

Rosamond Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Rosamond Elementary School
Street	3082 Glendower St.
City, State, Zip	Rosamond
Phone Number	6612565050
Principal	Santiago Meza
Email Address	smeza@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/44
County-District-School (CDS) Code	15-63776-6010045

2021-22 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website Address	www.skusd.k12.ca.us

2021-22 School Overview

District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, an 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 our parents. Our staff provides a safe environment in which students can be academically challenged to fulfill their potential.

During the 2021-2022 school year thus far, 878 students are enrolled in Transitional Kindergarten through fifth grade.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	134
Grade 2	158
Grade 3	152
Grade 4	140
Grade 5	130
Total Enrollment	858

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.3
Black or African American	11.2
Filipino	0.2
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.1
White	16.1
English Learners	21.4
Foster Youth	1.6
Homeless	9.1
Socioeconomically Disadvantaged	92.8
Students with Disabilities	12

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing on September 15, 2021, 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 recommendations 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 September 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adopted 2016	Yes	0.0%
Mathematics	McGraw-Hill Adopted 2014	Yes	0.0%
Science	FOSS Science Adopted 2021	Yes	0.0%
History-Social Science	McGraw Hill Kindergarten - 5th grade Adopted 2021	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

September 2021

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			

School Facility Conditions and Planned Improvements

Electrical	X			
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	427	5	1.17	98.83	--
Female	213	0	0	100	--
Male	214	5	2.34	97.66	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	57	1	1.75	98.25	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	3	1.1	98.9	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	0	0	100	--
White	77	1	1.3	98.7	--
English Learners	106	2	1.89	98.11	--
Foster Youth	--	--	--	--	--
Homeless	76	2	2.63	97.37	--
Military	48	1	2.08	97.92	--
Socioeconomically Disadvantaged	403	4	0.99	99.01	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	5	7.25	92.75	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	427	5	1.17	98.83	--
Female	213	0	0.00	100.00	--
Male	214	5	2.34	97.66	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	57	1	1.75	98.25	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	3	1.10	98.90	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	0	0.00	100.00	--
White	77	1	1.30	98.70	--
English Learners	106	2	1.89	98.11	--
Foster Youth	--	--	--	--	--
Homeless	76	2	2.63	97.37	--
Military	48	1	2.08	97.92	--
Socioeconomically Disadvantaged	403	4	0.99	99.01	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	5	7.25	92.75	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Star Reading and Star Math Student Groups	Renaissance Star Reading and Star Math Total Enrollment	Renaissance Star Reading and Star Math Number Tested	Renaissance Star Reading and Star Math Percent Tested	Renaissance Star Reading and Star Math Percent Not Tested	Renaissance Star Reading and Star Math Percent At or Above Grade Level
All Students	402	319	79.4%	20.6	19.7%
Female	207	170	82.1%	17.9%	19.4%
Male	194	148	76.3%	23.7%	20.3%

American Indian or Alaska Native	3	2	66.7%	33.3%	0%
Asian	1	1	100%	0%	0%
Black or African American	47	38	80.9%	19.1%	7.9%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	265	210	79.2%	20.8%	19.5%
Native Hawaiian or Pacific Islander	2	2	100%	0%	0%
Two or More Races	18	14	77.8%	22.2%	50%
White	65	51	78.5%	21.5%	23.5%
English Learners	104	82	78.9%	21.1%	6.1%
Foster Youth	8	6	76%	26%	50%
Homeless	26	13	50%	50%	38.5%
Military	25	21	84%	16%	0%
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Star Reading and Star Math Student Groups	Renaissance Star Reading and Star Math Total Enrollment	Renaissance Star Reading and Star Math Number Tested	Renaissance Star Reading and Star Math Percent Tested	Renaissance Star Reading and Star Math Percent Not Tested	Renaissance Star Reading and Star Math Percent At or Above Grade Level
All Students	402	315	78.4%	21.6%	12.4%
Female	207	167	80.7%	19.3%	9.5%
Male	194	147	75.8%	24.2%	23.1%
American Indian or Alaska Native	3	2	66.7%	33.3%	0%
Asian	1	1	100%	0%	0%
Black or African American	47	38	80.9%	19.1%	13.2%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	265	204	77%	23%	14.7%
Native Hawaiian or Pacific Islander	2	2	100%	0%	0%
Two or More Races	18	14	77.8%	22.2%	35.7%
White	65	53	81.5%	18.5%	18.9%
English Learners	104	78	75%	25%	19.2%
Foster Youth	8	6	75%	25%	16.7%

