

# Mildred B. Janson Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### 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/>.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

<b>District Name</b>	Rosemead School District
<b>Phone Number</b>	(626) 312-2900
<b>Superintendent</b>	Dr. Philip D'Agostino
<b>Email Address</b>	pdagostino@rosemead.k12.ca.us
<b>District Website</b>	www.rosemead.k12.ca.us

## 2025-26 School Description and Mission Statement

A Message from the Principal:

Mildred B. Janson Elementary School is a TK to 6th-grade school. It is one of five schools in the Rosemead Elementary School District which is located twelve miles east of downtown Los Angeles. Janson was founded in 1945 and was named a 2023 California Distinguished School for exemplary academic achievement. Only 6% of elementary schools in California attain this achievement. In addition, Janson has earned a PBIS Platinum Award for several consecutive year - which is the highest award a school can earn in PBIS. This is a testament to the staff's dedication to a positive social emotional environment for our students.

## 2025-26 School Description and Mission Statement

At Janson, everyone works together to ensure a quality education and success for all students. We continually strive to improve our program and provide our students with many academic and social opportunities.

At Mildred B. Janson Elementary School, leadership is for everyone. As a proud Leader in Me Legacy School, Janson embraces the belief that every child has unique talents and that leadership can shine in many ways, both big and small. Through the Leader in Me framework, students practice the Stephen Covey 7 Habits of Highly Effective People, learning to set goals, collaborate, and value others' strengths. These habits are not just taught—they are lived daily in the classroom through leadership roles such as greeters, helpers, and classroom managers. Even the youngest preschool leaders practice habits like putting first things first.

Formal leadership opportunities further enrich the student experience. The Student Lighthouse Team (SLT) promotes the habits schoolwide, organizes tours, plans events, and leads the annual Leadership Day showcase. Becoming an SLT leader involves teacher recommendations, an application, and an interview, preparing students with 21st-century skills.

Beyond SLT, more than 100 students each year join action teams such as Office Assistants, Spirit Team, Positive Action (Assemblies), Community Service, PBIS, and Yearbook. Each team has a clear mission—whether it's planning assemblies, promoting school spirit, supporting community drives, or creating the yearbook. Led by staff mentors, these teams meet monthly, develop plans, and carry out meaningful projects that benefit the school and community.

The breadth of leadership roles reflects the dedication of Janson's staff, who intentionally create opportunities for students to grow. This collective effort has earned Janson the honor of being a Leader in Me Legacy School, affirming its commitment to empowering all students to lead with purpose, confidence, and compassion.

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

Mildred B Janson's school goals are:

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

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

The school consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students participate in a variety of academic support programs. About 40% of the students are in the English Language Development program. Additionally, Janson averages about 30 students in the preschool program. Janson operates a Title 1 Schoolwide Program. 69% of the students receive free or reduced lunch.

For more information about Mildred B. Janson Elementary School, we ask that you visit us on the web at

## 2025-26 School Description and Mission Statement

[www.rosemead.k12.ca.us/janson](http://www.rosemead.k12.ca.us/janson) and check out our social media accounts.

With respect,  
Ms. Shirley Conde  
Principal

A Message from the Superintendent of Schools:

Dear Members of the Rosemead School District Community,

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

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

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

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

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

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	63
Grade 2	85
Grade 3	80
Grade 4	85
Grade 5	86
Grade 6	86
<b>Total Enrollment</b>	<b>575</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.3
Asian	69.9
Black or African American	0.2
Filipino	1.9
Hispanic or Latino	25.6
Two or More Races	0.7
White	0.9
English Learners	40.5
Homeless	2.3
Migrant	0.2
Socioeconomically Disadvantaged	66.4
Students with Disabilities	9.7

### 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.

## 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>	24.9	100	112	97.46	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.5	0.43	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.4	0.37	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1.9	1.73	15831.9	5.67
<b>Total Teaching Positions</b>	24.9	100	114.9	100	279044.8	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.

## 2022-23 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>	26.4	100	109.3	97.19	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	2.1	1.92	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0.9	0.88	14303.8	5.15
<b>Total Teaching Positions</b>	26.4	100	112.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	26.9	100	112.8	97.28	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	2	1.72	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	1.1	1	13705.8	4.91
<b>Total Teaching Positions</b>	26.9	100	115.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	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>.

