



Encinita Elementary School

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

Dr. Jennifer Fang, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rosemead School District

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District Governing Board

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Alex Gaeta

Network Administrator

School Description

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.

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. Jennifer Fang, Principal

School Description

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates approximately 3,000 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 and staff in a focus on raising student achievement, Encinita School was recognized by the California Department of Education as a Title I Achieving School in 2004 and 2010. Congratulations to our school community for this outstanding achievement.

Encinita School, which operates on a traditional school calendar, serves 400 students in kindergarten through sixth grade. Student demographics are shown below.

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 have also incorporated 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 to 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 early intervention 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 check out 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.

We have 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.

- -Dr. Amy Enomoto-Perez, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	45
Grade 2	53
Grade 3	53
Grade 4	49
Grade 5	52
Grade 6	57
Total Enrollment	350

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	29.4
Filipino	0.3
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0
White	2.3
Two or More Races	0
Socioeconomically Disadvantaged	82.3
English Learners	53.1
Students with Disabilities	15.4
Foster Youth	0.6

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			
Encinita Elementary School	15-16	16-17	17-18
With Full Credential	24	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rosemead School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Encinita Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Rosemead School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Rosemead School District held a Public Hearing and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district 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 at right illustrates the textbooks currently (as of January 2018) in use at Encinita School.

The school's library is stocked with many books that are available 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 improve their research skills. The school is working to integrate computer skills and concepts throughout standard curriculum. Students in grades kindergarten through five receive computer-assisted instruction on a weekly basis in our state-of-the-art Macintosh computer lab. Every classroom is equipped with 1-to-1 Chromebooks for every student in their class. Every classroom also has at least five iPads and iMac desktops. Software includes programs to develop skills in reading, math, writing, and keyboarding.

All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

Textbooks and Instructional Materials	
Year and month in which data were collected: January 11, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt: Go Math K-5 and Go Math 6-8 Adopted in 2015 iReady Common Core Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt (Grades K-5) ; Holt (Grade 6) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt (Grades K-6) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	MacMillan/McGraw Hill/SRA Arts Connection (Grades K-6) Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 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. Our school cafeteria/multipurpose room will be completely renovated in 2016.

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. The following chart displays the most recent facilities inspection.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin. Office, CR 12, 13, 30- replace stained ceiling tile, check for roof leaks Custodian Room, CR 3- clean interior door CR-14, 26- attach the fire extinguisher to the wall CR-10, 11, 13, 18, 40- Clear area from secondary exit door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/8/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR-7, 8, - paint room number on exterior north door (new doors were installed, so numbers have not been painted) Utility Room w/o CR-10, Utility Room (janitor's closet east CR 4)- Adjust drinking fountain CR 16-18- Paint fascia board walkway cover Boys RR w/o CR 18- Adjust drinking fountain CR 22- Re-paint benches outside of classroom CR 25- Lawn area dying (due to preparations for a garden), patch and paint damaged exterior panel wall Upper Grade Playground- Repair/replace lifted concrete walkway CR 26- Repair and repaint ramp and handrail CR 27- Repair exterior siding CR 29- Repair/replace damaged exterior panels CR 28- Re-apply non-slip surface treatment to ramp CR 20- Remove gate with lock/lack from main entrance area, clean exterior areas adjacent to CR 19-20 Turf Field- Adjust sprinkler system, re-seed and rest as needed	
Overall Rating	Exemplary	Good	Fair	Poor	None
	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	46	59	60	48	48
Math	32	39	51	53	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	55	55	100.0	54.6
Male	28	28	100.0	57.1
Female	27	27	100.0	51.9
Asian	17	17	100.0	70.6
Hispanic or Latino	37	37	100.0	48.7
Socioeconomically Disadvantaged	48	48	100.0	54.2
English Learners	26	26	100.0	38.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	64	55	76	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	19.6	29.4

* 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.

