

# Rosamond High Early College Campus

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

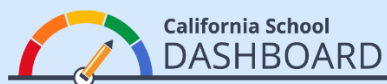
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### District & School Profile

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

Rosamond High Early College Campus is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). In October 2019, RHECC completed their WASC visit. We were granted a 6 year term with a mid-cycle review. On October 17-18, 2022, WASC completed a mid-cycle review. The school is in good standing for the remainder of the 6-year cycle. An additional progress review will be scheduled for Spring 2024. Students, parents, and community believe that the primary role of RHECC is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions. Student Learner Outcomes (SLO) referred to as the Roadrunner Way.

### District Vision Statement

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

### District Mission Statement

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

### RHECC Mission Statement

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

### RHECC Vision Statement

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

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	271
Grade 10	243
Grade 11	216
Grade 12	183
Total Enrollment	913

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.7%
American Indian or Alaska Native	0.4%
Asian	0.5%
Black or African American	9.7%
Filipino	1.5%
Hispanic or Latino	59.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.5%
White	24.9%
English Learners	11.5%
Foster Youth	1.5%
Homeless	6.2%
Socioeconomically Disadvantaged	83.5%
Students with Disabilities	18.3%

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.90	76.74	127.60	78.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.56	8.00	4.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	13.00	12.30	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.54	8.80	5.43	12115.80	4.41
<b>Unknown</b>	2.30	6.13	6.10	3.79	18854.30	6.86
<b>Total Teaching Positions</b>	39.00	100.00	163.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.10	75.85	130.80	77.31	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.70	4.45	6.70	4.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.30	8.48	14.30	8.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	6.34	10.40	6.18	11953.10	4.28
<b>Unknown</b>	1.90	4.83	6.80	4.02	15831.90	5.67
<b>Total Teaching Positions</b>	39.70	100.00	169.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	2.50
Total Out-of-Field Teachers	0.60	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	3.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11	2.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Bedford Foundations of Language and Literature- adopted 2021 Bedford- Advanced Language and Literature-adopted 2021 Bedford American Literature and Rhetoric- adopted 2021 Bedford Literature and Composition- adopted 2021 The Language of Composition (AP 11th grade English) - adopted 2021 Literature and Composition (AP 12th grade English) - adopted 2021	Yes	0.0%
<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	Yes	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	Yes	0.0%
<b>History-Social Science</b>	Mc Graw Hill CA IMPACT- World History, Culture, & Geography: The Modern World- adopted 6/2022 Mc Graw Hill CA IMPACT- United States History & Geography: Continuity & Change- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of Economics- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of American Democracy- adopted 6/2022 Bentley, Traditions, & Encounters, AP Edition 7e- adopted 6/2022 Harrison, American Democracy Now, AP Edition, 16e- adopted 6/2022 McConnell, Economics AP Edition, 22e- adopted 6/2022 Sociology 14th edition adopted 2020 Psychology 2nd edition adopted 2020	Yes	0.0%
<b>Foreign Language</b>	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4	Yes	0.0%
<b>Health</b>	Pearson Health 2014/ adopted 2020	Yes	0.0%
<b>Visual and Performing Arts</b>	Music Appreciation, Rager Kamien, 11th Edition	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

## School Facility Conditions and Planned Improvements

Rosamond High Early College Campus is comprised of 50 classrooms, a College Center, Media Center, Student Center, a gym, a staff room, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

### Cleaning Process

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

### Maintenance and Repair

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

Year and month of the most recent FIT report

11/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Boys Locker Room: Hole in wall Office: Hole in wall
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	700s: Wood ramps and staff restrooms need resurfacing. 600s Restroom: Concrete sidewalk raised. 400s Restroom: Safety trip hazard rolled asphalt. 300s Restroom: Uneven crack in asphalt. 803: Door needs replacing Office: Hole in wall Parent Center: Front ramp needs resurfacing

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	37	25	25	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	12	12	12	33	34

### 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	188	182	96.81	3.19	37.02
<b>Female</b>	84	81	96.43	3.57	44.44
<b>Male</b>	103	101	98.06	1.94	31.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	14	87.50	12.50	15.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	115	112	97.39	2.61	33.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	42	97.67	2.33	52.38
<b>English Learners</b>	18	18	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	31.25
<b>Military</b>	13	13	100.00	0.00	15.38
<b>Socioeconomically Disadvantaged</b>	158	154	97.47	2.53	34.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	32	91.43	8.57	6.45

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	188	182	96.81	3.19	11.54
Female	84	81	96.43	3.57	16.05
Male	103	101	98.06	1.94	7.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	8.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	19.05
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	6.25
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	158	154	97.47	2.53	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	0.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.46	13.75	12.22	13.58	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	413	403	97.58	2.42	13.90
<b>Female</b>	197	194	98.48	1.52	12.37
<b>Male</b>	215	208	96.74	3.26	15.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	39	38	97.44	2.56	13.16
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	252	248	98.41	1.59	11.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	8.33
<b>White</b>	99	94	94.95	5.05	18.09
<b>English Learners</b>	43	42	97.67	2.33	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	31	93.94	6.06	6.45
<b>Military</b>	27	27	100.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	334	325	97.31	2.69	11.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	70	65	92.86	7.14	3.08

