



# Encinita Elementary School

4515 Encinita Avenue • Rosemead, CA 91770 • (626) 287-5221 • Grades P-6

Linda Chang, Principal

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<https://www.rosemead.k12.ca.us/Page/9>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Rosemead School District

3907 Rosemead Boulevard  
Rosemead, CA 91770  
(626) 312-2900  
[www.rosemead.k12.ca.us](http://www.rosemead.k12.ca.us)

#### District Governing Board

John Quintanilla, President

Veronica Peña, Clerk

Nancy Armenta, Trustee

Diane Benitez, Trustee

Ronald Esquivel, Trustee

#### District Administration

Mr. Alejandro Ruvalcaba  
Superintendent

Harold Sullins  
Assistant Superintendent,  
Administrative Services

Jennifer Fang  
Assistant Superintendent,  
Educational Services

Dawn Rock  
Director, Special Education and  
Student Support Services

Stella Nhadura  
Director, Nutrition Services and  
Wellness

Deborah Lawrence  
Coordinator, Preschool and Child  
Development Services

Alex Gaeta  
Network Administrator

### Principal's Message

Welcome to Encinita Elementary School. We are a leadership academy that focuses on developing leadership in students, staff, and parents. We utilize Stephen Covey's 7 Habits and The Leader in Me throughout our curriculum, and our entire community is encouraged to participate in the academic and character development of all students. Our school achieved the 7 Habits Leader in Me Lighthouse School status in 2015 and was recently awarded Leader in Me Honor Roll status in 2019 as a result of our academic achievement on the California Assessment of Student Performance and Progress (CAASPP).

We are committed to a rigorous educational program with high academic expectations. Our school is a safe, challenging and joyful environment, where all individuals are treated with respect and as valued members.

Our goal is to help all of our students develop the 21st century skills necessary for them to become caring leaders and productive citizens in our globalized world.

Dr. Linda Chang, Principal

### School Description

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates just under 2,400 pre-kindergarten through eighth grade students in the diverse community of Rosemead. Founded in 1859, the district is proud of its long tradition of academic excellence. There are currently four elementary schools (pre-K-6) and one middle school (7-8) in the district; students from Rosemead School District attend Rosemead High School, which is part of the El Monte Union High School District. Rosemead School District believes in providing a challenging academic environment with high expectations and placing student needs as its number one priority.

Due to the outstanding efforts of our students, staff and families to raise student achievement, Encinita School was recognized by the California Department of Education as a Title I Achieving School in 2004 and 2010, and Lighthouse Leader in Me Honor Roll in 2019. Congratulations to our school community for this distinguished achievement.

Encinita School, which operates on a traditional school calendar, serves 380 students in preschool through sixth grade. Student demographics are shown below.

Hispanic/Latino: 56%  
Asian: 37%  
White: 4%  
Black: 1%  
Students with Disabilities: 16%  
Socio-economically disadvantaged: 77%  
English Learners: 41%  
GATE: 4%

**Mission Statement: Inspired to Learn, Empowered to Lead, Enriched to Give**

Our mission is to educate the whole child. Students who attend Encinita School are taught skills that will help them become successful contributors to society. We have infused The 7 Habits by Stephen Covey into every aspect of the school. We also incorporate The Leader In Me Program to help build student and parent leaders. We strive to produce life-long learners who are problem solvers and become critical thinkers. Standards-based instruction is implemented by all teachers to support students' mastery of the state standards in order for all students to reach state targeted proficiency levels. Educating students on the important elements of living a physically healthy lifestyle is emphasized in every grade-level. We utilize our diverse student population to teach respect for differences in people so that students develop an appreciation for community, country, and the world.

