Rare Earth High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

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

2025-26 School Contact Information

School Name	Rare Earth High School
Street	2601 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	10-12
County-District-School (CDS) Code	15-63776-1530039

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District serves students through two elementary schools, one middle school, one comprehensive high school, an independent study program, and a continuation high school. Rare Earth High School operates as the district's continuation high school, providing an alternative educational setting for students who are credit deficient or who have experienced academic, attendance, or behavioral challenges in a traditional comprehensive high school environment.

2025-26 School Description and Mission Statement

Rare Earth High School offers a small, supportive learning environment designed to promote student engagement, accountability, and academic progress toward graduation. Instruction is delivered through a combination of teacher-led instruction, small-group support, and individualized academic assistance, allowing staff to address the unique needs of each student. Students are required to attend a minimum of six hours and thirty-five minutes each instructional day, consistent with continuation education requirements. The school maintains the same 230-credit graduation requirement as the district's comprehensive high school.

During the 2023–2024 school year, Rare Earth High School served a small student population consisting primarily of students in grades eleven and twelve. Enrollment levels allow staff to build strong relationships with students, monitor progress closely, and provide targeted academic and social-emotional supports aligned with the school's mission of re-engaging students and supporting successful graduation outcomes.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	24
Grade 12	22
Total Enrollment	49

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	2
Black or African American	6.1
Hispanic or Latino	67.3
Two or More Races	4.1
White	20.4
English Learners	16.3
Foster Youth	2
Homeless	18.4
Socioeconomically Disadvantaged	85.7
Students with Disabilities	24.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	15.25	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	5.5	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	78.75	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.8	4.02	15831.9	5.67
Total Teaching Positions	4	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	20.75	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	79	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	4	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	21.63	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	72.1	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0.2	6.27	9.1	4.84	13705.8	4.91
Total Teaching Positions	3.1	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.10	3.1	2.3
Total Out-of-Field Teachers	3.10	3.1	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.4	0	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	0	0

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

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

Quality, Currency, and Availability of Instructional Materials

September 2025, the Southern Kern Unified School District conducted a public hearing and determined that all schools within the district, including Rare Earth High School, have sufficient and high-quality textbooks, instructional materials, and science laboratory equipment, in compliance with the Williams v. State of California settlement.

All students at Rare Earth High School, including English learners, are provided with standards-aligned textbooks and instructional materials for use both in the classroom and at home. Instructional materials are available in all core subject areas, including English language arts, mathematics, science, and history–social science, ensuring equitable access to required learning resources.

Textbooks and instructional materials are adopted following review cycles established by the California Department of Education to ensure curriculum currency and alignment with state standards. Materials are reviewed by teachers and administrators and recommended to the Board of Trustees by a selection committee. Prior to adoption, all recommended instructional materials are made available for parent and community review at the district office.

Year and month in which the data were collected	September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus adopted 2019	0.0%
Mathematics	Acellus adopted 2019	0.0%
Science	Acellus adopted 2019	0.0%
History-Social Science	Acellus adopted 2019	0.0%
Foreign Language	Acellus adopted 2019	0.0%
Health	Acellus adopted 2019	0.0%
Visual and Performing Arts	Acellus adopted 2019	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	

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 five classrooms, a multipurpose room, and one administrative office. The facility is designed to support teaching and learning, providing adequate 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 works collaboratively with the director of maintenance and custodial staff to develop and implement cleaning schedules that ensure a clean, safe, and supportive learning environment.

Maintenance and Repair
District maintenance staff ensures that repairs necessary to keep the school in good condition and in proper working order are completed in a timely manner. A work order system is used to streamline service requests and to prioritize emergency repairs to maintain campus safety and functionality.

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

Year and month of the most recent FIT report	12/16/2025

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	: Room 10: Floor is starting to Raise Up
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Cafeteria Room 5: Floors are scratched.
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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	17	28	30	47	48
Mathematics (grades 3-8 and 11)	0	0	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	24	96.00	4.00	16.67
Female	12	11	91.67	8.33	27.27
Male	13	13	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	20	95.24	4.76	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	23	92.00	8.00	0.00
Female	12	10	83.33	16.67	--
Male	13	13	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	24	92.31	7.69	0.00
Female	14	13	92.86	7.14	0.00
Male	12	11	91.67	8.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	17	89.47	10.53	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career Technical Education (CTE) Programs (Grades 9–12)

Rare Earth High School provides students with career exploration and career-focused coursework through Acellus, an online instructional platform integrated into the school's instructional program. These courses are aligned to California model curriculum standards adopted pursuant to Education Code Section 51226 and support college and career readiness. Rare Earth High School does not offer on-campus, in-person CTE courses or formal CTE pathway sequences.

Career-related courses available through Acellus include Introduction to Business, Medical Terminology, Hospitality and Tourism, Computer Applications, Coding Fundamentals, and Criminal Justice. While these offerings are not structured as formal CTE pathways, they provide students with flexible opportunities to explore career interests and develop foundational, transferable skills.

