

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

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

2023-24 District Contact Information

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

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

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

2021-22 Teacher Preparation and Placement

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

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bedford Foundations of Language and Literature- adopted 2021 Bedford- Advanced Language and Literature-adopted 2021 Bedford American Literature and Rhetoric- adopted 2021 Bedford Literature and Composition- adopted 2021 The Language of Composition (AP 11th grade English) - adopted 2021 Literature and Composition (AP 12th grade English) - adopted 2021	Yes	0.0%
Mathematics	CA Common Core Algebra 2015/ adopted 2014 CA Common Core Algebra 2 2015/ adopted 2014 CA Common Core Geometry 2015/ adopted 2014 Sullivan, Algebra and Trigonometry 2015 Common Core Edition/ adopted 2014 AP Calculus 2nd edition adopted 2020	Yes	0.0%
Science	Miller and Levine Biology 2014 / adopted 2014 Pearson Chemistry 2012/ 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%
History-Social Science	Mc Graw Hill CA IMPACT- World History, Culture, & Geography: The Modern World- adopted 6/2022 Mc Graw Hill CA IMPACT- United States History & Geography: Continuity & Change- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of Economics- adopted 6/2022 Mc Graw Hill CA IMPACT- Principles of American Democracy- adopted 6/2022 Bentley, Traditions, & Encounters, AP Edition 7e- adopted 6/2022 Harrison, American Democracy Now, AP Edition, 16e- adopted 6/2022 McConnell, Economics AP Edition, 22e- adopted 6/2022 Sociology 14th edition adopted 2020 Psychology 2nd edition adopted 2020	Yes	0.0%
Foreign Language	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4	Yes	0.0%
Health	Pearson Health 2014/ adopted 2020	Yes	0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition	Yes	0.0%
Science Laboratory Equipment	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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys Locker Room: Hole in wall Office: Hole in wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	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
English Language Arts/Literacy (grades 3-8 and 11)	43	37	25	25	47	46
Mathematics (grades 3-8 and 11)	11	12	12	12	33	34

2023 School Accountability Report Card

Page 9 of 22

Rosamond High Early College Campus

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
All Students	188	182	96.81	3.19	37.02
Female	84	81	96.43	3.57	44.44
Male	103	101	98.06	1.94	31.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	33.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	52.38
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	31.25
Military	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	158	154	97.47	2.53	34.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
All Students	413	403	97.58	2.42	13.90
Female	197	194	98.48	1.52	12.37
Male	215	208	96.74	3.26	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	38	97.44	2.56	13.16
Filipino	--	--	--	--	--
Hispanic or Latino	252	248	98.41	1.59	11.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	8.33
White	99	94	94.95	5.05	18.09
English Learners	43	42	97.67	2.33	0.00
Foster Youth	--	--	--	--	--
Homeless	33	31	93.94	6.06	6.45
Military	27	27	100.00	0.00	0.00
Socioeconomically Disadvantaged	334	325	97.31	2.69	11.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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

- 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

2023-24 Opportunities for Parental Involvement

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.

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
Homeless	12.37	2.06
Socioeconomically Disadvantaged	13.5	0.48
Students Receiving Migrant Education Services	0	0
Students with Disabilities	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.

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	11	23	1
Mathematics	22	13	16	1
Science	22	8	11	
Social Science	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/csl/>.

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	6
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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
Total AP Courses Offered 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.

Professional Development

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION				COUNTY			
SOUTHERN KERN UNIFIED SCHOOL DISTRICT				KERN			
SCHOOL SITE: ROSAMOND HIGH EARLY COLLEGE CAMPUS				SCHOOL TYPE (GRADE LEVELS)		NUMBER OF CLASSROOMS ON SITE:	
Rank (Circle one)				9-12		50	
INSPECTOR'S NAME				NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)			
SURESH BAJNATH				ALBA OLIVA-RAWLEY DAVIS			
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		INSPECTOR'S TITLE: PRINCIPAL CONSULTANT		SITE ENROLLMENT		902	
TIME OF INSPECTION: 11/28/23							
WEATHER CONDITION AT TIME OF INSPECTION: COLD DAY							
TOTAL ESTIMATED SITE SQUARE FOOTAGE /ACREAGE:							
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:		81,980					

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 0	Number of "OK"s:	12	14	12	12	14	14	14	9	7	14	0	0	14	6	14
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	1	0	0	7	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	2	0	2	0	0	0	0	2	4	0	13	14	0	1	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "N/A"s")*		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Percent per Category (average of above)*		100.00%			83.00%	100.00%		100.00%	100.00%		93.00%		100.00%		27.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		POOR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE

87.88%

SCHOOL RATING**

FAIR

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING

There are work orders in place for the identified deficiencies.

