Alaska Native	--	--	--	--	--
Asian	198	198	100	0	66.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100	0	43.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	102	95.33	4.67	32.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	262	142	54.2	45.8	64.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100	0	18.92

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	337	329	97.63	2.37	64.44
Female	161	156	96.89	3.11	68.59
Male	176	173	98.3	1.7	60.69
American Indian or Alaska Native	--	--	--	--	--
Asian	202	202	100	0	77.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100	0	35.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	106	99.07	0.93	42.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	262	145	55.34	44.66	68.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	38	100	0	7.89

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	NT	NT	NT	NT
Female	38	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental 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 from the following organizations: Wells Fargo Bank, East/West Bank, Target, In n Out, TGIF, Hilton DoubleTree Hotel, and Panda Corporation.

Parents are encouraged to be involved in their child's education. Parents may volunteer in the classroom and attend school-wide events held throughout the school year, such as Winter Performance, Open House, Founders' Day, promotion ceremonies, parent conferences, and various parenting classes offered by Foothill Family Services and Janson staff. Parents are kept abreast of school activities through our different communication platforms. Janson sends out monthly newsletters, weekly information packets, Connect Ed calls, Class Dojo messaging, the school's website, Back to School Night, and Open House. Parents are encouraged to attend the Principal's bi-monthly coffee chats, which cover current events, budget, program, and academic support for all students. The school and district community liaisons ensure that information is made available to parents in their home languages of English, Cantonese, Mandarin, Spanish, and Vietnamese.

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 7 Habits and better understand our school's culture and vision. Janson also provides a Technology Night for parents, which provides parents with a workshop model of the various online and server-based programs that Janson students have access to. Janson school utilizes virtual meeting platforms, such as Zoom to support parent meetings and events.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	587	0	0.0
Female	278	278	0	0.0
Male	310	309	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	376	375	0	0.0
Black or African American	0	0	0	0.0
Filipino	16	16	0	0.0
Hispanic or Latino	160	160	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	8	8	0	0.0
English Learners	242	241	0	0.0
Foster Youth	0	0	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	436	435	0	0.0
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	58	57	0	0.0

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.66	0.00	2.34	0.04	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.48	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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, 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 November 2021. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		36	
1	21	9	27	
2	25		27	
3	21	9	27	
4	25		27	
5	25		36	
6	25		27	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	30	9	18	9
1	19	36		
2	26	18	9	9
3	26		27	
4	28		27	
5	26		27	
6	26		36	
Other	5	9		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22		36	
1	21	18	18	
2	33		18	9
3	21	18	18	
4	27		27	
5	28		27	
6	26		27	
Other	9	9		

2020-21 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

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$7,282	$1,120	$6,162	$86,114
District	N/A	N/A	$9,213	$92,381
Percent Difference - School Site and District	N/A	N/A	-39.7	-7.0
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-31.2	4.4

2020-21 Types of Services Funded

Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:
- Title I
- Title III
- Local Control Funding Formula (LCFF)
- Special Education
- Gifted and Talented Education (GATE)
- Home-to-school transportation (for Special Education)
- Instructional materials
- Instructional assistants
- After school programs
- Intervention programs and personnel
- Educational software
- Additional technology

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,303	$51,450
Mid-Range Teacher Salary	$89,446	$80,263
Highest Teacher Salary	$107,883	$101,012
Average Principal Salary (Elementary)	$132,481	$128,082
Average Principal Salary (Middle)	$138,262	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$198,744	$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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 district-wide PD include

- Implementing our CCSS-aligned ELA curriculum to maximize the impact
- Accelerating learning through just-in-time instruction of pre-requisite skills
- Implementing our new science curriculum
- Integrated English Language Development, especially in science
- Trauma-informed care

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. 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

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Rosemead School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Mr. Alejandro Ruvalcaba
Email Address	aruvalcaba@rosemead.k12.ca.us
District Website Address	www.rosemead.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1575	5	0.32	99.68	--
Female	784	0	0.00	100.00	--
Male	791	5	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	852	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	24	0	0.00	100.00	--
Hispanic or Latino	587	4	0.68	99.32	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	84	0	0.00	100.00	--
White	22	1	4.55	95.45	--
English Learners	491	1	0.20	99.80	--
Foster Youth	--	--	--	--	--
Homeless	66	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	998	2	0.20	99.80	--
Students Receiving Migrant Education Services	23	0	0.00	100.00	--
Students with Disabilities	196	5	2.55	97.45	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1575	5	0.32	99.68	--
Female	784	0	0.00	100.00	--
Male	791	5	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	852	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	24	0	0.00	100.00	--
Hispanic or Latino	587	4	0.68	99.32	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	84	0	0.00	100.00	--
White	22	1	4.55		--
English Learners	491	1	0.20	99.80	--
Foster Youth	--	--	--	--	--
Homeless	66	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	998	2	0.20	99.80	--
Students Receiving Migrant Education Services	23	0	0.00	100.00	--
Students with Disabilities	196	5	2.55	97.45	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1003	966	96.31	3.69	56.63
Female	482	462	95.85	4.15	61.26
Male	521	504	96.74	3.26	52.38
Asian	541	506	93.53	6.47	68.97
Filipino	14	14	100	0	64.28
Hispanic or Latino	361	334	92.52	7.48	38.62
White	17	17	100	0	64.7
English Learners	369	360	97.56	2.44	32.5

Homeless	20	18	90	10	27.78
Socioeconomically Disadvantaged	811	459	56.6	43.4	54.9
Students Receiving Migrant Education Services	17	17	100	0	23.53
Students with Disabilities	125	125	100	0	18.4

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1003	944	94.12	5.88	57.73
Female	482	451	93.57	6.43	58.54
Male	521	493	94.63	5.37	57
Asian	545	498	91.38	8.62	74.9
Filipino	14	14	100	0	57.14
Hispanic or Latino	359	325	90.53	9.47	33.54
White	17	17	100	0	64.71
English Learners	369	347	94.04	5.96	38.9
Homeless	20	18	90	10	38.89
Socioeconomically Disadvantaged	811	445	54.87	45.13	55.28
Students Receiving Migrant Education Services	17	15	88.24	11.76	33.33
Students with Disabilities	125	123	98.4	1.6	15.45

*At or above the grade-level standard in the context of the local assessment administered.