

2024-2025
SOUTHERN KERN UNIFIED SCHOOL DISTRICT
2601 Rosamond Blvd., Rosamond, CA 93560 (661) 256-5000

The YouTube access link to the live meeting broadcast will be available under "Announcements" at www.skusd.k12.ca.us prior to 7:00 p.m.

Wednesday,
January 15, 2025

Meeting Location:
2601 Rosamond Blvd., Rosamond, CA 93560
Closed Session 6:00 p.m., Open Session 7:00 p.m.

Board of Trustees

Mario Gutierrez, President
Robert Vincelette, Vice President
Sunni Hepburn, Clerk
Adrienne Rendon, Member
Justin Wright, Member
Adrian Arellano, Student Board Member

Superintendent

Barbara Gaines

SOUTHERN KERN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

Wednesday, January 15, 2025

Closed Session: 6:00 p.m., Open Session 7:00 p.m.

Location: 2601 Rosamond Blvd.,
Conference Room, Rosamond, CA

I. Call to order – (time)

1. Comments from the public pertaining to closed session items:

II. Closed session

ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright

SECOND: Hepburn, Gutierrez, Vincelette, Rendon, Wright

VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ TIME: ____

A. Conference with Labor Negotiator; District Negotiator: Barbara Gaines, Robert Irving

Employee Organization: California School Employee Association / Rosamond Teacher Association

B. Discussion of Student Matters: Education Code sections 35146 and 48918(c)

C. Public Employment: Certain Personnel Matters: Government Code § 54957.1(a)(5)

DISCIPLINE/Dismissal/Employment/Release/Assignment/Reassignment/Complaint

Any action taken in closed session will be reported publicly at the end of the closed session as required by Government Code Section 54954.5.

III. Reconvene into open session at: _____
TIME

ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano

SECOND: Hepburn, Gutierrez, Vincelette, Rendon, Wright,

VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____

Arellano

PREFERENTIAL STUDENT VOTE ____ TIME: ____

IV. Action determined in closed session:

V. Procedural Issues: A recording of this meeting is being made and shall be kept for 30 days as a public record (as applicable).

A. Pledge of Allegiance led by: _____

B. Roll Call - Members Present:

____ Mario Gutierrez, President ____ Robert Vincelette, Vice President ____ Sunni Hepburn, Clerk

____ Adrienne Rendon, Member ____ Justin Wright, Member ____ Adrian Arellano, Student Member

C. Approve the agenda

ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano

SECOND: Hepburn, Gutierrez, Vincelette,

VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____

Rendon, Wright, Arellano

VI. Reports and Communications

INFORMATIONAL

A. Reclassification Awards: *Barbara Gaines*

B. Art Exhibition Presentation: *Ms. Caffey*

C. RTA report: CSEA report:

D. Student Board Member: *Adrian Arellano*

E. CBO Report: *Robert Irving*

F. Assistant Superintendent, Instruction and Curriculum: *Dr. Larry Mendez*

G. Assistant Superintendent, Special Education, Pupil Personnel: *Sheryl Taylor*

H. Associate Superintendent, Human Resources: *Leanne Hargus*

I. Superintendent Report: *Barbara Gaines*

December Attendance Recognition

J. Board Member Communications:

K. Sub-Committee Communications/Updates:

Comments from the Public: Members of the public may address the Board on any item within the jurisdiction of the Board by submitting presentation requests to the secretary or an email. Members of the public are strongly urged not to mention personnel by name and are reminded that they do not have immunity from legal action if personnel is named. The Board may limit each speaker to 3 minutes with a total of 20 minutes per topic.

VII. Consent items A-G

ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano	SECOND: Hepburn, Gutierrez, Vincelette,
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____	Rendon, Wright, Arellano

- A. Ratify December EOM \$2,844,926.89; January MIDA \$318,632.66
- B. Approve AQMNI Mural Proposal for RHECC Cafeteria – \$44,114.18
- C. Approve Serban Sound & Communications Fire Alarm Repair – \$2,184.03
- D. Approve Coast Construction Change Order #2 – \$9,861.71
- E. Approve Utah State University Human Development & Family Studies Practicum Agreement
- F. Approve OneSight Charitable Invoice # 2025-01SOUTHERNKERN – \$10,300
- G. Approve IRS Standard Mileage Rates for 2025 Increase to 70 cents/mile, up 3 cents from 2024

VIII. General

- A. Discussion and Approval to Invite the State CIF Director to Discuss CIF Initiative Proposals – *Vincelette*
ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano	SECOND: Hepburn, Gutierrez, Vincelette,
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____	Rendon, Wright, Arellano

IX. Curriculum and Instruction

- A. Accept Quarterly Report (October, November, December 2024) on the Williams Uniform Complaints under Education Code § 35186 – *Gaines*
ACTION

This information is to be reported publicly to the Board of Trustees. Claims may be filed for reasons such as: insufficient instructional materials, teacher vacancies, and including facility conditions. Filing information is posted in the classrooms.

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano	SECOND: Hepburn, Gutierrez, Vincelette,
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____	Rendon, Wright, Arellano

- B. Approve 2023-2024 School Accountability Report Card (SARC) – *Gaines*
ACTION

Tropico Middle School, Rare Earth High School, Rosamond High Early College Campus, Abraham Lincoln Independent Study School, Rosamond Elementary School, Westpark Elementary School; The CDE populated data information that the public schools/local educational agencies (LEAs) provided to the CDE during the school year. SARCs are easily available for parents, guardians, and community members.

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn,
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____	Rendon, Wright, Arellano

X. Business and Operations

- A.** Approve Change in Contract with Medallion Contracting, Inc. Order No. 05 for the New Cafeteria at Rosamond High Early College Campus #(SKUSD-RHECC-NCB) Total Change of \$47,007.69 – *Irving* ACTION

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____ PREFERENTIAL STUDENT VOTE ____	

XI. Personnel Items

- A.** Approve the following listed personnel items – *Hargus* ACTION

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____	

The following personnel items, which may include hiring, resignations, contract adjustments, and retirements for certificated and classified employees are presented for Board approval. All personnel meet the necessary credentialing and/or certification requirements as required by the State or notification timelines, as appropriate.

<u>CLASSIFIED/CONFIDENTIAL EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Gomez, Maria	12/19/2024	\$1 \$18.12	SPED Paraeducator 1:1	RES	Hire
Avalos, Crystal	12/19/2024	---	SPED Paraeducator 1:1/SPED Paraeducator	WES	Transfer
Juarez, Beatriz	12/19/2024	---	SPED Paraeducator 1:1/ SPED Paraeducator 1:1	RHECC/ WES	Transfer
Carlton, Bradley	1/13/2025	---	SPED Paraeducator 1:1/SPED Paraeducator	RHECC/ RES	Transfer

<u>CLASSIFIED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Gargantiel, Paula	01/16/2025	Hire
Phelan, Robert	01/16/2025	Hire
Moncibais, Alyssa	01/16/2025	Hire
Ortiz, Lacie	01/16/2025	Hire
Gonzalez, Lucero	01/16/2025	Hire
Escoto de Zapata, Rosa	01/16/2025	Hire
Riley, Lyndsay	01/16/2025	Hire
Jackson, Delayla	01/16/2025	Hire
Olmedo, Rafael	01/16/2025	Hire
Lay, Alexis	01/16/2025	Hire

XI. Personnel Items (Continued)

<u>CERTIFICATED/ADMINISTRATIVE EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Bonganciso, MA Josephine	01/13/2025	C6/S18 \$55,022 (prorated)	SDC Teacher	TMS	Hire

<u>CERTIFICATED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Van Pelt, Leticia	01/16/2025	Hire

<u>VOLUNTEERS FOR 2024-2025 SCHOOL YEAR</u>			
Francine Giovacchini	Lasharna Walker	Michelle Kenney	Annette Jaquez
Steven T. Jones	Cristy Junker	Isaac Junker	Danielle Paul
Maritza Gomez	Christina Rini	Nora Cole	Ignacio Gonzalez
Maria Janeth Chavez	Timothy Schank	Jessica Gonzalez	Ashley Logan
Veronica Fajardo Ochoa			

XII. Adjournment

ACTION

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright,
VOTE: YEAS ____ NAYS ____ ABSENT ____ ABSTAIN ____	Arellano
PREFERENTIAL STUDENT VOTE ____ TIME: ____	



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Proposal/Estimate Cover Sheet

Vendor/Contractor Name or Event Name	Date Received	Board Date
AQMNI	1/6/2025	1/15/2025
Proposal Title/Name	Effective Dates	Final Contract to Superintendent's Secretary By:
Mural Proposals	From 1/6/2027 Until Completed	
Description		
This proposal is for Murals for the Rosamond High School Cafeteria.		
Renewal Clause	Automatic Renewal	
No	NO	
Payment Terms:	Termination Clause	Budgeted Item
	60 day written notice	N/A
Fixed/Startup Costs	N/A	Total Cost (not to exceed)
		\$44,114.18
Budget String/Comments		
Business Services		

Overview

- ☐ Agreement is for more than one School Fiscal Year
- ☐ Clearly States Fees and Hourly Rates
- ☐ Allows Early Termination
- ☒ Mutual Indemnity Clause
- ☒ Governed in Accordance with Laws of California and Department of Education
- ☐ Arbitration Clause
- ☐ Two copies already signed by vendor

☒ Initial Review Complete

Signature	Date
Robert Irving	1/9/2025

☐ Purchase Order Prepared

Signature	Date

☒ Ready for Board Agenda

Signature	Date
Camie Davies	1/9/2025

SPEED OF SUCCESS

**CELEBRATING ATHLETIC AND ACADEMIC EXCELLENCE
AT ROSAMOND HIGH**

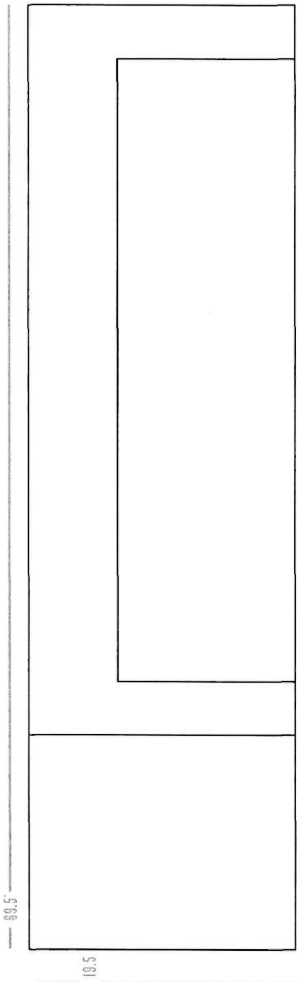


**MURAL PROPOSALS
BY AQMNI**

PROJECT FINANCIAL OVERVIEW

TOTAL SQUARE FOOTAGE	1,355.25
PRICE PER SQUARE FOOT	\$28.45
	\$38,556.86
ANTI-GRAFFITI COATING	\$1,440.00
SUBTOTAL	\$40,012.86
SALES TAX (0.25%)	\$4,101.32
TOTAL COST	\$44,114.18

PAYMENT SCHEDULE
Deposit Received
\$1,500 DESIGN DEPOSIT
UPON COMMENCEMENT (50% OF REMAINING AFTER DEPOSIT)
\$21,307.09
UPON COMPLETION (REMAINING 50%):
\$21,307.09



- LIFT RENTALS**
Ensuring safe and efficient access to all mural areas.
- WALL PREPARATION**
Thorough cleaning, priming, and any necessary repairs to ensure the longevity and quality of the mural.
- PAINTING SUPPLIES & EQUIPMENT**
Includes brushes, rollers, sprayers, protective gear, and other essential tools.

- HIGHEST QUALITY EXTERIOR PAINT**
EVERSHIELD® ULTRA-PREMIUM EXTERIOR PAINT
DUNN-EDWARDS
Utilizing advanced technology and premium ingredients, EVERSHIELD® delivers unparalleled performance, durability, and coverage. This ultra-low VOC, 100% acrylic paint offers exceptional protection against UV color fade, mildew, efflorescence, water intrusion, and film failures such as grain-cracking, peeling, and blistering. It's specially formulated for optimal results on stucco and other surfaces, ensuring long-lasting vibrancy and resilience.

- ANTI-GRAFFITI COATING**
VANDLGuard® ISOFree™ ALIPHATIC URETHANE 2K
VANDLGuard®
VandlGuard IsoFree is an exceptional choice for protecting painted murals, especially in high-traffic areas vulnerable to graffiti. This super premium, clear, matte finish urethane coating is designed to sustain up to 160 cleaning cycles without the need for reapplication, effectively preserving the mural's integrity for 10-15 years. It offers robust resistance against graffiti, UV rays, chemicals, and stains, ensuring quick curing within just 24 hours and operational effectiveness in temperatures as low as 40°F. This makes it an ideal solution for maintaining the aesthetic and structural integrity of high-quality mural projects over the long term.



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Proposal/Estimate Cover Sheet

Vendor/Contractor Name or Event Name	Date Received	Board Date
Serban Sound & Communications	1/6/2025	1/15/2025
Proposal Title/Name	Effective Dates	Final Contract to Superintendent's Secretary By: 1/9/2025
Fire Alarm Repair	From 1/6/2027 Until Completed	
Description		
This quote is for Fire Alarm Repair at Rosamond Elementary School.		
Renewal Clause	Automatic Renewal	
No	NO	
Payment Terms:	Termination Clause	Budgeted Item
	60 day written notice	N/A
Fixed/Startup Costs	N/A	Total Cost (not to exceed)
		\$2,184.03
Budget String/Comments		
Business Services		

Overview

- ☐ Agreement is for more than one School Fiscal Year
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- ☐ Arbitration Clause
- ☐ Two copies already signed by vendor

☒ Initial Review Complete

Signature	Date
Robert Irving	1/9/2025

☐ Purchase Order Prepared

Signature	Date

☒ Ready for Board Agenda

Signature	Date
Camie Davies	1/9/2025



January 6, 2025

Rosamond Elementary School
3082 Glendower St.
Rosamond, Ca 93560

Scope of Work

RE: Fire Alarm Fiber Repair

Serban Sound and Communications submits the following proposal for your approval. The following bid price includes:

- Terminate both fiber ends into respective patch panels, Test fiber, Provide fiber jumpers as necessary to establish connection.

Serban's price is contingent upon:

1. Any changes not contained in the scope of work will be documented in writing and agreed by both the customer and Serban Sound and Communications.
2. All areas affected by the scope of work are accessible during normal working hours 8:00am to 5:00pm.
3. Pricing Valid for 30 days from January 6, 2025.

Bid Exclusions:

- Conduit, Backboxes, and Power.
- Any Lead and Asbestos testing or abatement.
- Any structural engineering requirements.
- Pollution Liability Insurance, Builders Risk Insurance.
- Submittals, Permits and fees.
- Payment and Performance Bonds.
- Removal of existing or abandoned cable.

Serban Sound and Communication's bid price:

Bid Price:\$2,184.03

Signature_____

Date: _____

Purchase Order Number_____

Sincerely,

Jason Bradshaw
Serban Sound & Communications
Voice : 661.371-3300 ext 137
Email : jbradshaw@serban.com

10010 Rosedale Hwy #A, Bakersfield, California 93312
(661) 371-3300 Fax: (661) 371-2626 California Contractors lic#401115
Orders: purchasing@serban.com



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Agreement/Contract Coversheet

Vendor/Contractor Name Coast Construction	Date Contract Received 1/8/2025	Board Date 1/15/2025
Contract Title/Name Change Order #2	Contract Effective Dates From 11/6/2024 Until Completed	Final Contract to Superintendent's Secretary By: 1/9/2025

Description of Agreement This Change Order #2 is for the Rosamond High School Varsity Softball Scoreboard Project.

Renewal Clause	Automatic Renewal No
Payment Terms: Net 30	Termination Clause N/A
	Budgeted Item Yes

Fixed/Startup Costs N/A	Total Cost (NTE) Per Year \$9,861.71
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Budget String/Comments Business Services

Overview

- ☐ Agreement is for more than one School Fiscal Year
- ☒ Clearly States Fees and Hourly Rates
- ☐ Allows Early Termination
- ☐ Mutual Indemnity Clause
- ☒ Governed in Accordance with Laws of California and Department of Education
- ☐ Arbitration Clause
- ☐ Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 1/9/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 1/9/2025
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To: Southern Kern Unified School District

2601 Rosamond Blvd

Rosamond, CA 93560

Project Name: Varsity Softball Scoreboard @ RHS

Building SF: -

Current Date: 11/6/2024

Change Order: 2

Project Number: 23201

Contract Date:

Change Order Summary

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
DIV. 1 - General Requirements							
1050.000	BONDS	1	LS	\$ 100.00	\$ 100.00	\$ -	
1380.000	PROJECT MANAGER	1	LS	\$ 240.00	\$ 240.00	\$ -	
1395.000	PROJECT ADMINISTRATOR	1	LS	\$ 180.00	\$ 180.00	\$ -	
1400.000	SUPERINTENDENT	1	LS	\$ 960.00	\$ 960.00	\$ -	* Additional Layout - Coordination - Work and Supervision 8 x120 = \$960.
1490.000	TRUCK EXPENSES	1	LS	\$ 150.00	\$ 150.00	\$ -	
TOTAL DIVISION 1					\$ 1,630.00	\$ 0.00	
DIV. 5 - Metals							
5040.000	STRUCTURAL STEEL	1	LS	\$ 6,065.40	\$ 6,065.40	\$ -	* Provide Shop drawings o fabrication, Fabricate and deliver angle:2x2x1/4 per S1.0/6,provide bent plate 5x2x1/4.
TOTAL DIVISION 5					\$ 6,065.40	\$ 0.00	
DIV. 9 - Finishes							
9060.000	PAINTING EXTERIOR	1	LS	\$ 880.00	\$ 880.00	\$ -	* Labor Painting of Steel \$880 Labor & Materials
TOTAL DIVISION 9					\$ 880.00	\$ 0.00	
SUB TOTAL DIV 1-16					\$ 8,575.40	\$ 0.00	
DIV. 20 - Overhead							
20100.000	OVERHEAD, INS & FEE	15.00	%	\$ -	\$ 1,286.31	\$ -	
TOTAL DIVISION 20					\$ 1,286.31	\$ 0.00	
SUBTOTAL					\$ 9,861.71	\$ 0.00	
PLUS WSST					\$ 0.00	\$ 0.00	
TOTAL PROPOSAL					\$ 9,861.71	\$ 0.00	

To: Southern Kern Unified School District
2601 Rosamond Blvd
Rosamond, CA 93560

Project Name: Varsity Softball Scoreboard @ RHS
Building SF: -

CurrentDate: 11/6/2024
Change Order: 2
Project Number: 23201
Contract Date:

Change Order Summary

The following is a listing of costs and/or allowances and assumptions that were made in pricing this Change Order. Attached to this Summary is a complete list of costs and explanations of this Change Order and should be reviewed before signing. Change Order will be considered accepted once it is returned to Coast Construction Group.