## 2022-23 Career Technical Education Programs

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

Carl Perkins Vocational Education  
California Technical Education- Incentive Grant  
Agriculture Incentive Grant

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

Residential & Commercial Construction

- Construction 1
- Construction 2

Machining & Forming Technologies

- Manufacturing 1
- Manufacturing 2

Patient Care

- (1) Intro to Medicine, (1) Anatomy/Physiology, (1) Sports Medicine 1, (2) Patient Care Agriscience
- (1) Ag Bio
- (2) Ag Chem

Animal Science

## 2022-23 Career Technical Education Programs

- Animal Science
- Vet Science
- Design, Visual & Media Arts
  - Video Production
  - Video Production
- Welding and Materials Joining
  - Welding
  - Advanced Welding
- Systems Diagnostics Services & Repair
  - Small Engine Repair
  - Auto Tech
  - Advanced Auto
- Public Safety
  - Cadet Corps
  - Advanced Cadet Corps
- Mental and Behavioral Health
  - Hope Squad
- Information Support and Services
  - Intermediate Information Support Services
  - Advanced Information Support Services
  - Arts Media Entertainment Music Production
  - Arts Media Entertainment Music Production

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	569
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.24
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	20.95

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.5	91.2	92.5	92	92

### 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.

## 2023-24 Opportunities for Parental Involvement

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

### C. Engagement

#### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.8	3.8	9.5	18.4	12.3	14.6	9.4	7.8	8.2
Graduation Rate	92.9	95.5	88.8	80.2	87.2	83.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	179	159	88.8
Female	84	75	89.3
Male	95	84	88.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	16	11	68.8
Filipino	--	--	--
Hispanic or Latino	104	97	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	48	40	83.3
English Learners	20	20	100.0
Foster Youth	--	--	--
Homeless	14	9	64.3
Socioeconomically Disadvantaged	160	140	87.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	22	71.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	999	960	297	30.9
Female	473	458	148	32.3
Male	524	501	148	29.5
Non-Binary	2	1	1	100.0
American Indian or Alaska Native	6	4	0	0.0
Asian	7	7	1	14.3
Black or African American	107	97	44	45.4
Filipino	13	13	2	15.4
Hispanic or Latino	584	566	165	29.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	26	26	8	30.8
White	246	237	72	30.4

English Learners	116	112	43	38.4
Foster Youth	22	19	6	31.6
Homeless	97	83	40	48.2
Socioeconomically Disadvantaged	837	804	261	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	191	181	75	41.4

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.85	12.61	0.08	6.22	9.27	0.20	3.17	3.60
Expulsions	0.00	0.11	0.40	0.00	0.23	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.61	0.4
Female	11.84	0.42
Male	13.36	0.38
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	23.36	0
Filipino	15.38	0
Hispanic or Latino	10.27	0.17
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.69	0
White	13.82	1.22
English Learners	13.79	0
Foster Youth	31.82	0



<b>Homeless</b>	12.37	2.06
<b>Socioeconomically Disadvantaged</b>	13.5	0.48
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	20.42	0

## 2023-24 School Safety Plan

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes with 1-22 Students</b>	<b>Number of Classes with 23-32 Students</b>	<b>Number of Classes with 33+ Students</b>
<b>English Language Arts</b>	24	11	23	1
<b>Mathematics</b>	22	13	16	1
<b>Science</b>	22	8	11	
<b>Social Science</b>	23	8	16	2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	30	25	1
Mathematics	15	33	17	2
Science	18	14	6	5
Social Science	19	16	16	2

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	18	7
Mathematics	23	17	16	4
Science	26	5	6	6
Social Science	27	5	13	6

## 2022-23 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	913

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,594.88	\$4,844.46	\$6,750.42	\$72,097.16
District	N/A	N/A	\$6,812.64	\$74,909
Percent Difference - School Site and District	N/A	N/A	-0.9	-6.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-21.3	-17.4

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Rosamond High Early College Campus receives state and federal funding for the following categorical funds and other support program:

Title I  
Title II  
Title III  
Title IV

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,214	\$50,875
Mid-Range Teacher Salary	\$78,155	\$79,761
Highest Teacher Salary	\$97,434	\$103,045
Average Principal Salary (Elementary)	\$111,765	\$128,154
Average Principal Salary (Middle)	\$125,074	\$131,774
Average Principal Salary (High)	\$121,102	\$142,676
Superintendent Salary	\$168,683	\$211,462
Percent of Budget for Teacher Salaries	30.51%	30.11%
Percent of Budget for Administrative Salaries	4.54%	5.49%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.8
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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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	6

Professional Development

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2