

Mildred B. Janson Elementary School

2023-2024 學校責任報告卡 (2024-2025 學年發佈)



學校責任報告卡 (SARC) 概況

SARC 概述



根據加州法律規定，每年 2 月 1 日前，加州每所學校都必須公布學校責任報告卡 (SARC)。SARC 包含每所加州公立學校的狀況和表現相關信息。根據《地方控制撥款公式》(LCFF)，所有地方教育機構 (LEAs) 均需準備《地方控制和問責計劃》(LCAP)，該計劃描述了他們打算如何實現針對所有學生的特定年度學校目標，以及解決州和地方優先事項的具體措施。此外，LCAP 中報告的數據必須與 SARC 中報告的數據保持一致。

- 如需詳細了解 SARC 要求並查閱以往年度報告，請訪問加州教育部 (CDE) SARC 網頁 <https://www.cde.ca.gov/ta/ac/sa/>。
- 如需詳細了解 LCFF 或 LCAP，請訪問 CDE LCFF 網頁：<https://www.cde.ca.gov/fg/aa/lc/>。
- 如需了解學校信息，家長/監護人和社區成員可聯繫學校校長或學區辦公室。

可向學校辦公室索取紙本版 SARC。

DataQuest



DataQuest 是 CDE 提供的線上數據工具，網址為 <https://dq.cde.ca.gov/dataquest/>，其中包含有關學校及其與所在學區和縣的比較數據。DataQuest 是一個動態系統，可提供問責報告（如測試數據、入學率、高中畢業率、輟學率、課程註冊人數、教職員工人數以及英語學習者的相關數據）。

加州學校儀表板 (California School Dashboard)



加州學校儀表板是加州新推出的問責與持續改進系統，提供有關 LEA 和學校如何滿足加州多樣化學生群體需求的信息，網址為 <https://www.caschooldashboard.org/>。儀表板包含顯示 LEA、學校和學生群體在一系列州級和地方措施上的表現的報告，以幫助識別優勢、挑戰以及需要改進的領域。

互聯網訪問

公共圖書館和其他公共場所（如加州州立圖書館）提供互聯網訪問服務。圖書館和公共場所的上網服務通常是先到先得。使用限制可能包括營業時間、工作站的使用時長（取決於是否有空間）、工作站提供的軟件種類以及打印文件的能力等。

加州大學 (UC) 的入學要求

加州大學的入學要求遵循《總體規劃》中制定的指導方針，其中要求錄取對象為州內前 1/8 的優秀畢業生，以及成功完成指定大學課程的轉校生。這些要求旨在確保所有符合條件的學生具備完成大學課程的能力。如需詳細了解一般入學要求，請訪問加州大學招生信息網站：<https://admission.universityofcalifornia.edu/>。

加州州立大學（CSU）入學資格	CSU的入學資格基於以下三個因素：(1) 指定的高中課程；(2) 指定課程成績及考試分數；(3) 高中畢業情況。部分校區對特定專業或非本地校區學生設有更高標準。由於申請學生人數眾多，部分校區對所有申請者均設有更高標準（補充錄取標準）。大多數CSU校區對從當地高中和社區學院畢業或轉學的學生提供本地招生保障政策。有關入學、申請和費用信息，請訪問 CSU 網站 https://www2.calstate.edu/ 。
-----------------	--

2024-25 學校聯繫信息	
學校名稱	Mildred B. Janson Elementary School
街道地址	8628 Marshall Street
城市/州/郵政編碼	Rosemead, CA 91770
電話號碼	(626) 288-3150
校長	Shirley Conde
電子郵件地址	sconde@rosemead.k12.ca.us
學校網站	www.rosemead.k12.ca.us/janson
年級範圍	P-6
縣-區-學校（CDS）代碼	19-64931-6022180

2024-25 學區聯繫信息	
學區名稱	Rosemead School District
電話號碼	(626) 312-2900
學監	Dr. Philip D'Agostino
電子郵件地址	pdagostino@rosemead.k12.ca.us
學區網站	www.rosemead.k12.ca.us