- 1. ORIGINAL CONTRACT SUM (Sales Tax not included) \$ 77,616.00
- 2. NET CHANGE BY APPROVED CHANGE ORDERS \$ 2,011.80
- 3. CONTRACT SUM TO DATE (1+/-2) \$ 79,627.80
- 4. CURRENT CHANGE ORDER AMOUNT (Sales Tax not included) \$ 9,861.71
- 5. NEW CONTRACT SUM, INCLUDING THIS CHANGE ORDER (3+4) \$ 89,489.51
- 6. CURRENT AMOUNT OF PENDING CHANGE ORDERS \$ 0.00
- 7. DATE OF SUBSTANTIAL COMPLETION PRIOR TO THIS CHANGE ORDER
- 8. CONTRACT TIME WILL BE INCREASED/DECREASED BY THE FOLLOWING DAYS 0
- 9. DATE OF SUBSTANTIAL COMPLETION INCLUDING THIS CHAGE ORDER IS (7+8)

Note: This Change Order does not include changes in the Contract Sum or Contract Time which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

Change Order must be Approved or Rejected, signed by responsible parties and returned to Coast Construction Group

☐ APPROVED ☐ REJECTED

OWNER (FIRM NAME)

SIGNATURE DATE

PRINT NAME TITLE

ARCHITECT (FIRM NAME) if applicable

SIGNATURE DATE

PRINT NAME TITLE

COAST CONSTRUCTION GROUP

SIGNATURE DATE

PRINT NAME TITLE



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Agreement/Contract Coversheet

Vendor/Contractor Name	Date Contract Received	Board Date
Utah State University	1/6/2025	1/15/2025
Contract Title/Name	Contract Effective Dates	Final Contract to Superintendent's Secretary By:
Human Development and Family Studies Practicum Agreement	From 1/16/2025 Until Terminated	1/9/2025
Description of Agreement		
This Agreement allows for Utah State University to place students from the Department of Human Development and Family Studies at SKUSD for practicum hours.		
Renewal Clause	Termination Clause	Automatic Renewal
Payment Terms: Net 30	N/A	No Budgeted Item Yes
Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year
		N/A
Budget String/Comments		
Business Services		

☒ Overview

- ☒ Agreement is for more than one School Fiscal Year
- ☒ Clearly States Fees and Hourly Rates
- ☐ Allows Early Termination
- ☐ Mutual Indemnity Clause
- ☒ Governed in Accordance with Laws of California and Department of Education
- ☐ Arbitration Clause
- ☐ Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 1/9/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 1/9/2025
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HUMAN DEVELOPMENT AND FAMILY STUDIES PRACTICUM AGREEMENT

This PRACTICUM AGREEMENT ("Agreement") is made and entered into as of ("Effective Date") between Utah State University ("USU"), having an office at 2905 Old Main Hill, Logan, UT 84322 and ("Facility") USU and Facility each may be referred to herein as a "Party" or collectively as the "Parties."

WHEREAS, the purpose of this Agreement is to guide and direct the Parties respecting their affiliation, working arrangements, and agreements in furtherance thereof to provide high-quality learning experiences for USU's Department of Human Development and Family Studies students in varied professional settings ("Practicum");

NOW, THEREFORE, in consideration of the mutual covenants and obligations set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. Term and Termination. The term of this Agreement shall be in effect for () years from the Effective Date. This Agreement may be terminated by either Party without cause upon ninety (90) days prior written notice delivered to the other Party. Should notice of termination be given under this Section, students scheduled with Facility prior to the termination date will be permitted to complete any previously scheduled Practicum at Facility.

2. Responsibilities of USU.

2.1. Practicum Parameters. USU agrees to determine the participation and duration of the Practicum for its students, according to USU guidelines.

2.2. Good Standing. USU agrees to designate for participation in this Practicum, students who are currently in good standing at USU and who have completed all of the necessary academic work in preparation for the Practicum.

2.3. Student Preparation. USU will use reasonable efforts to prepare students selected for participation in the Practicum.

2.4. Education Responsibility. USU will retain general responsibility for the education of its students. USU will provide the Facility with a copy of the *HDFS Practicum Handbook*, which contains current copies of curriculum objectives and course descriptions associated with the Practicum.

2.5. Confidentiality. As applicable, USU will inform its students to comply with the Health Insurance Portability and Accountability Act ("HIPAA") and the Family Educational Rights and Privacy Act ("FERPA"), as applicable. USU will notify its students not to use or further disclose any confidential information, protected health information, or individually identifiable health information pertaining to patients/clients of Facility. that they are required to comply with Facility dress codes, rules, regulations, and procedures.

2.6. Insurance. USU carries insurance through the State Risk Manager of the State of Utah up to the limits required by the State Risk Manager and applicable law. Nothing in the Agreement shall require USU to carry different or additional insurance, and any obligations of USU contained in the Agreement to name a party as additional insured shall



be limited to naming such party as additional insured with respect to University's negligent acts or omissions. USU warrants that its insurance provides: general liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 general aggregate; and professional liability insurance for its students with limits of \$1,000,000 per occurrence and \$3,000,000 aggregate. If requested by the Facility, the University will provide the Facility with a certificate of such insurance.

3. Responsibilities of Facility.

3.1. **Responsible for Patients/Clients.** The Facility will retain full responsibility for care of its patients/clients and will maintain administrative and professional supervision of students insofar as their presence and assignments affect the operation of the Facility and its care, direct and indirect, of patients/clients. The responsibility of the Facility for patient care should not diminish or preclude opportunities for students to undertake patient care duties under appropriate supervision.

3.2. **Learning Environment.** The Facility will maintain a resourced learning environment so that sound educational experiences can occur for participating students. The Facility will provide Practicum participants with appropriate office/workspace and basic testing and evaluation materials, unless other arrangements with USU have been made.

3.3. **Orientation.** The Facility will provide for the orientation of students as to the Facility's rules, regulations, procedures, and policies of the Facility along with any other of Facility's expectations for the participating students.

3.4. **Supervision.** The Facility will provide qualified and competent staff members in adequate number for the instruction and supervision of students participating in the Practicum. Supervision will include the participating student and Facility's site supervisor participating in a 20-30 minute mid-practicum site visit with USU's Practicum coordinator, either on site or via a videoconference. Upon reasonable notice, Facility will permit the USU's Practicum coordinator to conduct periodic site visits to evaluate the quality of the training experience provided to students and the provision of supervision and other aspects of this Agreement.

3.5. **Performance Evaluations.** The Facility will assist USU in the evaluation of the learning and performance of participating students by completing and returning in a timely fashion USU-provided evaluation forms. A mid-Practicum evaluation and a final Practicum evaluation will be emailed to Facility's site supervisor with links for completing these evaluations.

3.6. **Incidents.** When an incident or problem occurs involving a student, the Facility may restrict or remove such student from the situation or restrict such student to the role of observer until the incident can be resolved by the Facility. The Facility will notify USU's representative if such an action is required. The Facility will provide written notification to USU promptly if a claim arises involving a student.

3.7. **Practicum Changes.** Facility agrees to notify USU in writing of any proposed change in the Practicum after such description has been submitted to USU.

3.8. **Emergency Care.** In the event a student is exposed to an infectious or environmental hazard or other occupational injury (i.e. needle stick) while at the Facility, the Facility will (a) notify the University of such an event and (b) provide such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's



emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C, and HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that Facility does not have the resources to provide such emergency care, Facility will refer such Participants to the nearest emergency facility. The student will be responsible for any charges thus generated.

3.9. Policies. During the Practicum, students participating in the Practicum shall be subject to the written policies, procedures, and regulations of Facility, as may be determined by Facility from time-to-time, and which must be clearly communicated to Practicum students.

4. Mutual Responsibilities.

4.1. Collaboration. The Parties will work together to maintain a high quality educational environment where patient/client care is paramount. At the request of either Party, a meeting or conference will promptly be held by the Parties' respective coordinators, as set forth below, to resolve any problems or develop any improvements in the operation of the experience.

University-
Name: Kevin Barlow
Phone Number: (435) 797-1593
Email: kevin.barlow@usu.edu

Facility-
Name:
Phone Number:
Email:

The coordinator may be changed from time to time as needed by providing the other Party with written notice of the change. The Parties will coordinate annually regarding whether Facility will provide Practicum positions.

4.2. Background Checks and Other Requirements. Participating students must pass a background check facilitated by USU to be eligible for Practicum participation. If applicable, the Facility shall notify USU of any additional requirements for participating students. When so informed, USU will inform and assist Practicum students in obtaining the requirements. Unless provided by the Facility, the costs associated with any such requirement will be paid by the Practicum student.

4.3. Student Removal. The Facility may request the removal of any student whom the Facility determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such requests must be in writing, and must include a statement of the reason or reasons why Facility desires to have the student removed. The student must be afforded by USU an opportunity to respond in writing to the statements. However, Facility may immediately remove from their premises any student who poses an immediate threat or danger to personnel or to the quality of services, or for unprofessional behavior. The Facility will notify the Practicum Coordinator of USU if such an action is required. USU may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. USU will notify the Facility if such action is required.

4.4. Expenses. Expenses incurred for normal activities in accordance with this Agreement shall be covered by the Party incurring the cost, except when otherwise prearranged in writing.



4.5. **Non-Discrimination.** Neither University nor Facility will discriminate in any way based on race, color, religion, sex, national origin, age, genetic information, sexual orientation or gender identity/expression, disability, status as a protected veteran, or any other status protected by local, state, or federal law.

4.6. **Compliance with the Law.** The University and Facility shall comply with all applicable federal and state laws, including FERPA and the Health Insurance Portability and Accountability Act of 1996, and rules and regulations promulgated thereunder.

5. Employment Disclaimer. Participation in the experience will not afford students status as employees or agents of the Facility or University for any purpose, unless they are hired, which is at the discretion of the agency.

6. FERPA. USU and Facility recognize that each is required to comply with the Family Educational Rights and Privacy Act ("FERPA") in each Party's handling of Confidential Student Information.

6.1. **Confidential Student Information.** "Confidential Student Information" is defined as information that is personally identifiable to a student who is or was enrolled at USU by any of the following means: the student's name, the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as an identification number, or biometric record; other indirect identifiers, including but not limited to the student's date of birth, place of birth, and mother's maiden name; or any other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community to identify the student with reasonable certainty and includes information supplied to Facility by USU as well as any information provided by USU's students and third parties to the Facility.

6.2. **Confidentiality.** Facility represents and certifies that it: (1) will protect and hold in strict confidence all Confidential Student Information it receives from or on behalf of USU (or its students), including without limitation, academic information, professional training and/or certifications, evaluations of students, health and other insurance information, and the results of criminal background checks and/or drug testing or treatment information; (2) will not, except with the written consent of the student, use Confidential Student Information for any purpose other than to carry out the purposes of the Agreement; and (3) will not disclose Confidential Student Information except to authorized individuals within its organization who have a legitimate need to know Confidential Student Information to carry out the purposes of the Agreement.

6.3. **Control and Breach.** Facility agrees that Facility is under the direct control of USU with respect to the use and maintenance of Confidential Student Information. If the USU reasonably determines in good faith that Facility has materially breached any of its confidentiality obligations under this Agreement or has violated FERPA, USU, in its sole discretion, will have the right to require Facility to submit to a plan of monitoring and reporting; provide Facility with a fifteen (15) day period to cure the breach; or terminate the Agreement immediately. Before exercising any of these options, USU will provide written notice to Facility describing the violation and the action it intends to take.

7. **Liability.** Each Party shall be responsible for its own acts and omissions and shall be liable for payment of that portion of any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds that may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by such Party or its employees, agents, or subcontractors, in the performance or omission of any act or responsibility of said Party under this Agreement. Neither Party shall be liable for any special, consequential, lost profit, expectation, punitive or other indirect damages in connection with any claim arising out of or relating to this Agreement, whether grounded in tort (including negligence), strict liability, contract, or otherwise.

8. **Miscellaneous.**

8.1. **Choice of Law and Venue.** The Agreement will be governed by the laws of the State of Utah, without regard to conflicts of laws principles. Venue for any lawsuits, claims, or other proceedings between the Parties relating to or arising under the Agreement shall be exclusively in the State of Utah.

8.2. **Government Records and Management Act.** Facility acknowledges that USU is a governmental entity subject to the Utah Government Records Access and Management Act, Utah Code Ann., Section 63G-2-101 et seq., as amended ("GRAMA"); that certain records within USU's possession or control, including without limitation, the Agreement (but not including (i) proprietary software or (ii) materials to which access is limited by the laws of copyright or patent), may be subject to public disclosure; and that USU's confidentiality obligations shall be subject in all respects to compliance with GRAMA. Pursuant to Section 63G-2-309 of GRAMA, any confidential information provided to USU that Facility believes should be protected from disclosure must be accompanied by a written claim of confidentiality with a concise statement of reasons supporting such claim. Notwithstanding any provision to the contrary in the Agreement, USU may disclose any information or record to the extent required by GRAMA or otherwise required by law, and to USU's employees, attorneys, accountants, consultants, and other representatives on a need-to-know basis; provided, that such representatives shall be subject to confidentiality obligations no less restrictive than those set forth in the Agreement.

8.3. **Governmental Immunity.** Facility further acknowledges that USU is a governmental entity under the Governmental Immunity Act of Utah, Utah Code Ann., Section 63G-7-101 et seq., as amended ("Immunity Act"). Nothing in the Agreement shall be construed as a waiver by USU of any protections, rights, or defenses applicable to USU under the Immunity Act, including without limitation, the provisions of Section 63G-7-604 regarding limitation of judgments. It is not the intent of USU to incur by contract any liability for the operations, acts, or omissions of Facility or any third party and nothing in the Agreement shall be so interpreted or construed. Without limiting the generality of the foregoing, and notwithstanding any provisions to the contrary in the Agreement, any indemnity obligations of USU contained in the Agreement are subject to the Immunity Act and are further limited only to claims that arise directly and solely from the negligent acts or omissions of USU. Any limitation or exclusion of liability or remedies in the Agreement for any damages other than special, indirect, or consequential damages, shall be void and unenforceable.

8.4. **USU Insurance.** USU carries insurance through the State Risk Manager of the State of Utah up to the limits required by the State Risk Manager and applicable law. Nothing in the Agreement shall require USU to carry different or additional insurance, and any obligations



of USU contained in the Agreement to name a party as additional insured shall be limited to naming such party as additional insured with respect to USU's negligent acts or omissions.

8.5. Notice. The Parties shall give all notices and communications in writing by personal delivery, courier, mail, fax, or electronic mail to the address specified in this Agreement or otherwise specified for notification purposes by the receiving Party. Such notice will be effective upon receipt of it by the receiving Party.

8.6. Assignment. Neither party may assign, transfer, or otherwise dispose of its rights, interests, or duties hereunder, in whole or in part, to any third party without prior written approval from the other Party.

8.7. Relationship of Parties. In assuming and performing the obligations of this Agreement, the Parties are each acting as independent parties, and neither shall be considered or represent itself as a joint venture, partner, agent or employee of the other.

8.8. Amendment and Supplement. Any amendment and/or supplement of this Agreement shall come into force only after a written agreement is signed by both Parties. The amendment and supplement duly executed by both Parties shall be part of this Agreement and shall have the same legal effect as this Agreement.

8.9. Merger. This Agreement embodies the entire understanding of the Parties and supersedes all previous communications, representations, or understandings, either oral or written, between the Parties relating to the subject matter thereof.

8.10. Severability. The provisions of this Agreement are severable, and in the event that any provision of this Agreement shall be determined to be invalid or unenforceable under any controlling body of the law, such invalidity or unenforceability shall not in any way affect the validity or enforceability of the remaining provisions herein.

IN WITNESS THEREOF the Parties have caused this Agreement to be duly executed on their behalf by a duly authorized representative as of the Effective Date set forth above.

UTAH STATE UNIVERSITY

FACILITY

By: _____

By: _____

Print Name:

Print Name:

Title:

Title:

Date: _____

Date: _____



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Agreement/Contract Coversheet

Vendor/Contractor Name	Date Contract Received	Board Date
OneSight	1/9/2025	1/15/2025

Contract Title/Name	Contract Effective Dates	Final Contract to Superintendent's Secretary By:
Charitable Invoice # 2025-01SOUTHERNKERN	From Until	1/9/2025

Description of Agreement
This Charitable Invoice is SKUSD's portion for 100 students to participate in the 2025 OneSight Bakersfield Clinic. This clinic provides vision exams and glasses to students in need. This invoice is being paid out of the Community Grant.

Renewal Clause	Automatic Renewal
	No
Payment Terms: Net 30	Budgeted Item Yes
Termination Clause N/A	

Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year	\$10,300.00
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Budget String/Comments
Business Services
01-6332-0-5800.00-8100-5900-003

☐ Overview

- ☐ Agreement is for more than one School Fiscal Year
- ☒ Clearly States Fees and Hourly Rates
- ☐ Allows Early Termination
- ☐ Mutual Indemnity Clause
- ☒ Governed in Accordance with Laws of California and Department of Education
- ☐ Arbitration Clause
- ☐ Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 1/10/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 1/10/2025
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ONESIGHT

EssilorLuxottica Foundation

Charitable Invoice

Invoice #: 2025-01SOUTHERNKERN

Date: 01/07/2025

To: Southern Kern Unified School District
Attn: Fallon Mitchell
2601 Rosamond Blvd.
Rosamond, CA 93560

Description	Amount
2025 Clinic: Bakersfield, CA Kern County School Districts <i>Spaces Given: 100</i>	\$10,300
TOTAL DUE	\$10,300

OneSight is a 501(c)(3) Registered Charity:
United States 31-1385607

Please send payment to:

OneSight
P.O. Box 637509
Cincinnati, OH 45263-7509

IRS increases the standard mileage rate for business use in 2025; key rate increases 3 cents to 70 cents per mile

IR-2024-312, Dec. 19, 2024

WASHINGTON — The Internal Revenue Service today announced that the optional standard mileage rate for automobiles driven for business will increase by 3 cents in 2025, while the mileage rates for vehicles used for other purposes will remain unchanged from 2024.

Optional standard mileage rates are used to calculate the deductible costs of operating vehicles for business, charitable and medical purposes, as well as for active-duty members of the Armed Forces who are moving.

Beginning Jan. 1, 2025, the standard mileage rates for the use of a car, van, pickup or panel truck will be:

- 70 cents per mile driven for business use, up 3 cents from 2024.
- 21 cents per mile driven for medical purposes, the same as in 2024.
- 21 cents per mile driven for moving purposes for qualified active-duty members of the Armed Forces, unchanged from last year.
- 14 cents per mile driven in service of charitable organizations, equal to the rate in 2024.

Quarterly Report on Williams Uniform Complaints
(Education Code§ 35186)

District: Southern Kern Unified School District

Person completing this form: Dr. Larry Mendez

Title: Assistant Superintendent of Educational Services

Quarterly Report Submission Date:
(Check one)

- ☐ April 2024 (for period Jan 1-Mar 31)
☐ July 2024 (for period Apr 1-Jun 30)
☐ Oct. 2024 (for period Jul 1 - Sep 30)
☒ Jan. 2025 (for period Oct 1 - Dec 31)

Date for information to be reported publicly at governing board meeting:

- ☐ April 10, 2024 (for period Jan 1-Mar 31, 2024)
☐ July 16, 2024 (for period Apr 1-Jun 30, 2024)
☐ Oct. 09 2024 (for period Jul 1 - Sep 30, 2024)
☒ Jan. 15, 2025 (for period Oct 1- Dec. 31, 2024)

Please check the box that applies:

- ☒ No complaints filed with any school in the district during the quarter indicated above
- ☐ Complaint filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Mis-assignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Dr. Larry Mendez

Dr. Larry Mendez

Signature of District Assistant Superintendent

Abraham Lincoln Alternative School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Abraham Lincoln Alternative School
Street	2800 Rosamond Blvd.
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	K-12
County-District-School (CDS) Code	15-63776-1530377

2024-25 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

2024-25 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District consists of two elementary schools, one middle school, one comprehensive high school, an independent study school, and a continuation high school.

Abraham Lincoln Independent Study serves as an alternative educational program for students in grades 4-12. It offers a flexible and individualized approach to education for students who may face challenges in a traditional or continuation school setting, as well as for those seeking more self-directed and self-regulated instruction.

2024-25 School Description and Mission Statement

Students who opt for independent study assume greater responsibility for their learning, requiring self-discipline and the ability to complete assignments independently while attending regular meetings with teachers. Parental involvement is also a key component, often requiring a greater commitment than in a traditional school environment. High school students at Abraham Lincoln Independent Study must meet the same graduation requirement of 230 credits as those attending the comprehensive high school.

