

Savannah 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

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Message from the School Principal:

Savannah Elementary School is committed to providing a high-quality academic education in a safe, nurturing, and supportive environment where every student is valued. Our dedicated faculty and staff work collaboratively to ensure that our culturally diverse students excel academically and develop the social-emotional skills needed to thrive in an ever-changing world.

Our purpose is to empower students to become confident leaders who take ownership of their learning and strive for continuous growth. At Savannah, we inspire a leadership mindset, cultivate a positive self-image, uphold high academic

2025-26 School Description and Mission Statement

standards, and instill a deep sense of school pride. Excellence is not just a goal—it is our guiding standard.

School Motto: “Creating Tomorrow’s Leaders Today.”

School Mission: “To Learn, To Lead, To Leave a Legacy.”

We are dedicated to ensuring that all students build a strong academic foundation and become self-motivated learners with strong character. Through exceptional instruction, engaging activities, and meaningful partnerships with families and the community, our rigorous and relevant educational programs are designed to meet the diverse needs of all learners. Together, we cultivate greatness in every student. With a shared commitment to the success of each child, we pursue and implement highly structured, impactful instructional practices across our school.

The Leader in Me framework strengthens our student-centered culture by fostering leadership, positive self-image, high scholastic expectations, and school pride. Savannah is proud to be a Lighthouse Leader in Me School, having earned the Lighthouse Milestone #2 Recertification on May 28, 2025.

The Lighthouse Review Team commended Savannah for:

- A warm, welcoming school environment that reflects the worth and potential of every stakeholder
- Strong, positive relationships among students, staff, and families
- A culture of caring, community, and inclusivity, supported through multilingual communication
- Securing the ECELA Grant for the Arts, expanding programs in music, dance, and the arts

Savannah has also earned the PBIS Platinum Implementation Award for three consecutive years (2023, 2024, 2025), was the 2023 Science Olympiad Gold Medal winner, and is a 2018 California Distinguished School—accomplishments that reflect our commitment to student success and school-wide excellence.

Savannah Staff Commit to:

- Providing a high-quality education for all students in a secure and supportive environment
- Promoting academic excellence, social-emotional growth, and responsible decision-making
- Preparing students to lead productive, meaningful lives in a diverse, global society

Community and School Profile

Located in Southern California’s San Gabriel Valley, just ten miles east of downtown Los Angeles, the Rosemead School District serves about 2,400 students in a rich and diverse community. Established in 1859, the district maintains a long tradition of academic excellence across its four elementary schools (Pre-K–6) and one middle school (7–8). Students matriculate to Rosemead High School in the El Monte Union High School District. The district is deeply committed to providing a challenging academic environment with high expectations and prioritizing student needs.

Savannah Elementary School operates on a traditional school calendar and serves approximately 350 students from Pre-K through sixth grade, drawing from the communities of Rosemead and El Monte. We remain dedicated to creating a vibrant, inclusive, and academically strong learning environment where students truly become tomorrow’s leaders.

Respectfully,
Mrs. Miriam Wazirkajoyan
Principal

A Message from the Superintendent of Schools:

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

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

2025-26 School Description and Mission Statement

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	62
Grade 1	43
Grade 2	55
Grade 3	50
Grade 4	47
Grade 5	44
Grade 6	64
Total Enrollment	365

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.3
Asian	39.2
Black or African American	0.3
Filipino	2.2
Hispanic or Latino	54.8
Two or More Races	0.5
White	1.6
English Learners	37
Foster Youth	0.3
Homeless	3.3
Migrant	1.4
Socioeconomically Disadvantaged	78.9
Students with Disabilities	13.4

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.9	94.44	112	97.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.5	0.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.37	11953.1	4.28
Unknown/Incomplete/NA	0.9	5.5	1.9	1.73	15831.9	5.67
Total Teaching Positions	17.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.9	88.88	109.3	97.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	5.5	2.1	1.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0.9	5.5	0.9	0.88	14303.8	5.15
Total Teaching Positions	17.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.9	88.88	112.8	97.28	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	5.5	2	1.72	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0.9	5.5	1.1	1	13705.8	4.91
Total Teaching Positions	17.9	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.9	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.9	0.9

