

Encinita 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	Encinita Elementary School
Street	4515 Encinita Avenue
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 287-5221
Principal	Dr. Jacqueline Duncan
Email Address	Jduncan@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/encinita
Grade Span	P-6
County-District-School (CDS) Code	19-64931-6022172

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

Welcome to Encinita Elementary!

At Encinita, we are proud to offer a unique and enriching educational experience through our Mandarin Dual Language Immersion (DLI) Program. This exceptional program allows students to develop bilingualism and biliteracy in Mandarin and English, enhancing cognitive abilities, cultural understanding, and global readiness. Our vision is to create a dynamic community where bilingualism empowers each child's educational journey, opening doors to a future filled with opportunities. Our school's goals, as outlined in our School Plan for Student Achievement (SPSA), reflect our commitment to fostering both academic excellence and personal growth for every student. This year, our goals focus on:

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*English Language Arts – Using the Multi-Tiered System of Supports (MTSS) and Professional Learning Community (PLC) processes to provide targeted instruction, including both intervention and enrichment, to promote student growth and engagement.

*Mathematics – Applying MTSS and PLC strategies to deliver personalized instruction that supports growth in numeracy and ensures all students have meaningful opportunities to succeed.

*English Language Development (ELD) – Supporting English Learners through targeted instruction and MTSS, helping them achieve academic and linguistic growth.

*Science – Strengthening science learning through hands-on, collaborative activities aligned with the Next Generation Science Standards (NGSS), nurturing curiosity and problem-solving.

*Parent Involvement – Actively reaching out to engage families in their children's education, fostering strong support systems within our school community.

*School Culture, Student Leadership, and Social Emotional Learning (SEL) – Cultivating leadership and essential life skills in all students through The Leader in Me, Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and SEL, preparing students to thrive in college, career, and life.

To track progress toward these goals, we monitor key indicators, including iReady assessment data, the Healthy Kids Survey, and feedback from parents and staff. These indicators are reviewed 1 to 3 times per school year, allowing us to adapt our approach and ensure every child receives the support they need.

Encinita Elementary hosts several schoolwide programs designed to nurture students academically, socially, and emotionally:

*Mandarin Dual Language Immersion (DLI) Program – Developing bilingualism and biliteracy in Mandarin and English.

*The Leader in Me and PBIS – Supporting leadership and positive behavior through structured frameworks for social-emotional development.

*English Language Development (ELD) – Providing targeted support to English Learners.

*Multi-Tiered System of Supports (MTSS) – Offering tailored academic and behavioral support to meet each student's unique needs.

*Parent Engagement Initiatives – Engaging families in a variety of events, workshops, and committees to support student success.

At Encinita, our community of staff, families, and partners comes together to inspire, empower, and enrich every child's learning journey.

Sincerely,
Dr. Jacqueline Duncan, Proud Principal

A Message from the Superintendent of Schools:

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

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

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

We encourage you to review these report cards and engage with your school's educators to discuss any questions or insights

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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	66
Grade 1	49
Grade 2	72
Grade 3	73
Grade 4	69
Grade 5	45
Grade 6	44
Total Enrollment	418

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.2
Asian	58.4
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	38.8
Two or More Races	0.2
White	1.7
English Learners	43.5
Homeless	2.2
Socioeconomically Disadvantaged	74.6
Students with Disabilities	10.3

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)	18.9	100	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	0	1.9	1.73	15831.9	5.67
Total Teaching Positions	18.9	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)	16.9	94.44	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	0	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)	20.9	100	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	0	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	0	1.1	1	13705.8	4.91
Total Teaching Positions	20.9	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
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.9	0

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	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)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

The school's library is stocked with many books for students to check out, including books and materials in Spanish 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. 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 student is equipped with a 1-to-1 Chromebook. Every classroom has a Promethean Board as well as iPads and iMac desktops. Software programs, including Accelerated Reader, Imagine Learning Language and Literacy, and i-Ready support students to develop academic skills aligned to the content standards.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
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	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 Mystery Science (supplemental)	0%

History-Social Science	TCI History Alive! (Grades K-8) Adopted in 2023	0%
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Note: Cells with N/A values do not require data.

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 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. 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. All the playground equipment was replaced in the Summer of 2023. In the summer of 2025, the school had the blacktops and parking lots resurfaced.

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Projects

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

The following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report				November 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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:

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	47	60	59	47	48
Mathematics (grades 3-8 and 11)	39	48	52	54	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	227	98.70	1.30	47.14
Female	96	95	98.96	1.04	50.53
Male	134	132	98.51	1.49	44.70
American Indian or Alaska Native	0	0	0	0	0
Asian	121	118	97.52	2.48	61.02
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	102	102	100.00	0.00	31.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	84	81	96.43	3.57	18.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	121	98.37	1.63	37.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	17.39

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	230	230	100.00	0.00	47.83
Female	96	96	100.00	0.00	52.08
Male	134	134	100.00	0.00	44.78
American Indian or Alaska Native	0	0	0	0	0
Asian	121	121	100.00	0.00	67.77
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	102	102	100.00	0.00	25.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	84	84	100.00	0.00	27.38
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	36.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	17.39

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)	17.95	6.82	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	44	44	100.00	0.00	6.82
Female	16	16	100.00	0.00	0.00
Male	28	28	100.00	0.00	10.71
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	17.65
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	15	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	8.33
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	93.18	97.73	97.73	97.73	97.73

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

At Encinita Elementary, we believe that a strong partnership with parents and the community is essential to the success of our students. Our PTA has been a tremendous support, generously contributing both time and resources to enrich our programs and events. Through PTA fundraisers, we can offer exciting assemblies, maintain emergency supplies, host book fairs, support classroom needs, and hold family-focused events.