During the 2023-2024 school year, Abraham Lincoln Independent Study enrolled 95 students in grades 4 through 12.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	3
Grade 5	4
Grade 6	3
Grade 7	5
Grade 8	9
Grade 9	12
Grade 10	17
Grade 11	24
Grade 12	18
Total Enrollment	95

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	56.8
Non-Binary	1.1
Black or African American	9.5
Hispanic or Latino	63.2
Two or More Races	2.1
White	24.2
English Learners	13.7
Foster Youth	1.1
Homeless	7.4
Socioeconomically Disadvantaged	77.9
Students with Disabilities	27.4

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)	0.60	16.29	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	83.71	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.10	3.79	18854.30	6.86
Total Teaching Positions	3.90	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)	1.00	21.40	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	59.00	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	0.90	19.40	6.80	4.02	15831.90	5.67
Total Teaching Positions	5.00	100.00	169.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	22.75	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	19.50	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	57.25	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	4.00	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.30	2.90	2.2
Total Out-of-Field Teachers	3.30	2.90	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	31.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus Adopted 2019	Yes	0.0%
Mathematics	Acellus Adopted 2019	Yes	0.0%
Science	Acellus Adopted 2019	Yes	0.0%
History-Social Science	Acellus Adopted 2019	Yes	0.0%
Foreign Language	Acellus Adopted 2019	Yes	0.0%
Health	Acellus Adopted 2019	Yes	0.0%
Visual and Performing Arts	Acellus Adopted 2019	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Abraham Lincoln is comprised of 2 classrooms and one administrative office. The facility strongly supports teaching and learning through its ample classroom 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 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. At the time of publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report

12/04/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Room 1: A workorder has been put in for the heat in room 1.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	25	25	28	46	47
Mathematics (grades 3-8 and 11)	3	5	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	59	92.19	7.81	25.42
Female	24	23	95.83	4.17	17.39
Male	40	36	90.00	10.00	30.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	34	91.89	8.11	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	29.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	48	90.57	9.43	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	58	90.63	9.37	5.17
Female	24	23	95.83	4.17	0.00
Male	40	35	87.50	12.50	8.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	33	89.19	10.81	6.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	5.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	47	88.68	11.32	6.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.92	12.50	13.58	14.90	30.29	30.73

2023-24 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	69	64	92.75	7.25	12.50
Female	32	32	100.00	0.00	9.38
Male	37	32	86.49	13.51	15.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	41	93.18	6.82	9.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	50	90.91	9.09	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	6.67

2023-24 Career Technical Education Programs

Abraham Lincoln offers a selection of career-focused courses through Acellus, an online platform integrated into the school's curriculum. These classes provide students with exposure to various career fields but are not currently structured as full CTE pathways. The courses include:

- Introduction to Business
- Medical Terminology
- Hospitality and Tourism
- Computer Applications
- Coding Fundamentals
- Criminal Justice

These online career courses allow students to explore potential career interests and gain foundational knowledge in various industries. While these classes are not formal pathways, they provide students with a flexible opportunity to build skills that align with workforce demands.

2023-24 Career Technical Education (CTE) Participation

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

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	66.7	100	100	100	100
Grade 7	57.1	71.4	71.4	71.4	71.4
Grade 9	58.8	82.4	76.5	88.2	88.2

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.

2024-25 Opportunities for Parental Involvement

Parental Involvement at Abraham Lincoln Independent Study (ALIS)

Parents are always welcome to attend Abraham Lincoln Independent Study (ALIS) School Site Council meetings, which are held regularly throughout the year. At the start of the school year, parents are invited to Back to School Night, providing an opportunity to meet their child's teacher and become familiar with the school environment. Parent-teacher conferences are scheduled annually at the end of the first quarter to discuss student progress.

Abraham Lincoln Independent Study is accredited by the Western Association of Schools and Colleges (WASC). Parents are encouraged to participate in ongoing WASC meetings and provide valuable input during the accreditation process.

Parental involvement opportunities are regularly communicated through ParentSquare. For information about volunteer opportunities, please contact Principal Robyn Calzada at 661-256-5090.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	15.8	36.4	17.6	12.3	14.6	9.1	7.8	8.2	8.9
Graduation Rate	84.2	63.6	82.4	87.2	83.6	90.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	14	82.4
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0.00
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	152	126	52	41.3
Female	62	53	21	39.6
Male	89	72	30	41.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	14	5	35.7
Filipino	--	--	--	--
Hispanic or Latino	90	78	31	39.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	31	15	48.4
English Learners	18	14	5	35.7
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	125	102	46	45.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	36	19	52.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.66	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.00	0.00
Male	1.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

Comprehensive School Site Safety Plan

Abraham Lincoln Independent Study's Comprehensive School Site Safety Plan was last revised in October 2024 and reviewed

2024-25 School Safety Plan

in November 2024 by school administrators and staff representatives. The plan is designed to ensure the safety and protection of students, staff, and school property, while fostering a climate that supports learning. All staff members and parents have access to the updated plan, and staff members review the school site safety policies annually.

The Southern Kern Unified School District upholds its Standards of Excellence, including:

“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.”
“Facility and grounds cleanliness will meet District standards.”
Abraham Lincoln Independent Study successfully meets these standards.

The school complies with all laws, rules, and regulations regarding hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, and earthquake drills take place quarterly. In the event of an emergency, the school’s Disaster Preparedness Plan outlines clear procedures for managing crisis situations, and emergency supplies are readily available.

Students are supervised throughout the day by administrators, teachers, and campus safety officers (when in session and on campus). All visitors are required to register at the office upon arrival.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	3	1		
4	1	1		
5	1	2		
6	2	19		
Other	11	2		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	2	1		
4	3	2		
5	1	2		
6	3	7		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	3	1		
5	2	2		
6	2	12		

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	3	29		
Mathematics	4	18		
Science	4	14		
Social Science	3	25		

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	4	28		
Mathematics	3	27		
Science	4	14		
Social Science	3	27		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	3	27		
Science	5	12		
Social Science	3	27		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2023-24 Types of Services Funded

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

- Title 1
- Title II
- Title III
- Title IV

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

Staff Development

The Southern Kern Unified School District recognizes that staff development is a key component in maintaining a positive and enriching learning environment for students. Staff development initiatives are tailored at the school site level based on the School's Annual Plan for Student Achievement (SPSA).

Professional Development

Staff members are encouraged to participate in workshops, conferences, and webinars that provide the latest information, strategies, and trends relevant to their teaching areas. Topics such as writing strategies, intervention techniques, and instructional differentiation are frequently addressed, with monthly staff meetings dedicated to in-service training.

The district strongly supports the implementation of Professional Learning Communities (PLCs) at each grade level. Teachers had opportunities to attend AVID Institute and PLC Training provided by Solution Tree over the summer, enhancing their collaborative teaching strategies and instructional best practices. To further strengthen PLCs, a Solution Tree representative visits several times a year to provide on-site support and coaching to teachers. At Rare Earth High School, the staff has established a PLC that meets at least once a month to discuss curriculum, instructional strategies, and procedural updates.

- Teacher Clarity by Dr. Doug Fisher
- English Language Development by Dr. Kate Kinsella
- Visible Learning for Mathematics by Joseph Assof
- Effective Grading Processes by Ken O'Connor

Rare Earth High School teachers have also benefited from external professional development opportunities. In May 2023, Rare Earth staff attended the California Continuation Education Association (CCEA) Conference. This event provided valuable networking opportunities with colleagues from other continuation high schools, as well as insights and strategies to enhance instructional practices.

In November 2024, Southern Kern sent a teacher and an administrator to the Community Schools Fundamentals Conference in New York, hosted by the National Center for Community Schools. This conference offered essential training on implementing community school strategies to support students, families, and the broader school community.

To further support staff development, teachers have access to mentor teachers, peer coaching, and additional guidance provided by the principal, who serves as a resource for classroom concerns or instructional questions.

By providing a wide range of professional development opportunities—including in-person workshops, webinars, conferences, and PLC coaching—the Southern Kern Unified School District ensures its educators are well-equipped to implement best practices and promote student success.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rare Earth High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Rare Earth High School
Street	2800 W. Rosamond Blvd..
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	7-12
County-District-School (CDS) Code	15-63776-1530039

2024-25 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

2024-25 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District consists of two elementary schools, one middle school, one comprehensive high school, an independent study program, and a continuation high school.

Rare Earth High School is a continuation high school designed to support students who have faced challenges in the comprehensive high school setting. Rare Earth provides students with a smaller, more personalized learning environment that

2024-25 School Description and Mission Statement

fosters responsibility and supports their path to graduation.

In this small school setting, students work independently with teachers serving as facilitators of learning. Each student is required to attend a minimum of six hours and thirty-five minutes per school day. Rare Earth High School maintains the same 230-credit graduation requirement as the comprehensive high school.

During the 2023-2024 school year, Rare Earth High School enrolled 43 students in grades nine through twelve.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	21
Grade 12	18
Total Enrollment	43

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.5
Male	60.5
Black or African American	2.3
Hispanic or Latino	62.8
White	34.9
English Learners	16.3
Homeless	2.3
Socioeconomically Disadvantaged	86
Students with Disabilities	16.3

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)	0.40	15.38	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	84.62	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.10	3.79	18854.30	6.86
Total Teaching Positions	2.90	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)	0.60	15.25	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	5.50	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	78.75	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	6.80	4.02	15831.90	5.67
Total Teaching Positions	4.00	100.00	169.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	20.75	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	79.00	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	4.00	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.20	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.50	3.10	3.1
Total Out-of-Field Teachers	2.50	3.10	3.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	21.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials Sufficiency

On September 4, 2024, the Southern Kern Unified School District held a public hearing and determined that all schools within the district have sufficient and high-quality textbooks, instructional materials, and science lab equipment, in accordance with the settlement of Williams vs. the State of California.

All students, including English learners, are provided with their own individual, standards-aligned textbooks or instructional materials—both for classroom use and to take home.

Textbooks and supplementary materials are adopted following a cycle developed by the California Department of Education to ensure the curriculum remains current. Materials approved for use by the state undergo thorough review by teachers, after which a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

Prior to adoption, all recommended materials are made available for parent examination at the district office.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus adopted 2019	Yes	0.0%
Mathematics	Acellus adopted 2019	Yes	0.0%
Science	Acellus adopted 2019	Yes	0.0%
History-Social Science	Acellus adopted 2019	Yes	0.0%
Foreign Language	Acellus adopted 2019	Yes	0.0%
Health	Acellus adopted 2019	Yes	0.0%
Visual and Performing Arts	Acellus adopted 2019	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Facilities and Maintenance

Rare Earth Continuation High School consists of four classrooms, a multipurpose room, and one administrative office. The facility is designed to strongly support teaching and learning, offering ample classroom space and outdoor field areas for student activities.

Cleaning Process

The district governing board has established cleaning standards for all schools within the district. A summary of these standards is available at both the school office and district office. The principal collaborates with the director of maintenance and custodial staff to develop and implement cleaning schedules that ensure a clean, safe, and conducive learning environment.

Maintenance and Repair

The district maintenance staff works diligently to complete repairs necessary to keep the school in good condition and working order in a timely manner. A work order process is in place to streamline requests and prioritize emergency repairs, ensuring the safety and functionality of the campus.

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

Year and month of the most recent FIT report

12/04/24

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			
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			

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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	7	17	25	28	46	47
Mathematics (grades 3-8 and 11)	0	0	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	25	89.29	10.71	16.67
Female	12	11	91.67	8.33	36.36
Male	16	14	87.50	12.50	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	17	89.47	10.53	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	20	86.96	13.04	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	23	82.14	17.86	0.00
Female	12	11	91.67	8.33	0.00
Male	16	12	75.00	25.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	15	78.95	21.05	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	19	82.61	17.39	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.45	0.00	13.58	14.90	30.29	30.73

2023-24 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	20	15	75.00	25.00	0.00
Female	--	--	--	--	--
Male	11	8	72.73	27.27	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	10	76.92	23.08	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	13	72.22	27.78	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Career Technical Education (CTE) Program

Rare Earth High School offers a limited Career Technical Education (CTE) program. To expand opportunities for students, Rare Earth partners with the comprehensive high school within the Southern Kern Unified School District, where students are encouraged to take CTE courses as electives. However, due to the popularity of these programs, class space is limited, and courses often fill up quickly.

The in-person CTE courses offered through this partnership include:

Plumbing: Fundamentals of plumbing systems, installation, and maintenance.

Electrical: Basic electrical principles, wiring systems, and safety practices.

HVAC/AC (Heating, Ventilation, and Air Conditioning): Practical skills in HVAC system installation, repair, and maintenance.

California Cadet Corps: Leadership, discipline, and teamwork training, preparing students for public service, law enforcement, and military pathways.

Hope Squad: A peer-led program designed to promote mental health awareness, suicide prevention, and student support.

Additionally, Rare Earth offers a selection of career-focused courses through Acellus, an online platform integrated into the school's curriculum. These classes provide students with exposure to various career fields but are not currently structured as

2023-24 Career Technical Education Programs

full CTE pathways. The courses include:

Introduction to Business
Medical Terminology
Hospitality and Tourism
Computer Applications
Coding Fundamentals
Criminal Justice

These online career courses allow students to explore potential career interests and gain foundational knowledge in various industries. While these classes are not formal pathways, they provide students with a flexible opportunity to build skills that align with workforce demands.

2023-24 Career Technical Education (CTE) Participation

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

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parental Involvement at Rare Earth High School

Parents are always welcome at Rare Earth High School. Our School Site Council (SSC) meets regularly, and we encourage all parents to attend, share their input, and provide suggestions on how we can continue to improve our school environment for students.

At the beginning of each school year, parents are invited to Back to School Night, an opportunity to meet their child’s teachers and become familiar with the school setting. Additionally, parent-teacher conferences are held annually at the end of the first quarter to discuss student progress and explore ways to further support student success.

Parental involvement opportunities are communicated regularly through ParentSquare.

Rare Earth High School is accredited by the Western Association of Schools and Colleges (WASC). Parents are invited to participate in all WASC planning committee meetings, as their input plays a vital role in creating an effective school improvement plan.

If you are interested in volunteering or have suggestions for enhancing parental involvement, please contact Robyn Calzada at 661-256-5090.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	47.2	32.0	24.0	12.3	14.6	9.1	7.8	8.2	8.9
Graduation Rate	52.8	64.0	72.0	87.2	83.6	90.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	25	18	72.0
Female	--	--	--
Male	16	10	62.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	16	10	62.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	18	72.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	95	85	70	82.4
Female	44	38	31	81.6
Male	50	46	38	82.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	55	47	85.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	23	19	82.6
English Learners	17	15	12	80.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	79	72	58	80.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	14	11	78.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.26	15	15.79	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.94	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.79	0.00
Female	15.91	0.00
Male	16.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.54	0.00
English Learners	17.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	17.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	42.86	0.00

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

2024-25 School Safety Plan

Comprehensive School Site Safety Plan

Rare Earth Continuation High School's Comprehensive School Site Safety Plan (CSSP) was last revised in October 2024 by

2024-25 School Safety Plan

school administrators and staff representatives, with input from the School Site Council (SSC). The CSSP ensures the safety and protection of students, staff, and school property while fostering a climate conducive to learning. The plan is approved by the SSC and submitted to the District Board of Trustees for final approval.

All staff members and parents have access to the updated plan, and staff annually review the school site safety policies. The Southern Kern Unified School District upholds its Standards of Excellence, which include:

“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.”

“Facility and grounds cleanliness will meet District standards.”

Rare Earth Continuation High School consistently meets these standards.

The school complies with all laws, rules, and regulations regarding hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, while earthquake drills are held quarterly. In the event of an emergency, the school’s Disaster Preparedness Plan outlines clear and effective procedures for managing crisis situations, with emergency supplies readily available.

Students are supervised throughout the day by the administrator, teachers, and campus security. All visitors are required to register at the office and are escorted by campus security or administration.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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	3	23		
Mathematics	2	27		
Science	2	16		
Social Science	2	34		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	20		
Mathematics	2	28		
Science	2	18		
Social Science	2	34		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	21		
Mathematics	2	20		
Science	2	17		
Social Science	2	23		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2023-24 Types of Services Funded

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

- Title I
- Title II

Fiscal Year 2023-24 Types of Services Funded

- Title III
- Title IV

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses 0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

Staff Development

The Southern Kern Unified School District recognizes that staff development is a key component in maintaining a positive and enriching learning environment for students. Staff development initiatives are tailored at the school site level based on the School's Annual Plan for Student Achievement (SPSA).

Staff members are encouraged to participate in workshops, conferences, and webinars that provide the latest information, strategies, and trends relevant to their teaching areas. Topics such as writing strategies, intervention techniques, and instructional differentiation are frequently addressed, with monthly staff meetings dedicated to in-service training.

The district strongly supports the implementation of Professional Learning Communities (PLCs) at each grade level. Teachers had opportunities to attend AVID Institute and PLC Training provided by Solution Tree over the summer, enhancing their collaborative teaching strategies and instructional best practices. To further strengthen PLCs, a Solution Tree representative visits several times a year to provide on-site support and coaching to teachers. At Rare Earth High School, the staff has established a PLC that meets at least once a month to discuss curriculum, instructional strategies, and procedural updates.

Teacher Clarity by Dr. Doug Fisher
English Language Development by Dr. Kate Kinsella
Visible Learning for Mathematics by Joseph Assof
Effective Grading Processes by Ken O'Connor
Rare Earth High School teachers have also benefited from external professional development opportunities. In May 2023, Rare Earth staff attended the California Continuation Education Association (CCEA) Conference. This event provided valuable networking opportunities with colleagues from other continuation high schools, as well as insights and strategies to enhance instructional practices.

In November 2024, Southern Kern sent a teacher and an administrator to the Community Schools Fundamentals Conference in New York, hosted by the National Center for Community Schools. This conference offered essential training on implementing community school strategies to support students, families, and the broader school community.

To further support staff development, teachers have access to mentor teachers, peer coaching, and additional guidance provided by the principal, who serves as a resource for classroom concerns or instructional questions.

By providing a wide range of professional development opportunities—including in-person workshops, webinars, conferences, and PLC coaching—the Southern Kern Unified School District ensures its educators are well-equipped to implement best practices and promote student success.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2

Rosamond High Early College Campus

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	15-63776-1534957

2024-25 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

2024-25 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. On April 8-9, 2024,

2024-25 School Description and Mission Statement

RHECC completed their progress report. The school is in good standing for the remainder of the 6-year cycle. In 2025-26, RHECC will conduct a Self-Study in preparation for the renewal of a new WASC-accredited cycle. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	246
Grade 10	264
Grade 11	206
Grade 12	186
Total Enrollment	902

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.5
Non-Binary	0.3
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	9.6
Filipino	1.6
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.4
White	22.9
English Learners	11.4
Foster Youth	1.3
Homeless	6.7
Socioeconomically Disadvantaged	81.7
Students with Disabilities	19.8

A. Conditions of Learning State Priority: Basic

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

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

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	78.15	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.50	18.88	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	1.89	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.03	0.70	0.46	14303.80	5.15
Total Teaching Positions	39.70	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.50	1.90	2.1
Misassignments	3.50	1.40	5.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.00	3.30	7.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.7
Local Assignment Options	0.60	2.50	0
Total Out-of-Field Teachers	0.60	2.50	0.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60	3.7	17.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.00	2.6	5.3

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

2024-25 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	Yes	0.0%

	Cengage Modern Livestock& Poultry Production 2011/ adopted 2019 Cengage Veterinary Assisting Fundamentals and Applications 2011/ adopted 2019		
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 (grades 9-12)	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements				
<p>Rosamond High Early College Campus is comprised of 52 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.</p> <p>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.</p> <p>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.</p>				
Year and month of the most recent FIT report			11/24	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements				
Interior: Interior Surfaces	X			
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		100: Permit Renewed until 2027. 300s Restroom: Uneven crack in asphalt. Still needs attention. 400s Restroom: Safety trip hazard rolled asphalt. 400 and Auto Shop, between, cracking and crumbling area needs to be resurfaced 429: Under classroom outside, about 7 holes need to be blocked off. 430-431: Resurface crack in blacktop area. 430 Ramp: Hole needs covering. 600s Restroom: Concrete sidewalk raised. Still needs attention. 803: Door replaced and still needs painting. Office: Uneven concrete SE side of office. Career Center: Wrought Iron Fence needs repairs in some places. Parent Center: Front ramp needs resurfacing. Broken bricks need repair. Still incomplete. Hole outside and at back of building.

