Robert P. Ulrich Elementary School
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
School Name	Robert P. Ulrich Elementary School
Street	9124 Catalpa Avenue
City, State, Zip	California City, CA 93505
Phone Number	(760) 373-4824
Principal	Cheryl Bailey
Email Address	cherylbailey@mojave.k12.ca.us
Website	http://www.mojave.k12.ca.us/schools/rpu.html
County-District-School (CDS) Code	15-63677-6009823

Entity	Contact Information
District Name	Mojave Unified School District
Phone Number	(661) 824-4001
Superintendent	Aaron Haughton
Email Address	aaronhaughton@mojave.k12.ca.us
Website	www.mojave.k12.ca.us

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

Robert P. Ulrich Elementary School (RPU), named in honor of a former MUSD superintendent, is in the southeastern portion of Kern County, in California City, California. RPU services students in grades TK to 2. The staff consists of: 1 principal, 19 general education teachers, 1 RSP-SDC teacher, 1 behavior intervention coordinator, 1 secretary, 1 head custodian, 1 night custodian, and part-time support staff that include 1 secretary/clerk, 1 Title I library aide, 3 Title I instructional paraprofessionals, 2 severe disabilities paraprofessionals, 1 bilingual paraprofessional, and 6 instructional activity paraprofessionals. District support staff includes speech pathologists and school psychologists. The campus is comprised of a multipurpose-cafeteria, a library, four computer labs, 1 RSP-SDC classroom, 20 general education classrooms, a Positive Behavior Support classroom, two Speech rooms, and two conference rooms. In addition, two portables house pre-school facilities for Head Start and Cerro Coso Community College, and one multiple-room portable houses ASPIRE, part of MUSD's special education program. All classrooms have telephones, Internet capability, computers, document cameras, and interactive projectors. The school's playground, comprised of sand and equipment areas, grass, a large soccer field, and courts for basketball, volleyball, and tether ball is divided into two areas; one for TK/K and one for grades 1 and 2. All MUSD students may eat breakfast and lunch at no cost. All students have access to core curriculum. Specialized instruction is provided for students identified with a disability, per each student's Individualized Education Plan (IEP). Instructional goals for English learners align with the purpose of the ELP assessment K-2 Listening and Speaking (50% Listening, 50% Speaking). The behavior intervention coordinator provides learning experiences on behaviors outlined in the school's behavior matrix. Positive behavior is acknowledged through ROARS tickets. Students with behavioral issues are supported through the school's Student Support Team, College Community Health, and the California City Police Department. During the 2018 school year, 41 students (6.3%) were suspended for one or more days and zero students were expelled.

Parents and the community actively support RPU in the Parent/Teacher Organization (PTO), English Language Advisory Council (ELAC), School Site Council (SSC), and Parent Advisory Committee. RPU utilizes College Community Health Services, Child Protective Services, Department of Human Services, Salvation Army, and the California City Parks and Recreation Department. The 2019 school year consists of 180 teaching days that start at 8:50 a.m. and dismiss at 1:30 p.m. on minimum days and 3:20 p.m. on regular days. Teachers have two hours on weekly minimum day Wednesdays to analyze assessment data and plan enrichment/intervention instruction. Data includes district benchmark exams, summative and formative core subject assessments, and common formative assessments (CFAs) on essential grade level standards. Students in TK/K dismissed on a minimum day schedule daily during the first quarter of the school year to provide afternoon parent-student assessments and conferences. Parent/teacher conferences are scheduled during the year as a direct line of communication with RPU families. Four in-service days were included in the MUSD certificated calendar for district sponsored training in instructional practices. RPU staff is encouraged to attend workshops and training in the district, in the county, teacher induction (TIPS), CTA, CSEA, and ACSA to continue their development as educational professionals and to enhance the educational opportunities that RPU students receive.

School Mission 2019
The mission of Robert P. Ulrich Elementary School is to prepare students to be proficient readers, utilizing a balanced, integrated curricular program, encouraging academic and social excellence. Students will have access to current technology that will enable them to keep up with the demands of the 21st century. The continuing process of change will be facilitated by cooperative decision making and planning involving parents, staff, and administration.

School Vision 2019
The staff of Robert P. Ulrich Elementary School feels that the following items are necessary in order to promote academic achievement and social skills: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically-based intervention programs, a safe environment, a rich learning environment driven by a standards-based curriculum, and collaborative partnerships with parents, staff, and the community. The Robert P. Ulrich education community and stakeholders are working together to ensure a program that supports the diverse learning needs of all students.

