Rosamond High Early College Campus

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Rosamond High Early College Campus
Street	2925 Rosamond Blvd.
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5220
Principal	Suresh Bajnath
Email Address	sbajnath@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	15-63776-1534957

2024-25 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website	www.skusd.k12.ca.us

2024-25 School Description and Mission Statement

District & School Profile
The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school.

Rosamond High Early College Campus is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). In October 2019, RHECC completed their WASC visit. We were granted a 6 year term with a mid- cycle review. On October 17-18, 2022, WASC completed a mid-cycle review. On April 8-9, 2024,

2024-25 School Description and Mission Statement

RHECC completed their progress report. The school is in good standing for the remainder of the 6-year cycle. In 2025-26, RHECC will conduct a Self-Study in preparation for the renewal of a new WASC-accredited cycle. Students, parents, and community believe that the primary role of RHECC is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions-Student Learner Outcomes (SLO) referred to as the Roadrunner Way.

District Vision Statement
We see to teach and assist in the development of the WHOLE CHILD. We strive to create a safe learning environment that combines Student Learning Outcomes with Creativity, Critical Thinking, Communication, Collaboration, Character, and Citizenship so that students will flourish in and out of school.

District Mission Statement
To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and community.

RHECC Mission Statement
To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

RHECC Vision Statement
RHECC will provide a positive learning environment for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. RHECC will encourage technological proficiency and collaborative skills in order to enable its students to become self-motivated and involved citizens.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	246
Grade 10	264
Grade 11	206
Grade 12	186
Total Enrollment	902

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.5
Non-Binary	0.3
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	9.6
Filipino	1.6
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.4
White	22.9
English Learners	11.4
Foster Youth	1.3
Homeless	6.7
Socioeconomically Disadvantaged	81.7
Students with Disabilities	19.8

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)	29.90	76.74	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.56	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	13.00	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.54	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	2.30	6.13	6.10	3.79	18854.30	6.86
Total Teaching Positions	39.00	100.00	163.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.10	75.85	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	1.70	4.45	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	8.48	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	6.34	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.90	4.83	6.80	4.02	15831.90	5.67
Total Teaching Positions	39.70	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)	31.00	78.15	119.50	70.81	231142.40	83.24
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)	7.50	18.88	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.89	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.03	0.70	0.46	14303.80	5.15
Total Teaching Positions	39.70	100.00	168.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.50	1.90	2.1
Misassignments	3.50	1.40	5.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.00	3.30	7.5

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	0.7
Local Assignment Options	0.60	2.50	0
Total Out-of-Field Teachers	0.60	2.50	0.7

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)	8.60	3.7	17.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.00	2.6	5.3

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

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

Southern Kern Unified School District held a public hearing on September 20, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual laptops with e-books, standards-aligned textbooks, and instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of September 9, 2022.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bedford Foundations of Language and Literature- adopted 2021 Bedford- Advanced Language and Literature-adopted 2021 Bedford American Literature and Rhetoric- adopted 2021 Bedford Literature and Composition- adopted 2021 The Language of Composition (AP 11th grade English) - adopted 2021 Literature and Composition (AP 12th grade English) - adopted 2021	Yes	0.0%
Mathematics	CA Common Core Algebra 2015/ adopted 2014 CA Common Core Algebra 2 2015/ adopted 2014 CA Common Core Geometry 2015/ adopted 2014 Sullivan, Algebra and Trigonometry 2015 Common Core Edition/ adopted 2014 AP Calculus 2nd edition adopted 2020	Yes	0.0%
Science	Miller and Levine Biology 2014 / adopted 2014 Pearson Chemistry 2012/ adopted2 014 Pearson Earth Science 2017 / adopted 2019 Pearson Health 2014/ adopted 2020	Yes	0.0%