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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	46	25	28	46	47
Mathematics (grades 3-8 and 11)	12	16	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	179	96.24	3.76	46.37
Female	85	81	95.29	4.71	53.09
Male	100	97	97.00	3.00	41.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	23.81
Filipino	--	--	--	--	--
Hispanic or Latino	114	108	94.74	5.26	42.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	63.16
English Learners	19	19	100.00	0.00	15.79
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	143	95.33	4.67	43.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	28	80.00	20.00	21.43

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	177	95.16	4.84	16.48
Female	85	80	94.12	5.88	18.75
Male	100	96	96.00	4.00	14.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	114	107	93.86	6.14	14.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	27.78
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	143	95.33	4.67	14.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	27	77.14	22.86	7.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.75	14.22	13.58	14.90	30.29	30.73

2023-24 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	454	442	97.36	2.64	14.25
Female	205	198	96.59	3.41	13.13
Male	246	241	97.97	2.03	14.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	37	94.87	5.13	13.51
Filipino	--	--	--	--	--
Hispanic or Latino	274	267	97.45	2.55	10.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	28.57
White	105	103	98.10	1.90	18.45
English Learners	40	39	97.50	2.50	0.00
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	13.79
Military	24	24	100.00	0.00	12.50
Socioeconomically Disadvantaged	379	369	97.36	2.64	11.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	81	94.19	5.81	1.23

2023-24 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

2023-24 Career Technical Education Programs

- (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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	615
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	93.52
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	18.9

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	81.4	92.6	93.0	93.8	94.6

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.8	9.5	6.2	12.3	14.6	9.1	7.8	8.2	8.9
Graduation Rate	95.5	88.8	93.8	87.2	83.6	90.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	177	166	93.8
Female	86	82	95.3
Male	90	83	92.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	14	10	71.4
Filipino	--	--	--
Hispanic or Latino	108	103	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	38	95.0
English Learners	24	21	87.5
Foster Youth	--	--	--
Homeless	16	14	87.5
Socioeconomically Disadvantaged	161	150	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	28	82.4

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	992	950	245	25.8
Female	468	445	122	27.4
Male	521	502	122	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	104	98	27	27.6
Filipino	14	14	2	14.3
Hispanic or Latino	596	573	152	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	9	29.0
White	223	212	49	23.1
English Learners	123	116	40	34.5
Foster Youth	12	11	3	27.3
Homeless	83	71	28	39.4
Socioeconomically Disadvantaged	818	783	210	26.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	198	191	58	30.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.85	12.61	8.87	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.11	0.4	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.87	0.00
Female	7.26	0.00
Male	10.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.54	0.00
Filipino	21.43	0.00
Hispanic or Latino	7.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	21.21	0.00
White	8.97	0.00
English Learners	5.69	0.00
Foster Youth	16.67	0.00
Homeless	14.46	0.00
Socioeconomically Disadvantaged	9.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.15	0.00

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

2024-25 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

2024-25 School Safety Plan

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. In 2024-25, RHECC added an Alternative to Suspension classroom to house students on the campus, and strengthened their PBIS and Restorative Practices in lieu of out-of-school suspensions as a targeted effort to decrease suspensions and therefore improve the CDE Dashboard. Visitors register at the office and receive identification badges from the Raptor System that must be displayed at all times.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	28	
Mathematics	20	19	20	
Science	22	9	11	
Social Science	24	9	19	

2023-24 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	902

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$80,642
Percent Difference - School Site and District	N/A	N/A	-0.9	-11.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-45.9	-19.5

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13
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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	1
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered	7

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

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Tropico Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

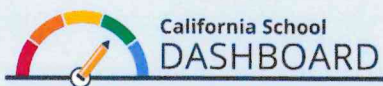
A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Tropico Middle School
Street	3180 Mojave-Tropico Road
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5040
Principal	Deborah Keys
Email Address	dkeys@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/46
Grade Span	6-8
County-District-School (CDS) Code	15-63776-6010052

2024-25 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

2024-25 School Description and Mission Statement

2024-25 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.

Tropico Middle School will provide a school setting where pupils attend regularly in a safe, orderly, and secure environment conducive to learning. Tropico Middle School will:

2024-25 School Description and Mission Statement

- Work collaboratively and cooperatively with parents, pupils, staff, administration, and community to provide a safe and orderly school.
- Develop an academic program focusing on high expectations of pupil performance and behavior.
- Solicit participation from staff, parents, administration, and community to enhance the learning and physical environment of the school.
- Recognize that the backgrounds and needs of all students will be acknowledged, respected, and incorporated into the school curriculum.
- Reflect an environment that nurtures integrity, respect, and responsibility, allowing students to be educated to their full potential.

WE BELIEVE

That each day, we have the opportunity and responsibility to positively impact our students' academic, social-emotional, and behavioral growth.
That all students have the right to equitable access to learning and to be accepted, valued, and supported as individuals.
That every student can succeed when provided with high-quality, differentiated instruction, clear expectations, and meaningful opportunities to grow.
That Tropico Middle School is a welcoming, safe, and inclusive environment where all students, staff, and families are empowered to thrive through collaboration and shared responsibility.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	308
Grade 7	256
Grade 8	256
Total Enrollment	820

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.2
Asian	1
Black or African American	9.1
Filipino	0.9
Hispanic or Latino	64.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.2
White	19.9
English Learners	18.3
Foster Youth	0.7
Homeless	7.8
Socioeconomically Disadvantaged	82
Students with Disabilities	17.4

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)	24.60	68.19	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	11.07	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	9.16	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	3.77	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	2.70	7.72	6.10	3.79	18854.30	6.86
Total Teaching Positions	36.10	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)	28.00	75.70	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.41	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	12.78	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.24	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.40	3.78	6.80	4.02	15831.90	5.67
Total Teaching Positions	37.00	100.00	169.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	64.78	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.30	1.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.30	26.54	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	6.61	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.03	0.70	0.46	14303.80	5.15
Total Teaching Positions	35.10	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.90	2.00	2.7
Misassignments	1.30	2.70	6.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.30	4.70	9.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00	2.3
Local Assignment Options	0.50	0.80	0
Total Out-of-Field Teachers	1.30	0.80	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	4.4	21.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.90	4.6	2.5

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

2024-25 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 standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by teacher teams 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 2023.

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	English Learners: English 3D English/Language Arts: HMH into Literature 2020	Yes	0.0%
Mathematics	McGraw Hill Reveal Math Interactive Edition - 2020	Yes	0.0%
Science	TCI	Yes	0.0%
History-Social Science	National Geographic 2018	Yes	0.0%
Foreign Language	Spanish: Avancemos- 1a - 2010	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Tropico Middle School comprises 44 classrooms, a multipurpose room, a library, a staff lounge, a gym, and a cafeteria/multipurpose room. The facility strongly supports teaching and learning through ample classroom space and school grounds.

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 Administration Team 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 promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority. At publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report08/20/2024

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			
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			

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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	22	25	28	46	47
Mathematics (grades 3-8 and 11)	9	11	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	796	767	96.36	3.64	22.16
Female	378	364	96.30	3.70	24.18
Male	418	403	96.41	3.59	20.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00	0.00	8.57
Filipino	--	--	--	--	--
Hispanic or Latino	517	498	96.32	3.68	20.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	32	91.43	8.57	21.88
White	156	149	95.51	4.49	28.86
English Learners	149	142	95.30	4.70	3.52
Foster Youth	--	--	--	--	--
Homeless	62	58	93.55	6.45	12.07
Military	24	21	87.50	12.50	38.10
Socioeconomically Disadvantaged	659	636	96.51	3.49	18.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	121	91.67	8.33	2.48

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	795	770	96.86	3.14	10.52
Female	377	364	96.55	3.45	9.34
Male	418	406	97.13	2.87	11.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00	0.00	5.71
Filipino	--	--	--	--	--
Hispanic or Latino	517	502	97.10	2.90	10.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	15.15
White	155	147	94.84	5.16	8.84
English Learners	149	145	97.32	2.68	2.07
Foster Youth	--	--	--	--	--
Homeless	62	59	95.16	4.84	10.17
Military	24	21	87.50	12.50	14.29
Socioeconomically Disadvantaged	659	639	96.97	3.03	9.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	123	93.18	6.82	0.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.36	16.31	13.58	14.90	30.29	30.73

2023-24 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	242	236	97.52	2.48	16.53
Female	102	101	99.02	0.98	14.85
Male	140	135	96.43	3.57	17.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	17.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	15.69
English Learners	32	32	100.00	0.00	3.13
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	8.33
Military	15	13	86.67	13.33	15.38
Socioeconomically Disadvantaged	192	188	97.92	2.08	13.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	6.82

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.9	97.4	97.4	95.6	97.8

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.

2024-25 Opportunities for Parental Involvement

Tropico Middle School values parental involvement and offers numerous ways for parents to actively engage in their child's education:

- *Back to School Night: At the start of the school year, parents are invited to meet their child's teachers and become familiar with the school.*
- *Parent-Teacher Conferences: Held at the end of the first quarter, these conferences provide an opportunity to discuss student progress.
- *Classroom Visits: Parents are typically welcome to visit classrooms with prior arrangements.

School Committees:

- *The School Site Council (SSC) meets monthly and offers parents a voice in school decisions.
- *The English Language Advisory Committee (ELAC) also meets monthly, focusing on the needs of English learners.
- *Volunteer Opportunities: Parents are encouraged to volunteer and participate in a variety of school activities throughout the year.
- *Parent Portal: An online tool for monitoring student grades and attendance.
- *ParentSquare: A communication platform enabling parents/guardians to stay informed and contact staff directly.
- *Student Success Team (SST): A collaborative process involving parents to support students struggling with academics or behavior.
- *Events Throughout the Year:
 - Monthly SSC and ELAC meetings
 - Two Band/Choir concerts
 - New Student Orientation in early August
 - Camp KEEP field trip
 - Awards ceremonies, including Student of the Month, Honor Roll, Academic Awards, and Athletic Awards

Parents are encouraged to participate in these opportunities to build a stronger school community. For more information or to get involved, please contact the school office at 661-256-5040 or reach out to the Principal's Secretary at lwatts@skusd.k12.ca.us.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	864	262	30.3
Female	426	416	119	28.6
Male	461	448	143	31.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	86	83	28	33.7
Filipino	--	--	--	--
Hispanic or Latino	572	557	171	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	27	3	11.1
White	171	168	52	31.0
English Learners	175	167	63	37.7
Foster Youth	11	--	--	--
Homeless	82	80	32	40.0
Socioeconomically Disadvantaged	740	721	235	32.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	151	60	39.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.38	18.92	12.97	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.58	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.97	0.00
Female	11.97	0.00
Male	13.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	33.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	12.28	0.00
English Learners	8.00	0.00
Foster Youth	45.45	0.00
Homeless	15.85	0.00
Socioeconomically Disadvantaged	13.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.18	0.00

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

2024-25 School Safety Plan

Tropico Middle School's Comprehensive School Safety Plan continues to be updated annually and has been reviewed and approved by the School Site Council. This plan includes MTSS Positive Behavior Intervention and Support systems, updated lock-down procedures, updated student accounting procedures, and updated emergency duty assignments. The purpose of

2024-25 School Safety Plan

the plan is to ensure the protection of students and staff, the school and school property, and to establish a climate conducive to learning. All staff members and parents have access to the updated plan, and staff members annually review the school site's 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." Tropico Middle School met these standards.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, and shelter-in-place drills are held once a month. In the event of an emergency, the school's Disaster Preparedness Plan clearly defines procedures to accommodate crisis situations, and emergency supplies are available in each room. The school is inspected regularly to ensure safety standards are met.

Students are supervised throughout the day by eight Campus Safety Officers, two administrators, one social-emotional specialist, one guidance counselor, one School Psychologist, 38 teachers, and all other classified staff members at TMS. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times through our Raptor system.

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	23	9	15	1
Mathematics	24	6	11	4
Science	29	1	12	3
Social Science	24	6	14	1

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	19	17	12	5
Mathematics	24	6	13	2
Science	29	2	10	4
Social Science	26	5	10	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	26	2
Mathematics	30	5	26	2
Science	30	5	26	2
Social Science	30	5	26	2

2023-24 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	820

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,541.58	\$3,762.48	\$6,779.10	\$72,675.84
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	-0.5	-10.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-45.5	-18.7

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. Southern Kern Unified School District has provided professional development for teachers during the five days leading up to the start of the school year. In addition, the District has required each site to block out time for Professional Learning Communities each month. Throughout the last school year, regular opportunities for professional development occurred in various forms described below. Before the start of the 2024-2025 school year, a group from Tropicco attended an AVID Summer Institute for three days. Our teachers could attend a Key Note presented by Dr. Doug Fisher on August 8th that focused on Teacher Clarity. The school's leadership team continues this work by meeting monthly with Dr. Doug Fisher to discuss the work for Teacher Clarity at Tropicco Middle School and the next steps. Also, this school year, we as a district have joined the Kern County Superintendent of Schools (KCSOS) to participate in the Continuous Improvement Process (CIP) and departmentalized professional development opportunities. In 2023-2024, our District office took a group of 37 staff members to Los Angeles for a Solution Tree PLC conference for three days to help the staff dive deeper into the PLC process. With this training, the district allows cohorts/departments to meet weekly after school (for additional compensation) to PLC/PLT. For the 3rd year, a large group of staff attended the AVID Institute this past summer to get more knowledge to bring back to campus and create a more established AVID learning environment.

The focus of staff development specific to Tropicco has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in out-of-district workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas.

TMS staff are trained in specific programs, including Teacher Clarity, Renaissance Learning, Read 180, System 44, Positive Prevention, Positive Behavior Intervention and Support, MTSS, Inclusion, and Response To Intervention. These programs address deficiencies in reading and math, improve the school/classroom environment, and provide a mainstream environment for Special Education students.

Student achievement data is used to determine qualifying students for the academic interventions. Student discipline data is used to drive the interventions, supports, and professional development. SKUSD partners frequently with Dr. Becky Wetzel from Bridges to Educational Excellence to train site teams in MTSS. Teachers are receiving in-class support from the program/curriculum from KCSOS Staff Developers. New Special Education teachers receive IEP and CPI training. Summer training, staff meetings, conferences, and mentoring are all used to deliver staff development.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rosamond Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

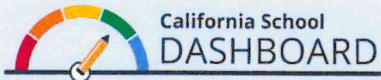
A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Rosamond Elementary School
Street	3082 Glendower St.
City, State, Zip	Rosamond
Phone Number	6612565050
Principal	Nat Adams
Email Address	nadams@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/44
Grade Span	K-5
County-District-School (CDS) Code	15-63776-6010045

2024-25 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

2024-25 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, an independent study, and a continuation high school.

Rosamond Elementary School is a Traditional Kindergarten through fifth-grade school. Rosamond Elementary has served the educational needs of students for ninety years and has an excellent reputation in the community. Our staff recognizes the individual, academic, social differences, and needs of each student. We believe that quality education is the result of a strong

2024-25 School Description and Mission Statement

partnership between our school and our parents. Our staff provides a safe environment in which students can be academically challenged to fulfill their potential.

During the 2023-2024 school year thus far, 850 students are enrolled in Transitional Kindergarten through fifth grade.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	174
Grade 1	121
Grade 2	155
Grade 3	135
Grade 4	122
Grade 5	146
Total Enrollment	853

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	10.6
Filipino	0.2
Hispanic or Latino	70.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.1
White	11.7
English Learners	23
Foster Youth	1.1
Homeless	18.6
Migrant	0.1
Socioeconomically Disadvantaged	92.4
Students with Disabilities	19

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)	37.00	90.24	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.44	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.32	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.10	3.79	18854.30	6.86
Total Teaching Positions	41.00	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)	34.90	84.32	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	4.83	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.24	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.50	3.62	6.80	4.02	15831.90	5.67
Total Teaching Positions	41.40	100.00	169.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	69.05	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	3.00	7.14	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.00	21.43	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.38	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	42.00	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	1.00	2
Misassignments	1.00	2.00	7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	3.00	9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	5.2	17.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing in 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 standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All materials approved by the state are reviewed by teachers and administrators and recommendations are made by the school board selection committee.

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	McGraw Hill Wonders Adopted 2016	Yes	0.0%
Mathematics	McGraw-Hill Adopted 2014	Yes	0.0%
Science	FOSS Science Adopted 2021	Yes	0.0%
History-Social Science	McGraw Hill Kindergarten - 5th grade Adopted 2021	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Rosamond Elementary School is comprised of 45 classrooms, a multipurpose room, library, staff lounge, and playground. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. This year the facilities at RES received an overall rating of 99% and a school rating of Exemplary. There is also a multi-purpose room, library, staff lounge, and a playground.

Year and month of the most recent FIT report

12/12/2023

School Facility Conditions and Planned Improvements

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			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Building D/2nd/3rd: Building E/4th/3rd/RSP K-3:
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	16	17	25	28	46	47
Mathematics (grades 3-8 and 11)	7	13	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	16.84
Female	214	212	99.07	0.93	16.04
Male	182	180	98.90	1.10	17.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	44	97.78	2.22	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	271	270	99.63	0.37	17.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	15.63
White	43	42	97.67	2.33	19.05
English Learners	83	83	100.00	0.00	3.61
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	14.04
Military	29	29	100.00	0.00	27.59
Socioeconomically Disadvantaged	365	361	98.90	1.10	16.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	92	97.87	2.13	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	12.50
Female	214	212	99.07	0.93	8.96
Male	182	180	98.90	1.10	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	44	97.78	2.22	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	271	270	99.63	0.37	12.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	9.38
White	43	42	97.67	2.33	16.67
English Learners	83	83	100.00	0.00	2.41
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	7.02
Military	29	29	100.00	0.00	20.69
Socioeconomically Disadvantaged	365	361	98.90	1.10	12.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	92	97.87	2.13	3.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.07	8.82	13.58	14.90	30.29	30.73

2023-24 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	140	139	99.29	0.71	8.63
Female	76	75	98.68	1.32	4.00
Male	64	64	100.00	0.00	14.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	8.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	12.50
English Learners	35	35	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	0.00
Military	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	132	131	99.24	0.76	9.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	0.00

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2024-25 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Rosamond Elementary. 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. Parent conferences are held each year at the end of the first quarter to address the needs of students and inform parents. Parents are encouraged to be volunteers and are welcome to visit classrooms with advanced arrangements made at Rosamond Elementary School. Parent volunteers offer support for student centered activities during and after the school day. Invitations go out to parents for the student of the month, awards assemblies, and other assemblies. Parents receive monthly newsletters and weekly communications and have access to updated school information on the school's website. Parents can also find up-to-date information on our school's Twitter feed, Instagram, and other digital formats. Committees such as the School Site Council and ELAC are additional avenues for involvement. Our active and engaged PTA is always in need of parents that are willing and eager to plan events for the students and families of Rosamond Elementary School.

There are many activities occurring during the school year that encourage and support parental involvement. Examples of these are PTA, School Site Council, English Learner Advisory Council, PIQUE (parent classes), award assemblies, parent nights, and book fairs, dances, holiday celebrations/activities.

If you are interested in learning more about the opportunities for parent involvement at Rosamond Elementary School, please contact Mr. Adams, Principal at (661) 256-5050.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	938	910	270	29.7
Female	485	469	139	29.6
Male	453	441	131	29.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	109	101	42	41.6
Filipino	--	--	--	--
Hispanic or Latino	646	630	182	28.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	10	17.5
White	113	110	32	29.1
English Learners	211	207	42	20.3
Foster Youth	15	14	4	28.6
Homeless	205	188	67	35.6
Socioeconomically Disadvantaged	870	843	258	30.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	214	209	80	38.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.82	5.37	1.81	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.2	0.1	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.62	0.00
Male	3.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.02	0.00
White	2.65	0.00
English Learners	0.95	0.00
Foster Youth	6.67	0.00
Homeless	1.46	0.00
Socioeconomically Disadvantaged	1.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.61	0.00

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

2024-25 School Safety Plan

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2022. The revision process continues and the annual approval will take place in February of 2024. The Comprehensive School Safety Plan includes an anti-bullying plan, to ensure the protection of students and staff, the school and school property, and to establish a

2024-25 School Safety Plan

climate that is conducive to learning. The plan was developed by administrators and staff. All staff members and parents have access to the plan. An annual review of the school site safety policies is conducted. 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 Elementary meets and exceeds these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held once a month. The drills include fire drills, lockdown drills, and earthquake drills. 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 administrators, teachers, campus safety officers and Para-educators. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times prior to admittance on campus.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	20	6		
2	19	6		
3	23		6	
4	27		5	
5	25		5	
Other	14	3		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	7	
1	25		6	
2	24		5	
3	22		5	
4	28		5	
5	26		5	
Other	12	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	18	6		
2	23		6	
3	20	4	2	
4	19	1	5	
5	20	2	5	
Other	13	5		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,636.48	\$2,870.53	\$6,765.95	\$72,047.27
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	-0.7	-11.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-45.7	-19.5

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Southern Kern Unified School District believes 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 and district LCAP goals. The focus for RES is regular professional learning communities at each grade levels to work collaboratively, identifying essential standards, and creating and communicating learning intentions. Staff members are also encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. Teachers are supported by teacher mentors, teacher-principal coaching, PLC coaches, and Induction support providers. The district has 2 professional development days built into the calendar in which all teachers and a total of 5 for our new teachers to the district.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Westpark Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

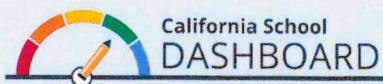
A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Westpark Elementary School
Street	3600 Imperial Ave.
City, State, Zip	Rosamond
Phone Number	661-256-5030
Principal	Patrick Holmes
Email Address	pholmes@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/65
Grade Span	K-5
County-District-School (CDS) Code	15637760111377

2024-25 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

2024-25 School Description and Mission Statement

District & School Profile
The Southern Kern Unified School District (SKUSD) is committed to excellence in TK-12 education. SKUSD serves the city of Rosamond, which is located in the Antelope Valley. SKUSD is home to a diverse community, with around 3,500 students. SKUSD consists of Rosamond High Early College Campus, Tropico Middle School, Westpark Elementary School, Rosamond Elementary School, Abraham Lincoln Independent Study, and Rare Earth High School. SKUSD serves the academic, social, emotional, and physical needs of ALL students in a safe and secure learning environment. SKUSD's motto is "Maintaining Excellence."

