



Rosamond Elementary School

3082 Glendower St. • Rosamond • 6612565050 • Grades P-5

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



Southern Kern Unified School District

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District Governing Board

Yolanda Sanchez
President

Larry Tanksley
Vice President

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Associate Superintendent

Sheryl Taylor
Director of Special Education

Noemy Herrera
Director of Special Programs

Dan Wexler
**Director of IT and Curriculum
support**

School Description

District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school.

Rosamond Elementary School is a Traditional Kindergarten through fifth grade school. Rosamond Elementary has served the educational needs of students for eighty nine years and has an excellent reputation in the community. Our staff recognizes the individual, academic, social differences and needs of each student. We believe that quality education is the result of a strong partnership between our school and parents. Our staff provides a safe environment in which students can be academically challenged to fulfill their potential.

During the 2019-20 school year thus far, 908 students are enrolled in TK through fifth grade.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	228
Grade 1	169
Grade 2	140
Grade 3	141
Grade 4	129
Grade 5	150
Total Enrollment	957

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.4
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.4
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0.2
White	20.8
Two or More Races	5.3
Socioeconomically Disadvantaged	77.4
English Learners	22
Students with Disabilities	13.7
Foster Youth	1.6
Homeless	5.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Rosamond Elementary	17-18	18-19	19-20
With Full Credential	30	35	38
Without Full Credential	12	13	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Southern Kern Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Rosamond Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	1	0	2

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

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

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

Southern Kern Unified School District held a public hearing on October 2019, 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 materials approved by the state are reviewed by teachers and administrators and recommendation are made by the school board selection committee. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of November 2016.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>McGraw Hill Wonders Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>McGraw-Hill Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>Harcourt Brace Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>History-Social Science</p>	<p>Harcourt Brace Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosamond Elementary School is comprised of 45 classrooms, a multipurpose room, library, staff lounge, and playground. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. This year the facilities at RES received an overall rating of 100% and a school rating of Exemplary. There is also a multi purpose room, library, staff lounge and a playground. The facility strongly supports teaching and learning through its ample classroom and playground space. Their rating was included with RES.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sink missing faucet handle: Building E Boys RR
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	99.65%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	24	29	29	33	50	50
Math	13	14	14	18	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.5	15.8	9.8

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	394	97.04	29.26
Male	207	199	96.14	24.62
Female	199	195	97.99	34.02
Black or African American	48	48	100.00	18.75
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	247	98.02	28.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	73	91.25	32.88
Two or More Races	18	18	100.00	55.56
Socioeconomically Disadvantaged	329	320	97.26	26.65
English Learners	127	124	97.64	21.77
Students with Disabilities	83	73	87.95	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	407	394	96.81	14.47
Male	207	199	96.14	17.09
Female	200	195	97.50	11.79
Black or African American	48	48	100.00	6.25
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	253	247	97.63	12.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	73	91.25	20.55
Two or More Races	18	18	100.00	27.78
Socioeconomically Disadvantaged	330	320	96.97	15.00
English Learners	127	124	97.64	9.68
Students with Disabilities	83	72	86.75	9.72
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parental involvement at Rosamond Elementary. At the beginning of the school year parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teacher. Parent conferences are held each year at the end of the first quarter to address the needs of students and inform parents. Parents are encouraged to be classroom volunteers, and are welcome to visit classrooms with advanced arrangements made at Rosamond Elementary School. Volunteer classroom parents offer teachers and students support in the classroom. Invitations go out to parents for student of the month, awards assemblies, and other assemblies. Parents receive monthly newsletters and have access to updated school information on the school's website. Parents can also find up-to-date information on our school's Twitter feed, Instagram, and through other Digital formats. Committees such as School Site Council and ELAC are additional avenues for involvement. Our active and engaged PTA is always in need of parents that are willing and eager to plan events for the students, and families of Rosamond Elementary School.

There are many activities occurring during the school year that encourage and support parental involvement. Examples of these are PTA, School Site Council, award assemblies, parent nights and book fairs.

If you are interested learning more about the opportunities for parent involvement at Rosamond Elementary School, please contact Mr. Meza, Principal at (661) 256-5050.

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

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2018, and included an anti-bullying plan, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. That plan was developed by administrators and staff, all staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet District standards." Rosamond Elementary has met and exceeded these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake drills are held once a quarter. Lockdown drills are also alternated with Fire drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by administrators, teachers, campus safety officers and Para-educators. There is a designated areas for student drop-offs and pick-ups. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.1	5.2	5.0
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.5	6.3	7.1
Expulsions Rate	0.0	0.3	0.3

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	6		23	4	6		22	1	10	
1	21	1	5		26		5		23	1	6	
2	25		4		22		5		22	1	5	
3	22	1	5		25		5		22		6	
4	27		4		19	3	5		24		5	
5	27		6		18	3	5		16	6	5	
Other**					10	3						

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

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

Professional Development provided for Teachers

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

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site, based on the school's annual plan for Student Achievement. SKUSD has employed a quarterly Benchmark Assessment window for every class. The teachers meet in their professional learning communities to review the data to steer the direction of instruction for student learning. In addition, there are regular meetings by the grade levels to work collaboratively on such topics as benchmark assessments, curriculum unit assessments, and writing rubrics. Staff members are also encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. Teachers are supported by teacher mentors, teacher-principal coaching, and Induction support providers.

Highly Qualified Teachers

The Every Child Will Succeed Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified," no later than the end of the 2018-19 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,350	\$46,208
Mid-Range Teacher Salary	\$73,313	\$72,218
Highest Teacher Salary	\$91,397	\$92,742
Average Principal Salary (ES)	\$105,239	\$134,864
Average Principal Salary (MS)	\$119,427	\$118,220
Average Principal Salary (HS)	\$132,840	\$127,356
Superintendent Salary	\$198,156	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,433	\$638	\$9224	\$67862
District	N/A	N/A	\$9862	\$65,579.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.5	1.8
School Site/ State	40.3	-2.6

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

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

Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title I
- Title II
- Title III

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.