2024-25 學校簡介和使命宣言	
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. 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.	
Mildred B. Janson school is proud to be an official "Leader In Me Lighthouse School", the first to be named a Lighthouse school in California. In addition, Janson is recognized as a Legacy School, only the 2nd school in the world to reach this recognition. In November 2024, Mildred B. Janson was re-certified as a Legacy school. This means that Janson is both sustaining and innovating in the Leader In Me program. Each student and staff member understands the 8 Habits. It is the common language here on our campus. We all believe that every student is a leader and that our job as educators is to foster and celebrate the leader in them. The hard-working staff is well-trained in the Leadership model and the 8 Habits. All staff members are dedicated to making a positive difference for all students.	
Janson is proud to share that through a grant, we partner with ECELA: Engaging California English Language Learners Through the Arts. Due to this partnership with ECELA, Mildred B. Janson is able to provide professional development, coaching	

and opportunities to students in engaging students through the arts. In addition, with district support, Janson is able to provide a variety of partnerships with artists in residence who provide programming such as: Ukulele, Choir, Conga Kids dancing classes, scoring a story and visual art.

Mildred B Janson's school goals are:

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

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

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

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

Thank you,
Shirley Conde
Principal

A Message from the Superintendent of Schools:

Dear Members of the Rosemead School District Community,

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

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.

2024-25 學校簡介和使命宣言

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

關於本校

2023-24 學年各年級學生註冊人數

幼兒園	83
1 年級	90
2 年級	80
3 年級	79
4 年級	81
5 年級	82
6 年級	87
總註冊人數	582

2023-24 學年各學生群組註冊人數

學生群組	佔總註冊人數百分比
女	48.5
男	51.5
美國印第安人或阿拉斯加原住民	0.3
亞裔	67.2
黑人或非裔美國人	0.2
菲律賓裔	2.1
西班牙裔或拉丁裔	27.7
兩種或以上種族後裔	0.5
白人	0.7
英語學習者	40.9
無家可歸者	1.7
移民	0.5
社會經濟弱勢群體	68.9
殘疾學生	7.4

A.學習條件

州優先事項：基本

SARC 提供以下與州優先事項：基本（優先事項 1）相關的資訊：

- 教師是否適當派任，且具備所教授科目及學生的完整教師資格；
- 學生是否擁有與標準一致的教學材料；
- 學校設施維護狀況良好。

2020-21 學年教師的培訓與分配情況						
授權/派任	學校數量	學校百分比	學區數量	學區百分比	州數量	州百分比
完全持有教師資格（臨時或完整資格），並就學科和學生正確派任（適當派任）	24.80	96.14	102.70	93.48	228366.10	83.12
適當派任的實習教師資格持有者	0.00	0.00	0.90	0.90	4205.90	1.53
無資格教師與不當派任教師（根據ESSA為“無資格”）	0.00	0.00	1.40	1.33	11216.70	4.08
超出專業範疇的教師派任（根據ESSA被視為“非專業領域”）	0.00	0.00	0.00	0.00	12115.80	4.41
未知/不完整/不適用（NA）	0.90	3.82	4.60	4.27	18854.30	6.86
教師職位總數	25.80	100.00	109.80	100.00	274759.10	100.00
注意：本表中的數據基於全職等效（FTE）狀態。一個 FTE 表示一位全職工作的教職員工；一個 FTE 也可以代表兩位各自工作 50%全職工時的教職員工。另外，派任係指依據教學環境、學科和年級層級指派教育工作者的職位。授權定義為教育者被授權向學生提供的服務。						

2021-22 學年教師的培訓與分配情況						
授權/派任	學校數量	學校百分比	學區數量	學區百分比	州數量	州百分比
完全持有教師資格（臨時或完整資格），並就學科和學生正確派任（適當派任）	24.90	100.00	112.00	97.46	234405.20	84.00
適當派任的實習教師資格持有者	0.00	0.00	0.00	0.00	4853.00	1.74
無資格教師與不當派任教師（根據ESSA為“無資格”）	0.00	0.00	0.50	0.43	12001.50	4.30
超出專業範疇的教師派任（根據ESSA被視為“非專業領域”）	0.00	0.00	0.40	0.37	11953.10	4.28
未知/不完整/不適用（NA）	0.00	0.00	1.90	1.73	15831.90	5.67
教師職位總數	24.90	100.00	114.90	100.00	279044.80	100.00
注意：本表中的數據基於全職等效（FTE）狀態。一個 FTE 表示一位全職工作的教職員工；一個 FTE 也可以代表兩位各自工作 50%全職工時的教職員工。另外，派任係指依據教學環境、學科和年級層級指派教育工作者的職位。授權定義為教育者被授權向學生提供的服務。						