2024-25 School Description and Mission Statement

Westpark Elementary School is a traditional TK-5 school. Westpark Elementary serves the educational needs of students and has an excellent reputation in the community. Our staff recognizes the individual and academic needs, as well as the social differences and needs of each student. We believe that quality education is the result of a strong partnership between our school, students, and parents. Our staff provides a safe environment in which students can be academically challenged to meet their potential and prepare them for a productive future. We have programs such as AVID, HOPE Squad, and Character Strong. All of these programs help to develop the whole child not only academically but social and emotionally as well.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	202
Grade 1	161
Grade 2	177
Grade 3	140
Grade 4	160
Grade 5	130
Total Enrollment	970

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.1
Asian	1
Black or African American	5.3
Filipino	0.7
Hispanic or Latino	62.9
Two or More Races	5.1
White	23.7
English Learners	9.7
Foster Youth	2.2
Homeless	15.3
Socioeconomically Disadvantaged	76.3
Students with Disabilities	13.1

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)	35.00	87.50	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.00	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.50	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.50	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.50	6.10	3.79	18854.30	6.86
Total Teaching Positions	40.00	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)	36.00	85.71	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.38	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.14	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.38	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.00	2.38	6.80	4.02	15831.90	5.67
Total Teaching Positions	42.00	100.00	169.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	79.55	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	6.00	13.64	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	6.82	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	44.00	100.00	168.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	2
Misassignments	0.00	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	3.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	2.3	0

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

2024-25 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 standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators

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	McGraw Hill Wonders adopted 2016	Yes	0.0%
Mathematics	McGraw Hill My Math adopted 2014	Yes	0.0%
Science	Delta/Foss adopted June 2021	Yes	0.0%
History-Social Science	McGraw Hill Impact adopted June 2021	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Westpark Elementary School is comprised of 51 classrooms, a cafeteria/multipurpose room, library, staff lounge, computer lab, playground, and grass field/track. The facility strongly supports teaching and learning through its ample classroom and playground 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 with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Explicit schedules have been made for each custodian to ensure that all areas of the school are maintained.

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 reportAugust 2024

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			
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			

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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	41	25	28	46	47
Mathematics (grades 3-8 and 11)	24	30	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	432	98.18	1.82	41.44
Female	236	232	98.31	1.69	44.40
Male	204	200	98.04	1.96	38.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	268	262	97.76	2.24	39.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	41.94
White	102	101	99.02	0.98	47.52
English Learners	42	38	90.48	9.52	34.21
Foster Youth	--	--	--	--	--
Homeless	69	66	95.65	4.35	30.30
Military	38	38	100.00	0.00	31.58
Socioeconomically Disadvantaged	352	345	98.01	1.99	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	10.94

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	441	436	98.87	1.13	30.05
Female	237	234	98.73	1.27	24.79
Male	204	202	99.02	0.98	36.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	21.21
Filipino	--	--	--	--	--
Hispanic or Latino	269	266	98.88	1.12	29.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	25.81
White	102	101	99.02	0.98	35.64
English Learners	42	41	97.62	2.38	12.20
Foster Youth	--	--	--	--	--
Homeless	69	69	100.00	0.00	17.39
Military	38	38	100.00	0.00	26.32
Socioeconomically Disadvantaged	353	349	98.87	1.13	26.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.86	23.53	13.58	14.90	30.29	30.73

2023-24 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	137	136	99.27	0.73	23.53
Female	76	76	100.00	0.00	22.37
Male	61	60	98.36	1.64	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	86	98.85	1.15	15.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	48.48
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	15	15	100.00	0.00	6.67
Socioeconomically Disadvantaged	113	112	99.12	0.88	22.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2024-25 Opportunities for Parental Involvement

There are many 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. Parent conferences are held each year at the end of the first quarter. Parents are encouraged to be classroom volunteers and are also welcome to visit classrooms with advanced arrangements. Room parents offer teachers and students support. Committees such as our School Site Council (SSC), English Learners Advisory Council (ELAC), and the PTA are additional avenues for parental involvement. Teachers include parents by providing them information via a communication app. Parent Square (Aeries Communication), emails, and phone calls. Invitations go out for Student of the Month awards and each quarter for academic awards. There are many activities that occur at Westpark Elementary throughout the school year in which parent involvement and assistance are welcomed. Parents are encouraged to volunteer on campus to assist in multiple ways, such as to assist teacher's in classrooms with small group instruction, assist teachers with preparing instructional materials, helping at school events, etc. Parents are also allowed on campus for awards ceremonies and Student of the Month. Parents receive a monthly school newsletter and have access to updated school information on our school's website. They can also find school information on our school's Twitter page. The district posts information about events at Westpark on the district's Facebook page. Aeries communication messages are sent home regularly by our school's administration to inform parents of upcoming events and possible ways to participate. If you are interested in learning more about the opportunities for parent involvement at Westpark Elementary School, please contact Patrick Holmes, Principal at (661) 256-5030.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1045	1019	213	20.9
Female	522	507	92	18.1
Male	523	512	121	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	62	61	12	19.7
Filipino	--	--	--	--
Hispanic or Latino	653	638	153	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	10	20.0
White	248	240	37	15.4
English Learners	109	103	22	21.4
Foster Youth	24	22	6	27.3
Homeless	177	170	44	25.9
Socioeconomically Disadvantaged	813	790	185	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	161	155	48	31.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.23	1.75	0.96	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0.00
Female	0.38	0.00
Male	1.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	0.40	0.00
English Learners	0.00	0.00
Foster Youth	12.50	0.00
Homeless	1.69	0.00
Socioeconomically Disadvantaged	1.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.86	0.00

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

2024-25 School Safety Plan

Westpark Elementary School's Comprehensive School Site Safety Plan was last revised by a team of school administrators, parents, and staff representatives in September 13, 2021. The plan is to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the

2024-25 School Safety Plan

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." Westpark Elementary meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lock-down drills are held regularly, with one each month on a rotating basis. 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 administrators, teachers, para-educators, and campus safety officers. There is a designated area for student drop-off and pick-up. Visitors register at the office and ID's are checked regularly. Any parent or guest on campus have their ID's checked through our Raptor School Integrated Safety Software System. Once scanned guests on campus receive identification badges that must be displayed at all times. Our district approved volunteers wear a district volunteer badge while on campus. Westpark has security cameras throughout the campus.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	22	1	5	
2	17	5	2	
3	21	3	3	
4	30		5	
5	25		5	
Other	12	4		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	7	
1	24		7	
2	21	1	5	
3	20	1	6	
4	26		5	
5	28		6	
Other	16	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		6	
1	22		7	
2	24		7	
3	23		6	
4	26		6	
5	20	2	3	
Other	17	2	1	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,883.19	\$3,551.55	\$6,331.64	\$70,792.03
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	-7.3	-13.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-51.9	-21.3

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development at the school site is based on the school's annual Student 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. During the 2022-2023 and 2023-2024 school year, our district offered and offers staff development for our staff multiple times during the school year within our district, as well as, allowed staff members to attend outside training or conferences. Many of our teachers at Westpark attended AVID summer institute in 2022 and 2023. The district has and is providing training opportunities in the following areas: teacher clarity, essential standards, MTSS, PBIS, PLCs, AVID, English 3D, and trainings through Kern County Superintendent of Schools. All teachers had 2 contractual PD days prior to the school year in which they received training. All new teachers receive 5 days of required trainings prior to the start of the school year.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2		



SOUTHERN KERN UNIFIED SCHOOL DISTRICT
2601 Rosamond Blvd.
Rosamond, CA 93560
(661) 256-5000
CHANGE IN CONTRACT



CHANGE ORDER No. 05

PROJECT : SKUSD - NEW CAFETERIA AT ROSAMOND HIGH EARLY COLLEGE
CAMPUS #(SKUSD-RHECC-NCB)

CONTRACTOR: Medallion Contracting Inc.

DATE: 1/6/2024

Subject to the terms and conditions of the Agreement dated August 04, 2023 between the Southern Kern Unified School District and Contractor, Agreement and/or Plans and Specifications shall be changed as follows:

	AMOUNT
PCO 41 - Additional low voltage Equipment per IB#15	\$ 13,709.67
PCO 45 - Provide controls to Projection Screen	\$ 2,643.30
PCO 46 - Extend Storm Drain, and Omit Irrigation/Landscaping	\$ 29,204.38
PCO 47 - T&M Power to Drinking Fountain North wall	\$ 1,450.34
TOTAL CHANGE	\$ 47,007.69

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original (Contract Sum) was	\$ 9,947,698.00
New change by previously authorized requests and changes	\$ 455,745.25
The (Contract Sum) prior to this Change Order was	\$ 10,403,443.25
The (Contract Sum) will be increased by this Change Order	\$ 47,007.69
The new (Contract Sum) including this Change Order # 05 will be	\$ 10,450,450.94
The Contract Time will be increased by <u>8</u> days	

Authorize:

OWNER: Southern Kern Unified School District
ADDRESS: 2601 Rosamond Blvd.
Rosamond, CA 93560

CONTRACTOR: Medallion Contracting Inc.
ADDRESS: 42424 4th St. East.
Lancaster, CA 93535

By: _____
Barbara Gaines
Superintendent, SKUSD

By: _____
Mr. Craig Fries, President
Medallion Contracting Inc.

Date: _____

Date: 1-8-2025

Note: All necessary supporting documents pertaining to this Change Order are attached below.



PCO APPROVAL COVERSHEET

#38 (PCO#41)
Date: 01/03/25

PROJECT: (name and address)

SKUSD- New Cafeteria at Rosamond
High Early College Campus
2925 Rosamond Blvd., Rosamond, CA
93560

CONTRACT INFORMATION:

Contract For:
SKUSD-RHECC-NCB
Contract Date: 08/04/23

OWNER: (name and address)

Southern Kern Unified School District
2601 Rosamond Blvd.,
Rosamond, CA 93560

CONTRACTOR: (name and address)

Medallion Contracting
42424 4th St. East Lancaster, CA 93535

ARCHITECT: (name and address)

Flewelling & Moody
1035 West Lancaster Boulevard
Lancaster, CA 93534,

CONSTRUCTION MANAGER: (name and address)

HPL, Inc.
117 E. Colorado Blvd., Suite 600
Pasadena, CA 91007

The Contractor is hereby directed to make the following change(s) in this Contract:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits.)

Per IB #15, additional equipment including speakers, volume control, clock/bell, cabling, and labor.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is:

☒ Lump Sum increase of \$13,709.67

☐ Unit Price of \$ 0.00 per _____

☐ Time and Material (as verified at site)

☐ Cost, as defined below, plus the following fee: \$0.00

2. The Contract Time is proposed to --- be adjusted.

The proposed adjustment, if any, is + 5 Days

NOTE: The Owner, Construction Manager, Architect, and Contractor should execute a Change Order to supersede this Construction Change Directive to the extent they agree upon adjustments to the Contract Sum, Contract Time, or Guaranteed Maximum price for the change(s) described herein.

When signed by the Owner, Construction Manager and Architect and received by the Contractor, this document becomes effective IMMEDIATELY, and the Contractor shall proceed with the change(s) described above.

Southern Kern Unified School District
OWNER (Firm name)


SIGNATURE

Rawley Davis
PRINTED NAME AND TITLE

1-6-2025
DATE

HPL, Inc.

CONSTRUCTION MANAGER (Firm name)

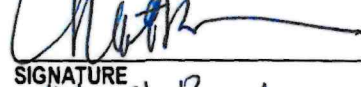

SIGNATURE

Rodrigo Mejia
PRINTED NAME AND TITLE

1/3/2025
DATE

Flewelling and Moody

ARCHITECT (Firm name)


SIGNATURE

Matt Buchanan
PRINTED NAME AND TITLE

1/6/2025
DATE



PH# 661-949-3205

FAX# 661-949-3235

CONTRACTORS LICENSE #567084

ARCHITECT: Flewelling & Moody, Joselito Lacson

OWNER: Southern Kern Unified School District

Construction Manager: HPLE, Deepika Arora

PCO: 41

DATE: 11/8/2024

JOB #: 2990/RHECC-CAFÉ

DESCRIPTION: IB #15, in addition to PCO #30r. Added Equipment
Speakers, Volumn Control, TV at Serving Area, Clock/Bell which includes
cabling and labor

PROJECT: Rosamond High School

LABOR		
LABOR BURDEN		
EQUIPMENT		
MATERIALS		
CLEAN UP		
SUBTOTAL G.C.		
MARK-UP	10%	\$ -
G.C. SUBTOTAL		\$ -
SUBCONTRACTOR:	Coast	\$ 12,323.30
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBTOTAL SUBCONTRACTORS		\$ 12,323.30
GENERAL LIABILITY	1.25%	\$ 154.04
SUBCONTRACTOR SUBTOTAL		\$ 12,477.34
MARK-UP ON SUB	10%	\$ 1,232.33
G.C. SUBTOTAL		\$ -
TOTAL (GC SUBTOTAL + SUBCONTRACTOR SUBTOTAL)		\$ 13,709.67

SUBMITTED BY: Craig Fries

APPROVED BY: _____

TAFT ELECTRIC COMPANY COR #1

Coast Construction Group

530 West Avenue L

Lancaster, CA 93534

(861) 948-1674

RHECC NEW CAFETERIA

Change Order #13

23-057

LABOR AND MATERIAL REQUIRED PER INSTRUCTION
BULLETIN #15.

Item No.	Description	Quantity	Unit	Material Unit	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	TEC COST BREAKDOWN TOTAL	1				0.000	\$ -	0.00		0.00	\$11,203.00	0.00
2					0.00	0.000	\$ -	0.00		0.00		0.00
3					0.00	0.000	\$ -	0.00		0.00		0.00
4					0.00	0.000	\$ -	0.00		0.00		0.00
5					0.00	0.000	\$ -	0.00		0.00		0.00
6					0.00	0.000	\$ -	0.00		0.00		0.00
7					0.00	0.000	\$ -	0.00		0.00		0.00
8					0.00	0.000	\$ -	0.00		0.00		0.00
9					0.00	0.000	\$ -	0.00		0.00		0.00
10					0.00	0.000	\$ -	0.00		0.00		0.00
11					0.00	0.000	\$ -	0.00		0.00		0.00
12					0.00	0.000	\$ -	0.00		0.00		0.00
13					0.00	0.000	\$ -	0.00		0.00		0.00
14					0.00	0.000	\$ -	0.00		0.00		0.00
15					0.00	0.000	\$ -	0.00		0.00		0.00
16					0.00	0.000	\$ -	0.00		0.00		0.00
17					0.00	0.000	\$ -	0.00		0.00		0.00
18					0.00	0.000	\$ -	0.00		0.00		0.00
19					0.00	0.000	\$ -	0.00		0.00		0.00
20					0.00	0.000	\$ -	0.00		0.00		0.00
21					0.00	0.000	\$ -	0.00		0.00		0.00
				Tax	\$ -	\$0.00	\$ -	0.00		0.00	11,203.00	11,203.00

Summary

Material Including Tax	\$ -
Small Tools and Consumables	\$ -
Labor Total	\$ -
Subtotal	\$ -
Subcontractor Total	\$11,203.00
Equipment Total	\$ -
Subtotal	\$11,203.00
Overhead & Profit @ 10%	\$ 1,120.30
Total	\$12,323.30

TAFT ELECTRIC COMPANY

ELECTRICAL CONTRACTORS

STATE LICENSE NO. 772245, DIR# 1000000149

1694 EASTMAN AVENUE - VENTURA, CALIFORNIA 93003 - (805) 642-0121 - FAX (805) 650-9015

November 7th, 2024

To: Rick Sawyer | Coast Construction Group | Estimator
530 W Avenue L
Lancaster, CA 93534
United States

RE: 60-1053 – Rosamond HS Cafeteria Building
COR#1 – IB No 15

Mr. Sawyer,
Please accept this change order submittal for IB No. 15.

TAFT (LV) hereby submits the attached Change Order in the amount of **\$11,203.00.**

TEC LV reserves the right to submit for additional costs incurred and recognized after the submittal of this change request.

QUALIFICATIONS:

1. Taft has based our price on working normal hours M-F 6 am – 3 pm. If this scope needs to be performed after hours, additional costs will apply.
2. Price is for cable installation, terminations, testing, and installing owner furnished AV speakers.
3. Price is for cable installation, terminations, testing and installing 1 owner provided speaker volume control.
4. Price is for cable installation, wall outlet, terminations, testing, installing owner provided display and display mount.
5. Price is for cable, installation, programming and testing of 1 added IDS motion detector.
6. Price is for cable installation, terminations, testing and installing 1 added Valcom VL520M-F-IC clock/bell.
7. Includes product data submittals.

EXCLUSIONS:

1. MEP design engineering coordination requirements, cost, and labor.
2. Cutting, patching, and replacement of finished surfaces.
3. All permit costs and fees.
4. Utility charges and fees.
5. Painting.
6. Repair of existing code violations
7. Servers or workstations.