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.5	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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. 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. 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. 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 also has iPads, iMac desktops and a Promethean Board. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy, IXL, Reading Eggs and i-Ready to support students 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
Reading/Language Arts	McGraw Hill: Wonders (Grades K-6) Adopted in 2017	0%
Mathematics	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math	0%
Science	TCI Bring Science Alive! (Grades K-6) Adopted in 2021	0%
History-Social Science	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 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, nurses 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. All the playground equipment was replaced in the Summer of 2024. 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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
English Language Arts/Literacy (grades 3-8 and 11)	45	49	60	59	47	48
Mathematics (grades 3-8 and 11)	38	39	52	54	35	37

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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
All Students	209	203	97.13	2.87	49.26
Female	103	100	97.09	2.91	52.00
Male	106	103	97.17	2.83	46.60
American Indian or Alaska Native	--	--	--	--	--
Asian	88	82	93.18	6.82	63.41
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	111	111	100.00	0.00	39.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	66	60	90.91	9.09	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	118	95.93	4.07	43.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	10.34

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	209	100.00	0.00	39.23
Female	103	103	100.00	0.00	34.95
Male	106	106	100.00	0.00	43.40
American Indian or Alaska Native	--	--	--	--	--
Asian	88	88	100.00	0.00	64.77
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	111	111	100.00	0.00	19.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	66	66	100.00	0.00	25.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	123	100.00	0.00	34.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	10.34

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	26.56	22.22	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	45	45	100.00	0.00	22.22
Female	24	24	100.00	0.00	29.17
Male	21	21	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	25.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	24.14
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	97.78	95.56	97.78	95.56	97.78

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

Savannah Elementary enjoys strong and consistent support from parents and the broader community. Our Savannah PTA generously contributes time, resources, and leadership to enhance student learning and create memorable school experiences. PTA fundraisers help provide field trips, assemblies, Grandparents' Day, Trunk or Treat, Red Ribbon Week activities, the Winter Wonderland Celebration, Chinese New Year festivities, student recognition programs, the PBIS Dolphin Dollar Store, Reading Is Fundamental incentives, and more. In addition, numerous community partners actively support and participate in school events, helping make each one meaningful and engaging for students.

Parent involvement is a cornerstone of Savannah's success. Families are encouraged to take an active role in their child's education by participating in our many school-wide traditions and celebrations. These include Back-to-School Night, Open House, Awards Assemblies, the Storybook Parade, Leadership Day, Jump for Heart, the 2nd/3rd Grade Gingerbread House tradition, the Winter Performance Program, Founder's Day, and promotion ceremonies.

To keep families informed and connected, Savannah communicates regularly through weekly Principal's Emails, the Savannah Dolphin Monthly newsletter, the school marquee, school website, Twitter, Coffee with the Superintendent & Principal Chats, Blackboard Connect messages, and Class Dojo. These platforms ensure parents receive timely updates and never miss important school information.

Parents are also encouraged to share their voice by participating in Coffee Chats with the Superintendent & Principal, District Budget Meetings, Savannah PTA Association Meetings, School Site Council, the English Learner Advisory Committee (ELAC), the annual Title I Meeting, and districtwide DELAC and LCAP meetings. Leadership opportunities such as the Leader in Me Parent Leadership Team and District Parent Workshops further empower families to engage meaningfully in school improvement efforts.

Savannah is committed to ensuring all families feel welcome and supported. School and district community liaisons provide communication in English, Cantonese, Mandarin, Spanish, and Vietnamese. Parents may also attend workshops on topics such as Nutrition, Social-Emotional Learning, Suicide Prevention, Social Media Awareness, Anti-Bullying, PBIS, Emergency Safety Protocols, and other relevant areas.

We also value the collaboration between families and staff through Parent/Teacher Conferences, IEP meetings, and Student Study Team (SST) meetings. Together, we foster a strong home-school partnership that supports every child's academic and social-emotional growth.

For additional information, please contact Principal Miriam Wazirkajoyan at mwazirkajoyan@rosemead.k12.ca.us or (626) 443-4015.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	385	380	76	20.0
Female	196	193	37	19.2
Male	189	187	39	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	155	152	10	6.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	207	205	59	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	148	147	19	12.9
Foster Youth	--	--	--	--
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	308	308	67	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	54	15	27.8

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
0.74	0.24	0.52	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	0.52	0.00
Female	0.00	0.00
Male	1.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	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	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.70	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

Savannah Elementary School maintains a safe, secure, and fully enclosed campus. During school hours, all entry is routed through a locked front entrance equipped with a camera system. Visitors are buzzed in by office staff and must present valid identification before checking in. All guests are required to sign in through the Raptor system and wear a visitor badge for the duration of their visit. While we welcome parents and community members, we ask that visitors notify the school in advance when planning to come on campus. Throughout the day—including before and after school, during recess, and during lunch—teachers and yard-duty noon aides supervise students and monitor key areas such as the playgrounds and cafeteria to ensure a safe and orderly environment. Savannah also follows CDC health guidance to support a healthy school community.