## 2025-26 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.

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. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information online and develop their research skills. 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 has a Promethean Board as well as iPads and iMac desktops. Software programs, including Accelerated Reader, Imagine Learning Language and Literacy and i-Ready support students to develop academic skills aligned to the content standards.

Year and month in which the data were collected

October 2025

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

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

## School Facility Conditions and Planned Improvements

Built in 1948, with additions made in 1954 and 1997, Janson School facilities encompass 58,964 square feet. They consist of permanent classrooms, relocatable classrooms, a multipurpose room, administrative offices, and restrooms. The school recently upgraded the phone/intercom system allowing for the installation of phones and 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. All the playground equipment was replaced in the Summer of 2023. In the summer of 2025, the school had the blacktops and parking lots resurfaced.

### Maintenance and Repair

Safety remains the top priority for the District and Maintenance and Operations team. District maintenance leads and the principal take a proactive approach by conducting continuous inspections at all school sites. Any repairs needed to keep facilities in good condition and functioning properly are completed promptly. The district utilizes a computer-based work order system to ensure efficient service and to guarantee that emergency repairs receive immediate attention. The department secretary reviews all work orders each morning to help prioritize them effectively. The maintenance team has confirmed that 100% of all toilets, faucets, lights and electrical outlets across school campuses are currently in working order.

### Cleaning Process and Schedule

The district governing board has established cleaning standards for all schools, and a summary of these standards is available at each school site and at the district office. Site administrators work closely with custodial staff each day to implement cleaning schedules that support a clean and safe campus environment. In response to the COVID-19 pandemic, the district updated its cleaning protocols to include more frequent cleaning of common areas (such as restrooms) and the use of disinfectant fogging in all areas. This procedure continues to minimize the spread of bacteria and other viruses.

### Deferred Maintenance Projects

Deferred Maintenance funds are utilized alongside other available facility resources to complete essential repairs and replacements across the districtwide schools. Each year, the district reviews and updates its deferred maintenance needs to ensure projects are appropriately prioritized and addressed in a timely manner. A plan has been developed with the M & O team to ensure that the schools needs are met throughout the year.

The following chart displays the most recent facilities inspection.

### Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	65	60	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	60	61	52	54	35	37

## 2024-25 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
<b>All Students</b>	336	328	97.62	2.38	64.63
<b>Female</b>	163	158	96.93	3.07	70.25
<b>Male</b>	173	170	98.27	1.73	59.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	235	227	96.60	3.40	73.57
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	84	100.00	0.00	41.67
<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>	79	71	89.87	10.13	21.13
<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>	158	154	97.47	2.53	55.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	0.00

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	336	335	99.70	0.30	61.19
<b>Female</b>	163	162	99.39	0.61	64.20
<b>Male</b>	173	173	100.00	0.00	58.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	235	234	99.57	0.43	69.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	84	100.00	0.00	36.90
<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>	79	78	98.73	1.27	33.33
<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>	158	158	100.00	0.00	47.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	47.67	57.65	44.36	43.31	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	85	98.84	1.16	57.65
Female	45	44	97.78	2.22	54.55
Male	41	41	100.00	0.00	60.98
American Indian or Alaska Native	--	--	--	--	--
Asian	66	65	98.48	1.52	67.69
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	26.32
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	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	47.83
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.

## 2024-25 California Physical Fitness Test Participation Rates

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	100.0	100.0	100.0	100.0	100.0

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of and involved in the education program at Janson School. All parents are able to participate in School Site Council (SSC) and English Language Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA). SSC and ELAC are formal groups with elected participants who help make school decisions and monitor progress on goals. All parents are welcomed to participate.

Mildred B. Janson has a community liaison who speaks the predominant languages used in our community: English, Cantonese, Mandarin, Spanish and Vietnamese.

The community liaison connects families with support and resources and works hard to promote positive parent partnership in a variety of ways.

Janson PTA is an involved advocacy group who partners with the school in order to further enrich the experience and outcomes for our students.

PTA brings a variety of parent involvement event opportunities throughout the school year, such as family breakfast events and many more.

Parents are encouraged to be involved in their child's education. Parents may attend school-wide events held throughout the school year, such as: Parent Conferences, Open House, Winter Performance, Founders' Day, Award ceremonies and promotion ceremonies. Parents are encouraged to attend the Principal's coffee chats, which cover a variety of topics such as: current events, budget, school programming, safety protocols, PBIS, attendance and academic support for all students.

At Janson we value high levels of communication and information is shared on an ongoing basis through communication platforms. Janson school also updates and gives information on the school's website, Back to School Night, and Open House.