	Cengage Modern Livestock& Poultry Production 2011/ adopted 2019 Cengage Veterinary Assisting Fundamentals and Applications 2011/ adopted 2019		
History-Social Science	Mc Graw Hill CA IMPACT- World History, Culture, & Geography: The Modern World- adopted 6/2022 Mc Graw Hill CA IMPACT- United States History & Geography: Continuity & Change- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of Economics- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of American Democracy- adopted 6/2022 Bentley, Traditions, & Encounters, AP Edition 7e- adopted 6/2022 Harrison, American Democracy Now, AP Edition, 16e- adopted 6/2022 McConnell, Economics AP Edition, 22e- adopted 6/2022 Sociology 14th edition adopted 2020 Psychology 2nd edition adopted 2020	Yes	0.0%
Foreign Language	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4	Yes	0.0%
Health	Pearson Health 2014/ adopted 2020	Yes	0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Miller and Levine Biology 2014/ adopted 2014 Pearson Chemistry 2012/ adopted 2014 Pearson Earth Science 2017/ adopted 2019	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Rosamond High Early College Campus is comprised of 52 classrooms, a College Center, Media Center, Student Center, a gym, a staff room, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

Cleaning Process
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	11/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		100: Permit Renewed until 2027. 300s Restroom: Uneven crack in asphalt. Still needs attention. 400s Restroom: Safety trip hazard rolled asphalt. 400 and Auto Shop, between, cracking and crumbling area needs to be resurfaced 429: Under classroom outside, about 7 holes need to be blocked off. 430-431: Resurface crack in blacktop area. 430 Ramp: Hole needs covering. 600s Restroom: Concrete sidewalk raised. Still needs attention. 803: Door replaced and still needs painting. Office: Uneven concrete SE side of office. Career Center: Wrought Iron Fence needs repairs in some places. Parent Center: Front ramp needs resurfacing. Broken bricks need repair. Still incomplete. Hole outside and at back of building.

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)	37	46	25	28	46	47
Mathematics (grades 3-8 and 11)	12	16	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	186	179	96.24	3.76	46.37
Female	85	81	95.29	4.71	53.09
Male	100	97	97.00	3.00	41.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	23.81
Filipino	--	--	--	--	--
Hispanic or Latino	114	108	94.74	5.26	42.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	63.16
English Learners	19	19	100.00	0.00	15.79
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	143	95.33	4.67	43.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	28	80.00	20.00	21.43

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	186	177	95.16	4.84	16.48
Female	85	80	94.12	5.88	18.75
Male	100	96	96.00	4.00	14.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	114	107	93.86	6.14	14.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	27.78
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	143	95.33	4.67	14.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	27	77.14	22.86	7.41

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)	13.75	14.22	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	454	442	97.36	2.64	14.25
Female	205	198	96.59	3.41	13.13
Male	246	241	97.97	2.03	14.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	37	94.87	5.13	13.51
Filipino	--	--	--	--	--
Hispanic or Latino	274	267	97.45	2.55	10.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	28.57
White	105	103	98.10	1.90	18.45
English Learners	40	39	97.50	2.50	0.00
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	13.79
Military	24	24	100.00	0.00	12.50
Socioeconomically Disadvantaged	379	369	97.36	2.64	11.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	81	94.19	5.81	1.23

2023-24 Career Technical Education Programs

Rosamond High School Early College Campus instructional programs foster acquisition and growth of vital work readiness skills including critical thinking, problem-solving, communication, use of technology, interpersonal relationships, and civic responsibilities. Specialized programs for students are offered which integrate career learning and work readiness as follows:
Carl Perkins Vocational Education
California Technical Education- Incentive Grant
Agriculture Incentive Grant

Students have an opportunity to enroll in career technology courses which provide students with hands-on experiences connected to job skill applications.
Residential & Commercial Construction

- Construction 1
- Construction 2

Machining & Forming Technologies

- Manufacturing 1
- Manufacturing 2

Patient Care

2023-24 Career Technical Education Programs

- (1) Intro to Medicine, (1) Anatomy/Physiology, (1) Sports Medicine 1, (2) Patient Care

Agriscience
- (1) Ag Bio
- (2) Ag Chem

Animal Science
- Animal Science
- Vet Science

Design, Visual & Media Arts
- Video Production
- Video Production

Welding and Materials Joining
- Welding
- Advanced Welding

Systems Diagnostics Services & Repair
- Small Engine Repair
- Auto Tech
- Advanced Auto

Public Safety
- Cadet Corps
- Advanced Cadet Corps

Mental and Behavioral Health
- Hope Squad

Information Support and Services
- Intermediate Information Support Services
- Advanced Information Support Services
- Arts Media Entertainment Music Production
- Arts Media Entertainment Music Production