2022-23 學年教師的培訓與分配情況

授權/派任	學校 數量	學校 百分比	學區 數量	學區 百分比	州 數量	州 百分比
完全持有教師資格（臨時或完整資格），並就學科和學生正確派任（適當派任）	26.40	100.00	109.30	97.19	231142.40	100.00
適當派任的實習教師資格持有者	0.00	0.00	0.00	0.00	5566.40	2.00
無資格教師與不當派任教師（根據ESSA為“無資格”）	0.00	0.00	2.10	1.92	14938.30	5.38
超出專業範疇的教師派任（根據ESSA被視為“非專業領域”）	0.00	0.00	0.00	0.00	11746.90	4.23
未知/不完整/不適用（NA）	0.00	0.00	0.90	0.88	14303.80	5.15
教師職位總數	26.40	100.00	112.40	100.00	277698	100

注意：本表中的數據基於全職等效（FTE）狀態。一個 FTE 表示一位全職工作的教職員工；一個 FTE 也可以代表兩位各自工作 50%全職工時的教職員工。另外，派任係指依據教學環境、學科和年級層級指派教育工作者的職位。授權定義為教育者被授權向學生提供的服務。

無資格教師與不當派任教師（根據ESSA為“無資格”）

授權/派任	2020-21	2021-22	2022-23
許可與豁免	0.00	0.00	0
誤派任	0.00	0.00	0
空缺職位	0.00	0.00	0
無資格證書與錯誤指派的教師總數	0.00	0.00	0

具資格教師但被派任至非專業領域（根據ESSA被視為“非專業領域”）

指標	2020-21	2021-22	2022-23
經許可或豁免授權的合格教師	0.00	0.00	0
當地派任選項	0.00	0.00	0
非專業領域教師總數	0.00	0.00	0

班級派任

指標	2020-21	2021-22	2022-23
針對英語學習者的錯誤派任 （由誤派任教師教授英語學習者課程的課堂百分比）	0.00	0	0
無教學資格、許可證或授權 （由無授權教學紀錄教師教授的課堂百分比）	0.00	0	0

注意：欲了解更多資訊，請參閱更新後的教師公平定義網頁，網址為 <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>。

2024-25 學年教科書與其他教學材料的質量、時效性與可用性

Rosemead School District sets a high priority on making high quality textbooks and materials available to support instructional programs. Rosemead School District held a public hearing and determined that textbooks, instructional materials, and science lab equipment were sufficient and of good quality at each school within the district, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own standards-aligned textbooks and instructional materials in core subjects for use in the classroom and at home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle. The chart below illustrates the textbooks currently in use at our school. All textbooks are in adequate supply and fair to excellent condition. 100% of students in each core subject area possess the necessary textbooks and instructional materials. Additional supplemental materials utilized to support students are iReady, Simple Solutions, RAZ-KIDZ, Imagine Learning, and Mystery Science.

The school's library is stocked with many books for students to check out, including books and materials in Spanish. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books for guided reading and English Language Development. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information on-line and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Students in grades kindergarten through six receive computer-assisted instruction on a weekly basis in our state-of-the-art computer lab. Every classroom is equipped with 1-to-1 Chromebooks. Every classroom also has iPads and iMac desktops. Software programs, including Accelerated Reader, Imagine Learning Language and Literacy and i-Ready help students to develop skills in reading, writing, math, and keyboarding.

收集數據的年份與月份October 2024

主題	教科書和其他教材/採用年份	從最近一次採用？	缺乏指定教科書的學生百分比
閱讀/語言藝術	McGraw Hill Education, California Wonders 2017 (Grades K-6) Wonders ELD (Grades K-6) Adopted in 2017	Yes	0%
數學	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math (supplemental)	Yes	0%
科學	TCI Bring Science Alive! (Grades K-6) Adopted in 2021	Yes	0%
歷史/社會科學	TCI History Alive! (Grades K-8) Adopted in 2023	Yes	0%

注意：包含“無適用值”（N/A）的單元不需要數據。

學校設施狀況與計劃改善

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

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant fogging of all areas.