The Leader in Me program has also provided a curriculum to host a Leader In Me Parent Night for all Janson parents. During this event, parents are educated on the 8 Habits and better understand our school's culture and vision. Janson school utilizes both in person and virtual meeting platforms, such as Zoom, to support parent meetings and events.

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.

Please feel free to contact Principal Shirley Conde at (626) 288-3150 for information and any questions.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	591	8	1.4
Female	279	276	3	1.1
Male	318	315	5	1.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	418	414	3	0.7
Black or African American	--	--	--	--
Filipino	11	11	0	0.0
Hispanic or Latino	153	151	5	3.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	245	242	3	1.2
Foster Youth	--	--	--	--
Homeless	13	13	0	0.0
Socioeconomically Disadvantaged	410	408	8	2.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	1	1.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.49	0.34	1.76	1.11	1.28	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.12	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.63	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	1.31	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	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	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.

## 2025-26 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 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:

The district utilizes the Titan Emergency Management System, which alerts staff and first responders through multiple platforms—including laptops, cell phones, tablets, and classroom devices. All staff members receive annual training on emergency response protocols, including Titan communication procedures.

- 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 is updated yearly and was updated again this school year. Safety procedures, including the Safe School Plan elements, are reviewed with school and district staff throughout the school year. At Janson school we conduct monthly safety drills. We conduct a variety of types of drills including: earthquake drills, fire drills, shelter in place drills and lock down drills. The safety plan was reviewed and approved by the School Site Council during a meeting on September 29, 2025.

## 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.

## 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
<b>K</b>	22	9	36	0
<b>1</b>	20	27	9	0
<b>2</b>	34	0	18	9
<b>3</b>	26	9	18	9
<b>4</b>	24	0	27	0
<b>5</b>	28	0	27	0
<b>6</b>	27	0	27	0
<b>Other</b>	8	9	0	0

## 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
<b>K</b>	15	36	0	0
<b>1</b>	23	0	36	0
<b>2</b>	20	27	9	0
<b>3</b>	20	27	9	0
<b>4</b>	26	0	27	0
<b>5</b>	27	0	18	0
<b>6</b>	28	0	27	0
<b>Other</b>	17	9	9	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	21	1	2	
2	21	2	2	
3	20	3	1	
4	27		3	
5	27		3	
6	28		3	
Other	11	1		

## 2024-25 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

## 2024-25 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)	1
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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>	\$12,471	\$4,209	\$8,262	\$105,811
<b>District</b>	N/A	N/A	\$13,056	\$112,567
<b>Percent Difference - School Site and District</b>	N/A	N/A	-45.0	2.5
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.4	11.7

## Fiscal Year 2024-25 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
- Arts and Music in Schools (Prop 28)
- Learning Recovery Emergency Block Grant
- Instructional assistants
- After school programs (ASES & ASART)
- Morning Care Programs
- Preschool
- Summer School
- Enrichment Programs
- Dual Language Instruction (DLI)
- Intervention programs and personnel
- Educational software
- Additional technology

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$60,313	\$61,516
<b>Mid-Range Teacher Salary</b>	\$103,610	\$95,479
<b>Highest Teacher Salary</b>	\$131,883	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$157,023	\$152,668
<b>Average Principal Salary (Middle)</b>	\$164,101	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$243,133	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	32.99%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5.73%	5.74%

## 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)
- . Professional Learning Communities (PLC) with Solution Tree
- Implementation of eduCLIMBER: an MTSS tool for student achievement data analysis
- . First Best Instruction (FBI)
- Teacher Clarity
- Teaching with Intent: Gradual Release of Responsibility
- . Guaranteed Viable Curriculum & Instruction
- Mathematical Framework and Practices
- Focus on Phonemic Awareness, Phonics and Vocabulary instruction. aligned to the Science of Reading
- . Positive Behavioral Interventions and Supports (PBIS)
- . Engaging California English Learners through the Arts (ECELA)

### Site:

Professional learning occurs in a variety of settings. During professional development days, teachers attend workshops to learn instructional techniques, analyze their students' work, and collaboratively plan to implement high yielding best practices. 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 sessions 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

## Professional Development

- Leveraging highly effective best practices based on research
- Prioritizing Common Core Standards to accelerate learning including a focus on power standards
- Best practices for supporting English learners with integrated ELD and for low performers in small group settings

Janson also continues to participate in The Leader in Me Coaching.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3