

# Savannah Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Principal's Message:

Savannah Elementary School's main focus is to provide the highest quality academic education in a safe, nurturing and supportive environment conducive to learning. The Savannah faculty and staff are dedicated to preparing our culturally diverse student population to achieve academically and socially in an ever-changing and demanding world. Our goal is to produce leaders who will take charge of their lives and proactively seek to better themselves in all areas, at all times. Though academic gaps have developed during the time of school closure due to COVID-19, we continue to monitor the growth and needs of our students and adjust accordingly in order to ensure academic gains. Our vision is to continue to foster a Leadership mentality, positive self-image, high academic standards and school pride. Savannah Elementary School stands for excellence in all endeavors.

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, 2023 PBIS Platinum Level school, winner of the 2023 Science Olympiad GOLD medal and 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.

## 2023-24 School Description and Mission Statement

### 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 440 students, pre-kindergarten through sixth grade, from the communities of Rosemead and El Monte.

Sincerely,

Mrs. Miriam Wazirkajoyan  
Principal of Savannah Elementary

### A Message from the Superintendent:

Dear Members of the Rosemead School District Community,

The School Accountability Report Card is a comprehensive source of information that includes details on our schools, academic programs, achievements, instructional materials, facilities, and the dedicated professionals comprising our esteemed staff. At the core of our mission lies an unwavering commitment to delivering an educational program of unparalleled quality to our students.

Our pledge is to provide a stimulating atmosphere where students are not only encouraged but challenged to reach their maximum potential. We are resolute in our commitment to fostering a dynamic learning environment within the Rosemead Schools, wherein students actively engage with academic pursuits and develop positive values. The School Accountability Report Cards, which encapsulate comprehensive information about our district, further serve as a testament to our transparency and commitment to excellence. For more information about our district, I invite you to explore our website at <http://www.rosemead.k12.ca.us>.

Our school district encourages active participation from parents and the community through various avenues, including involvement in governance committees and volunteering opportunities within our schools and classrooms. Detailed information on engaging and contributing to our educational community can be obtained by visiting our schools or district office. Your involvement and support are instrumental in realizing our shared vision for an enriched educational experience.

Sincerely,

Alejandro Ruvalcaba, Ph.D.  
Superintendent of Schools

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	46
Grade 2	54
Grade 3	48
Grade 4	73
Grade 5	50
Grade 6	46
Total Enrollment	385

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
American Indian or Alaska Native	0.3%
Asian	38.7%
Filipino	1.8%
Hispanic or Latino	53.2%
Two or More Races	0.5%
White	1%
English Learners	41%
Foster Youth	0.5%
Homeless	1.3%
Migrant	2.1%
Socioeconomically Disadvantaged	78.4%
Students with Disabilities	14.8%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.90	88.88	102.70	93.48	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	1.33	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	1.90	11.06	4.60	4.27	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.90	94.44	112.00	97.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.50	0.43	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.40	0.37	11953.10	4.28
<b>Unknown</b>	0.90	5.50	1.90	1.73	15831.90	5.67
<b>Total Teaching Positions</b>	17.90	100.00	114.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill: Wonders (Grades K-6) Adopted in 2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math	Yes	0%
<b>Science</b>	TCI Bring Science Alive! (Grades K-6) Adopted in 2021	Yes	0%
<b>History-Social Science</b>	TCI History Alive! (Grades K-8) Adopted in 2023	Yes	0%

## 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. 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 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				December 2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Received systems rating is 100%.
<b>Interior:</b> Interior Surfaces	X			Interior rating is 100%
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating is 100%
<b>Electrical</b>	X			Electrical rating is 98%. Light switches blocked by cabinet
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms/fountains rating is 100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Safety rating is 100%.
<b>Structural:</b> Structural Damage, Roofs	X			Structure rating is 99%. Roof leaks; windows etched.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	External rating is 74%. Cracks on asphalt.

## 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.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	41	58	57	47	46
<b>Mathematics</b> (grades 3-8 and 11)	39	37	49	50	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	217	209	96.31	3.69	40.67
<b>Female</b>	108	104	96.30	3.70	41.35
<b>Male</b>	109	105	96.33	3.67	40.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	79	76	96.20	3.80	60.53
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	108	96.43	3.57	25.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	18	18	100.00	0.00	50.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	77	91.67	8.33	23.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	129	126	97.67	2.33	37.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	25	96.15	3.85	8.00

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	217	216	99.54	0.46	37.04
<b>Female</b>	108	107	99.07	0.93	35.51
<b>Male</b>	109	109	100.00	0.00	38.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	79	79	100.00	0.00	51.90
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	112	100.00	0.00	23.21
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	18	18	100.00	0.00	66.67
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	84	100.00	0.00	19.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	0.78	33.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	25	96.15	3.85	12.00