Deferred Maintenance Projects

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

The following chart displays the most recent facilities inspection.

最新FIT報告的年份與月份				November 2024
已檢查系統	良好率	尚可率	不佳率	需要維修及已採取或計劃採取的行動
系統： 瓦斯洩漏、機械/HVAC、下水道	X			Systems Rating is 99.33% A/C in server room not working
室內： 室內表面	X			Interior Rating is 90% Stained ceiling tiles; Wall behind floor sink needs repair Electrical room - holes in walls and ceiling. Wall panels need to be reglued.
清潔度： 整體清潔度、害蟲/有害生物侵擾	X			Cleanliness rating is 95%. Room A-15 very dirty. Restrooms used for storage - very messy.
電氣	X			Electrical rating is 96%. Hand dryer not working. Lights do not work. Needs light switch covers.
洗手間/水龍頭： 洗手間、水槽/水龍頭	X			Restrooms/fountains rating is 92%. Drinking fountain not working. Walls in restroom peeling.
安全： 消防安全、危險材料	X			Safety rating is 100%
結構： 結構損壞、屋頂	X			Structural rating is 100%

學校設施狀況與計劃改善						
室外： 操場/學校場地、窗戶/門/大門/圍欄		X			External rating is 92% Windows need to be replaced; Large cracks in south parking lot; Asphalt cracks; concrete on stage sinking; Windows etched. Door dragging on landing.	

整體設施評分			
模範	良好	一般	不佳
	X		

B.學生成果	州優先事項：學生成績
	SARC 提供以下與州優先事項：學生成績（優先事項 4）相關的資訊：
	全州性評估 (即，加州學生表現與進度評估（California Assessment of Student Performance and Progress [CAASPP] System）包括針對普通教育學生的智慧均衡總結性評估，以及針對三至八年級和十一年級的英語語言藝術/讀寫能力（ELA）和數學的加州替代評估（CAAs）。只有符合資格的學生才能參加CAA測試1。CAAs項目與替代成績標準一致，而替代成績標準與共同核心州立標準[CCSS]（面向最重度認知障礙學生）相連結。
	CAASPP 系統包含以下評估和學生參與要求： - 智慧均衡總結性評估和ELA CAAs，於三至八年級和十一年級進行。 - 智慧均衡總結性評估和數學CAAs，於三至八年級和十一年級進行。 - 加州科學測驗（CAST）和科學CAA，於五年級、八年級及高中階段（即十年級、十一年級或十二年級）進行。
	大學與職業準備 成功完成滿足加州大學和加州州立大學入學資格的課程，或完成職業技術教育序列或學習計劃的學生百分比。

在CAASPP測驗中達到或超過州標準的學生百分比						
本表格顯示三至八年級及十一年級學生參與並完成州政府管理評量的ELA和數學CAASPP測驗結果。						
為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。						
ELA和數學測驗結果包含智慧均衡總結性評估及CAA。“達標或超標百分比”的計算方式為：在智慧均衡總結性評估中達標或超標的學生人數，加上在CAA中達標（即達到第3級-替代級）的學生人數，再除以參加兩項評估的學生人數。						
主題	學校 2022-23	學校 2023-24	地區 2022-23	地區 2023-24	國家 2022-23	國家 2023-24
英語語言藝術/讀寫能力 (3-8年級和11年級)	66	66	57	60	46	47
數學 (3-8年級和11年級)	60	60	50	52	34	35

2023-24 學年各學生群體 ELA CAASPP 測驗結果

本表顯示三至八年級和十一年級各學生群體參與並完成州政府管理評量的 ELA CAASPP 測驗結果。

ELA 測驗結果包括智慧均衡總結性評估和 CAA。“達標或超標百分比”的計算方式為：在智慧均衡總結性評估中達標或超標的學生人數，加上在CAA中達標（即達到第3級-替代級）的學生人數，再除以參加兩項評估的學生人數。

