Encinita Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Encinita Elementary School
Street	4515 Encinita Avenue
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 287-5221
Principal	Sam Joo
Email Address	sjoo@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/encinita
County-District-School (CDS) Code	19-64931-6022172

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

Welcome to Encinita Elementary! Our school vision is an exemplary and dynamic learning environment that carefully and compassionately supports the development of each and every child to realize their full potential, talents, and giftedness to thrive, serve, and lead now and in the future. Our mission is "Inspired to Learn, Empowered to Lead, Enriched to Give!" We are fully focused on developing leadership in students, staff, and parents. We utilize Stephen Covey's 8 Habits and The Leader In Me throughout our curriculum and actions. Our entire community is encouraged to participate in the academic and character development of all students. Encinita students are provided with life-long skills that will help them become successful contributors to society. We educate our students with research and standards based instruction that supports students' mastery of the state standards in order for all students to reach state targeted proficiency levels. We strive to produce life-long learners who are problem solvers and critical thinkers. We also educate students on the important elements of living a physically and mentally healthy lifestyle. We celebrate our diverse student population by teaching respect for differences in people so that students develop an appreciation for community, country, and the world.

Fulfilling our school vision and mission truly requires the joint effort and collaboration of our Encinita staff, families, students and community. We foster a highly collaborative environment in which we believe in learning and growing together so that we can make the most informed action toward doing what is best for children. 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 by continuous progress monitoring of informal and formal assessments to identify a child's mastery of the essential standards, guiding us in the process to differentiate instruction for all students. We are committed to early intervention and being able to identify students who are in need of additional academic support or rigor. We recognize the important role that parents play in the education of our shared students, and we value the input and feedback of our families. Together, we work towards identifying the tools, resources and actions that would best support our students' academic and socio-emotional development.

Sam Joo, Principal

2023-24 School Description and Mission Statement

A Message from the Superintendent:

Dear Members of the Rosemead School District Community,

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

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

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

Sincerely,

Alejandro Ruvalcaba, Ph.D.
Superintendent of Schools

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	68
Grade 2	68
Grade 3	53
Grade 4	37
Grade 5	54
Grade 6	37
Total Enrollment	382

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.5%
Asian	49%
Black or African American	1.3%
Hispanic or Latino	44.5%
White	1.6%
English Learners	44.5%
Foster Youth	0.3%
Homeless	0.8%
Socioeconomically Disadvantaged	73.8%
Students with Disabilities	11.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.90	94.11	102.70	93.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	5.83	0.90	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.40	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	4.60	4.27	18854.30	6.86
Total Teaching Positions	16.90	100.00	109.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	100.00	112.00	97.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.40	0.37	11953.10	4.28
Unknown	0.00	0.00	1.90	1.73	15831.90	5.67
Total Teaching Positions	18.90	100.00	114.90	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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

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

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

Class Assignments

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

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Rosemead School District sets a high priority on making high quality textbooks and materials available to support instructional programs. 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 and Mandarin. Students visit the library on a weekly basis with their classes. The school also has a comprehensive leveled library of books, recently updated in 2020, 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 student is equipped with a 1-to-1 Chromebook. 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.

Year and month in which the data were collected	October 2023

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

School Facility Conditions and Planned Improvements

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 voicemail in all classrooms. A project to modernize the administration building and the second of three phases of a major electrical upgrade was completed in 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. During 2019 Encinita replaced older Heating, Ventilation and Air Conditioning (HVAC) units with new energy-efficient models as part of the Proposition 39 Clean Energy Jobs Act. As part of the introduction of the Dual Language Immersion Mandarin program, the school updated its landscaping to include drought-resistant plants and two outdoor learning spaces. Additionally, the entire site was repainted with repairs to wood and stucco damage and included six custom murals. In October 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. In response to the COVID-19 pandemic, cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant fogging of all areas.

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

The following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Received systems rating of 100%
Interior: Interior Surfaces	X			Interior Rating of 96% Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating of 100%
Electrical	X			Electrical Rating of 96% missing light cover defuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms/fountains rating of 100%
Safety: Fire Safety, Hazardous Materials	X			Received safety rating of 100%
Structural: Structural Damage, Roofs	X			Received structural rating of 100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			External rating of 100%

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	39	58	57	47	46
Mathematics (grades 3-8 and 11)	38	31	49	50	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	175	99.43	0.57	38.86
Female	82	81	98.78	1.22	44.44
Male	94	94	100.00	0.00	34.04
American Indian or Alaska Native	--	--	--	--	--
Asian	63	63	100.00	0.00	61.90
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	100	100	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	61	61	100.00	0.00	21.31
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	32.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	175	99.43	0.57	30.86
Female	82	81	98.78	1.22	34.57
Male	94	94	100.00	0.00	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	63	63	100.00	0.00	53.97
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	100	100	100.00	0.00	17.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	61	61	100.00	0.00	16.39
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	26.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.59	24.53	42.89	40.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	23.64
Female	30	30	100.00	0.00	20.00
Male	25	25	100.00	0.00	28.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	45.45
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	12	12	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	24	24	100.00	0.00	16.67
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.3%	96.3%	98.2%	100%	98.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. To name a few examples, PTA fundraisers enable our school to offer assemblies, emergency supplies, book fairs, classroom supplies, and family nights.