Respectfully, Anthony Garfalo

| Taft Electric | Project Manager

Employee Owned
SERVING ALL OF CALIFORNIA

TAFT ELECTRIC CHANGE ORDER REQUEST

PROJECT: Rosamond HS Cafeteria Building JOB# 60-1053

TEC COR#: COR-1

CUST RFP#: _____

COR DESCRIPTION: IB No 15

DATE: 11/7/2024

[illegible]

TAKEOFF MATERIAL		
%	DESCRIPTION	AMOUNT
6.00%	CONSUMABLES	\$155.97
0.00%		\$0.00
5.00%	MATERIAL HANDLING	\$137.77
0.00%		\$0.00
	SUBTOTAL MATERIAL	\$2,893.23
10.00%	OVERHEAD & PROFIT	\$289.32
8.25%	SALES TAX	\$227.33
	TOTAL TAKEOFF MATERIAL	\$3,409.88

VENDOR	QUOTED MATERIAL DESCRIPTION	AMOUNT
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
	SUBTOTAL QUOTES	\$0.00
8.25%	SALES TAX	\$0.00
3.00%	MATERIAL HANDLING	\$0.00
0.00%		\$0.00
0.00%		\$0.00
	SUBTOTAL QUOTES	\$0.00
10.00%	OVERHEAD & PROFIT	\$0.00
	TOTAL QUOTES	\$0.00

SUBCONTRACTORS		
VENDOR	DESCRIPTION	AMOUNT
SIERRA GROUP	ADDED IDS MOTION DETECTOR	\$208.08
		\$0.00
		\$0.00
		\$0.00
		\$0.00
	SUBTOTAL SUBCONTRACTS	\$208.08
10.00%	OVERHEAD & PROFIT	\$20.61
	TOTAL SUBCONTRACTS	\$228.69

LABOR EXPENSES			
TYPE	HOURS	RATE	AMOUNT
CREW TIME	46.35	\$81.37	\$3,771.50
FOREMAN TIME	9.27	\$84.50	\$783.32
DOUBLE TIME	0.00	\$0.00	\$0.00
SHIFT WORK	0.00	\$0.00	\$0.00
GRAVEYARD	0.00	\$0.00	\$0.00
OTHER	0.00	\$0.00	\$0.00
	SUBTOTAL LABOR		\$4,554.81
5.00%	SUPERINTENDENT		\$227.74
5.00%	PROJECT MANAGER		\$227.74
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
	SUBTOTAL LABOR		\$5,010.30
10.00%	OVERHEAD & PROFIT		\$501.03
TOTAL LABOR			\$5,511.33

DIRECT JOB EXPENSES		
%	DESCRIPTION	AMOUNT
1.50%	AS BUILTS / O&M'S	\$137.22
0.00%	PERMIT FEES	\$0.00
0.00%	ESTIMATING	\$0.00
0.00%	CAD / DRAFTING	\$0.00
0.00%	REPRODUCTION COSTS	\$0.00
0.00%		\$0.00
0.00%	EQUIPMENT RENTAL	\$0.00
0.00%	CRANE / FORKLIFT	\$0.00
1.00%	JOB TRUCK	\$91.48
10.00%	MANLIFTS	\$914.79
3.00%	TOOLS	\$287.64
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
5.00%	WARRANTY	\$457.39
0.00%		\$0.00
	SUBTOTAL DJE	\$1,868.52
10.00%	OVERHEAD & PROFIT	\$186.85
	TOTAL DJE	\$2,055.37

CHANGE REQUEST SUMMARY		
	TAKEOFF MATERIAL	\$3,409.88
	QUOTED MATERIAL	\$0.00
	SUBCONTRACTORS	\$228.69
	LABOR EXPENSES	\$5,511.33
	DIRECT JOB EXPENSES	\$2,055.37
	SUBTOTAL CHANGE REQUEST	\$11,203.26
0.00%		\$0.00
0.00%		\$0.00
0.00%	BOND COSTS	\$0.00
CHANGE PROPOSAL TOTAL		\$11,203

Job ID: 60-1053
Project: Rosamond HS



Takeoff

Vendor: 1 7 Nov 2024 7:23:20

Region: BASE BID
Area: COR 1 BULLETIN 15

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
	0.00				AV SPEAKERS				
3040028	3.00	EA	M		SOUND SYSTEM SURFACE MTD SPEAKER	0.0000	0.00	0.8000	2.40
5	3.00		M		SOUND SYSTEM SPEAKER MOUNT	0.0000	0.00	0.5000	1.50
3040041	2,000.00	FT	M		SOUND SYSTEM SPEAKER CABLE	0.5420	1,084.00	0.0078	15.60
100151	6.00	EA	M	14	WIRE TERMINATION	0.0000	0.00	0.1400	0.84
3040023	2.00	EA	M		SOUND SYSTEM AMPLIFIER MODULE	0.0000	0.00	4.0000	8.00
1050043	6.00	EA	M		LABEL- HORIZ. CABLE- AUDIO	0.3500	2.10	0.0500	0.30
	0.00				AV VOLUME CONTROL				
3040003	1.00	EA	M		SOUND SYSTEM VOLUME CONTROL	0.0000	0.00	0.5000	0.50
90276	400.00	FT	M	4 PAIR	CAT 6A CABLE-PVC	0.5180	207.20	0.0070	2.80
430108	2.00	EA	M		RJ45 CATEGORY 5 INSERT	19.6600	39.32	0.2500	0.50
1590349	2.00	EA	M	N 62460-05W	5' LEVITON EXTREME 6 PATCH CORD WHITE	23.2000	46.40	0.0500	0.10
1050096	1.00	EA	M		4PR UTP- TERM@ IDF- DATA	0.0000	0.00	0.0800	0.08
1050099	1.00	EA	M		4PR UTP- TERM@FIELD- DATA	0.0000	0.00	0.1200	0.12
1050083	1.00	EA	M		4PR CABLE DRESS @ IDF	0.0000	0.00	0.0325	0.03
1050084	1.00	EA	M		4PR CABLE DRESS @ STATION	0.0000	0.00	0.0325	0.03
740135	2.00	EA	M		ADHESIVE LABEL	0.4000	0.80	0.0400	0.08
1050049	1.00	EA	M		LABEL- PATCH PANEL PORT	0.3500	0.35	0.0500	0.05
1050004	1.00	EA	M		CABLE CERTIFY- 4PR	0.0000	0.00	0.3500	0.35
	0.00				ADDED TV AT SERVING AREA				
140571	1.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	4.7100	4.71	0.1200	0.12
430108	2.00	EA	M		RJ45 CATEGORY 5 INSERT	19.6600	39.32	0.2500	0.50
1590349	2.00	EA	M	N 62460-05W	5' LEVITON EXTREME 6 PATCH CORD WHITE	23.2000	46.40	0.0500	0.10
1050010	2.00	EA	M		CABLE TEST- 4PR UTP- CAT6	0.0000	0.00	0.2000	0.40
1050033	1.00	EA	M		LABEL- WORKAREA- DATA	0.2000	0.20	0.0500	0.05
1050051	1.00	EA	M		LABEL- PATCH PANEL	0.0000	0.00	0.0500	0.05

Taft Electric Company

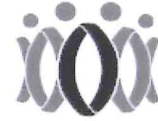
1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com

Region: BASE BID

Area: COR 1 BULLETIN 15

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
1050083	1.00	EA	M		4PR CABLE DRESS @ IDF	0.0000	0.00	0.0325	0.03
1050084	1.00	EA	M		4PR CABLE DRESS @ STATION	0.0000	0.00	0.0325	0.03
740135	2.00	EA	M		ADHESIVE LABEL	0.4000	0.80	0.0400	0.08
1050031	1.00	EA	M		LABEL- FACEPLATE	0.2000	0.20	0.0500	0.05
1050049	1.00	EA	M		LABEL- PATCH PANEL PORT	0.3500	0.35	0.0500	0.05
1050004	1.00	EA	M		CABLE CERTIFY- 4PR	0.0000	0.00	0.3500	0.35
6	1.00		M		EXTRON DTP T HWP 4K 231 D	0.0000	0.00	0.5000	0.50
7	1.00		M		EXTRON DTP R HWP 4K 231 D	0.0000	0.00	0.5000	0.50
2	1.00		M		WALL MOUNT BRACKET FOR TV	0.0000	0.00	2.0000	2.00
3	1.00		M		INSTALL OFCI DISPLAY	0.0000	0.00	3.0000	3.00
	0.00				VALCOM CLOCK/BELL				
4	1.00	EA	M		VALCOM VL520M-F-IC	930.0000	930.00	0.0000	0.00
90276	200.00	FT	M	4 PAIR	CAT 6A CABLE-PVC	0.5180	103.60	0.0070	1.40
430108	2.00	EA	M		RJ45 CATEGORY 5 INSERT	19.6600	39.32	0.2500	0.50
1050096	1.00	EA	M		4PR UTP- TERM@ IDF- DATA	0.0000	0.00	0.0800	0.08
1050099	1.00	EA	M		4PR UTP- TERM@FIELD- DATA	0.0000	0.00	0.1200	0.12
1050083	1.00	EA	M		4PR CABLE DRESS @ IDF	0.0000	0.00	0.0325	0.03
1050084	1.00	EA	M		4PR CABLE DRESS @ STATION	0.0000	0.00	0.0325	0.03
1050004	1.00	EA	M		CABLE CERTIFY- 4PR	0.0000	0.00	0.3500	0.35
740135	2.00	EA	M		ADHESIVE LABEL	0.4000	0.80	0.0400	0.08
1050049	1.00	EA	M		LABEL- PATCH PANEL PORT	0.3500	0.35	0.0500	0.05
640269	10.00	EA	M	50/CAT5E 32/CAT6	1-5/16" J-HOOK UTP/FIBER HOLE MOUNTED	2.4534	24.53	0.2500	2.50
1590349	2.00	EA	M	N 62460-05W	5' LEVITON EXTREME 6 PATCH CORD WHITE	14.3700	28.74	0.0500	0.10
Phase Totals:							2,599.49		46.35
Job Totals:							2,599.49		46.35



FLEWELLING & MOODY
care • value • time • programming • innovation

INSTRUCTIONAL BULLETIN

☐ **Los Angeles Office**
815 Colorado Blvd., Suite 200
Los Angeles, California 90041
323.543.8300

☒ **Lancaster Office**
1035 West Lancaster Boulevard.
Lancaster, CA 93534
661.949.0771

IB No. 15

Project: RHECC Cafeteria Bldg.

Job Number: 2990

Date: June 10, 2024

Reference A2.02, A4.01, A5.03, A5.04 & E601

As per District's request, attached are sheets A2.02, A4.01, A5.03, BD15.01, BD15.02, BD15.03 and E601 for the locations of the indoor and outdoor speakers, system programming specifications, volume control and exterior recessed box as part of the Extron audio system.

ACTION TO BE TAKEN:

- | | | |
|----|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <input checked="" type="checkbox"/> | A price change request is made for the listed items. Do not proceed with the work until written approval is received. |
| 2. | <input type="checkbox"/> | A price change is confirmed for the described items. It is requested that the contractor proceed with the work. A change order will be prepared and issued. |
| 3. | <input type="checkbox"/> | Information for clarification only, is hereby submitted. A change in project cost or time is not anticipated. |
| 4. | <input type="checkbox"/> | All construction work associated with CCD – category type A requires DSA approval and shall not begin until all required documentation is submitted in accordance with PR13-01, IR A-6 and approved by DSA. |


Josecito Lacson

REFLECTED CEILING PLAN DECONSTRUCTION NOTES

1. PROVIDE REFLECTED CEILING PLAN DECONSTRUCTION NOTES AT ALL HAND TO CLINIC LOCATIONS.
2. PROVIDE STAINLESS STEEL MOUNTED AND VENT ACCESS PANELS OF ADEQUATE SIZE AND LOCATION TO PROVIDE ACCESS TO THE CEILING. PROVIDE ACCESS PANELS OF ADEQUATE SIZE AND LOCATION TO PROVIDE ACCESS TO THE CEILING. PROVIDE ACCESS PANELS OF ADEQUATE SIZE AND LOCATION TO PROVIDE ACCESS TO THE CEILING.
3. REFER TO SHEET A-13 FOR ALL TYPICAL CEILING DETAILS.
4. REFER TO MECHANICAL & ELECTRICAL DRAWINGS FOR ADDITIONAL INFORMATION.

REFLECTED CEILING LEGEND

- HOLLOW DRY ROOF CEILING SEE DETAIL A-13
- PLASTER FINISH AT EXTERIOR GABLES AND GABLETS, SEE DETAIL S-10
- 1/2" x 1/2" x 1/2" FOR GUTTER DETAILS
- SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- LINEAR RECESSED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- 24" T-SHAPED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- 1/2" x 1/2" x 1/2" FOR GUTTER DETAILS

REFLECTED CEILING PLAN KEYNOTES

1. THE GUTTER SYSTEM SHALL BE INSTALLED ON THE EXTERIOR OF THE BUILDING. THE GUTTER SYSTEM SHALL BE INSTALLED ON THE EXTERIOR OF THE BUILDING. THE GUTTER SYSTEM SHALL BE INSTALLED ON THE EXTERIOR OF THE BUILDING.
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REFLECTED CEILING LEGEND

- SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
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REFLECTED CEILING LEGEND

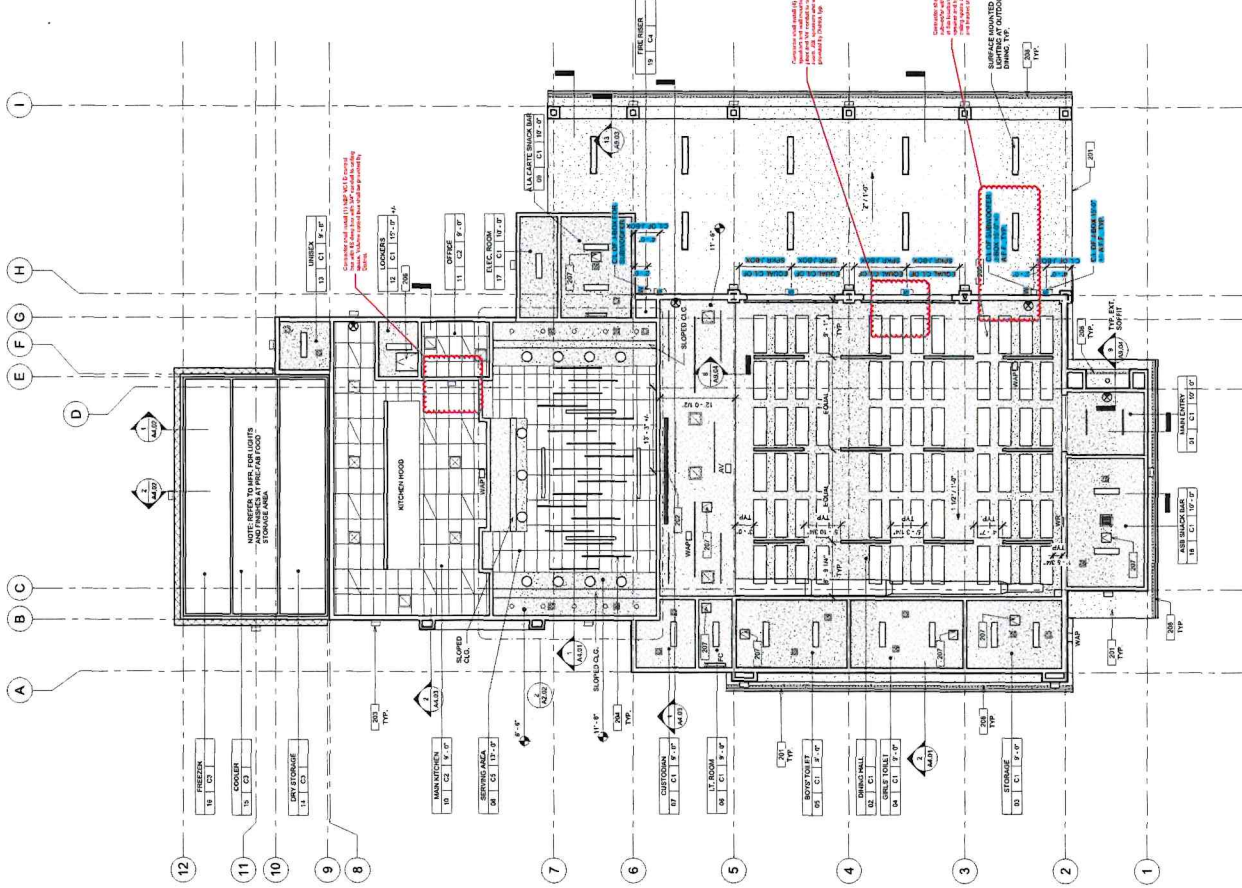
- SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
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REFLECTED CEILING LEGEND

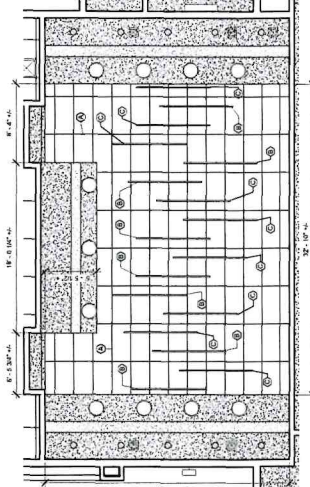
- SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
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- 24" T-SHAPED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- 1/2" x 1/2" x 1/2" FOR GUTTER DETAILS



1. BREAK BUILDING REFLECTED CEILING PLAN
1/8" = 1'-0"

SERVING ROOM CEILING LEGEND

- 1. SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- 2. SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS
- 3. SURFACE MOUNTED LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS



2. SERVING ROOM ENLARGED REFLECTED CEILING PLAN
3/16" = 1'-0"



FLEWELLING & MOODY
ARCHITECTS, P.C.

HEADQUARTERS OFFICE:
311 Colorado Street, Suite 200
San Francisco, CA 94102
Phone: 415.398.1111
Fax: 415.398.1112
Email: info@flewellingmoody.com

ANTELOPE VALLEY OFFICE:
1000 West Leland Avenue
Antelope Valley, CA 91301
Phone: 818.371.1111
Fax: 818.371.1112
Email: info@flewellingmoody.com

ARCHITECT

CONSULTANT

Check By:

Drawn By:

Rev. / Date

Description

Project No.

Sheet No.

Scale

Date

Author

Checker

Reviewer

Approver

Project Manager

Client

Location

Project Name

Project Address

Project Phone

Project Fax

Project Email

Project Website

Project Social Media

Project LinkedIn

Project Facebook

Project Twitter

Project Instagram

Project YouTube

Project SoundCloud

Project Dribbble

Project Behance

Project DeviantArt

Project ArtStation

Project Sketchy

Project ArtStation


Project Behance

Project DeviantArt

Project ArtStation

Project Sketchy

Project ArtStation



FLEWELLING & MOODY
architects, llc

HEADQUARTERS OFFICE:
418 California Street, Suite 200
San Francisco, CA 94104
415.398.3300 Fax: 415.398.3306
info@flewellingmoody.com

ANTELOPE VALLEY OFFICE:
10000 Rockwood Road
Antelope Valley, CA 95706
916.444.4444 Fax: 916.444.4445
E: info@antelopevalley.com

An Employee Owned Corporation

ARCHITECT

CONSULTANT

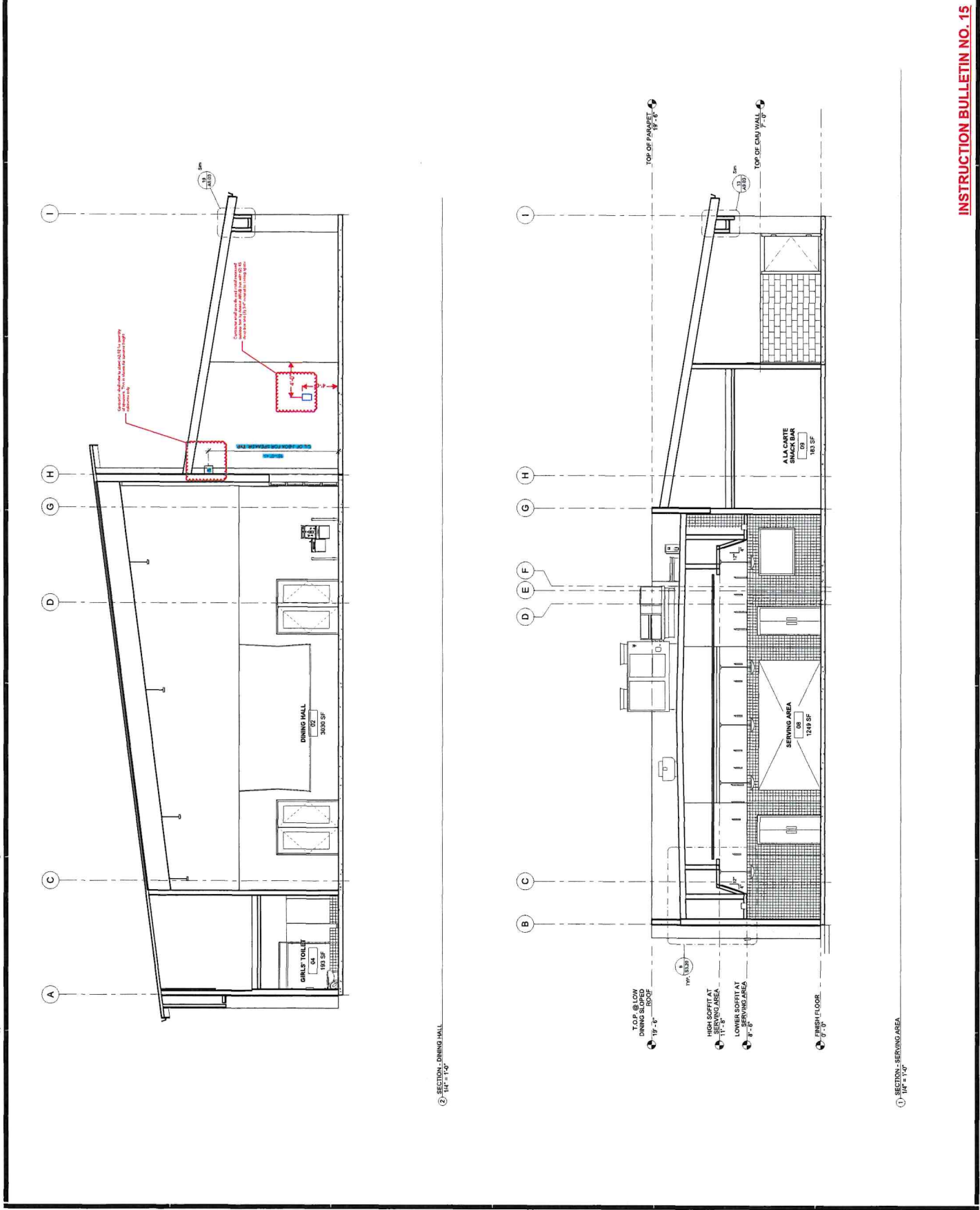
Drawn By: _____
Checked By: _____
Reviewed: _____
Date: _____
Description: _____

