

Rare Earth High School

2601 Rosamond Blvd. • Rosamond, CA 93560 • (661) 256-5090 • Grades 7-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560
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District Governing Board

Yolanda Sanchez
President

Larry Tanksley
Vice President

Carol Robinson
Clerk

Jim Bender
Board member

Mario Gutierrez
Board member

District Administration

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Director of Special Education

Noemy Herrera
Director of Special Programs

Dan Wexler
**Director of IT and Curriculum
Support**

School Description

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.

Rare Earth is a continuation high school established for those students who have not been successful in the comprehensive high school for various reasons. Rare Earth High School enrollment gives the students more responsibility in meeting their goal of graduation. The principal and staff provide an environment of a quality high school curriculum and environment.

In a small school setting, students at Rare Earth High School work independently, with teachers as guides. Each student is required to attend at least six hours and thirty-five minutes each school day. Graduation requirements, 230 credits, are the same as those of the comprehensive high school.

During the 2018-19 school year, on average 65 students were enrolled at all times in grades nine through twelve.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	25
Grade 12	22
Total Enrollment	49

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.2
Hispanic or Latino	51
White	32.7
Two or More Races	4.1
Socioeconomically Disadvantaged	75.5
English Learners	8.2
Students with Disabilities	16.3
Homeless	2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Rare Earth High School	17-18	18-19	19-20
With Full Credential	3	3	2
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Southern Kern Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Rare Earth High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Southern Kern Unified School District held a public hearing on October 5, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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 2019.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Acellus adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rare Earth Continuation High School is comprised of four classrooms, a multipurpose room and one administrative office. The facility strongly supports teaching and learning through its ample classrooms and field.

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 with the director of maintenance and 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. At the time of publication, 100% of the restrooms were fully functional.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	11	3	29	33	50	50
Math	0	0	14	18	38	39

Note: Percentages are not calculated 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	35	89.74	2.86
Male	26	23	88.46	4.35
Female	13	12	92.31	0.00
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00
White	11	9	81.82	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	28	90.32	3.57
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	34	87.18	0.00
Male	26	23	88.46	0.00
Female	13	11	84.62	0.00
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00
White	11	8	72.73	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	27	87.10	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are welcome at the Rare Earth School Site Council. Our School Site Council meets regularly and parents are always welcome to attend and to participate in the various discussions. We invite their comments and input on how to improve our school and make our school better.

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. This year with the adoption of a new computer program, we were also able to provide a demo session.

Parent conferences are held each year at the end of the first quarter. Parents are invited to converse with our teachers to find additional ways we can help our students succeed. Rare Earth was accredited by the Western Association of Schools and Colleges (WASC) beginning with the 2013-2014 school year. Parents are invited to our monthly student of the month ceremony. Parental involvement opportunities are communicated regularly through Blackboard Connect and our monthly newsletter which is sent out to our families. If you are interested in helping out or have any additional ideas to increase parental involvement, please call Nino Torres, 661-256-5090.

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.

School Safety Plan

Rare Earth Continuation High School's Comprehensive School Site Safety Plan was last revised in August 2019, by school administrators and staff representatives, to ensure the protection of students, staff, and school property. It also establishes a climate that is conducive to learning. All staff members and parents have access to the updated plan and staff members annually review the school 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." Rare Earth Continuation High School continues to meet 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 and quarterly respectively. 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 administrator, teachers and campus security. Visitors register at the office and are escorted by campus security or administration.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	22.0	10.9	20.2
Expulsions Rate	0.0	1.1	3.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.5	6.3	7.1
Expulsions Rate	0.0	0.3	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	2	34			2	35			1	41		
Mathematics	2	39			1	28			2	31		
Science	3	19			3	13			2	10		
Social Science	2	40			2	30			1	49		

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	3

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. Topics are covered, such as writing and intervention strategies and the staff in-serviced during monthly staff meetings. This year with the adoption of Acellus, the teachers have also received additional professional development on the managing of this program to better support the students of Rare Earth. Staff also have access to several webinar opportunities as they are offered.

The district strongly encourages Professional Learning Communities at each grade level. At Rare Earth, the staff has created a PLC that meets at least once monthly to go over curriculum and procedures.

Staff that have not completed their credential are supported through the use of mentor teachers and peer coaching. The principal is also a resource that can be used to help with questions or assistance with classroom concerns.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,350	\$46,208
Mid-Range Teacher Salary	\$73,313	\$72,218
Highest Teacher Salary	\$91,397	\$92,742
Average Principal Salary (ES)	\$105,239	\$134,864
Average Principal Salary (MS)	\$119,427	\$118,220
Average Principal Salary (HS)	\$132,840	\$127,356
Superintendent Salary	\$198,156	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,433	\$638	9224	\$67862
District	N/A	N/A	\$9224	\$65,579.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	1.8
School Site/ State	40.3	-2.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

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

Rate for Rare Earth High School	2015-16	2016-17	2017-18
Dropout Rate	29.4	25	40
Graduation Rate	47.1	54.2	56

Rate for Southern Kern Unified School	2015-16	2016-17	2017-18
Dropout Rate	8.3	7.3	12.6
Graduation Rate	85.9	85.7	87

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	6
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Career Technical Education Programs

Rare Earth has a limited CTE program, we continue to partner with the comprehensive high school and students are encouraged to take these courses as an elective. The courses available to the students include plumbing, electrical, HVAC/AC, carpentry, auto mechanics, welding and a work-ability program.

DataQuest

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

Internet Access

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	2.04
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.