# Rare Earth High 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** | Rare Earth High School |
| **Street** | 2800 W. Rosamond Blvd.. |
| **City, State, Zip** | Rosamond, CA 93560 |
| **Phone Number** | (661) 256-5090 |
| **Principal** | Robyn Calzada |
| **Email Address** | rcalzada@skusd.k12.ca.us |
| **School Website** | www.skusd.k12.ca.us |
| **Grade Span** | 7-12 |
| **County-District-School (CDS) Code** | 15-63776-1530039 |

## 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 consists of two elementary schools, one middle school, one comprehensive high school, an independent study program, and a continuation high school.

Rare Earth High School is a continuation high school designed to support students who have faced challenges in the comprehensive high school setting. Rare Earth provides students with a smaller, more personalized learning environment that fosters responsibility and supports their path to graduation.

In this small school setting, students work independently with teachers serving as facilitators of learning. Each student is required to attend a minimum of six hours and thirty-five minutes per school day. Rare Earth High School maintains the same 230-credit graduation requirement as the comprehensive high school.

During the 2023-2024 school year, Rare Earth High School enrolled 43 students in grades nine through twelve.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 1 |
| **Grade 10** | 3 |
| **Grade 11** | 21 |
| **Grade 12** | 18 |
| **Total Enrollment** | 43 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 39.5 |
| **Male** | 60.5 |
| **Black or African American** | 2.3 |
| **Hispanic or Latino** | 62.8 |
| **White** | 34.9 |
| **English Learners** | 16.3 |
| **Homeless** | 2.3 |
| **Socioeconomically Disadvantaged** | 86 |
| **Students with Disabilities** | 16.3 |

## A. Conditions of Learning

## State Priority: Basic

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

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

### 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)** | 0.40 | 15.38 | 127.60 | 78.27 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 8.00 | 4.90 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.00 | 0.00 | 12.30 | 7.60 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 2.50 | 84.62 | 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** | 2.90 | 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)** | 0.60 | 15.25 | 130.80 | 77.31 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 6.70 | 4.00 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.20 | 5.50 | 14.30 | 8.47 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 3.10 | 78.75 | 10.40 | 6.18 | 11953.10 | 4.28 |
| **Unknown/Incomplete/NA** | 0.00 | 0.00 | 6.80 | 4.02 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 4.00 | 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)** | 0.80 | 20.75 | 119.50 | 70.81 | 231142.40 | 100.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 9.30 | 5.54 | 5566.40 | 2.00 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 29.60 | 17.54 | 14938.30 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 3.10 | 79.00 | 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** | 4.00 | 100.00 | 168.80 | 100.00 | 277698 | 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.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0.00 | 0 |
| **Misassignments** | 0.00 | 0.20 | 0 |
| **Vacant Positions** | 0.00 | 0.00 | 0 |
| **Total Teachers Without Credentials and** | 0.00 | 0.20 | 0 |

## 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 | 0 |
| **Local Assignment Options** | 2.50 | 3.10 | 3.1 |
| **Total Out-of-Field Teachers** | 2.50 | 3.10 | 3.1 |

## 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) | 0.00 | 21.4 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 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

Instructional Materials Sufficiency

On September 4, 2024, the Southern Kern Unified School District held a public hearing and determined that all schools within the district have sufficient and high-quality textbooks, instructional materials, and science lab equipment, in accordance with the settlement of Williams vs. the State of California.

All students, including English learners, are provided with their own individual, standards-aligned textbooks or instructional materials—both for classroom use and to take home.

Textbooks and supplementary materials are adopted following a cycle developed by the California Department of Education to ensure the curriculum remains current. Materials approved for use by the state undergo thorough review by teachers, after which a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

Prior to adoption, all recommended materials are made available for parent examination at the district office.

| | |
|---|---|
| **Year and month in which the data were collected** | September 2024 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Acellus adopted 2019 | Yes | 0.0% |
| **Mathematics** | Acellus adopted 2019 | Yes | 0.0% |
| **Science** | Acellus adopted 2019 | Yes | 0.0% |
| **History-Social Science** | Acellus adopted 2019 | Yes | 0.0% |

| | | | |
|---|---|---|---|
| **Foreign Language** | Acellus adopted 2019 | Yes | 0.0% |
| **Health** | Acellus adopted 2019 | Yes | 0.0% |
| **Visual and Performing Arts** | Acellus adopted 2019 | Yes | 0.0% |

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

## School Facility Conditions and Planned Improvements

Facilities and Maintenance

Rare Earth Continuation High School consists of four classrooms, a multipurpose room, and one administrative office. The facility is designed to strongly support teaching and learning, offering ample classroom space and outdoor field areas for student activities.

Cleaning Process
The district governing board has established cleaning standards for all schools within the district. A summary of these standards is available at both the school office and district office. The principal collaborates with the director of maintenance and custodial staff to develop and implement cleaning schedules that ensure a clean, safe, and conducive learning environment.