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

Grade Level	Number of Students
Kindergarten	187
Grade 1	165
Grade 2	175
Total Enrollment	527

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	34.2
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.2
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.4
White	16.7
Two or More Races	5.9
Socioeconomically Disadvantaged	90.3
English Learners	12.5
Students with Disabilities	9.3
Foster Youth	1.7
Homeless	3.2

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	19	19	15	119
Without Full Credential	1	4	5	18
Teaching Outside Subject Area of Competence (with full credential)	0	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	1

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: See Below

Houghton Mifflin Language Arts Board Approval 2018
Great Minds, Eureka Math Board Approval 2019
Harcourt Brace Science Board Approval 2007
Harcourt Reflections California Series History-Social Science Board Approval 2007

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided with the adopted Houghton Mifflin reading series Houghton Mifflin Harcourt Journeys Reading Program, 2017, includes support for English learners	Yes	0%
Mathematics	All students are provided with the adopted mathematics program Eureka Math (Great Minds), 2017.	Yes	0%
Science	All students are provided with the State approved science series Harcourt Brace Science, 2008.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All students are provided with the State approved and District adopted social studies program Harcourt Reflections, California Series, 2007.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Robert P. Ulrich Elementary falls under the Williams Settlement and is inspected yearly by the Kern County Superintendent of Schools. In addition to the yearly inspection, district and site staff inspects facilities daily, identifying irregularities, then filing Work Order requests for repairs. 2019 projects include campus safety, modifying sidewalks, fencing, gates, and accessibility to ensure walkways are level, playground surfaces are safe, and perimeter fencing complies with California Highway Patrol recommendations for student, parent, and staff safety.

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: August 23, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	**Exemplary**	

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			

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 RPU School Site Council, comprised of parents, certificated and classified school staff, and principal oversee the Parental Involvement Policy, distribute it to all parents of participating children, and ongoing revise the plan when needed to ensure agreement of all parents.
A.   The school will jointly develop, with and distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree upon.
B. The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents in a language the parents can understand.
C. The school will make the School Parental Involvement Policy available to the local community.
D. The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
E. The school will adopt Robert P. Ulrich Elementary School's School-Parent Compact as a component of its Parental Involvement Policy.
F. The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
G.   Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:
H. Parents play an integral role in assisting their child's learning
I. Parents are encouraged to be actively involved in their child's education at school
J. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
K. Other activities, such as those described in section 1118 of the ESEA, are carried out
L.   Robert P. Ulrich Elementary School will convene an annual meeting during the first trimester of the school year to inform parents of the following: their child's school participates in Title I, requirements of Title I, parent right to be involved, newsletter communications, parent/teacher conferences, open houses, back-to-school orientation, ELAC meetings, School Site Council meetings, MUSD Board of Trustees meetings, family night events focusing on academic supports and how to monitor their student's progress
M.   Robert P. Ulrich Elementary School will, to the extent feasible and appropriate, ensure the information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.

Parent Involvement Activities for the 2019 School Year:

This list should include activities beyond the compliance requirements of parent committees. It should include capacity building activities to assist parents in raising student achievement.

Back to School Orientation, TK/K Parent Nights, Family Nights (focusing on parent involvement, reading, math, homework, PBIS and Time to Teach), PTO, ELAC meetings, MUSD parent committees (LCAP advisory, African American Advisory, and DELAC), Awards Assemblies, School Site Council meetings, School Reading Challenge, Parent-Teacher Conferences, Scholastic Book Fairs, Parent Partnership Workshops, Family Heritage Museum, Student Performances

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	8.5	7.9	6.3	12.5	8.1	5.8	3.6	3.5	3.5
Expulsions	0.5	0.0	0.0	0.7	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive Safe School Plan is reviewed and updated yearly according to state regulations. The School Site Council, and RPU staff refine and finalize the School Safety Plan. The Plan is then presented to the Mojave Unified School Board for final approval. A copy of the Comprehensive Safe School Plan is located in the RPU office and is available upon request for public reading. All staff members have an emergency plan in their staff handbooks. The site emergency plan outlines the procedures to be used during different types of emergencies. This plan is reviewed by staff in a general meeting during the school year. Each month a fire drill is held and three times a year a more extensive drill is held for earthquake and intruder preparedness. RPU participates in the statewide Great Shake-Out for earthquake preparedness every October. This comprehensive drill involves full school and district staff, and may include Emergency Personnel from California City, the California City Police Department and the Correctional Facility. The School Safety Plan is updated annually and reviewed with the staff at the beginning of each school year.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		7		27		7		26		7	
1	27		42		27		42		27		24	
2	22	13	47	1	24	7	42		29		24	
Other**									11	4		

*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	
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	$6,555.97	$1,140.58	$5,415.40	$86,963.50
District	N/A	N/A	$5,554.17	$74,367.00
Percent Difference - School Site and District	N/A	N/A	-2.5	15.6
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-32.4	17.5

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)

Title I funds are used for support staff, materials and supplies that are used to enrich and support the core curriculum.