為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。

注意：參加測驗的學生人數包括所有參與測驗的學生，不論他們是否獲得分數；但並不是用來計算成績等級百分比的人數。計算成績等級百分比時，只有獲得分數的學生才會被計算在內。

CAASPP 學生群組	CAASPP 總 註冊人數	CAASPP測 驗 人數	CAASPP測 驗人數 百分比	CAASPP未 測驗人數 百分比	CAASPP達 標或超標 百分比
全體學生	337	329	97.63	2.37	65.65
女	160	159	99.38	0.62	74.84
男	177	170	96.05	3.95	57.06
美國印第安人或阿拉斯加原住民	--	--	--	--	--
亞裔	217	209	96.31	3.69	75.60
黑人或非裔美國人	0	0	0	0	0
菲律賓裔	--	--	--	--	--
西班牙裔或拉丁裔	98	98	100.00	0.00	42.86
夏威夷原住民或太平洋島民	0	0	0	0	0
兩種或以上種族後裔	--	--	--	--	--
白人	--	--	--	--	--
英語學習者	78	70	89.74	10.26	37.14
寄養青少年	0	0	0	0	0
無家可歸者	0	0	0	0	0
參軍	0	0	0	0	0
社會經濟弱勢群體	174	169	97.13	2.87	56.21
接受移民教育服務的學生	0	0	0	0	0
殘疾學生	30	30	100.00	0.00	6.67

2023-24 學年各學生群體数学 CAASPP 測驗結果

本表顯示三至八年級和十一年級各學生群體參與並完成州政府管理評量的数学 CAASPP 測驗結果。

數學測驗結果包含智慧均衡總結性評估及CAA。“達標或超標百分比”的計算方式為：在智慧均衡總結性評估中達標或超標的學生人數，加上在CAA中達標（即達到第3級-替代級）的學生人數，再除以參加兩項評估的學生人數。

為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。

注意：參加測驗的學生人數包括所有參與測驗的學生，不論他們是否獲得分數；但並不是用來計算成績等級百分比的人數。計算成績等級百分比時，只有獲得分數的學生才會被計算在內。

CAASPP 學生群組	CAASPP 總 註冊人數	CAASPP測 驗 人數	CAASPP測 驗人數 百分比	CAASPP未 測驗人數 百分比	CAASPP達 標或超標 百分比
全體學生	338	337	99.70	0.30	59.94
女	160	160	100.00	0.00	64.38
男	178	177	99.44	0.56	55.93
美國印第安人或阿拉斯加原住民	--	--	--	--	--
亞裔	218	217	99.54	0.46	70.51
黑人或非裔美國人	0	0	0	0	0
菲律賓裔	--	--	--	--	--
西班牙裔或拉丁裔	98	98	100.00	0.00	34.69
夏威夷原住民或太平洋島民	0	0	0	0	0
兩種或以上種族後裔	--	--	--	--	--
白人	--	--	--	--	--
英語學習者	78	78	100.00	0.00	33.33
寄養青少年	0	0	0	0	0
無家可歸者	0	0	0	0	0
參軍	0	0	0	0	0
社會經濟弱勢群體	175	174	99.43	0.57	49.43
接受移民教育服務的學生	0	0	0	0	0
殘疾學生	31	30	96.77	3.23	0.00

所有學生的 CAASPP 科學測驗結果

本表顯示達到或超過州標準的五年級、八年級和高中學生百分比。

科學測驗結果包含 CAST 和科學 CAA。“達標或超標百分比”的計算方式為：在 CAST 測驗中達標或超標的學生人數，加上在科學 CAA 測驗中達標（即達到第 3 級-替代級）的學生人數，再除以參加科學評估的學生人數。

為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。

參加測驗的學生人數包括所有參與測驗的學生，不論他們是否獲得分數；但並不是用來計算成績等級百分比的人數。計算成績等級百分比時，只有獲得分數的學生才會被計算在內。

主題	學校 2022-23	學校 2023-24	地區 2022-23	地區 2023-24	國家 2022-23	國家 2023-24
科學 (五年級、八年級與高中)	56.32	47.67	40.11	44.36	30.29	30.73