**SOUTHERN AREA UNITED
SCHOOL DISTRICT**
**ROSAMOND HIGH EARLY
COLLEGE CAMPUS**
2400 WEST WILSONS BLVD.
ROSEMONT, CA 95068

Sheet No. **A4.01**
Job No. 2590.000
Date: 01.30.2023

BUILDING SECTIONS

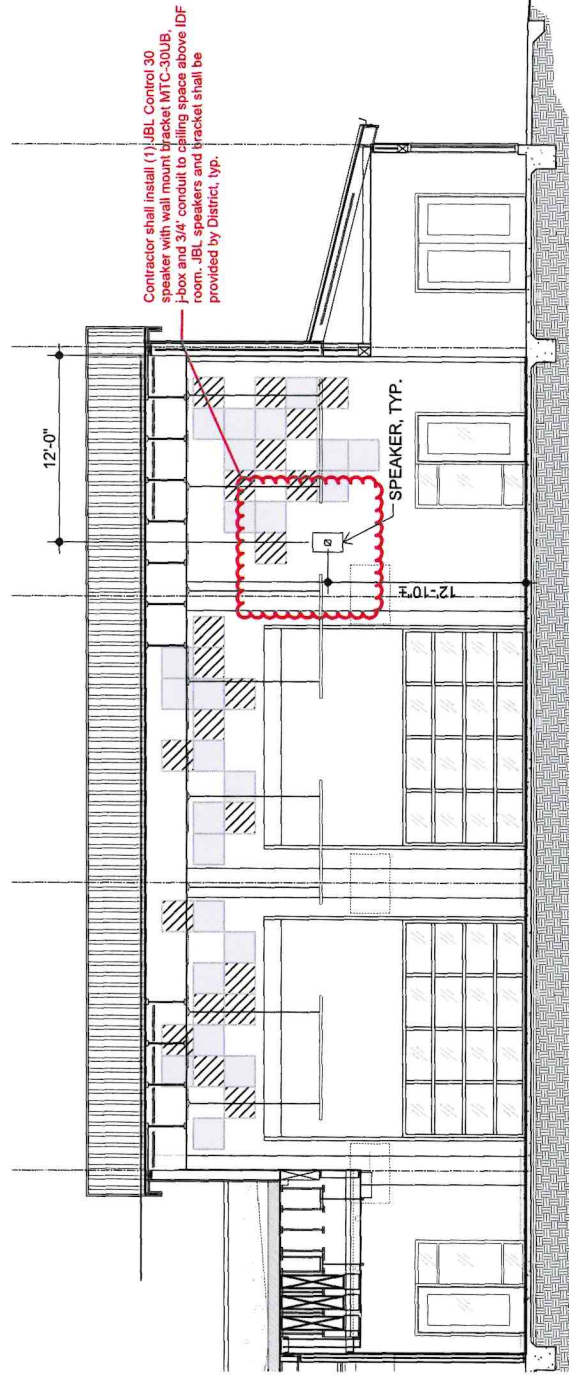
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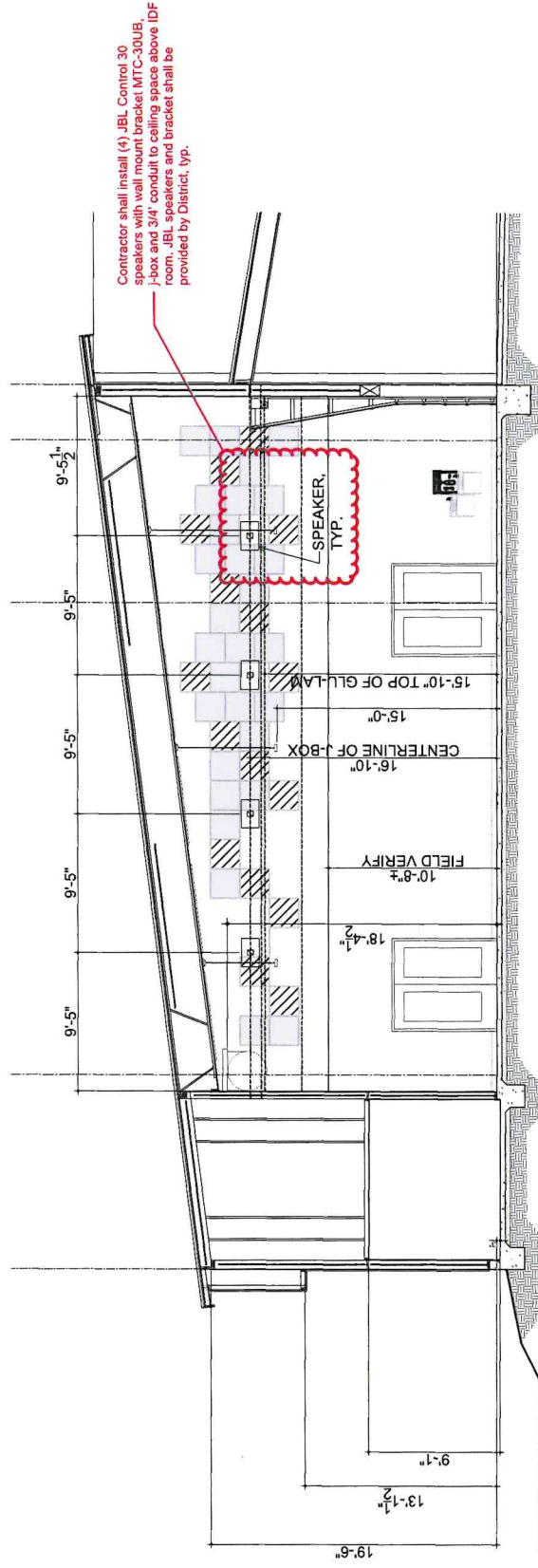
INSTRUCTION BULLETIN NO. 15



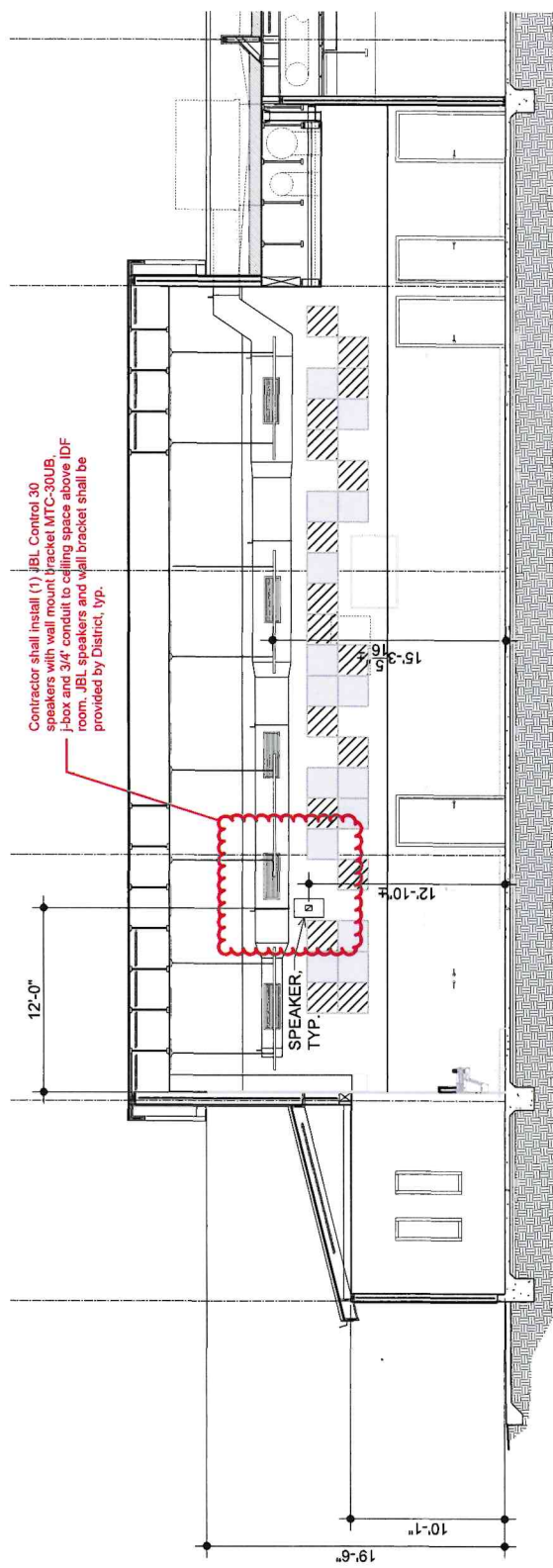
14) MAIN KITCHEN 10 - WEST ELEVATION



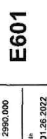
EAST INTERIOR ELEVATION - DINING ROOM
SCALE: 1/8" = 1'-0"



NORTH INTERIOR ELEVATION - DINING ROOM
SCALE: 1/8" = 1'-0"



WEST INTERIOR ELEVATION - DINING ROOM
SCALE: 1/8" = 1'-0"



System Programming requirements for Extron touch control panel

Project Overview:

MPR / Main Space / Dining Hall:

This area will have 3-HDMI wall plate connections for Local inputs, 1-ShareLink Wireless shared device, 6-wireless combo microphones, 2-XLR local mic inputs, a rack mounted Tascam CD / Bluetooth / 3.5mm input player located in the equipment rack. The Video will have 1-main video projector and 3-flat panel displays located throughout the dining hall. The main speaker system will be installed and will include four speakers (2-pairs) wall mounted above the north presentation area, and two (1-pair) of delay speakers which will be wall mounted towards the rear of the dining area. A Priority Page Sensor will also be part of this system design and is to be connected to one (1) school PA speakers. The purpose of the PPS (priority page sensor) is to mute the program audio when either a tone and/or announcement is noticed at the selected PA speaker. The audio mute function will stay muted until the tone and/or announcement is completed. Once completed, the program audio will resume as normal

Outdoor Area:

The exterior patio area is located on the east side of the building. This exterior area will support the building in two ways; A) To be used as an Audio Overflow space as signals would route from the main dining hall space to the outdoor space. The local controller located within the recessed utility box would allow staff members to control the audio level within the exterior space separately from the inside dining hall. B) The exterior space could be used as a separate audio solution and will support the students, school staff, district meetings including parents. This area will consist of an in-wall (recessed) control box that would provide and secure a local button controller for source selection and volume control, 1- XLR input for a microphone and 1- 3.5mm audio connection for audio playback. Four (4) main speakers and two (2) subwoofers will be installed within the exterior area.

Cafe / Lunch Line:

This space will support the space in two ways; A) provide support from the café manager's office such as food menu and local audio, B) to also be used as an audio-visual overflow space as signals would be routed from the dining hall. Six (6) wall mounted flat panel displays (commercial type with RS-232 connections). One (1) enclosed and wall mounted flat panel display on the exterior by the snack bar window. These displays will be used to support both the lunch menu and a local presentation such as a meeting / training session. Two (2) surface mounted speakers will support the lunch line area. A local volume controller is to be mounted and secured within the food prep area. Within the café managers office will be two (2) local HDMI inputs that will support the lunch line area

Scope of Work:

Control:

One rack mounted TLP (Touch Link Panel) will be located within the audio-visual equipment rack which will be located within the IDF closet, located near the front presentation area of the dining hall. The users of this space will be utilizing the Extron Control App on a dedicated iPad. This system will have a full matrix A/V system of the dining hall, café food line and the exterior audio system. Any inputs to any outputs for the DTP Crosspoint 108 video switcher, full audio control over the audio DSP processor which will also support six (6) wireless combo microphones, two (2) XLR inputs, 1- CD/Bluetooth playback unit. Refer to the school district for direction on touch panel/IPAD layout for final for then control functionality.

Audio visual inputs from the equipment rack can route and support the following areas: Main dining hall, café lunch line space, and to the exterior patio space.

- a) The TLP and/or iPad using the Extron Control App, will be able to route both audio and video signals to the dining hall, café food line area and exterior area
- b) Control the audio levels within the dining hall, café food line area and exterior area.
- c) The wall mounted volume controller located within the food preparation area can locally control the audio levels within the café food line area.
- d) The wall mounted controller located within the recessed wall box will be able to control the audio levels within the exterior patio area.
- e) The wall mounted controller located within the recessed wall box will also have the capability to select a local input (XLR or 3.5mm input) to provide and locally control the volume levels within the exterior area.

System Programming requirements for Extron touch control panel

Dining Hall inputs:

All HDMI and 3.5mm audio signals can be routed within the dining hall space and to the café food line area, and only the audio levels to the exterior outdoor space.

Café Managers Office inputs:

Both HDMI and 3.5mm audio signals from this space will only route to the café food line area. The local volume controller will control the audio levels separately when needed and will work in conjunction with the main TLP volume adjustments.

Exterior area inputs:

Audio signals from this space will only route to the exterior area. The local volume controller will control the audio levels separately when needed and will work in conjunction with the main TLP volume adjustments. The local push button controller will allow the user to select either a local input or the main audio generated from the dining hall area.

IDF / Equipment Closet:

This will house a Middle Atlantic SR-40 Series Equipment Rack (32 Rack spaces and 28" Deep). This will house, one (1) Touch Link Panel w/ RM 6 rack mount kit, Six (6) wireless microphone receivers and an antenna distribution system (Antennas are to be mounted within the dining hall area, either wall or ceiling mounted), one (1) DTP 108 Crosspoint, one (1) DXP 88 Matrix switchers will support the lunch area, and DSP Processor. Playback and share link unit located here. Amplifiers, Owner furnished P.O.E Network Switch will be housed within the Middle Atlantic equipment rack. See details on page 4 of the Extron system design.

NOTE: Contractor shall prepare and submit a system programming based on these specifications for final review by the architect and District prior to installation of all equipment.

Control® 29AV-1

Professional Series – Premium Indoor/Outdoor Monitor Speaker



Key Features:

- Extremely smooth, flat frequency response with extended bandwidth
- 110° x 85° HF coverage, rotatable horn
- 110 Watt transformer for 70V or 100V lines, with 8Ω thru
- SonicGuard™ overload protection
- 200 mm (8") Kevlar cone woofer, 25 mm (1") titanium diaphragm compression driver
- Includes InvisiBall™ mounting hardware, plus ten 6 mm attachment points for suspension and optional U-bracket
- Sealed input panel cover and screw-down input terminals



Description:

The Control 29AV-1 provides improved voicing for extremely flat, high-fidelity performance, extended bandwidth and well-controlled defined coverage from a compact loudspeaker.

The rotatable high-frequency horn allows use of the speaker in either vertical or horizontal orientation. Consistent coverage ensures excellent sound character throughout the listening area. Moderate magnetic shielding allows use of the speaker as close as 230 mm (9") to video monitors.

The top-quality line distribution transformer, designed for minimal insertion loss and reduced saturation, allows use of either 70V or 100V distributed speaker lines. In bypass position, the 8Ω impedance allows use of multiple speakers on a loudspeaker line.

The included InvisiBall mounting method is simple to install, aims easily and provides a high degree of theft deterrence. InvisiBall allows horizontal rotation of up to 41° off-axis and vertical rotation of up to 36° (horn end inward) or 23° (woofer end inward). Attachment points for the optional MTC-29UB U-bracket allows for compact installation.

Weather resistance has been maximized. The woofer's cone is made of kevlar, surround is pure butyl rubber, and the driver basket is rear loaded to minimize direct exposure. The compression driver's diaphragm is pure titanium. The grille is thermoset composite coated and comes with foam to minimize incursion of water. Nickel/zinc rust-resistant terminals ensure a secure input connection. An MTC-PC2 sealed-entrance cover is included to further protect the speaker's terminals.

JBL's exclusive SonicGuard overload protection is virtually inaudible to the listener, ensuring reliability while providing full-fidelity sound.

Available in black or white (-WH). The cabinet will accept a variety of paints to match any décor.

Control® 29AV-1

Professional Series – Premium Indoor/Outdoor Monitor Speaker



Specifications:

System	
Frequency Range (-10 dB) ¹	37 Hz – 18 kHz
Frequency Response (± 3 dB) ¹	43 Hz – 15 kHz
100 Hr Power Capacity ²	300 Watts Continuous Program Power 150 Watts Continuous Pink Noise
Maximum SPL @ 1m ³	Short-Term: 118 dB; Long-Term: 112 dB
Nominal Sensitivity ⁴	90 dB, 1W @ 1 m (3.3 ft)
Nominal Coverage Angle ⁵	110° H x 85° V, rotatable
Directivity Factor (Q)	6.7, averaged 500 Hz to 16 kHz
Directivity Index (DI)	8.3 dB, averaged 500 Hz to 16 kHz
Nominal Impedance	8 ohms
Minimum Impedance	6.3 ohms @ 230 Hz 3.3 ohms @ 4.1 kHz
Crossover Type	3rd order high-pass, 2nd order low-pass with impedance compensation, 2.5 kHz crossover frequency
Transformer Taps	70V: 110W, 55W, 28W & 14W 100V: 110W, 55W, & 28W
Thru Position	8Ω nominal
Recommended High-Pass	See chart
Transducers	
Low Frequency	200 mm (8 in) kevlar cone with pure butyl rubber surround, 50 mm (2 in) voicecoil on fiberglass former
High Frequency	25 mm (1 in) compression driver, pure titanium diaphragm with patented JBL diamond surround
Physical	
Enclosure Material	High impact polystyrene
Grille	Thermoset composite coated steel
Overload Protection	Full-range power limiting to protect network and transducers. Serviceable internal fuse to protect during extreme overload conditions.

Environmental	IEC 529 IP-X4 splashproof rating. Exceeds MilSpec 810 for humidity, salt spray, temperature & UV. Passes Mil-Std-202F for salt spray.
Termination	Screw-down terminal strip, zinc plated copper base, nickel plated metal screws/washers. Accepts up to 9 mm outside 4 mm inside open lug (#6, #8 or #10 lug), plus bare wire (up to 12 AWG/2.5 mm ²).
Safety Agency Rating	Transformer is listed per UL1876
Colors	Black or white (-WH)
Dimensions (H x W x D)	520 x 306 x 277 mm (20.5 x 12.0 x 10.9 in)
Net Weight (each)	12.2 kg (26.8 lb)
Shipping Weight (each)	14.0 kg (30.8 lb)
Included Accessories	» 1 pc MTC-PC2 input panel cover, InvisiBall mounting base, 6 mm x 260 mm InvisiBall Hex wrench
Optional Accessories	» MTC-29CM to install speaker down from the ceiling » MTC-29UB U-bracket

¹ In half-space.

² Continuous Pink Noise rating is IEC-shaped pink noise with a 6 dB crest factor for 100 hours continuously. Continuous program power is defined as 3 dB above the Continuous Pink Noise Rating and is a conservative expression of the system's ability to handle normal speech and music program material.

³ Calculated from sensitivity and power handling. Power compression not considered.

⁴ Half-space, averaged 100 Hz to 10 kHz 5 2 kHz to 14 kHz

⁵ 2 kHz to 14 kHz

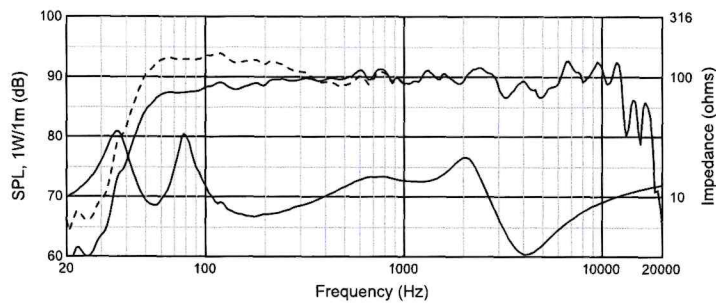
JBL continually engages in research related to product improvements. Changes introduced into existing products without notice are an expression of that philosophy.