The Encinita staff maintains the highest professional standards. We maintain a highly collaborative environment in which staff members support each other in a professional learning community. As educators, we understand the importance of modeling appropriate thinking skills, problem solving skills, behavior, and respect towards one another. We are committed to meeting the needs of all students. Informal and formal assessments are conducted to identify a child's mastery of the essential standards. Assessment data is used as a guide for differentiated instruction. The staff is committed to proactive prevention and being able to identify students who are in need of additional academic support. Encinita parents are recognized as an important element in the education of a child. Encinita School is committed to collaborating with parents in order to develop tools that will support every child's academic and social development.

**A Message from the Superintendent**

The purpose of the School Accountability Report Card is to provide parents with information about our schools and their instructional programs, academic achievements, materials, facilities, and staff. Information about the district is also provided. For more information about our school district, please visit our website at <http://www.rosemead.k12.ca.us>

Parents and the community play a very important role in our schools. Understanding our schools' educational programs, student achievement, and curriculum development can assist both the schools and community in ongoing program improvement. There are many ways for our parents and our community to get involved such as participating in various governance committees or volunteering at our school and/or in your child's classroom.

The Rosemead School District has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that the Rosemead Schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mr. Alejandro Ruvalcaba, Superintendent

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	54
Grade 2	40
Grade 3	52
Grade 4	57
Grade 5	52
Grade 6	49
<b>Total Enrollment</b>	<b>345</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	25.8
Filipino	0.3
Hispanic or Latino	56.8
White	2.3
Socioeconomically Disadvantaged	86.4
English Learners	45.2
Students with Disabilities	20
Foster Youth	0.3
Homeless	8.7

## 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

Teacher Credentials for Encinita Elementary	17-18	18-19	19-20
With Full Credential	21	20	19
Without Full Credential	0	0	1.5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rosemead School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Encinita Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 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.

### Textbooks and Instructional Materials

Year and month in which data were collected: January, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw Hill Wonders (Grades K-6) Adopted in 2017 Readers and Writers Workshop Units of Study iReady Common Core Reading Ready Common Core Simple Solutions  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Harcourt (Grades K-5) ; Holt (Grade 6) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Harcourt (Grades K-6) Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	MacMillan/McGraw Hill/SRA Arts Connection (Grades K-6) Adopted in 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1948, with additions built in 1997, Encinita School facilities encompass 41,437 square feet. They consist of permanent and relocatable classrooms, a multipurpose room, a library, administration offices, and restrooms. The school recently renovated all student restrooms and upgraded the phone/intercom system allowing for the installation of phones and voice mail in all classrooms. A project to modernize the administration building and the second of three phases of a major electrical upgrade was completed September 2007. An upgrade to the computer lab was completed in 2014. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of January 2016. Classroom renovations and technology upgrades were completed in 2014. The school sandboxes were replaced with wood chips in 2015.

#### 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 work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### 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.

#### 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.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems rating of 100%. Replace missing drain cover on lawn area south of room 4. Paint roof flashing over classrooms 15-18 and 7.
<b>Interior:</b> Interior Surfaces	Good	Patch wall and clean door in custodian's room near classroom 3.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Carpet in room 25 and partitions in restrooms near room 18 need cleaning.
<b>Electrical:</b> Electrical	Good	Repair hand dryer in girls' restroom near room 18 and exhaust fan in boys' restroom near room 10.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restroom rating of 100%. Repair faucet knob in boys' restroom near classroom 18.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Safety rating of 100%.
<b>Structural:</b> Structural Damage, Roofs	Good	Structural rating of 100%.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External rating of 100%.
<b>Overall Rating</b>	<b>Exemplary</b>	Overall rating of 99%.

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	55	60	62	50	50
Math	43	45	56	58	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.1	12.5	3.6

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	194	94.63	54.64
Male	107	102	95.33	51.96
Female	98	92	93.88	57.61
Black or African American	--	--	--	--
Asian	67	62	92.54	75.81
Hispanic or Latino	120	114	95.00	42.11
White	--	--	--	--
Socioeconomically Disadvantaged	169	163	96.45	54.60
English Learners	133	123	92.48	52.85
Students with Disabilities	33	32	96.97	18.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	24	24	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	200	98.04	45.00
Male	107	105	98.13	45.71
Female	97	95	97.94	44.21
Black or African American	--	--	--	--
Asian	67	67	100.00	73.13
Hispanic or Latino	119	115	96.64	30.43
White	--	--	--	--
Socioeconomically Disadvantaged	168	164	97.62	43.29
English Learners	132	129	97.73	44.19
Students with Disabilities	33	32	96.97	18.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	24	24	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at Encinita School. The PTA has made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer field trips, assemblies, community service projects, identification kits, emergency supplies, book fairs, and family nights, as just a few examples.