Maintenance and Repair
The district maintenance staff works diligently to complete repairs necessary to keep the school in good condition and working order in a timely manner. A work order process is in place to streamline requests and prioritize emergency repairs, ensuring the safety and functionality of the campus.

At the time of publication, 100% of the restrooms were fully functional.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 12/04/24 |

| 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 | | | |
| **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) | 7 | 17 | 25 | 28 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 0 | 0 | 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** | 28 | 25 | 89.29 | 10.71 | 16.67 |
| **Female** | 12 | 11 | 91.67 | 8.33 | 36.36 |
| **Male** | 16 | 14 | 87.50 | 12.50 | 0.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 19 | 17 | 89.47 | 10.53 | 25.00 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 23 | 20 | 86.96 | 13.04 | 15.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 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** | 28 | 23 | 82.14 | 17.86 | 0.00 |
| **Female** | 12 | 11 | 91.67 | 8.33 | 0.00 |
| **Male** | 16 | 12 | 75.00 | 25.00 | 0.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 19 | 15 | 78.95 | 21.05 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 23 | 19 | 82.61 | 17.39 | 0.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 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) | 6.45 | 0.00 | 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** | 20 | 15 | 75.00 | 25.00 | 0.00 |
| **Female** | -- | -- | -- | -- | -- |
| **Male** | 11 | 8 | 72.73 | 27.27 | -- |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 13 | 10 | 76.92 | 23.08 | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 18 | 13 | 72.22 | 27.78 | 0.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 2023-24 Career Technical Education Programs

Career Technical Education (CTE) Program

Rare Earth High School offers a limited Career Technical Education (CTE) program. To expand opportunities for students, Rare Earth partners with the comprehensive high school within the Southern Kern Unified School District, where students are encouraged to take CTE courses as electives. However, due to the popularity of these programs, class space is limited, and courses often fill up quickly.

The in-person CTE courses offered through this partnership include:

Plumbing: Fundamentals of plumbing systems, installation, and maintenance.
Electrical: Basic electrical principles, wiring systems, and safety practices.
HVAC/AC (Heating, Ventilation, and Air Conditioning): Practical skills in HVAC system installation, repair, and maintenance.
California Cadet Corps: Leadership, discipline, and teamwork training, preparing students for public service, law enforcement, and military pathways.
Hope Squad: A peer-led program designed to promote mental health awareness, suicide prevention, and student support.

## 2023-24 Career Technical Education Programs

Additionally, Rare Earth offers a selection of career-focused courses through Acellus, an online platform integrated into the school's curriculum. These classes provide students with exposure to various career fields but are not currently structured as full CTE pathways. The courses include:

Introduction to Business
Medical Terminology
Hospitality and Tourism
Computer Applications
Coding Fundamentals
Criminal Justice
These online career courses allow students to explore potential career interests and gain foundational knowledge in various industries. While these classes are not formal pathways, they provide students with a flexible opportunity to build skills that align with workforce demands.

## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission** | 0 |
| **2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

# 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 |
|---|---|---|---|---|---|

## 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

Parental Involvement at Rare Earth High School

Parents are always welcome at Rare Earth High School. Our School Site Council (SSC) meets regularly, and we encourage all parents to attend, share their input, and provide suggestions on how we can continue to improve our school environment for students.

At the beginning of each school year, parents are invited to Back to School Night, an opportunity to meet their child's teachers and become familiar with the school setting. Additionally, parent-teacher conferences are held annually at the end of the first quarter to discuss student progress and explore ways to further support student success.

Parental involvement opportunities are communicated regularly through ParentSquare.

Rare Earth High School is accredited by the Western Association of Schools and Colleges (WASC). Parents are invited to participate in all WASC planning committee meetings, as their input plays a vital role in creating an effective school improvement plan.

If you are interested in volunteering or have suggestions for enhancing parental involvement, please contact Robyn Calzada at 661-256-5090.

## C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | 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 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 47.2 | 32.0 | 24.0 | 12.3 | 14.6 | 9.1 | 7.8 | 8.2 | 8.9 |
| **Graduation Rate** | 52.8 | 64.0 | 72.0 | 87.2 | 83.6 | 90.4 | 87.0 | 86.2 | 86.4 |

### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| **All Students** | 25 | 18 | 72.0 |
| **Female** | -- | -- | -- |
| **Male** | 16 | 10 | 62.5 |
| **Non-Binary** | 0.0 | 0.0 | 0.0 |
| **American Indian or Alaska Native** | 0 | 0 | 0.00 |
| **Asian** | 0 | 0 | 0.00 |
| **Black or African American** | -- | -- | -- |
| **Filipino** | 0 | 0 | 0.00 |
| **Hispanic or Latino** | 16 | 10 | 62.5 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | 0 | 0 | 0.00 |
| **White** | -- | -- | -- |
| **English Learners** | -- | -- | -- |
| **Foster Youth** | -- | -- | -- |
| **Homeless** | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 25 | 18 | 72.0 |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0 |
| **Students with Disabilities** | -- | -- | -- |

