

Rosamond Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Rosamond Elementary School
Street	3082 Glendower St.
City, State, Zip	Rosamond
Phone Number	6612565050
Principal	Nat Adams
Email Address	nadams@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/44
Grade Span	TK-5
County-District-School (CDS) Code	15-63776-6010045

2024-25 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	www.skusd.k12.ca.us

2024-25 School Description and Mission Statement
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 ninety 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

2024-25 School Description and Mission Statement

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 2024-2025 school year thus far, 828 students are enrolled in Transitional Kindergarten through fifth grade.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	174
Grade 1	121
Grade 2	155
Grade 3	135
Grade 4	122
Grade 5	146
Total Enrollment	853

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	10.6
Filipino	0.2
Hispanic or Latino	70.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.1
White	11.7
English Learners	23
Foster Youth	1.1
Homeless	18.6
Migrant	0.1
Socioeconomically Disadvantaged	92.4
Students with Disabilities	19

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.00	90.24	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.44	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.32	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.10	3.79	18854.30	6.86
Total Teaching Positions	41.00	100.00	163.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.90	84.32	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	4.83	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.24	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.50	3.62	6.80	4.02	15831.90	5.67
Total Teaching Positions	41.40	100.00	169.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	69.05	119.50	70.81	231142.40	83.24
Intern Credential Holders Properly Assigned	3.00	7.14	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.00	21.43	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.38	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	42.00	100.00	168.80	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	1.00	2
Misassignments	1.00	2.00	7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.00	3.00	9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	5.2	17.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing in September 20, 2023, 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.

Year and month in which the data were collected

August 2024

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%

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

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 99% and a school rating of Exemplary. There is also a multi-purpose room, library, staff lounge, and a playground.

Year and month of the most recent FIT report

12/12/2023

School Facility Conditions and Planned Improvements

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Building D/2nd/3rd: Building E/4th/3rd/RSP K-3:
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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	16	17	25	28	46	47
Mathematics (grades 3-8 and 11)	7	13	12	16	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	16.84
Female	214	212	99.07	0.93	16.04
Male	182	180	98.90	1.10	17.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	44	97.78	2.22	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	271	270	99.63	0.37	17.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	15.63
White	43	42	97.67	2.33	19.05
English Learners	83	83	100.00	0.00	3.61
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	14.04
Military	29	29	100.00	0.00	27.59
Socioeconomically Disadvantaged	365	361	98.90	1.10	16.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	92	97.87	2.13	0.00

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	12.50
Female	214	212	99.07	0.93	8.96
Male	182	180	98.90	1.10	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	44	97.78	2.22	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	271	270	99.63	0.37	12.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	9.38
White	43	42	97.67	2.33	16.67
English Learners	83	83	100.00	0.00	2.41
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	7.02
Military	29	29	100.00	0.00	20.69
Socioeconomically Disadvantaged	365	361	98.90	1.10	12.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	92	97.87	2.13	3.26

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.07	8.82	13.58	14.90	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	139	99.29	0.71	8.63
Female	76	75	98.68	1.32	4.00
Male	64	64	100.00	0.00	14.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	8.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	12.50
English Learners	35	35	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	0.00
Military	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	132	131	99.24	0.76	9.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	0.00

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.5	97.2	97.2	95.0	97.9

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.

2024-25 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 volunteers and are welcome to visit classrooms with advanced arrangements made at Rosamond Elementary School. Parent volunteers offer support for student centered activities during and after the school day. Invitations go out to parents for the student of the month, awards assemblies, and other assemblies. Parents receive monthly newsletters and weekly communications 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. There are many activities occurring during the school year that encourage and support parental involvement. Examples of these are PTA, School Site Council, English Learner Advisory Council, PIQUE (parent classes), award assemblies, parent nights, and book fairs, dances, holiday celebrations/activities. 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. PTA offers a variety of family activities that are engaging, fun, and well attended. If you are interested in learning more about the opportunities for parent involvement at Rosamond Elementary School, please contact Mr. Adams, Principal at (661) 256-5050.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	938	910	270	29.7
Female	485	469	139	29.6
Male	453	441	131	29.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	109	101	42	41.6
Filipino	--	--	--	--
Hispanic or Latino	646	630	182	28.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	10	17.5
White	113	110	32	29.1
English Learners	211	207	42	20.3
Foster Youth	15	14	4	28.6
Homeless	205	188	67	35.6
Socioeconomically Disadvantaged	870	843	258	30.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	214	209	80	38.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.82	5.37	1.81	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.2	0.1	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.62	0.00
Male	3.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.02	0.00
White	2.65	0.00
English Learners	0.95	0.00
Foster Youth	6.67	0.00
Homeless	1.46	0.00
Socioeconomically Disadvantaged	1.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.61	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2023. The revision process continues and the annual approval will take place in February of 2025 with the School Site Council. The Comprehensive School Safety Plan includes an anti-bullying plan, to ensure the protection of students and staff, the school and

2024-25 School Safety Plan

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 through the Raptor system 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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		7	0
1	20	6		0
2	19	6		0
3	23		6	0
4	27		5	0
5	25		5	0
Other	14	3		0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	7	0
1	25		6	0
2	24		5	0
3	22		5	0
4	28		5	0
5	26		5	0
Other	12	5		0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25		5	0
1	18	6		0
2	23		6	0
3	20	4	2	0
4	19	1	5	0
5	20	2	5	0
Other	13	5		0

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$9,636.48	\$2,870.53	\$6,765.95	\$72,047.27
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	-0.7	-11.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-45.7	-19.5

Fiscal Year 2023-24 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
- Title IV

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29.06	28.69
Percent of Budget for Administrative Salaries	4.47	5.55

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. The focus for RES is regular professional learning communities at each grade levels to work collaboratively, identifying essential standards, and creating and communicating learning intentions. 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. Current professional development initiatives include PLC, Grading Committee (to review and change the grading policy), Success For All, English Learner Development Coaching, AVID Summer Institute, Thinking Maps, and Essential Standards. Teachers are supported by teacher mentors, teacher-principal coaching, PLC coaches, and Induction support providers. The district has 2 professional development days built into the calendar in which all teachers and a total of 5 for our new teachers to the district.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2