2023-24 學年各學生群體科學 CAASPP 測驗結果

本表顯示五年級、八年級與高中學生群組的CAASPP科學測驗結果。 當測驗學生人數少於或等於 10 人時，表格中會顯示雙短線（--），因為此類別的學生數量太少，無法達到統計準確性，或者是為了保護學生隱私。

學生群組	總 註冊人數	測驗 人數	測驗人數 百分比	未測驗人數 百分比	達標或超標 百分比
全體學生	86	86	100.00	0.00	47.67
女	36	36	100.00	0.00	58.33
男	50	50	100.00	0.00	40.00
美國印第安人或阿拉斯加原住民	0	0	0	0	0
亞裔	60	60	100.00	0.00	51.67
黑人或非裔美國人	0	0	0	0	0
菲律賓裔	--	--	--	--	--
西班牙裔或拉丁裔	19	19	100.00	0.00	21.05
夏威夷原住民或太平洋島民	0	0	0	0	0
兩種或以上種族後裔	--	--	--	--	--
白人	0	0	0	0	0
英語學習者	21	21	100.00	0.00	4.76
寄養青少年	0	0	0	0	0
無家可歸者	0	0	0	0	0
參軍	0	0	0	0	0
社會經濟弱勢群體	42	42	100.00	0.00	30.95
接受移民教育服務的學生	0	0	0	0	0
殘疾學生	--	--	--	--	--

B.學生成果

州政府優先事項：其他學生學習成果

SARC 提供以下與州優先事項相關的資訊：其他學生學習成果（優先事項 8）：學生在體育科目領域的成果。

2023-24 學年加州體適能測驗結果

本表格顯示學生參與加州體適能測驗五大體能指標的百分比。體適能測驗管理僅需針對這五大體能領域的參與結果。當測驗學生人數少於或等於 10 人時，不會計算百分比，表格中會顯示雙短線（--），因為此類別的學生數量太少，無法達到統計準確性，或者是為了保護學生隱私。

年級	組成部分 1： 有氧能力	組成部分 2： 腹部力量和耐力	組成部分 3： 軀幹伸展和力量與柔軟度	組成部分 4： 上身力量和耐力	組成部分 5： 柔韌性
5 年級	97.67	98.84	98.84	98.84	98.84

C.參與度

州優先事項：家長參與

SARC 提供以下與州優先事項：家長參與（優先事項 3）相關的資訊：學區在做出有關學區及各校區的決策時，努力尋求家長參與。

2024-25 學年家長參與機會

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). Both SSC and ELAC are formal groups with elected participants who help make school decisions and monitor progress on goals. All parents are welcomed to participate.

The school community liaison ensures that information is made available to parents in the predominant home languages of English, Cantonese, Mandarin, Spanish and Vietnamese.

The PTA has made generous contributions of time and money to numerous programs and activities.

Parents are encouraged to be involved in their child’s education. Parents may attend school-wide events held throughout the school year, such as: Parent Conferences, Open House, Winter Performance, Founders’ Day and promotion ceremonies. Parents are kept informed of school activities through communication platforms. Janson sends out monthly newsletters and continuous Class Dojo messaging. Janson school also updates and gives information on the school’s website, Back to School Night, and Open House. Parents are encouraged to attend the Principal’s coffee chats, which cover a variety of topics such as: current events, budget, school programming, safety protocols, PBIS, attendance and academic support for all students.

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

2023-24 學年各學生群的長期缺勤情況

學生群組	累計註冊人數	長期缺勤符合條件的註冊人數	長期缺勤人數	長期缺勤率
全體學生	610	605	7	1.2
女	292	290	2	0.7
男	318	315	5	1.6
非二元性別	--	--	--	--
美國印第安人或阿拉斯加原住民	--	--	--	--
亞裔	405	403	2	0.5
黑人或非裔美國人	--	--	--	--
菲律賓裔	12	12	0	0.0
西班牙裔或拉丁裔	173	171	4	2.3
夏威夷原住民或太平洋島民	--	--	--	--
兩種或以上種族後裔	--	--	--	--
白人	--	--	--	--
英語學習者	252	251	0	0.0
寄養青少年	--	--	--	--
無家可歸者	--	--	--	--
社會經濟弱勢群體	421	418	5	1.2
接受移民教育服務的學生	--	--	--	--
殘疾學生	53	52	1	1.9