**School Year 2016-17 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	212	203	95.75	46.31
Male	104	101	97.12	47.52
Female	108	102	94.44	45.1
Asian	67	67	100	62.69
Filipino	--	--	--	--
Hispanic or Latino	135	129	95.56	37.21
White	--	--	--	--
Socioeconomically Disadvantaged	182	174	95.6	40.8
English Learners	139	133	95.68	50.38
Students with Disabilities	41	39	95.12	5.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	212	208	98.11	39.42
Male	104	103	99.04	41.75
Female	108	105	97.22	37.14
Asian	67	67	100	67.16
Filipino	--	--	--	--
Hispanic or Latino	135	131	97.04	25.95
White	--	--	--	--
Socioeconomically Disadvantaged	182	179	98.35	35.75
English Learners	139	138	99.28	44.93
Students with Disabilities	41	40	97.56	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 services, identification kits, emergency supplies, book fairs, and pizza nights are 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 meetings to support families and provide valuable information. The Reading is Fundamental Program offers every primary student with a reading book to take home to support reading at home.

The district sponsors many activities to provide parents with ways to support their children's academic and social needs including monthly Parenting Workshops, which educates 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. Each school includes the following requirements of SB 187 within their safe school plans: 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 school evaluates the plan annually and updates it 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.5	1.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	0.2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	21	20	18	9	18	18	18				
1	24	24	22				18	9	18			
2	23	23	23				18	18	18			
3	17	19	18	9	18	9	18	18	18			
4	33	24	24					18	18	9		
5	34	25	25					18	18	18		
6	31	20	21		9	9	18	18	18			
Other	12	21	5	18		9		9				

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

Professional Development provided for Teachers

All training and curriculum development at Rosemead School District revolves around the current transition to the Common Core State Standards. In a textbook adoption year, district-wide curriculum committees are formed, and include teacher representatives, school administrators, and district staff. Members of the committee evaluate programs and potential textbooks, and selected teachers pilot textbooks in the classroom before making recommendations to the Board of Trustees for final adoption. When new textbooks are implemented, the district and school provide extensive staff training and support throughout the implementation process.

The district offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For the 2017-2018 school year, staff development activities included: iReady, Go Math, Common Core State Standards, English Language Development, Response to Intervention, Data Conversations, Project G.L.A.D., Cognitive Guided Instruction (CGI) Math, Accountable Talk/Academic Language Development, Writer's Workshop, Reader's Workshop, Reading Assessments, standards based computer program, Positive Behavior Intervention Support (PBIS) and The Leader In Me/7 Habits professional development.

Encinita School provides additional staff planning and professional development opportunities throughout the school year. Topics for staff development have focused on reading and writing "Best Practice and Research-Based" instructional strategies and assessment.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to new credentialed teachers. These teachers also provide support to the district's pre-intern and intern teachers. Currently, there are two new teachers at Encinita in the special education program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,647	\$47,034
Mid-Range Teacher Salary	\$78,257	\$73,126
Highest Teacher Salary	\$98,074	\$91,838
Average Principal Salary (ES)	\$120,293	\$116,119
Average Principal Salary (MS)	\$121,883	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$233,842	\$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	7%	6%

Types of Services Funded

Rosemead School District spent an average of \$6,818 to educate each student (based on 2016-2017 audited financial statements).

In addition to the State General Fund, Rosemead School District receives state and federal funding (LCFF Supplemental and Title 1) for the following categorical, special education, and other support programs:

- Class Size Reduction
- Professional Development
- English Language Development (ELD)
- Special Education
- Gifted and Talented Education (GATE)
- School Improvement Program
- Home-to-School Transportation
- Title III
- Instructional Materials
- Instructional technology hardware and software
- Online learning programs
- Instructional aides
- Community liaisons

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,818	\$2,363	\$4,455	\$77,362
District	♦	♦	\$5,438	\$84,919
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-18.1	6.7
Percent Difference: School Site/ State			-19.5	16.2

* Cells with ♦ do not require data.