

Rosamond Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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

2025-26 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

2025-26 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 partnership between our school and our parents. Our staff provides a safe environment in which students can be academically

2025-26 School Description and Mission Statement

challenged to fulfill their potential.

During the 2025-2026 school year thus far, 800 students are enrolled in Transitional Kindergarten through fifth grade.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	171
Grade 1	125
Grade 2	117
Grade 3	147
Grade 4	131
Grade 5	131
Total Enrollment	822

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	11.6
Filipino	0.1
Hispanic or Latino	67.5
Two or More Races	7.2
White	12.3
English Learners	18.4
Foster Youth	1.3
Homeless	18.4
Socioeconomically Disadvantaged	88.3
Students with Disabilities	21

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.

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)	34.9	84.32	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	2	4.83	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	7.24	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	1.5	3.62	6.8	4.02	15831.9	5.67
Total Teaching Positions	41.4	100	169.2	100	279044.8	100

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	69.05	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	3	7.14	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9	21.43	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.38	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	42	100	168.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	33	74.51	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	4	9.03	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7	15.8	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.11	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0.2	0.56	9.1	4.84	13705.8	4.91
Total Teaching Positions	44.2	100	188.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	3
Misassignments	2.00	7	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	9	7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	17.9	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing in September 3, 2025, 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adopted 2016	0.0%
Mathematics	McGraw-Hill Adopted 2014	0.0%
Science	FOSS Science Adopted 2021	0.0%
History-Social Science	McGraw Hill Kindergarten - 5th grade Adopted 2021	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 07/18/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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: Outdoor drinking fountain - Work Order Submitted Building E/4th/3rd/RSP K-3: Outdoor drinking fountain - Work Order Submitted
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	21	28	30	47	48
Mathematics (grades 3-8 and 11)	13	15	16	15	35	37

2024-25 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	416	415	99.76	0.24	20.72
Female	219	219	100.00	0.00	23.74
Male	197	196	99.49	0.51	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	47	46	97.87	2.13	15.22
Filipino	--	--	--	--	--
Hispanic or Latino	276	276	100.00	0.00	21.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	16.22
White	53	53	100.00	0.00	26.42
English Learners	79	79	100.00	0.00	8.86
Foster Youth	--	--	--	--	--
Homeless	73	72	98.63	1.37	15.28
Military	26	26	100.00	0.00	26.92
Socioeconomically Disadvantaged	289	288	99.65	0.35	19.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	96	100.00	0.00	5.21

2024-25 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	416	415	99.76	0.24	15.42
Female	219	219	100.00	0.00	13.70
Male	197	196	99.49	0.51	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	47	46	97.87	2.13	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	276	276	100.00	0.00	15.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	16.22
White	53	53	100.00	0.00	22.64
English Learners	79	79	100.00	0.00	11.39
Foster Youth	--	--	--	--	--
Homeless	73	72	98.63	1.37	12.50
Military	26	26	100.00	0.00	30.77
Socioeconomically Disadvantaged	289	288	99.65	0.35	14.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	96	100.00	0.00	4.17

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.82	8.53	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	129	100.00	0.00	8.53
Female	70	70	100.00	0.00	5.71
Male	59	59	100.00	0.00	11.86
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	10.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	15	15	100.00	0.00	6.67
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	7.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	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.

2024-25 California Physical Fitness Test Participation Rates

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	118	117	118	119	117

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.

2025-26 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 English Learner Advisory Council 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, Community Schools, District Advisory Council, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	921	880	245	27.8
Female	470	446	126	28.3
Male	451	434	119	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	110	102	46	45.1
Filipino	--	--	--	--
Hispanic or Latino	621	591	147	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	15	23.1
White	112	109	31	28.4
English Learners	175	168	31	18.5
Foster Youth	20	14	5	35.7
Homeless	190	176	72	40.9
Socioeconomically Disadvantaged	825	787	229	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	218	210	66	31.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.37	1.81	2.82	9.27	6.18	5.51	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1	0	0	0.13	0	1.24	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.82	0.00
Female	2.34	0.00
Male	3.33	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	8.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.77	0.00
White	3.57	0.00
English Learners	0.57	0.00
Foster Youth	5.00	0.00
Homeless	1.05	0.00
Socioeconomically Disadvantaged	2.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.59	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.

2025-26 School Safety Plan

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2025. The revision process continues and the annual approval will take place in February of 2026 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 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.

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	0	6	0
2	24	0	5	0
3	22	0	5	0
4	28	0	5	0
5	26	0	5	0
6	0	0	0	0
Other	12	5	0	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	0	5	0
1	18	6	0	0
2	23	0	6	0
3	20	4	2	0
4	19	1	5	0
5	20	2	5	0
6	0	0	0	0
Other	13	5	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4	
1	19	1	5	
2	20	2	3	
3	22		6	
4	23		5	
5	24		5	
Other	13	5		

2024-25 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

2024-25 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)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,230	\$3,137	\$14,093	\$85,446
District	N/A	N/A	\$13,918	\$85,348
Percent Difference - School Site and District	N/A	N/A	1.2	0.1
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	23.4	-8.1

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

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 participate 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2