Savannah 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	Savannah Elementary School
Street	3720 Rio Hondo Avenue
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 443-4015
Principal	Mrs. Miriam Wazirkajoyan
Email Address	mwazirkajoyan@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/savannah
Grade Span	P-6
County-District-School (CDS) Code	19-64931-6022206

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

A Message from the School Principal:

Savannah Elementary School is committed to providing a high-quality academic education in a safe, nurturing, and supportive environment that fosters learning and growth. Our dedicated faculty and staff work collaboratively to prepare our culturally diverse students to excel academically and develop essential social-emotional skills to thrive in an ever-changing world. Our purpose is to empower students to become confident leaders who take ownership of their lives and strive for continuous improvement in all areas. At Savannah, we inspire a leadership mindset, cultivate a positive self-image, uphold high academic

standards, and instill a deep sense of school pride. At Savannah Elementary School, excellence is not just a goal—it's our standard in all we do.

Savannah's School Motto: "Creating Tomorrow's Leaders Today."
Savannah's School Mission: "To Learn, To Lead, To Leave a Legacy"

Our mission is to ensure all students achieve a solid academic foundation and become self-motivated learners with good moral character by providing exceptional instruction, engaging activities, and meaningful opportunities in partnership with our families and community. Our rigorous and relevant educational program is designed to meet the diverse needs of all students and involves a collaborative partnership among the students, staff, parents, and community. Together we cultivate GREATNESS in our students. With teamwork and a belief that we are all responsible for the academic success of every student, we commit to pursuing and implementing highly structured, rigorous, and relevant academic opportunities for every Savannah student. The "Leader In Me" framework enhances our school's student-centered program, fostering a Leadership mentality, positive self-image, high scholastic standards, and school pride.

Savannah is a Lighthouse Leader in Me legacy school, 2024 & 2023 PBIS Platinum Level school, winner of the 2023 Science Olympiad GOLD medal and 2018 California Distinguished School.

Savannah Staff will:
*Provide a quality education for all students within a secure and supportive environment.
*Promote in all students academic excellence, social growth, and responsible decision making.
*Prepare all students to lead productive lives in a diverse, global community.

Community and School Profile:
Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates over 2,500 pre-kindergarten through eighth grade students in the diverse community of Rosemead. Founded in 1859, the district is proud of its long tradition of academic excellence. There are currently four elementary schools (pre-K-6) and one middle school (7-8) in the district. Students from Rosemead School District attend Rosemead High School which is part of the El Monte Union High School District. Rosemead School District believes in providing a challenging academic environment with high expectations and placing student needs as its number one priority.

Savannah Elementary School, which operates on a traditional school calendar, serves approximately 400 students, Pre-kindergarten through Sixth grade, from the communities of Rosemead and El Monte.
Respectfully,
Mrs. Miriam Wazirkajoyan
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.

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

2024-25 School Description and Mission Statement

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	67
Grade 1	53
Grade 2	45
Grade 3	55
Grade 4	48
Grade 5	66
Grade 6	53
Total Enrollment	387

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.5
Asian	38
Filipino	1.8
Hispanic or Latino	54.8
Two or More Races	0.5
White	1.6
English Learners	41.6
Foster Youth	0.8
Homeless	1
Migrant	1.6
Socioeconomically Disadvantaged	81.9
Students with Disabilities	14.5

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)	15.90	88.88	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	1.90	11.06	4.60	4.27	18854.30	6.86
Total Teaching Positions	17.90	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)	16.90	94.44	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	0.90	5.50	1.90	1.73	15831.90	5.67
Total Teaching Positions	17.90	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)	15.90	88.88	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)	0.90	5.50	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	0.90	5.50	0.90	0.88	14303.80	5.15
Total Teaching Positions	17.90	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	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.9

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	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.50	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. The 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. During Distance Learning, online versions of the ELA and math books are also available. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle. The chart below illustrates the textbooks currently in use at our school. All textbooks are in adequate supply and fair to excellent condition. 100% of students in each core subject area possess the necessary textbooks and instructional materials.