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	34.09	30.00	42.89	40.11	29.47	30.29

## 2022-23 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
<b>All Students</b>	51	50	98.04	1.96	30.00
<b>Female</b>	23	22	95.65	4.35	31.82
<b>Male</b>	28	28	100.00	0.00	28.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	52.94
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	11.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	18	100.00	0.00	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	27	26	96.30	3.70	23.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	96%	98%	97.8%	96%	96%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Savannah parents and community are extremely supportive of the educational programs at Savannah School. The Savannah PTA has made generous contributions of time and money to numerous programs and activities. Savannah PTA fundraisers support assemblies, Red Ribbon week, Winter Wonderland celebration, Chinese New Year, field trips, student recognition programs, PBIS Dolphin Dollar incentives, and instructional material support. Various community members also support and participate in school events, make them festive and more enjoyable.

Parent involvement is crucial to the success of our students. Parents are encouraged to be involved in their child's education. They are encouraged to attend school-wide events held throughout the school year, including Back-to-School Night, Open House, Awards Assemblies, Storybook Parade, Leadership Day, Jump for Heart, 2nd/3rd Grade Gingerbread Houses tradition, Winter Performance Program, Winter Wonderland Celebration, Founder's Day Program, Muffins with Mothers, Donuts with Dads, and promotion events. Parents are kept informed of school activities through the weekly Principal's Emails, Savannah website, Savannah twitter, Principal Parent Talks, Blackboard Connect messages/phone calls/texts, Class Dojo and the school marquee. Parent involvement and input is also encouraged by inviting parents to meetings such as the Savannah PTA Association meetings, School Site Council, English Learner Advisory Committee (ELAC), annual Title I meeting, and District DELAC and LCAP meetings. Savannah also offers parent leadership education throughout the year, such as participation in our Leader in Me Parent Leadership Team and Parent Leadership Academy opportunities. The school and district community liaisons ensure that information is made available to parents in their home languages: English, Cantonese, Mandarin, Spanish, and Vietnamese. Parents also invited to attend various District Parent workshops to discuss topics of Nutrition, Social Emotional Learning - Suicide Prevention, Social Media, Antbullying, PBIS, Emergency Safety Protocols, and many more. Parents also participate in Parent/Teacher conferences, IEPs, and SSTs.

Please contact Principal Miriam Wazirkajoyan at (626) 443-4015 for information and any questions.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	401	94	23.4
Female	194	190	41	21.6
Male	214	211	53	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	154	150	16	10.7
Black or African American	0	0	0	0.0
Filipino	8	8	2	25.0
Hispanic or Latino	216	215	69	32.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	8	7	2	28.6
English Learners	172	169	30	17.8
Foster Youth	4	4	2	50.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	323	320	80	25.0
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	72	69	22	31.9

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.49	0.74	0.04	1.08	1.76	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74	0
Female	0.52	0
Male	0.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.39	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.58	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.39	0

## 2023-24 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 and wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard-duty noon aides and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure a safe and orderly environment. Due to the pandemic, we have added a layer of protection and safety protocols to ensure our school is a safe and healthy learning environment for our students and staff. 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 2023. It was approved by the Rosemead School District Board of Trustees in October 2023. 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.

## 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.

### 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		3	
1	25		2	
2	23		3	
3	23		2	
4	21		2	
5	29		2	
6	29		2	
Other	11	2		

### 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		

## 2022-23 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

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	10,685	\$3,648	\$7,038	\$102,939
<b>District</b>	N/A	N/A	\$9,228	\$97,727
<b>Percent Difference - School Site and District</b>	N/A	N/A	-26.9	7.4
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.5	19.5

## Fiscal Year 2022-23 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
- Summer School
- Enrichment Programs
- Intervention programs and personnel
- Educational software
- Additional technology

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$52,305	\$54,046
<b>Mid-Range Teacher Salary</b>	\$89,853	\$84,515
<b>Highest Teacher Salary</b>	\$115,009	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$140,549	\$136,841
<b>Average Principal Salary (Middle)</b>	\$146,683	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$219,452	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	33.48%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.88%	5.62%

## 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)
- TCI History Alive! - Social Studies Adoption 2023
- The Science of Reading - Foundational reading

### 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, participate in data chats, develop grade level/class WIGs, 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, iReady professional development and intervention strategies. Teachers are given opportunities to attend conferences such as the UCLA/Science of Learning, Literacy Symposium/Science of Reading, Annual CUE Conference,

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	4