The Rosemead School District developed the Comprehensive Safe School Plan in accordance with Senate Bill 187 (1997) to ensure that students and staff experience a secure and supportive learning environment. Savannah’s plan includes all SB 187 components, such as: current school crime data, child abuse reporting procedures, disaster response protocols, suspension and expulsion policies, teacher notification procedures, sexual harassment policies, school-wide dress code guidelines, safe ingress and egress for students and staff, and expectations for maintaining a safe and orderly campus.

The School Safety Plan is reviewed annually and updated as needed. Savannah’s most recent review and update occurred in September 2025 with input from the School Site Council and school staff. It was subsequently approved by the Rosemead School District Board of Trustees in October 2025. Safety protocols—along with components of the Safe School Plan—are reinforced throughout the year through staff trainings and monthly emergency drills.

This year, staff are also receiving training on Titan, our emergency communication platform, to ensure efficient and reliable communication in the event of an emergency. Titan is used during emergency drills so staff can practice using this tool. The principal meets regularly with the School Safety Team and designated safety leaders to review procedures and conduct ongoing training. Savannah conducts at least 15 emergency drills annually so that students and staff are well-prepared, confident, and safe should an actual emergency occur.

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
K	21	9	18	0
1	21	0	18	0
2	23	0	18	0
3	23	0	18	0
4	24	0	27	0
5	25	0	18	0
6	23	0	18	0
Other	10	18	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
K	21	0	18	0
1	24	0	18	0
2	21	9	9	0
3	24	0	18	0
4	24	0	18	0
5	22	0	27	0
6	27	0	18	0
Other	11	18	0	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	21	1	1	
1	20	2		
2	25		2	
3	23		2	
4	24		2	
5	22		2	
6	21		3	
Other	9	2		

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	1

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
School Site	\$17,141	\$6,889	\$10,252	\$109,779
District	N/A	N/A	\$13,056	\$112,567
Percent Difference - School Site and District	N/A	N/A	-24.1	6.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-4.9	15.4

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

Fiscal Year 2024-25 Types of Services Funded

- 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
Beginning Teacher Salary	\$60,313	\$61,516
Mid-Range Teacher Salary	\$103,610	\$95,479
Highest Teacher Salary	\$131,883	\$125,208
Average Principal Salary (Elementary)	\$157,023	\$152,668
Average Principal Salary (Middle)	\$164,101	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$243,133	\$242,781
Percent of Budget for Teacher Salaries	32.99%	29.76%
Percent of Budget for Administrative Salaries	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:

Savannah Elementary is committed to continuous learning and innovation, ensuring that teachers have rich opportunities to

Professional Development

strengthen instructional practices. Each month, our staff benefits from 75 minutes of dedicated professional development during two Late Start days, as well as two additional bi-monthly one-hour Professional Learning Community (PLC) collaboration sessions.

PLC time is highly collaborative and data-driven. Teachers analyze student work, review assessment results—including CA Dashboard data, CAASPP, and ELPAC—engage in data chats, and utilize tools such as eduClimber to guide instructional decisions. Grade-level teams also review Heggerty Phonics and Shifting the Balance supplemental literacy resources, develop grade- and class-level WIGs (Wildly Important Goals), and align essential standards to support strong academic growth. This year, Savannah teachers are studying John Hattie’s Visible Learning research to refine First Best Instruction and focus on high-impact strategies that accelerate student learning.

Savannah staff also participate in a wide range of district and site-based professional development aligned to school goals, including The Leader in Me, PBIS, Literacy, EdTech, STEAM, ELD, ECELA, Math/Science, and i-Ready intervention strategies. Teachers are also encouraged to attend conferences that deepen their expertise, such as the PLC Institute, the Literacy Symposium/Science of Reading, Leader in Me training, and PBIS professional learning events.

Together, these learning opportunities ensure that Savannah educators remain informed, inspired, and equipped to provide exceptional instruction for every student.

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

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