The school's library is stocked with many books for students to check out, including books and materials in Spanish. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books for guided reading and English Language Development. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information on-line and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Students in grades kindergarten through six receive computer-assisted instruction on a weekly basis in our state-of-the-art computer lab. Every classroom is equipped with 1-to-1 Chromebooks. Every classroom also has iPads and iMac desktops. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy, IXL, Reading Eggs and i-Ready to 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: Wonders (Grades K-6) Adopted in 2017	Yes	0%
Mathematics	Houghton Mifflin Harcort: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math	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 1939, with additions made in 1970 and 1997, Savannah School facilities encompass 52,704 square feet. They consist of permanent and relocatable classrooms, a multipurpose room, administrative offices, and restrooms. The school recently modernized the administrative offices, nurse's office, teacher workroom, and staff lounge. The facility strongly supports teaching and learning through its ample classroom and playground space. During 2019 Savannah replaced older Heating, Ventilation, and Air Conditioning (HVAC) units with new energy-efficient models as part of the Proposition 39 Clean Energy Jobs Act. Roof replacement for two classroom wings was completed during the 2019-20 school year. Currently, the site is undergoing upgrades to the fire alarm system. In 2021- 2022, the site is undergoing 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			Received systems rating is 100%.
Interior: Interior Surfaces	X			Interior rating is 89%. Paint peeling on ceiling; Restrooms - Floors need to be replaced- rain enters under door
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating is 98%
Electrical	X			Electrical rating is 98%. Light switches blocked by cabinet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms/fountains rating is 100%
Safety: Fire Safety, Hazardous Materials	X			Safety rating is 100%.
Structural: Structural Damage, Roofs	X			Structure rating is 98%. Roof leaks; windows etched.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		External rating is 60%. Window etched with grafitti; Blinds need to be replaced; Cracks on asphalt; uneven surfaces;

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)	41	45	57	60	46	47
Mathematics (grades 3-8 and 11)	37	38	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	220	215	97.73	2.27	45.12
Female	109	109	100.00	0.00	46.79
Male	111	106	95.50	4.50	43.40
American Indian or Alaska Native	--	--	--	--	--
Asian	86	83	96.51	3.49	60.24
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	119	117	98.32	1.68	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	63	59	93.65	6.35	18.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	131	96.32	3.68	37.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	15.15

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	220	219	99.55	0.45	37.90
Female	109	109	100.00	0.00	33.94
Male	111	110	99.10	0.90	41.82
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	58.14
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	119	118	99.16	0.84	21.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	63	100.00	0.00	15.87
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	136	135	99.26	0.74	31.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	12.12

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)	30.00	26.56	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	64	64	100.00	0.00	26.56
Female	37	37	100.00	0.00	27.03
Male	27	27	100.00	0.00	25.93
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	48.28
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	6.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	22.50
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	98.44%	100%	100%	100%	98.44%

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

Savannah parents and the community are incredibly supportive of the educational programs at Savannah School. The Savannah PTA generously contributes time and resources to a wide range of programs and activities. Their fundraisers help support field trips, assemblies, Grandparents' Day, Trunk or Treat, Red Ribbon Week, the Winter Wonderland celebration, Chinese New Year festivities, student recognition programs, the PBIS Dolphin Dollar Store, Reading is Fundamental incentives, Muffins with Mothers, Donuts with Dads, and more. Additionally, various community members actively support and participate in school events, making them even more festive and enjoyable.

At Savannah, we believe parent involvement is key to student success, and we are thrilled to partner with our families throughout the year! Parents are encouraged to take an active role in their child's education by joining us for our many exciting school-wide events. From Back-to-School Night, Open House, Awards Assemblies, and the Storybook Parade to Leadership Day, Jump for Heart, our 2nd/3rd Grade Gingerbread House tradition, Winter Performance Program, Winter Wonderland Celebration, Founder's Day, Muffins with Mothers, Donuts with Dads, and promotion celebrations—there's always something to look forward to!