EXPLANATION:

PART Ila: EVALUATION DETAIL

Date of Inspection: 11/28/2023

School Name: ROSAMOND HIGH EARLY COLLEGE CAMPUS

Building Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
District's Plan to Address:		There are work orders in place to address identified deficiencies.														
Deficiencies Noted In Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use Additional Area Lines as necessary.

OK D X NA

PART IIb: CLEANLINESS DETAIL

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:

5

Date of Inspection:

11/28/2023

School Name:

ROSAMOND HIGH EARLY COLLEGE CAMPUS

Building Area Name	Area Characteristics (Grade level serves, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	16 Rating
District's Plan to Address:		There are work orders in place to address identified deficiencies.															
Deficiencies Noted In Prior Year?																	

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(c)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.

Examples include but are not limited to the following:

- a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets shoulda appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)

- c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)

- d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- e. Area(s) evaluated is free of unabated graffiti.
- f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa.

- a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- 2. Walls and Doors free of spots and grime.
- 3. Desk and Counters clean.
- 4. Furniture dusted and clean.
- 5. Baseboards and window sills dusted and clean.
- 6. Light fixtures clean.
- 7. Sink clean and drains working properly.
- 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
- 9. Windows are free from damage, clean, and in working condition.
- 10. Water fountains, including handles/buttons, are clean and in working condition.
- 11. Toilets and bathroom sinks are clean and in working condition.
- 12. Mirrors and Hand Dryers are clean, intact, and in working condition.
- 13. Bathroom supplies are stocked and in working condition.
- 14. Area is free of graffiti.
- 15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)	
1. <u>There is no evidence that any portion of the school has a power failure.</u> (X)	
2. <u>Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:</u>	<div>c. There does not appear to be damaged tiles or other circumstances that may</div> <div>d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.</div> <div>e. Other</div>
<div>a. <u>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</u> (X)</div> <div>b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.</div> <div>c. Other</div>	
3. <u>Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:</u>	<div>a. Lighting appears to be adequate.</div> <div>b. Lighting is not flickering.</div> <div>c. There is no unusual hum or noise from the light fixtures.</div> <div>d. Other</div>
Restrooms	
<u>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:</u>	
<div>a. Restrooms are maintained and cleaned regularly.</div> <div>b. Restrooms are fully operational.</div> <div>c. Restrooms are stocked with toilet paper, soap, and paper towels.</div> <div>d. Restrooms are open during school hours.</div> <div>e. Other</div>	
Sinks/Fountains (Inside and Outside)	
<u>Drinking fountains appear to be accessible and functioning as intended.</u>	
<u>Examples include but are not limited to the following:</u>	<div>a. Drinking fountains are accessible.</div> <div>b. Water pressure is adequate.</div> <div>c. A leak is not evident.</div> <div>d. There is no moss, mold, or excessive staining on the fixtures.</div> <div>e. The water is clear and without unusual taste or odor.</div> <div>f. Other</div>
Fire Safety	
<u>The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</u>	<div>a. <u>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</u> (X)</div> <div>b. <u>Emergency alarms appear to be functional.</u> (X)</div> <div>c. <u>Emergency exit signs function as designed, exits are unobstructed.</u> (X)</div> <div>d. <u>Fire extinguishers are current and placed in all required areas.</u></div> <div>e. <u>Fire alarms pull stations are clearly visible.</u></div> <div>f. Other</div>
Hazardous Materials (Interior and Exterior)	
<u>There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.</u>	
<u>Examples include but are not limited to the following:</u>	<div>a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)</div>

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)

b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)

c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)

d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)

e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- b. Roofs, gutters, roof drains, and down spouts are intact.

c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.

b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.

c. Seating, tables, and equipment are functional and free of significant cracks.

d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.

e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)

b. Exterior doors and gates are functioning and do not pose a security risk. (X)

c. Windows are intact and free of cracks.

d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

e. Doors are intact.

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

b. Paint is not peeling, chipping, or cracking.