Parents are encouraged to be involved in their child's education through volunteering as well as attending school-wide events held throughout the school year. Parents are invited to the many events during the school year, including holiday performances, Leadership Day, Coffee with the Principal, Back-to-School Night, and Open House. Parents are kept abreast of school activities through weekly Sunday Messages and regular ClassDojo posts. Our school and district community liaisons ensure that information is made available to parents in their home languages of Cantonese, Mandarin, Spanish, and Vietnamese.

We continue to strive for positive relationships with our entire community to cultivate a sense of belonging and purpose. We hold regular English Learner Advisory Committee and School Site Council meetings to support families, get parental input, and provide valuable information. We make available an ongoing parent survey to solicit feedback and include parents in the decision-making process.

Additionally, our district and school provide parenting workshops which educate parents about activities to promote academics, social-emotional well-being and making healthy choices at home. Parent and community input are valued and welcomed at District Advisory Council meetings and District English Learner Advisory Committee meetings.
Contact Principal Sam Joo at (626) 286-3155 for information and any questions.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	392	32	8.2
Female	186	182	13	7.1
Male	218	210	19	9.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	196	193	3	1.6
Black or African American	6	5	1	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	183	175	26	14.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	1	16.7
English Learners	179	176	10	5.7
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	296	287	24	8.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	3	6.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.56	0.25	0.04	1.08	1.76	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0
Female	0	0
Male	0.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.08	0

2023-24 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. To ensure a safe and orderly environment, yard duty supervisors and teachers monitor students all throughout the school campus.

The Comprehensive Safe School Plan (CSSP) was developed by the district to comply with Senate Bill 187 of 1997. The CSSP ensures an in-depth and clear plan to provide a safe learning environment for all students and staff. The CSSP 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 CSSP, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		2	
2	20		2	
3	24		2	
4	17		2	
5	23		2	
6	24		2	
Other	6	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	21		3	
2	24		2	
3	18		2	
4	24		2	
5	17		2	
6	21		2	
Other	6	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	20		3	
2	24		3	
3	23		2	
4	18		2	
5	27		2	
6	18		2	
Other	7	2		

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	1

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,538	$1,862	$7,676	$92,244
District	N/A	N/A	$9,228	$97,727
Percent Difference - School Site and District	N/A	N/A	-18.4	-3.5
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	15.2	8.6

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,305	$54,046
Mid-Range Teacher Salary	$89,853	$84,515
Highest Teacher Salary	$115,009	$110,867
Average Principal Salary (Elementary)	$140,549	$136,841
Average Principal Salary (Middle)	$146,683	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$219,452	$217,473
Percent of Budget for Teacher Salaries	33.48%	32.43%
Percent of Budget for Administrative Salaries	5.88%	5.62%

Professional Development

District:
Teachers, administrators, and other staff in Rosemead engage in a continuous improvement process through a variety of formats of professional development. After reviewing summative and formative data, including test scores, student, parent, and staff surveys, and outcomes related to school culture and social-emotional learning, district and site leaders along with content teams of lead teachers identify areas of districtwide focus for teacher and administrator professional development. This year, areas of focus for districtwide PD include:
- Multi-Tier System of Support (MTSS)
- Building Strong Tier I Instruction
- Engaging California English Learners through the Arts (ECELA)
- Positive Behavioral Interventions and Supports (PBIS)
- TCI History Alive! - Social Studies Adoption 2023
- The Science of Reading - Foundational reading

Site:
Professional learning occurs in a variety of settings. 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 weekly for data discussions, professional book groups, and collaboration and also conduct regular learning walks to provide peer feedback on site priorities.

Professional Development

In addition, the school has 75 minutes of professional development during two "late starts" each month and weekly grade level collaboration time.
This year, areas of focus for Encinita include:

- Science of Reading: Phonics and Phonemic Awareness
- Implementing Targeted Assistance Groups (TAG)/small group instruction to provide differentiated and targeted supports to meet the needs of various student needs
- Addressing SEL and strengthening school connectedness and culture with Positive Behavioral Interventions and Supports (PBIS) and The Leader in Me program
- Ensuring student success by refining and developing a comprehensive and robust Multi-Tiered System of Supports (MTSS) framework from which to operate

Teachers meet bi-monthly with the principal for grade-level collaboration time in Professional Learning Communities for 50 minutes to define essential standards, plan lessons and units of study that are culturally relevant, assess student understanding through multiple measures (including common formative assessments), and refine instructional practices based on data.

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

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