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.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 95 | 85 | 70 | 82.4 |
| **Female** | 44 | 38 | 31 | 81.6 |
| **Male** | 50 | 46 | 38 | 82.6 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 61 | 55 | 47 | 85.5 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 26 | 23 | 19 | 82.6 |
| **English Learners** | 17 | 15 | 12 | 80.0 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 79 | 72 | 58 | 80.6 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 14 | 14 | 11 | 78.6 |

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 |
| 12.26 | 15 | 15.79 | 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 |
| 0.94 | 0 | 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** | 15.79 | 0.00 |
| **Female** | 15.91 | 0.00 |
| **Male** | 16.00 | 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** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 13.11 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 11.54 | 0.00 |
| **English Learners** | 17.65 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 17.72 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 42.86 | 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

Comprehensive School Site Safety Plan

Rare Earth Continuation High School's Comprehensive School Site Safety Plan (CSSP) was last revised in October 2024 by school administrators and staff representatives, with input from the School Site Council (SSC). The CSSP ensures the safety and protection of students, staff, and school property while fostering a climate conducive to learning. The plan is approved by the SSC and submitted to the District Board of Trustees for final approval.

All staff members and parents have access to the updated plan, and staff annually review the school site safety policies. The Southern Kern Unified School District upholds its Standards of Excellence, which include:

"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."
"Facility and grounds cleanliness will meet District standards."
Rare Earth Continuation High School consistently meets these standards.

The school complies with all laws, rules, and regulations regarding hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, while earthquake drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan outlines clear and effective procedures for managing crisis situations, with emergency supplies readily available.

Students are supervised throughout the day by the administrator, teachers, and campus security. All visitors are required to register at the office and are escorted by campus security or administration.

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 3 | 23 | | |
| **Mathematics** | 2 | 27 | | |
| **Science** | 2 | 16 | | |
| **Social Science** | 2 | 34 | | |

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 3 | 20 | | |
| **Mathematics** | 2 | 28 | | |
| **Science** | 2 | 18 | | |
| **Social Science** | 2 | 34 | | |

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 3 | 21 | | |
| **Mathematics** | 2 | 20 | | |
| **Science** | 2 | 17 | | |
| **Social Science** | 2 | 23 | | |

## 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** | 0.2 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **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** | $13,473.25 | $5,694.17 | $7,779.08 | $79,543.18 |
| **District** | N/A | N/A | $6,812.64 | $80,642 |
| **Percent Difference - School Site and District** | N/A | N/A | 13.2 | -1.4 |
| **State** | N/A | N/A | $10,771 | $87,655 |
| **Percent Difference - School Site and State** | N/A | N/A | -32.3 | -9.7 |

## 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 |

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|---|---|
| **Percent of Students in AP Courses** | 0 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 0 |
| **English** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Staff Development

The Southern Kern Unified School District recognizes that staff development is a key component in maintaining a positive and enriching learning environment for students. Staff development initiatives are tailored at the school site level based on the School's Annual Plan for Student Achievement (SPSA).

Staff members are encouraged to participate in workshops, conferences, and webinars that provide the latest information, strategies, and trends relevant to their teaching areas. Topics such as writing strategies, intervention techniques, and instructional differentiation are frequently addressed, with monthly staff meetings dedicated to in-service training.

The district strongly supports the implementation of Professional Learning Communities (PLCs) at each grade level. Teachers had opportunities to attend AVID Institute and PLC Training provided by Solution Tree over the summer, enhancing their collaborative teaching strategies and instructional best practices. To further strengthen PLCs, a Solution Tree representative visits several times a year to provide on-site support and coaching to teachers. At Rare Earth High School, the staff has established a PLC that meets at least once a month to discuss curriculum, instructional strategies, and procedural updates.

Teacher Clarity by Dr. Doug Fisher
English Language Development by Dr. Kate Kinsella
Visible Learning for Mathematics by Joseph Assof
Effective Grading Processes by Ken O'Connor
Rare Earth High School teachers have also benefited from external professional development opportunities. In May 2023, Rare Earth staff attended the California Continuation Education Association (CCEA) Conference. This event provided valuable networking opportunities with colleagues from other continuation high schools, as well as insights and strategies to enhance instructional practices.

In November 2024, Southern Kern sent a teacher and an administrator to the Community Schools Fundamentals Conference in New York, hosted by the National Center for Community Schools. This conference offered essential training on implementing community school strategies to support students, families, and the broader school community.

To further support staff development, teachers have access to mentor teachers, peer coaching, and additional guidance provided by the principal, who serves as a resource for classroom concerns or instructional questions.

By providing a wide range of professional development opportunities—including in-person workshops, webinars, conferences, and PLC coaching—the Southern Kern Unified School District ensures its educators are well-equipped to implement best practices and promote student success.

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 | 3 | 2 |