1 librarian librarian, 2 hours per day in classrooms providing reading literacy support
3 paraprofessionals provide teacher guided supports: Response to Intervention (RTI) reteaching opportunities, PBIS and Time to Teach
A behavior intervention coordinator to support classroom instructional goals

School-wide computer programs to support reading, vocabulary, and mathematics support all students, including socioeconomically disadvantaged, foster youth, and English learners; extended learning opportunities through local field trips, assemblies, and guest presentations.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,499	$46,208
Mid-Range Teacher Salary	$71,383	$72,218
Highest Teacher Salary	$98,516	$92,742
Average Principal Salary (Elementary)	$111,295	$134,864
Average Principal Salary (Middle)	$97,704	$118,220
Average Principal Salary (High)	$124,099	$127,356
Superintendent Salary	$191,003	$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	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
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38

Reading Literacy is a major focus for staff development. Staff development at RPU coincides with district LCAP and school site plans in the School Plan for Student Achievement. Teachers have the opportunity to attend workshops and training to continue their development as educational professionals, to increase student achievement levels, to improve instructional practices, to enrich student engagement, and improve student attendance. The work calendar provides 180 instructional days, 2 teacher work days (1 designated for parent conferences), and 2 professional development days.

Ongoing professional development of approximately ten days for our bi-lingual paraprofessionals occurs annually on the administration of the English Language Proficiency Assessment for California (ELPAC). Teachers of English Learner students are also certified in instructional strategies for English Learner students. Professional development for teachers of English Learner students include Specially Designed Academic Instruction in English (SDAIE), Sheltered Instruction Observation Protocol (SIOP) for lesson planning increasing proficiency in linking language and content to instruction as well as increasing a teacher's ability to accommodate different levels of proficiency in their classrooms.

Professional Learning Communities (PLC) time is used for training and cooperative support within the district, school site, and in grade levels. The 38 Wednesday sessions continued to focus on lesson planning, instructional strategies, use of instructional standards, technology training to support teacher use of electronics in the classroom (gradebook, Smart Projector, document camera, Internet) and reviewing district assessment and pacing calendars. Meetings to support student success focused on data from classroom instruction, grade level assessments, and district assessments that included reading inventories within the adopted curriculum, Renaissance, and HM-Scholastic iREAD.

In 2017-18, we implemented the MUSD Literacy Plan. Meetings to review the provide support within the grade level and review the effectiveness of the plan will be held throughout the school year. The 38 Wednesday PLC sessions continued to focus on lesson planning, instructional strategies, use of instructional standards, technology training to support teacher use of electronics in the classroom (gradebook, Smart Projector, document camera, Internet) and reviewing district assessment and pacing calendars. Meetings to support student success focused on data from classroom instruction, grade level assessments, and district assessments that included reading inventories within the adopted curriculum, Renaissance, and HM-Scholastic iREAD. Prior to the school year teachers received training with School City to write benchmark and formative assessments.

In 2018-19 we worked to increase student achievement, academically and behaviorally. The 38 Wednesday PLC sessions continued to focus on lesson planning, instructional strategies, use of instructional standards, and technology training to support teacher use of electronics in the classroom. Meetings to support student success focused on data from classroom instruction, grade level assessments, and district assessments that included reading inventories within the adopted curriculum, Renaissance, and HM-Scholastic iREAD. Prior to the school year teachers received training with School City to write benchmark and formative assessments.   Site and district meetings were held to review the effectiveness of technology, literacy, behavior, and safety. MUSD scheduled four Saturdays for training: "Working with Parents," "How the African-American Experience Affects the Classroom and Strategies for Success," "Universal Design for Learning," and "Trauma Informed Practices." Staff were encouraged to participate in training through the Kern County Superintendent of Schools, GOOGLE, School City, Eureka Math, and Houghton Mifflin.

In 2019-20 the focus is Positive Behavior Supports and Time to Teach. Teachers and classified staff volunteered to participate in Time to Teach leadership training June, 2019, all staff participated in Time to Teach training August 5, 2019, teachers participate in training with KCSOS, Positive Behavior Intervention, and kindergarten teachers attend the Kindergarten Institute. On-site coaching on Time to Teach have been scheduled throughout the school year. All classrooms have a designated refocus station, where students with low-level behaviors take time to self evaluate behavior choices and work to make positive behavior choices. By diminishing downtime in the classroom that results from inappropriate behaviors will increase time to teach academics. The 38 Wednesday sessions will continue to focus on lesson planning, instructional strategies, use of instructional standards, technology training to support teacher use of electronics in the classroom. Meetings to support student success focused on data from classroom instruction, grade level assessments, and district assessments that included reading inventories within the adopted curriculum, Renaissance, and HM-Scholastic iREAD. Prior to the school year teachers received training with School City to write benchmark and formative assessments.   Teachers are encouraged to participate in training through the Kern County Superintendent of Schools, Houghton Mifflin, Eureka Math, School City, and GOOGLE.