We make it a priority to keep parents informed and connected. Weekly Principal's Emails, the Savannah Dolphin Monthly newsletter, our school website, Twitter, Principal Parent Talks, Blackboard Connect messages, Class Dojo, and the school marquee ensure you never miss a moment.

Parents are also invited to share their voice and ideas by attending Savannah PTA Association meetings, School Site Council, English Learner Advisory Committee (ELAC), the annual Title I meeting, and District DELAC and LCAP meetings. Leadership opportunities like the Leader in Me Parent Leadership Team and District Parent workshops further empower families to make a difference.

Our commitment to inclusivity ensures that all parents feel welcome and informed. School and district community liaisons provide materials in English, Cantonese, Mandarin, Spanish, and Vietnamese. Parents can also participate in workshops on essential topics like Nutrition, Social-Emotional Learning, Suicide Prevention, Social Media, Anti-Bullying, PBIS, Emergency Safety Protocols, and more.

2024-25 Opportunities for Parental Involvement

We deeply value the collaboration between parents and teachers through Parent/Teacher conferences, IEPs, and SSTs. Together, we create a vibrant, supportive community where every child can thrive!

Please contact Principal Miriam Wazirkajoyan at mwazirkajoyan@rosemead.k12.ca.us or at (626) 443-4015 for information and any questions.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	401	62	15.5
Female	205	201	29	14.4
Male	206	200	33	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	165	160	7	4.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	222	218	50	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	175	169	13	7.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	334	327	52	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	63	12	19.0

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
0.49	0.74	0.24	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	0.24	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	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	0.45	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	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.30	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

Savannah Elementary School is safe and secure closed campus. During school hours, the entrance is secured to ensure visitors check in at the front office. All visitors are required to sign in through the Raptor system and wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours

2024-25 School Safety Plan

should notify staff ahead of time. During lunch, breaks, and before and after school, yard-duty noon aides and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure a safe and orderly environment. We following the CDC Health guidelines and COVID kits are sent home frequently to maintain a healthy campus and avoid any virus spreads.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Our school safety plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion, and notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The Savannah School Safety plan was last updated and reviewed by the Savannah School Site Council and staff in September 2024. It was approved by the Rosemead School District Board of Trustees in October 2024. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and monthly emergency drills. Staff is trained on the use of Catapult to ensure seamless communication in case of an emergency. Catapult is used with all emergency drills to practice the use of staff communication resource tool. Principal meets with the Savannah School Safety team and Safety team leaders to review and train with safety procedures.

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	18		3	
1	23		2	
2	24		2	
3	22		3	
4	24		2	
5	22		2	
6	28		2	
Other	11	2		

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	20		3	
1	23		2	
2	24		2	
3	23		2	
4	23		3	
5	26		2	
6	24		2	
Other	11	2		

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		1		
K	20	2		
1	23		2	
2	21		2	
3	24		2	
4	23		2	
5	21		3	
6	27		2	
Other	10	2		

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	$11,480	$3,921	$7,559	$102,889
District	N/A	N/A	$10,453	$103,145
Percent Difference - School Site and District	N/A	N/A	-32.1	-0.2
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-35.0	8.9

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/cs/.

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:
In addition, the school has 75 minutes of professional development during two "late starts" each month and two bi-monthly one-hour Professional Learning Communities (PLC) grade level collaboration time. During PLC time, teachers collaborate and examine student work, assessments, CA Dashboard data, CAASPP and ELPAC data, Heggerty Phonics and Shifting the Balance Literacy vocabulary supplemental programs, participate in data chats, use of eduClimber tool, develop grade level/class WIGs, align essential standards to support academic growth and develop school wide/grade level learning goals. Savannah also continues to participate in The Leader in Me, PBIS, Literacy, Ed Tech, STEAM, ELD, ECELA, Math/Science, iReady professional development and intervention strategies. Teachers are given opportunities to attend conferences such as the Literacy Symposium/Science of Reading, Leader in Me and PBIS trainings.

Professional Development

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