Parents are encouraged to be involved in their child's education through volunteering in the classroom as well as attending school-wide events held throughout the school year. Parents are kept abreast of school activities through regular newsletters, Back-to-School Night, Principal's Coffee Chats, and Open House. Our school and district community liaisons ensure that information is made available to parents in their home languages of Cantonese, Mandarin, Spanish, and Vietnamese. Parents are invited to the numerous family-oriented events held at our school including a Family Leadership Workshop Day, Field Day, Book Fairs, PTA Holiday Sales, Read-A-Thon, Family Literacy Nights, 7 Habits for Families, and PTA Founders' Day. We also have regular English Language Acquisition Committee and School Site Council meetings to support families, get parental input, and provide valuable information.

Many activities are provided by the the district to support parents with ways to support their children's academic and social-emotional needs including monthly Parenting Workshops, which educate parents about activities to promote reading in the home.

### 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.

### School Safety Plan

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

Additional security measures have also been taken for volunteers who serve on campus. School volunteers must complete a volunteer form, have a tuberculosis (TB) clearance, as well as fingerprint clearance by the Department of Justice. The district pays for the cost of TB tests and fingerprinting so it is not a financial burden on volunteers.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The safe school 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, and school rules and procedures.

The plan is evaluated by the school annually and updated as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.5	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.56
Psychologist	1.0
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.0
Other	0.4

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	18			17	9	18		14	27		
1	22		18		19	18			25		18	
2	23		18		22		18		19	18		
3	18	9	18		19	9	18		24		18	
4	24		18		18	9	18		19	9	18	
5	25		18		24		18		22	9	9	
6	21	9	18		18	9	18		24		18	
Other**	5	9							10	18		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

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 Encinita include:

- effective mathematical strategies using Cognitively Guided Instruction
- differentiating instruction to meet the needs of various student needs using workshop models
- strengthening school connectedness and culture with Positive Behavioral Interventions and Supports (PBIS) and Leader in Me program
- ensuring that resources are accessible for all students through a Multi-Tiered System of Supports (MTSS) framework.

Professional learning occurs through a variety of methodologies. During our six professional development days, teachers attend workshops in which they learn instructional techniques, analyze their students' work, and collaboratively plan to implement the new techniques. 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 trainings provided by 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 Induction program, through which they receive mentoring from experienced peers. Each August, teachers new to the district attend an orientation which introduces them to key curriculum and initiatives in our district. 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 monthly for a full day Professional Learning Community 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. Grade level teams meet weekly in Professional Learning Communities for an hour to analyze student data, plan instruction and refine instructional practices.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,389	\$49,378
Mid-Range Teacher Salary	\$87,789	\$77,190
Highest Teacher Salary	\$105,959	\$96,607
Average Principal Salary (ES)	\$130,027	\$122,074
Average Principal Salary (MS)	\$135,701	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$248,083	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,996	\$3,497	\$6,499	\$88,191
District	N/A	N/A	\$7,693	\$91,009
State	N/A	N/A	\$7,506	\$88,191

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.8	-3.1
School Site/ State	-14.4	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded

Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:

- Title I
- Title III
- Local Control Funding Formula (LCFF)
- Special Education
- Gifted and Talented Education (GATE)
- Home-to-school transportation (for Special Education)
- Instructional materials
- Instructional assistants
- After school programs
- Intervention programs and personnel
- Educational software
- Additional technology

#### 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).

#### 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.