

# Rossmoor Elementary School, LAUSD

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Rossmoor Elementary School, LAUSD
<b>Street</b>	3272 Shakespeare Drive
<b>City, State, Zip</b>	Los Alamitos, CA 90720
<b>Phone Number</b>	562-799-4520
<b>Principal</b>	Ms. Amy Belsha
<b>Email Address</b>	abelsha@losal.org
<b>Website</b>	<a href="http://www.losal.org/Domain/640">http://www.losal.org/Domain/640</a>
<b>County-District-School (CDS) Code</b>	30739246029086

Entity	Contact Information
District Name	Los Alamitos Unified School District (LAUSD)
Phone Number	562-799-4700, ext. 80401
Superintendent	Dr. Andrew Pulver
Email Address	webmaster@losal.org
Website	www.losal.org

## School Description and Mission Statement (School Year 2019-20)

Rossmoor Elementary is proud to be a three-time National Blue Ribbon, seven-time California Distinguished, as well as a Gold Ribbon School. What makes Rossmoor so special is our community which is comprised of our dedicated staff, supportive parents, and community members that work harmoniously to nurture the growth of our students. Together we provide a strong foundation to support the academic, social and emotional well-being of our students so that they can grow and develop the necessary skills needed to be successful in our 21st century global society. Our students are continuously exposed to classroom practices and opportunities around critical thinking, communication, collaboration, creativity and innovation.

Our school goals that supports our mission are determined by a variety of factors. This includes our District Priority Goals, reviewing student progress through a variety of assessments (state mandated assessments, district benchmarks, and our Fountas and Pinnell reading assessments). We ensure our teachers continuously receive outstanding professional development to support the following District Signature Practices:

-We have a balanced literacy program- Reading Foundations of the Common Core (RFCC), language wall, integrating phonics and decoding, in order to meet our students needs and develop reading comprehension. Our teachers utilize Junior Great Books, Reading and Writing Workshop, and Thinking Maps.

- All our teachers are utilizing Cognitively Guided Instruction (CGI) strategies for teaching number sense and conceptual math and to develop strong problem solving skills.

- Another way we support our students growth and inquiry is through *Science Technology Engineering and Mathematics* through our STEM Lab where they receive instruction supported by NGSS. They are also exposed to technology instruction to prepare them to succeed in our 21<sup>st</sup> century learning. Our TK-1st grade have access to iPads, and our 2nd -5th grades have 1:1 Chromebooks.

Here at Rossmoor Elementary there are so many opportunities for magic and dreams to come true daily! The dedicated staff believes that ALL children can learn and succeed. Our teachers are well-versed in our district signature practices and provide our Knights with rigorous academic experiences that help them grow, be challenged and discover their individual strengths. As you enter our campus one can see and feel the magic that takes place. Our Knights are eager to learn, excited to be challenged, and regularly set goals that they work to accomplish!

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	137
Grade 1	111
Grade 2	92
Grade 3	93
Grade 4	96
Grade 5	100
<b>Total Enrollment</b>	<b>629</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	11.9
Filipino	1.6
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.2
White	47.1
Two or More Races	11
Socioeconomically Disadvantaged	16.4
English Learners	4.1
Students with Disabilities	10.7
Foster Youth	0.3
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	28	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)