Students in CTE classes participate in hands on technical training to help prepare them for a career in that specific trade. Measurable outcomes are identified through the use of industry specific exams which given the student the opportunity to attain Industry recognized certificates of competency when students successfully pass the exam.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	615
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.4
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	93.52
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	18.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	81.4	92.6	93.0	93.8	94.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

There are multiple opportunities for parental involvement. 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. During registration, parents are required to enroll in our Parent Portal, which provides parents the opportunity to check on their students grades and immediately contact teachers through email. Parent conferences are held each year at the end of the first quarter. Parents are welcome to visit classrooms with advanced arrangements. Committees such as School Site Council, District Advisory Committee (DAC), English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC), Parent Institute for Quality Education (PIQE), Athletic volunteers, Band Boosters, and AVID nights are additional avenues for parental involvement. The school includes parents in fundraisers, assemblies, dances, performances, and sporting events.

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	3.8	9.5	6.2	12.3	14.6	9.1	7.8	8.2	8.9
Graduation Rate	95.5	88.8	93.8	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	177	166	93.8
Female	86	82	95.3
Male	90	83	92.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	14	10	71.4
Filipino	--	--	--
Hispanic or Latino	108	103	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	38	95.0
English Learners	24	21	87.5
Foster Youth	--	--	--
Homeless	16	14	87.5
Socioeconomically Disadvantaged	161	150	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	28	82.4

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	992	950	245	25.8
Female	468	445	122	27.4
Male	521	502	122	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	104	98	27	27.6
Filipino	14	14	2	14.3
Hispanic or Latino	596	573	152	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	9	29.0
White	223	212	49	23.1
English Learners	123	116	40	34.5
Foster Youth	12	11	3	27.3
Homeless	83	71	28	39.4
Socioeconomically Disadvantaged	818	783	210	26.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	198	191	58	30.4

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 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
8.85	12.61	8.87	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
0.11	0.4	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	8.87	0.00
Female	7.26	0.00
Male	10.36	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	11.54	0.00
Filipino	21.43	0.00
Hispanic or Latino	7.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	21.21	0.00
White	8.97	0.00
English Learners	5.69	0.00
Foster Youth	16.67	0.00
Homeless	14.46	0.00
Socioeconomically Disadvantaged	9.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.15	0.00

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

2024-25 School Safety Plan

Rosamond High Early College Campus Comprehensive School Site Safety Plan was last revised in December 2023, by school administrators and staff representatives. Then it went to School Site Council in January 2024 for approval, and then to the Board in February 2024 for approval. All staff members and parents have access to the plan and annually review the school

2024-25 School Safety Plan

site safety policies. 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 High School meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month while earthquake drills are held once a quarter. 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 campus security officers and administrators. There is a designated area for student drop-off and pick-up. In 2024-25, RHECC added an Alternative to Suspension classroom to house students on the campus, and strengthened their PBIS and Restorative Practices in lieu of out-of-school suspensions as a targeted effort to decrease suspensions and therefore improve the CDE Dashboard. Visitors register at the office and receive identification badges from the Raptor System that must be displayed at all times.

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	17	30	25	1
Mathematics	15	33	17	2
Science	18	14	6	5
Social Science	19	16	16	2

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	24	16	18	7
Mathematics	23	17	16	4
Science	26	5	6	6
Social Science	27	5	13	6

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	21	21	28	
Mathematics	20	19	20	
Science	22	9	11	
Social Science	24	9	19	

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	902

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
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	$11,594.88	$4,844.46	$6,750.42	$72,097.16
District	N/A	N/A	$6,812.64	$80,642
Percent Difference - School Site and District	N/A	N/A	-0.9	-11.2
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-45.9	-19.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Rosamond High Early College Campus 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	13

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	1
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

The Southern Kern Unified School District believe 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. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. The district has taken an active interest in facilitating professional development at all levels as demonstrated by implementation of 2 paid Professional Development days, prior to the start of the school year, in which the district sponsors all day workshops for all grade levels. After school and weekend Professional Development opportunities are also provided throughout the school year. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers with preliminary credentials participate in BTSA. New PIP, STP, and Intern teachers are provided with coaching from a Mentor Teacher. PLC meetings are held monthly in which each department reviews pertinent data and discusses areas of student achievement. Teachers are encouraged to attend conferences within their discipline.

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

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