We encourage parents to actively participate in their child's education by volunteering and attending school-wide events throughout the year. Parents are warmly invited to join us for special gatherings, including holiday performances, Leadership Day, Coffee with the Principal, Back-to-School Night, and Open House. Regular updates are shared via our Principal's Weekly Messages and ClassDojo posts to keep families informed about school activities. Our dedicated school and district community liaisons also ensure that communication reaches parents in their preferred languages, including Cantonese, Mandarin, Spanish, and Vietnamese.

We are committed to fostering positive relationships with our entire community, creating a welcoming and inclusive environment. To further support families and provide opportunities for involvement, we host English Learner Advisory Committee and School Site Council meetings, inviting parents to share input, receive valuable information, and engage in decision-making. In addition, we offer an ongoing parent survey to gather feedback and enhance our school's programs.

Our district and school also offer a variety of parenting workshops that empower families with strategies to support academics, social-emotional well-being, and healthy choices at home. Parents are encouraged to participate in the District Advisory Council and the District English Learner Advisory Committee meetings, where their voices are valued and appreciated.

Together, we can make a lasting impact on our students' learning and development.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	428	12	2.8
Female	192	189	2	1.1
Male	244	239	10	4.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	253	250	2	0.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	169	166	9	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	191	186	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	333	328	11	3.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	51	3	5.9

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
0.25	0	0.23	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	0.23	0.00
Female	0.00	0.00
Male	0.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.40	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	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

At Encinita Elementary, we prioritize creating a safe and secure learning environment. As a closed campus, all visitors are required to check in at the front office during school hours. Upon arrival, visitors sign in and wear visitor badges for the duration of their stay. While we warmly welcome visits from parents and community members, we ask that anyone wishing to visit during school hours notify our staff in advance. To maintain a safe and orderly environment, our yard duty supervisors and teachers actively monitor students across the school campus.

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

Our Comprehensive School Safety Plan (CSSP) was reviewed, updated, and approved by our School Site Safety Committee, with final approval by the School Site Council (SSC) on September 26, 2025. Developed in compliance with Senate Bill 187, the CSSP provides a thorough and actionable framework for ensuring student and staff safety. Key components of the plan include protocols for reporting child abuse, disaster response procedures, policies on suspension and expulsion, teacher notification guidelines, sexual harassment policies, a school-wide dress code, and guidelines for safe campus access and egress. The plan also outlines our commitment to a safe and orderly campus environment, detailing school rules and procedures.

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	28	0	18	9
1	21	9	18	0
2	23	0	27	0
3	25	0	18	0
4	18	18	0	0
5	26	0	18	0
6	18	18	0	0
Other	8	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	11	27	0	0
1	21	9	9	0
2	23	0	18	0
3	23	0	27	0
4	22	0	18	0
5	17	18	0	0
6	27	0	18	0
Other	16	18	18	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	17	3		
1	15	3		
2	23		3	
3	23		3	
4	22	1	2	
5	22		2	
6	21		2	
Other	6	3		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,036	\$6,141	\$9,896	\$110,095
District	N/A	N/A	\$13,056	\$112,567
Percent Difference - School Site and District	N/A	N/A	-27.5	-3.5
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-8.5	15.6

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:
Professional learning at Encinita Elementary takes place in dynamic and collaborative settings to ensure our educators

Professional Development

continuously grow and refine their skills. During our three designated professional development days, teachers engage in workshops focused on instructional techniques, student work analysis, and collaborative planning to implement new strategies. Selected teacher leaders participate in “trainer of trainers” sessions, enabling them to share fresh insights and methodologies across the district. Educators and administrators also attend specialized workshops and trainings offered by the Los Angeles County Office of Education, universities, curriculum publishers, and private education organizations. Site principals provide personalized coaching and feedback to teachers, supporting growth in classroom teaching practices.

Our new teachers are encouraged to join the Induction program, receiving valuable mentorship from experienced colleagues. In August, new district teachers participate in an orientation introducing them to essential curriculum and initiatives. Additionally, our ELD/Intervention specialists and special education teachers participate in monthly professional learning sessions to exchange best practices, analyze data, and align processes for the diverse student groups they serve. Principals collaborate weekly for data analysis, professional book studies, and joint problem-solving, and conduct regular learning walks to provide feedback on site priorities.

In support of ongoing professional development, our school also has 75-minute professional development sessions twice a month on “late start” days, as well as dedicated weekly grade-level collaboration time.

This year, Encinita's professional development priorities include:

- 1. Science of Reading: Focusing on phonics and phonemic awareness for primary grades
- 2. Shifting the Balance: Vocabulary development for upper grades
- 3. Small Group Instruction: Implementing small-group (homogeneous and heterogeneous grouping) instruction to meet the diverse student needs through differentiated, targeted support
- 4. Social-Emotional Learning (SEL) and School Connectedness: Enhancing school culture and connectedness through Positive Behavioral Interventions and Supports (PBIS) and the Leader in Me (LiM) program
- 5. Multi-Tiered System of Supports (MTSS): Refining our comprehensive MTSS framework to ensure all students succeed

In addition to these sessions, teachers meet bi-monthly with the principal for 50 minutes of Professional Learning Community (PLC) time, where they develop curriculum map and common formative assessments, plan culturally relevant lessons and units of study, assess student understanding using multiple measures (including common formative assessments), and refine instructional practices based on data insights. This collaborative, data-driven approach allows us to support every student's learning journey effectively.

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