注意：為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。

C.參與度

州優先事項：校風

SARC 提供以下與州優先事項：校風（優先事項 6）相關的資訊：

- 學生停學率；
- 學生開除率
- 有關安全感的其他地方性衡量標準

停學與開除

本表顯示停學與開除的數據。

率	學校 2021-22	學校 2022-23	學校 2023-24	地區 2021-22	地區 2022-23	地區 2023-24	國家 2021-22	國家 2022-23	國家 2023-24
停學	0.18	0	0.49	1.08	1.76	1.11	3.17	3.6	3.28
開除	0	0	0	0	0	0.12	0.07	0.08	0.07

2023-24 學年各學生群停學與開除情況

學生群組	停學率	開除率
全體學生	0.49	0.00
女	0.68	0.00
男	0.31	0.00
非二元性別	0.00	0.00
美國印第安人或阿拉斯加原住民	0.00	0.00
亞裔	0.49	0.00
黑人或非裔美國人	0.00	0.00
菲律賓裔	0.00	0.00
西班牙裔或拉丁裔	0.58	0.00
夏威夷原住民或太平洋島民	0.00	0.00
兩種或以上種族後裔	0.00	0.00
白人	0.00	0.00
英語學習者	0.40	0.00
寄養青少年	0.00	0.00
無家可歸者	0.00	0.00
社會經濟弱勢群體	0.48	0.00
接受移民教育服務的學生	0.00	0.00
殘疾學生	0.00	0.00

注意：為保護學生隱私，當選定學生群體人數少於或等於 10 人時，表格中會顯示雙短線（--）。

2024-25 學年學校安全計畫

Janson School is a closed campus. During school hours, all entrances are secured to ensure visitors check in with the front office. All visitors must sign in and wear visitor badges during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify the staff ahead of time. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension and expulsion
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils, parents, and school employees
- Safe and orderly school environment
- School rules and procedures

The school evaluates the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in

2024-25 學年學校安全計畫

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

D.其他 SARC 資訊

SARC 要求提供的資訊

本節所列的資訊必須列入 SARC，但不包括在 LCFF 的州優先項目中。

2021-22 學年小學班級平均規模及班級規模分佈

本表顯示 2021-22 學年班級平均規模及班級規模分佈。標題為“班級數量”的欄位表示各規模班級（班級學生總數範圍）下的班級數量。“其他”類別適用於多年級的班級。

年級	平均班級規模	有 1-20名學生的班級數目	有 21-32名學生的班級數目	有 33名以上學生的班級數目
K	20		4	
1	23		3	
2	22		4	
3	23		3	
4	24		3	
5	25		3	
6	25		3	
其他	8	1		

2022-23 學年小學班級平均規模及班級規模分佈

本表顯示 2021-22 學年班級平均規模及班級規模分佈。標題為“班級數量”的欄位表示各規模班級（班級學生總數範圍）下的班級數量。“其他”類別適用於多年級的班級。

年級	平均班級規模	有 1-20名學生的班級數目	有 21-32名學生的班級數目	有 33名以上學生的班級數目
K	21		5	
1	20		4	
2	26		3	
3	21		4	
4	25		3	
5	28		3	
6	27		3	
其他	8			

2023-24 學年小學班級平均規模及班級規模分佈

本表顯示 2023-24 學年班級平均規模及班級規模分佈。標題為“班級數量”的欄位表示各規模班級（班級學生總數範圍）下的班級數量。“其他”類別適用於多年級的班級。

年級	平均 班級規模	有 1-20名學生的班級數目	有 21-32名學生的班級數目	有 33名以上學生的班級數目
K	15	4		
1	23		4	
2	20	1	3	
3	20	3	1	
4	27		3	
5	28		3	
6	28		3	
其他	10	1		

2023-24 學年學生與學業輔導員比例

本表顯示學生與學業輔導員的比例。一個 FTE 表示一位全職工作的教職員工；一個 FTE 也可以代表兩位各自工作50%全職工時的教職員工。

學生與學業輔導員	0
----------	---

2023-24 學年學生支持服務人員

本表顯示派任給該校的 FTE 支援員工數。一個 FTE 表示一位全職工作的教職員工；一個 FTE 也可以代表兩位各自工作50%全職工時的教職員工。“其他”類別是指所有其他未列出的學生支援服務職位。