Year and month in which data were collected: 12/2019

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with California Standards for the Common Core. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by District.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials: 2015/2016	Yes	0
Science	District Adoption Date of Textbooks/Materials: 2002	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials: 2007/2018	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials: 2001-2005	Yes	0
Health	District Adoption Date of Textbooks/Materials: 2004	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials: 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials: 2005	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To insure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority. Rossmoor Elementary was built in 1959. Overall the school is in good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. The modernization of Rossmoor Elementary School was completed in September of 2012. Additional information about the condition of the school's facilities may be obtained by speaking with the school site principal.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/30/2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	79	82	84	50	50
Mathematics (grades 3-8 and 11)	83	80	74	74	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	283	98.26	1.74	79.15
Male	154	152	98.70	1.30	77.63
Female	134	131	97.76	2.24	80.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	31	93.94	6.06	83.87
Filipino	--	--	--	--	--
Hispanic or Latino	86	86	100.00	0.00	70.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	137	134	97.81	2.19	83.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	24	24	100.00	0.00	87.50
Socioeconomically Disadvantaged	54	52	96.30	3.70	71.15
English Learners	15	13	86.67	13.33	61.54
Students with Disabilities	36	34	94.44	5.56	50.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	282	97.92	2.08	80.14
Male	154	152	98.70	1.30	80.92
Female	134	130	97.01	2.99	79.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	31	93.94	6.06	93.55
Filipino	--	--	--	--	--
Hispanic or Latino	86	86	100.00	0.00	75.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	137	133	97.08	2.92	81.20
Two or More Races	24	24	100.00	0.00	83.33
Socioeconomically Disadvantaged	54	52	96.30	3.70	65.38
English Learners	15	13	86.67	13.33	84.62
Students with Disabilities	36	33	91.67	8.33	60.61
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	10.9	23.8	59.4

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.



## 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)

The Rossmoor School staff is fortunate to have a strong and supportive parent and larger community that assists and supports with the instruction of quality education for our students. There are multiple opportunities for parents to be involved. Hundreds of parents and community volunteers assist the staff in supporting learning for all students. Volunteers support the front office, work in the classrooms, participate on field trips, tutor individual students, organize and participate in assemblies, work in the media center, volunteer on the playground, organize fundraisers and so much more. Our Parent Teacher Association (PTA) and Friends of Rossmoor fundraising group are involved with providing significant instructional support and financial support for the student curriculum and learning programs. Both PTA and Friends of Rossmoor support ongoing technology advances in the classroom as well as exposure to science and art enrichment activities. Rossmoor has long term relationships with small businesses in Los Alamitos and Seal Beach. Parents can, and do continually work with us to identify new businesses and other sources of support for Rossmoor. For more information about opportunities for parent involvement at Rossmoor, community members are encouraged to contact our school office and visit our website at [www.losal.org/rossmoor](http://www.losal.org/rossmoor). The Los Alamitos USD Educational Foundation (LAEF) is a community-based, non-profit organization which was formed in 1985. It consists of supportive community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for STEAM initiatives. Contact LAEF at [www.LAEF4kids.org](http://www.LAEF4kids.org)

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	2.0	1.2	1.7	2.3	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each site has a Comprehensive School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. The CSSP is reviewed and updated on an annual basis by the School Site Council and subsequently Board Approved. The CSSP is also on file at the Orange County Department of Education. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

## 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.

### 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	23	1	4		22	1	5		23	1	5	
1	24		4		23		4		22		5	
2	24		4		25		4		23		4	
3	25		4		24		4		23		4	
4	31		4		34			3	32		2	1
5	33			4	31		4		33			3
Other**												

\*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.6
Other	1.5

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4860	181	4679	79192
District	N/A	N/A	5773	\$101,506.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.9	-24.7
<b>State</b>	N/A	N/A	\$7,506.64	\$78,059.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-46.4	1.4

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 (Fiscal Year 2018-19)

The types of services funded include expenditures for instructional programs that include regular and special education, categorical programs, instructional support, and pupil services. Additional expenditures include general and administrative support, plant maintenance and operations, data processing, and facilities. Budget copies are available at all school sites and the District Office.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,665	\$49,084
<b>Mid-Range Teacher Salary</b>	\$96,799	\$76,091
<b>Highest Teacher Salary</b>	\$123,482	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$137,934	\$118,990
<b>Average Principal Salary (Middle)</b>	\$159,830	\$125,674
<b>Average Principal Salary (High)</b>	\$159,746	\$137,589
<b>Superintendent Salary</b>	\$286,925	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	38%	35%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	82	123	115

The primary areas of focus for staff development are the District's *Signature Practices*: Cognitively Guided Instruction (CGI), Readers & Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Fountas & Pinnel Leveled Reading Assessments, to determine instructional needs for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

Professional development is delivered by way of release time for teachers in the all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

Teachers are supported through on-going, in-class coaching by District TOSAs. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments. Teachers are provided opportunities to participate in instructional networking where teachers observe other teachers and debrief on the instructional strategies employed within the lesson. The practice of instructional networking is cross-curricular and non-evaluative.