



# Rosamond High School, Early College Campus

2925 Rosamond Blvd. • Rosamond, CA 93560 • (661) 256-5020 • Grades 9-12

Lisa Aqenenni, Principal

LAqenenni@skusd.k12.ca.us

www.skusd.k12.ca.us

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560  
(661) 256-5000  
www.skusd.k12.ca.us

#### District Governing Board

Dewine Moore  
Member

Larry Tanksley  
President

Robert Vincelette Jr.  
Member

Jim Bender  
Clerk

Mario Gutierrez  
Vice President

#### District Administration

Barbara Gaines  
Superintendent

Leanne Hargus  
Associate Superintendent

Robert Irving  
Chief Business Officer

Sheryl Taylor  
Director Of Special Education

Dan Wexler  
Director of IT and Curriculum  
Support

Noemy Herrera  
Director of Special Programs

### 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 School 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. Students, parents, and community believe that the primary role of RHSECC 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 Mission Statement

Southern Kern Unified School District will offer a quality education, by providing the basis for students to be moral, ethical, responsible, and compassionate people, becoming critical thinkers who seek knowledge and possess technological proficiency and collaborative skills. Our student will become self-motivated and involved citizens of the future. The District has made a firm commitment to the following four priorities: Safety, Student Learning Outcomes, Support of the community and Soundness of resources.

### RHSECC 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.

### RHSECC Vision Statement

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

## 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	256
Grade 10	213
Grade 11	184
Grade 12	189
<b>Total Enrollment</b>	<b>842</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	1
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.5
White	28.4
Two or More Races	3.1
Socioeconomically Disadvantaged	80.5
English Learners	7.7
Students with Disabilities	15.3
Foster Youth	1
Homeless	3.8

## 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

Teacher Credentials for Rosamond High	18-19	19-20	20-21
With Full Credential	34	36	36
Without Full Credential	16	3	3
Teaching Outside Subject Area of Competence	4	0	0

Teacher Credentials for Southern Kern Unified	18-19	19-20	20-21
With Full Credential	♦	♦	146
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Rosamond High School, Early College Campus

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	3	2	2
Vacant Teacher Positions	1	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 2020-21)

Southern Kern Unified School District held a public hearing on September 16, 2020, 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 2020.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Pearson Common Core Literature Grade 9 2015/ adopted 2014 Pearson Common Core Literature Grade 10 2015/ adopted 2014 Pearson Common Core Literature Grade 11 2015/ adopted 2014 Expository Reading Writing Course Grade 12 AP English Literature 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Miller and Levine Biology 2014 / adopted 2014 Pearson Chemistry 2012/ adopted 2014 Pearson Earth Science 2017 / adopted 2019 Pearson Health 2014/ adopted 2020 Cengage Modern Livestock& Poultry Production 2011/ adopted 2019 Cengage Veterinary Assisting Fundamentals and Applications 2011/ adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Pearson US History 1st edition- 2014 Pearson World History 2016 /adopted 2014 Pearson American Government 1st edition 2016/ adopted 2015 Pearson Economics 1st edition 2016/ adopted 2015 AP Government 6th edition adopted 2020 Sociology 14th edition adopted 2020 Psychology 2nd edition adopted 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Foreign Language</b>	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	Pearson Health 2014/ adopted 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Visual and Performing Arts</b>	Music Appreciation, Rager Kamien, 11th Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science Laboratory Equipment</b>	Miller and Levine Biology 2014/ adopted 2014 Pearson Chemistry 2012/ adopted 2014 Pearson Earth Science 2017/ adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Rosamond High School Early College Campus is comprised of 60 classrooms, a College Center, Media Center, Student Center, a gym, staff lounge, 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/31/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	100%

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	33	N/A	50	N/A
Math	13	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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, 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.

#### 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 (School Year 2020-2021)

Rosamond High School’s Comprehensive School Site Safety Plan was last revised in September 2020, by school administrators and staff representatives. All staff members and parents have access to the plan and 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.” 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. Visitors register at the office and receive identification badges that must be displayed at all times.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.6	5.3	6.3	7.1	3.5	3.5
Expulsions	0.0	0.2	0.3	0.3	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.20	4.02	2.5
Expulsions	0.00	0.25	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	421

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size			2019-20 Average Class Size				
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+		
English	11	61	19		12	48	22		22	14	28	
Mathematics	14	33	14		14	42	12		21	13	19	
Science	14	26	11		14	22	10		22	8	13	
Social Science	12	32	14		13	28	16		24	6	16	1

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

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 paid Professional Development days, during the school year, in which the district sponsors all day workshops for all grade levels. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers participate in BTSAs. Staff meet regularly within each department to review pertinent data and discuss areas of student achievement. Teachers are encouraged to attend conferences within their discipline.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,868	\$47,145
Mid-Range Teacher Salary	\$75,879	\$74,952
Highest Teacher Salary	\$94,596	\$96,092
Average Principal Salary (ES)	\$94,003	\$116,716
Average Principal Salary (MS)	\$119,427	\$120,813
Average Principal Salary (HS)	\$132,840	\$131,905
Superintendent Salary	\$150,185	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	31.0
Administrative Salaries	4.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 II
- Title III

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Rosamond High School, Early	2016-17	2017-18	2018-19
Dropout Rate	2.2	6	3.6
Graduation Rate	95.6	94	96.4

Rate for Southern Kern Unified School	2016-17	2017-18	2018-19
Dropout Rate	7.3	12.6	9.1
Graduation Rate	85.7	87	90.5

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,433	\$638	\$9224	\$65579
District	N/A	N/A	\$9224	\$70,140
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-6.7
School Site/ State	17.4	-14.3

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

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	578
% of pupils completing a CTE program and earning a high school diploma	65.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.7

**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	96.69
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30

**2019-20 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		

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

**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

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

- Construction Trades/Advanced Construction Trades
- Manufacturing 1/2
- Computer Assisted Design
- Digital Imaging
- Automotive/Advanced Automotive
- A+ Certification\*
- Welding/Advanced Welding
- Network+
- Video Production
- Health Careers
- Patient Care Technology

The needs of all students are addressed

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.

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

**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.