名稱	派任至學校的 FTE 人數
輔導員（學業、社交/行為或職業發展）	
圖書館媒體教師（圖書館員）	
圖書館媒體服務人員（輔助專業人員）	
護士	
言語/語言/聽力專家	
資源專家（非教學）	
其他	2

2022-23 財政年度學生人均支出與學校教師薪資

本表顯示本校 2022-23 學年每名學生支出及學校教師平均薪資。 包含“無適用值”（N/A）的單元不需要數據。

級別	總 支出 開支	每名學生 支出（受限）	每名學生 支出（不受限）	平均 教師 薪資
學校場地	\$8,827	\$2,297	\$6,530	\$96,559
地區	不適用	不適用	\$10,453	
百分比差 - 學校與學區	不適用	不適用	-46.2	2.5
國家	不適用	不適用	\$10,771	\$94,129
百分比差 - 學校與州	不適用	不適用	-49.0	2.5

2023-24 財政年度資助服務類型

Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:
- Title I - Title II - Title III - Title IV - Local Control Funding Formula (LCFF) - Expanded Learning Opportunities Program (ELOP) - Special Education - Home-to-school transportation (for Special Education) - Instructional materials - Instructional assistants - After school programs - Summer School - Enrichment Programs - Intervention programs and personnel - Educational software - Additional technology

2022-23 財政年度教師與行政人員薪資

本表顯示 2022-23 學年教師與行政人員的薪資。有關薪資的詳細資訊，請參閱CDE認證薪資與福利網頁，網址為 <http://www.cde.ca.gov/ds/fd/cs/>。

類別	學區 金額	州同類 學區 均值
初任教師薪資	\$59,171.00	\$57,839
中階教師薪資	\$83,680.00	\$90,040
最高教師薪資	\$110,209.00	\$118,647
校長平均薪資（小學）	\$132,207.00	\$144,639
校長平均薪資（初中）	\$138,165.00	\$148,270
校長平均薪資（高中）	NA	\$161,275
學區總監薪資	\$244,657	\$229,986
教師薪資預算占比	32%	31%
行政人員薪資預算占比	6%	6%

專業發展

District:
Teachers, administrators, and other staff in Rosemead engage in a continuous improvement process through a variety of formats of professional development. After reviewing summative and formative data, including test scores, student, parent, and staff surveys, and outcomes related to school culture and social-emotional learning, district and site leaders along with content teams of lead teachers identify areas of districtwide focus for teacher and administrator professional development. This year, areas of focus for districtwide PD include:

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

Site:
Professional learning occurs in a variety of settings. During our six professional development days, teachers attend workshops to learn instructional techniques, analyze their students' work, and collaboratively plan to implement the new methods. Teacher leaders are occasionally subbed out to attend "trainer of trainers" sessions, which they then facilitate for their peers across the district. Teachers and administrators often avail themselves of workshops and training provided by the Los Angeles County Office of Education, universities, curriculum publishers, and private education entities. Site principals provide individualized coaching and feedback on classroom teaching. Our new teachers who are eligible are encouraged to join the Beginning Teacher Support and Assistance (BTSA)/Induction program, through which they receive mentoring from experienced peers. Each August, teachers new to the district attend an orientation that introduces them to our district's key curriculum and initiatives. Both ELD/Intervention specialists and special education teachers have a professional learning session once per month to share best practices, analyze data, and align on processes and procedures related to the student groups they serve. Site principals come together weekly for data discussions, professional book groups, and collaboration and also conduct regular learning walks to provide peer feedback on site priorities.

In addition, the school has 75 minutes of professional development during two "late starts" each month and weekly grade-level collaboration time. Each grade level also meets with the school principal during Professional Learning Community (PLC) meetings twice a month. This year, areas of site focus include

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

專業發展

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

本表顯示專用於教職員發展與持續改進的學校天數。

主題	2022-23	2023-24	2024-25
專用於教職員發展與持續改進的學校日數	6	4	4