In addition, Rare Earth High School students may choose to dual enroll in in-person CTE courses offered at the Rosamond High School Early College Campus (RHECC), subject to eligibility, availability, and scheduling. These courses are conducted by the school district and provide students with access to hands-on CTE experiences beyond the Rare Earth campus. Rare Earth High School does not currently maintain a site-based CTE advisory committee; CTE planning and advisory oversight, when applicable, occur at the district level.

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	14.29
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

2025–26 Opportunities for Parental Involvement

Parental Involvement at Rare Earth High School

2025-26 Opportunities for Parental Involvement

Parents and guardians are always welcome at Rare Earth High School and are encouraged to take an active role in supporting student success. Organized opportunities for involvement include participation in the School Site Council (SSC), which meets regularly to review school goals, student data, and site priorities. Families are invited to attend SSC meetings, share input, and provide feedback to strengthen the school program and climate.

At the beginning of each school year, parents are invited to attend Back-to-School Night as an opportunity to meet teachers, learn about course expectations, and better understand available supports. Parent-teacher conferences are also offered annually to review student progress, graduation status, and strategies for continued improvement. Communication about school events, student progress, and involvement opportunities is shared regularly through ParentSquare to ensure families receive timely information.

Rare Earth High School is accredited by the Western Association of Schools and Colleges (WASC), and parents are invited to participate in WASC planning and stakeholder meetings. Families interested in volunteering, participating in school committees, or learning more about involvement opportunities may contact Principal 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	32	24	29.6	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	64	72	66.7	83.6	90.4	86.9	86.2	86.4	87.5

2024-25 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	27	18	66.7
Female	--	--	--
Male	18	11	61.1
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	17	13	76.5
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	27	18	66.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	89	75	65	86.7
Female	45	37	34	91.9
Male	43	38	31	81.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	54	48	88.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	11	8	72.7
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	13	11	9	81.8
Socioeconomically Disadvantaged	79	67	58	86.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	18	17	94.4

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15	15.79	14.61	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	5.62	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.61	5.62
Female	13.33	11.11
Male	16.28	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	13.33	8.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	20.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	23.08	7.69
Socioeconomically Disadvantaged	13.92	3.80
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.74	0.00

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

2025-26 School Safety Plan

2025–26 School Safety Plan

Comprehensive School Site Safety Plan

Rare Earth Continuation High School's Comprehensive School Site Safety Plan (CSSP) was most recently reviewed and updated in October 2025 by school administrators and staff representatives, with input from the School Site Council (SSC). The plan was discussed with school staff and a student representative and submitted to the Southern Kern Unified School District Board of Trustees for approval. The CSSP is designed to ensure the safety and protection of students, staff, and school property while promoting a safe and supportive learning environment.

The CSSP includes procedures for emergency preparedness and response, disaster response protocols, school discipline policies, and campus supervision. The school complies with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, and earthquake drills are conducted quarterly in accordance with state requirements. Emergency procedures and expectations are reviewed annually with staff, and the safety plan is accessible to parents and staff.

Students are supervised throughout the school day by administrators, teachers, and campus security personnel. All visitors are required to check in at the school office and are escorted while on campus. Rare Earth Continuation High School operates in alignment with the Southern Kern Unified School District's Standards of Excellence, which emphasize maintaining safe, secure, and well-maintained campuses that support student learning and well-being.

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	0	0
Mathematics	2	28	0	0
Science	2	18	0	0
Social Science	2	34	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	2	26		
Mathematics	2	23		
Science	2	18		
Social Science	2	25		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,473.25	$5,694.17	$7,779.08	$79,543.18
District	N/A	N/A	$6,812.64	$85,348
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title I
- Title II
- Title III
- Title IV

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,434	$57,978
Mid-Range Teacher Salary	$90,367	$89,612
Highest Teacher Salary	$112,657	$117,194
Average Principal Salary (Elementary)	$137,721	$143,632
Average Principal Salary (Middle)	$137,118	$149,447
Average Principal Salary (High)	$158,196	$162,334
Superintendent Salary	$185,973	$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

2024-25 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 Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development

The Southern Kern Unified School District recognizes that ongoing professional development is essential to maintaining a positive, effective learning environment for students. Professional development opportunities are planned and implemented at the school site level and are aligned with Rare Earth High School's instructional priorities and student needs. Staff development focuses on supporting continuation education students through effective instructional practices, intervention strategies, and relationship-based approaches that promote engagement and academic progress.

Teachers at Rare Earth High School participate in a variety of professional learning opportunities, including workshops, conferences, webinars, and monthly in-service training during staff meetings. Professional development topics have included teacher clarity, English language development, visible learning strategies for mathematics, and effective grading practices. The district also supports Professional Learning Communities (PLCs), and Rare Earth staff engage in regular PLC meetings to collaborate on curriculum, instructional strategies, student progress monitoring, and procedural updates specific to continuation education.

In addition to site-based collaboration, staff have access to external professional development opportunities that support alternative education and community-based practices. Teachers and administrators have participated in training provided by organizations such as Solution Tree and the California Continuation Education Association (CCEA), as well as conferences focused on community school strategies. To further support professional growth, teachers have access to mentoring, peer collaboration, and instructional guidance from site administration, ensuring ongoing support for effective teaching and student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2