



Rosamond Elementary School

3082 Glendower St. • Rosamond • 6612565050 • Grades

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Southern Kern Unified School District

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District Governing Board

Yolanda Sanchez
Mario Gutierrez
Jim Bender
Linda Brandts
Carol Robinson

District Administration

Leanne Hargus
Superintendent
Arik Avanesyans
Chief Business Officer

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 K 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, and social differences and needs of each student. We believe that our 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 2018-19 school year thus far, 974 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	238
Grade 1	136
Grade 2	128
Grade 3	126
Grade 4	152
Grade 5	147
Total Enrollment	927

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.5
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.6
Hispanic or Latino	54.2
Native Hawaiian or Pacific Islander	0.2
White	24.8
Socioeconomically Disadvantaged	79.8
English Learners	19.0
Students with Disabilities	7.6
Foster Youth	2.0

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			
Rosamond Elementary School	16-17	17-18	18-19
With Full Credential	35	30	35
Without Full Credential	5	12	13
Teaching Outside Subject Area of Competence	0	0	0
Southern Kern Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	174
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosamond Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	1	0

* 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 2018-19)

Southern Kern Unified School District held a public hearing on October 3, 2018, 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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw-Hill Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Harcourt Brace Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Harcourt Brace Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
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)

Rosamond Elementary School is comprised of 43 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. Rising Stars Early Learning Academy Consists of 8 classrooms, 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 2018		
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
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	30.0	24.0	28.0	29.0	48.0	50.0
Math	18.0	13.0	17.0	14.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	24.1	27.7

* 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 2017-18 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	429	410	95.57	24.39
Male	210	201	95.71	19.90
Female	219	209	95.43	28.71
Black or African American	63	58	92.06	17.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	230	223	96.96	23.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	95	94.06	29.47
Two or More Races	21	21	100.00	23.81
Socioeconomically Disadvantaged	349	339	97.13	22.12
English Learners	100	96	96.00	16.67
Students with Disabilities	81	78	96.30	6.41
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 2017-18 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	430	410	95.35	12.68
Male	210	200	95.24	12
Female	220	210	95.45	13.33
Black or African American	64	57	89.06	3.51
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	224	96.97	11.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	95	95	17.89
Two or More Races	21	21	100	23.81
Socioeconomically Disadvantaged	349	337	96.56	12.17
English Learners	100	98	98	10.2
Students with Disabilities	82	77	93.9	2.6
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parental involvement. 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. Room parents offer teachers and students support in the classroom. Invitations go out to is parents for student of the month and are assemblies. Parents receive monthly news letters and have access to updated school information in 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 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 necessitate 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. 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.4	10.1	5.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	8.5	6.3
Expulsions Rate	0.0	0.0	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	50

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	21	23		2	4	6	6	6			
1	22	21	26		1		5	5	5			
2	24	25	22				5	4	5			
3	24	22	25	1	1		5	5	5			
4	33	27	19			3	2	4	5	2		
5	20	27	18	3		3	4	6	5			
Other			10			3						

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

Professional Development provided for Teachers

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 results and glean data to steer the direction of instruction. In addition, there are regular meetings by the grade levels to work collaboratively on such topics as benchmark 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.

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,884	\$45,681
Mid-Range Teacher Salary	\$70,834	\$70,601
Highest Teacher Salary	\$88,306	\$89,337
Average Principal Salary (ES)	\$99,467	\$110,053
Average Principal Salary (MS)	\$114,834	\$115,224
Average Principal Salary (HS)	\$125,562	\$124,876
Superintendent Salary	\$176,925	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,433	\$638	\$9224	\$67862
District	◆	◆	\$9862	\$66,990
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-6.5	1.8
Percent Difference: School Site/ State			40.3	-2.6

* Cells with ◆ 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.