Homeless	26	12	53.8%	46.2%	7.1%
Military	25	20	80%	20%	15%
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	0	0	0%	0%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	NT	NT	NT	NT
Female	68	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	119	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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. Parent volunteers offer teachers and students support in the classroom. Invitations go out to parents for the 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 other digital formats. Committees such as the 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 in learning more about the opportunities for parent involvement at Rosamond Elementary School, please contact Mr. Meza, Principal at (661) 256-5050.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	938	898	260	29.0
Female	474	456	145	31.8
Male	464	442	115	26.0
American Indian or Alaska Native	5	5	2	40.0
Asian	4	4	0	0.0
Black or African American	113	110	56	50.9
Filipino	2	2	0	0.0
Hispanic or Latino	598	577	147	25.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	48	46	12	26.1
White	163	149	40	26.8
English Learners	192	190	38	20.0
Foster Youth	30	25	9	36.0
Homeless	111	104	53	51.0
Socioeconomically Disadvantaged	866	833	251	30.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	123	39	31.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.02	0.11	7.13	0.08	3.47	0.20
Expulsions	0.09	0.00	0.33	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.24	5.65	2.45
Expulsions	0.00	0.29	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.21	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.88	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.90	0.00
Socioeconomically Disadvantaged	0.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2021. The Comprehensive School Safety Plan includes 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. The plan was developed by administrators and staff. All staff members and parents have access to the plan. An annual review of the school site safety policies is conducted. 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 meets and exceeds these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held once a month. The drills include fire drills, lockdown drills, and earthquake 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 area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times prior to admittance on campus.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	10	
1	23	1	6	
2	22	1	5	
3	22		6	
4	24		5	
5	16	6	5	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	3	6	
1	23		7	
2	25		6	
3	21	1	5	
4	27		5	
5	22	1	4	
6				
Other	10	3		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	6	
1	22		6	
2	22	2	5	
3	23		6	
4	27		5	
5	24		5	
6				
Other	14	3		

2020-21 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	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$5,433	\$638	\$9224	\$67862
District	N/A	N/A	\$9862	\$72,174
Percent Difference - School Site and District	N/A	N/A	-6.7	-6.2
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	8.8	-12.7

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$44,868	\$48,119
Mid-Range Teacher Salary	\$75,879	\$74,665
Highest Teacher Salary	\$94,596	\$98,160
Average Principal Salary (Elementary)	\$94,003	\$118,542
Average Principal Salary (Middle)	\$119,427	\$125,068
Average Principal Salary (High)	\$132,840	\$133,516
Superintendent Salary	\$150,185	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 and district LCAP goals. 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 2021-2022 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Southern Kern Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website Address	www.skusd.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1814	13	0.72	99.28	0.00
Female	860	1	0.12	99.88	--
Male	954	12	1.26	98.74	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0.00	100.00	--
Black or African American	176	1	0.57	99.43	--
Filipino	14	1	7.14	92.86	--
Hispanic or Latino	1061	7	0.66	99.34	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	0	0.00	100.00	--
White	470	4	0.85	99.15	--
English Learners	278	2	0.72	99.28	--
Foster Youth	23	2	8.70	91.30	--
Homeless	274	4	1.46	98.54	--
Military	153	1	0.65	99.35	--
Socioeconomically Disadvantaged	1514	11	0.73	99.27	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	317	13	4.10	95.90	0.00

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1814	13	0.72	99.28	0.00
Female	860	1	0.12	99.88	--
Male	954	12	1.26	98.74	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0.00	100.00	--
Black or African American	176	1	0.57	99.43	--
Filipino	14	1	7.14	92.86	--
Hispanic or Latino	1061	7	0.66	99.34	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	0	0.00	100.00	--
White	470	4	0.85		--
English Learners	278	2	0.72	99.28	--
Foster Youth	23	2	8.70	91.30	--
Homeless	274	4	1.46	98.54	--
Military	153	1	0.65	99.35	--
Socioeconomically Disadvantaged	1514	11	0.73	99.27	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	317	13	4.10	95.90	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.