Control® 29AV-1

Professional Series – Premium Indoor/Outdoor Monitor Speaker

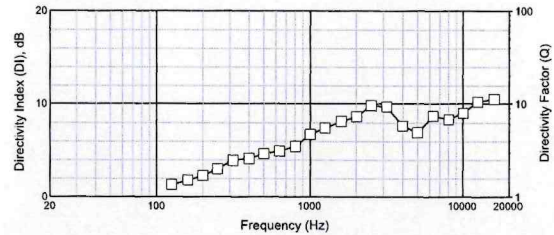


Frequency Response:

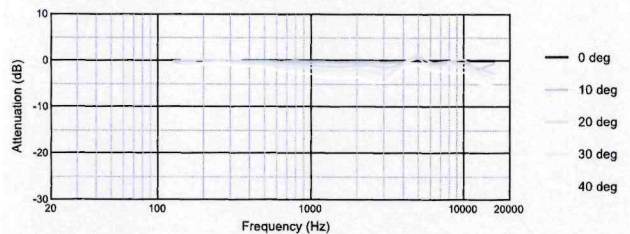


On axis in half-space (2pi, dotted line) and full-space (4pi, solid line)
at thru (8 ohm) setting Input Impedance

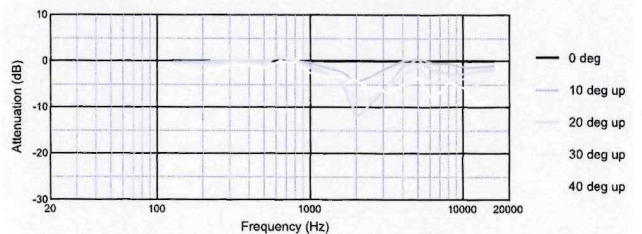
Directivity Index, Q:



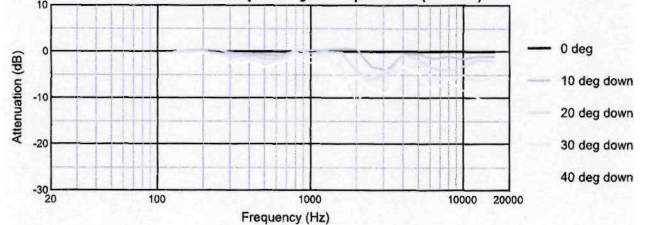
Horizontal Off Axis Frequency Response:



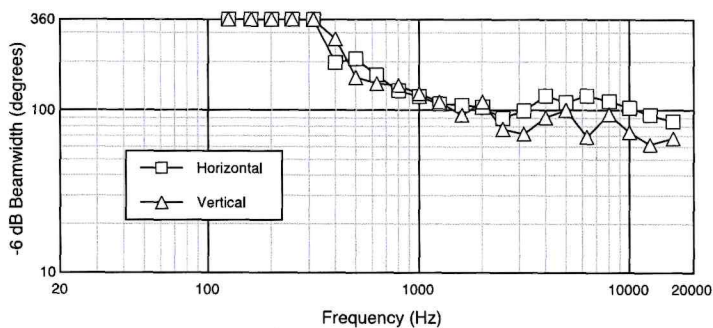
Vertical Off Axis Frequency Response (up):



Vertical Off Axis Frequency Response (down):



Beamwidth vs. Frequency:



High-Pass Frequency Recommendations:

The line-matching transformer in the Control 29AV-1 has been designed to minimize saturation; however, it is recommended that the system be high-passed to prevent very low-frequency content from overloading the transformer and/or the driving amplifier at high signal levels. The high-pass requirements vary according to the tap settings and number of speakers connected in parallel. The following chart will eliminate risk of saturation, even at full-voltage (70V or 100V) peaks. Reducing the drive voltage will enable a corresponding reduction of high-pass frequency (24 dB/octave high-pass slope).

	1 or 2 speakers	3 or more speakers
14 Watt Tap	30 Hz	35 Hz
28 Watt Tap	35 Hz	40 Hz
55 Watt Tap	60 Hz	70 Hz
110 Watt Tap	80 Hz	90 Hz
8 Ohm Setting	No high-pass required	

Control® 29AV-1

Professional Series – Premium Indoor/Outdoor Monitor Speaker



Architectural Specifications:

The loudspeaker shall consist of a 200 mm (8 in) low frequency transducer, 25 mm (1 in) compression driver, and frequency dividing network. The low frequency driver's voice coil shall be 50 mm (2 in) in diameter.

Performance specifications of a typical unit shall be as follows: Usable frequency response shall extend from 37 Hz to 18 kHz (10 dB below rated sensitivity, half-space, no external equalization). Rated power shall be at least 300 watts continuous program power for 100 continuous hours duration (defined as 3 dB above a test signal of filtered random pink noise conforming to IEC268-5). Measured sensitivity shall be at least 90 dB-SPL (at 1 m [3.3 ft] with 2.83 V input, ave. 100 Hz to 10 kHz).

The input shall be switchable for use either at nominal 8 ohms, or on a 70.7V or 100V distributed speaker line via built-in transformer. Selectable taps shall nominally be 110W, 55W, or 28W on either a 70.7V or 100V distributed speaker line, plus 14W on 70.7V line only.

The system shall be protected against damage from occasional overpowering via full range limiting, which shall be inaudible during activation. The compression driver shall be horn-loaded to cover 110 degrees by 85 degrees with a high degree of accuracy and the horn shall be rotatable to achieve these coverages either in the horizontal or vertical planes, regardless of cabinet orientation.

The cabinet and grille shall be paintable. The grille shall be secured via screws to keep it in place when facing downward.

The low frequency transducer shall have woven kevlar cone and butyl rubber surround, with the frame protected from direct weather exposure. The compression driver shall be constructed with a titanium diaphragm for weather resistance. The system shall withstand Mil Spec 810 testing with specified durations with no effect on its acoustical performance or structural integrity: salt spray (method 509.3), temperature (method 501.3 and 502.3), humidity (method 507.3) and ultraviolet (method 505.3). Further, it shall pass Mil-Std-202F (method 101D) for salt spray. The system shall have an IEC 529 splash-proof rating of IP-X4.

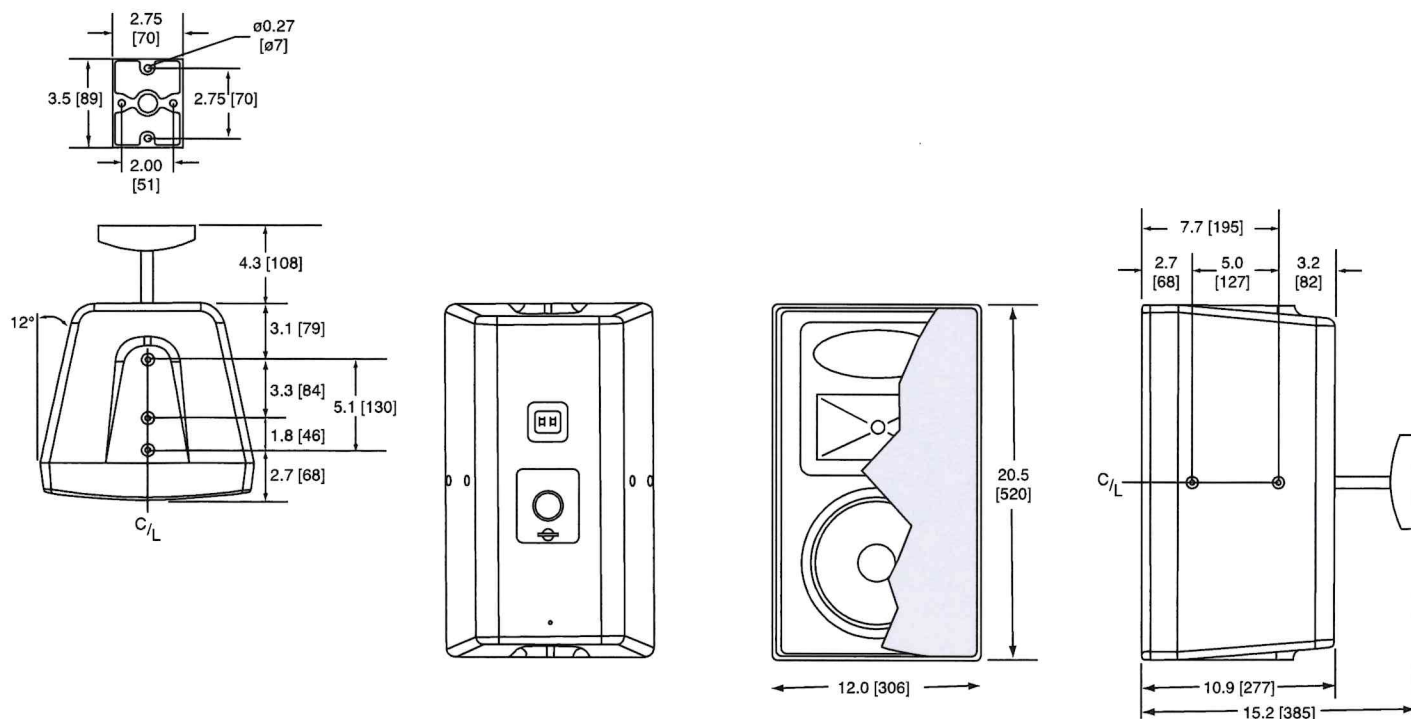
For theft-deterrence, the installation access area shall be hidden behind a snap-out cover on the front grille. The included ball mechanism shall be internal to the cabinet. The cabinet shall have ten (10) 6 mm mounting points, including 2 on each side and 3 on top and bottom and an accessory U-bracket shall be available. The grille logo shall be rotatable for proper orientation with loudspeaker mounted horizontally or vertically.

The external wiring connectors shall be screw-down terminals. Overall cabinet dimensions shall be no greater than 520 mm high x 306 mm wide x 277 mm deep (20.5 x 12.0 x 10.9 in) and shall weigh no more than 12.2 kg (26.8 lb). The finish shall be lightly textured black or white.

The system shall be the JBL Model C29AV-1 (or C29AV-WH-1) with included InvisiBall® (mounting system).

Mounting Dimensions:

Dimensions in inches (mm)

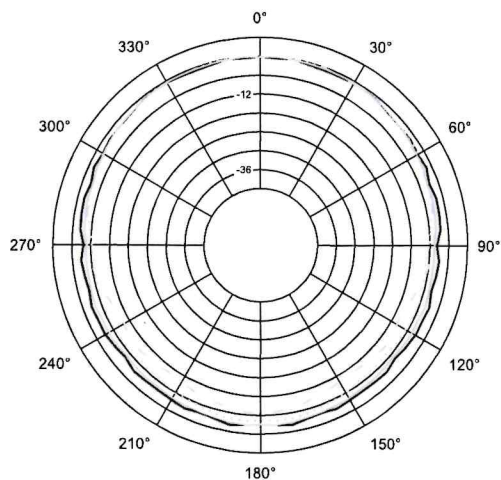


Control® 29AV-1

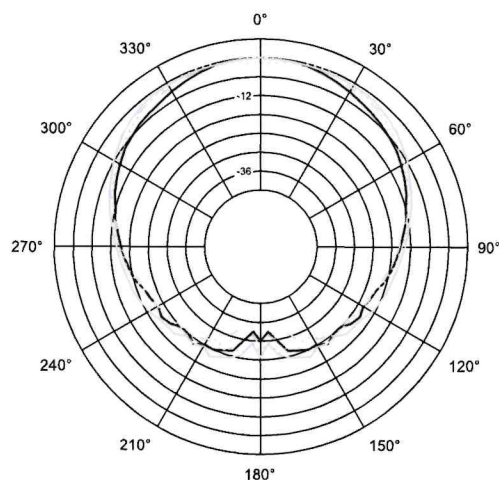
Professional Series – Premium Indoor/Outdoor Monitor Speaker



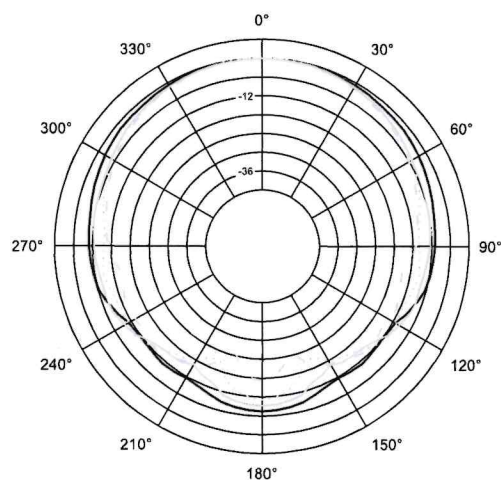
Horizontal 1/3 Octave Polars:



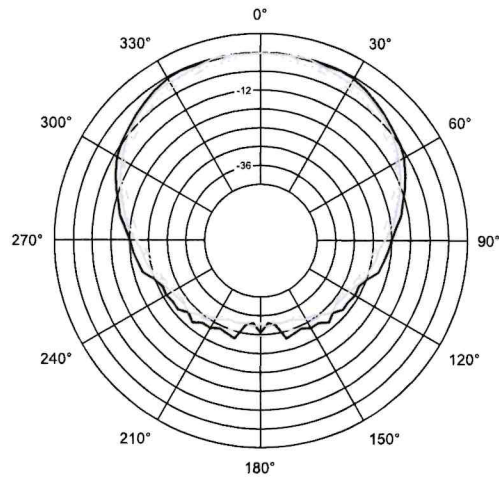
— 200Hz
— 250Hz
— 315Hz
— 400Hz



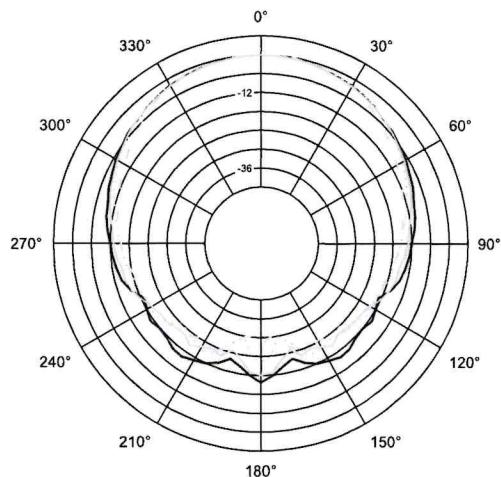
— 3.15kHz
— 4kHz
— 5kHz
— 6.3kHz



— 500Hz
— 630Hz
— 800Hz
— 1kHz



— 8kHz
— 10kHz
— 12.5kHz
— 16kHz



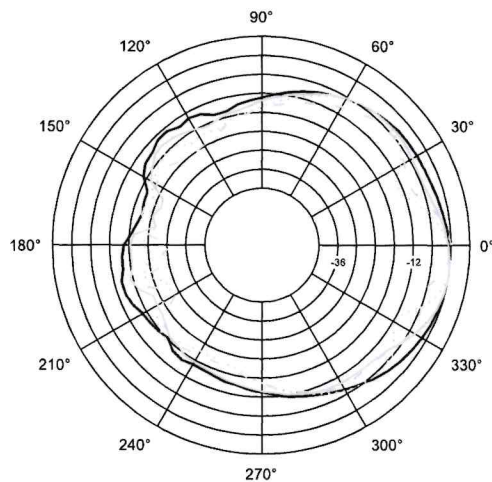
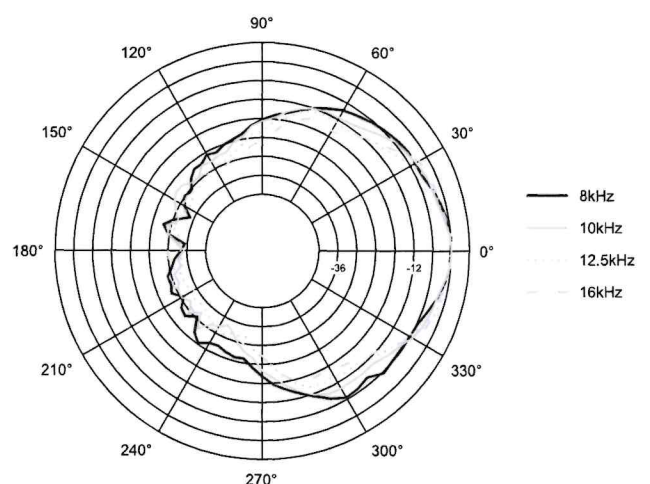
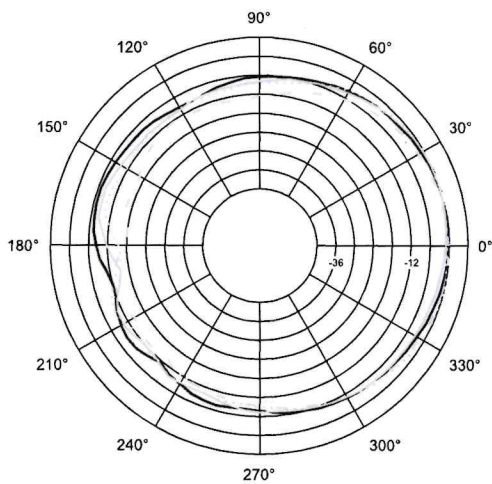
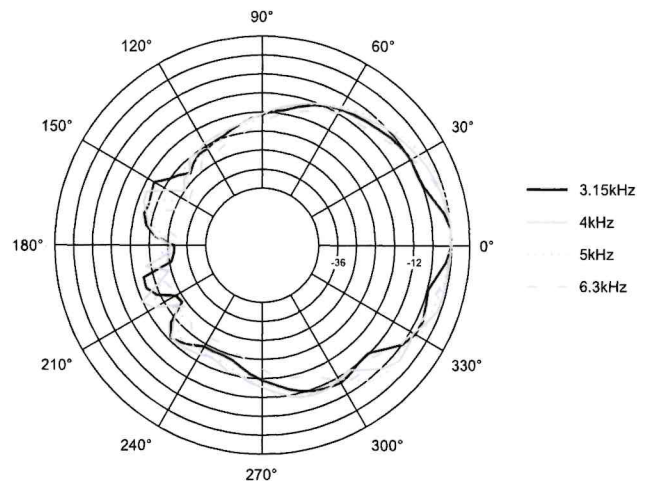
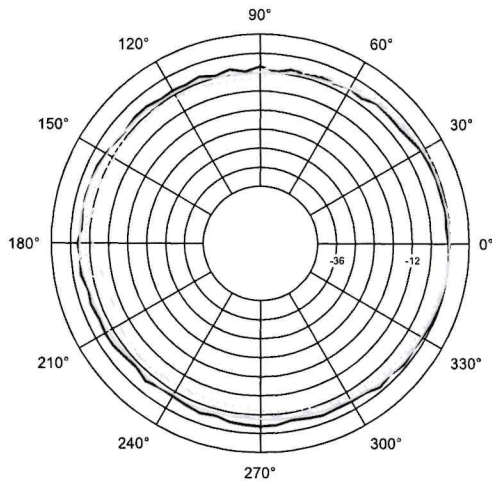
— 1.25kHz
— 1.6kHz
— 2kHz
— 2.5kHz

Control® 29AV-1

Professional Series – Premium Indoor/Outdoor Monitor Speaker



Vertical 1/3 Octave Polars:



Control® 30

Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker



Key Features:

- Extended bandwidth, extremely smooth frequency response
- Fully outdoor-capable design, featuring WeatherMax™ multi-layer grille
- 120° x 110° HF coverage
- 150 Watt transformer for 70V or 100V lines, with 4Ω thru
- SonicGuard® overload protection
- 250 mm (10 in) fiberglass/Kevlar® cone LF woofer, with neodymium magnet coaxial 125 mm (5 in) anodized aluminum cone MR, and 25 mm (1 in) titanium diaphragm compression driver
- Includes InvisiBall® mounting hardware, plus ten 6 mm attachment points for suspension and optional U-bracket
- Sealed input panel cover and screw-down input terminals



Description:

The Control 30 utilizes high power components, computer optimized horn and coaxial component design, patent-pending cabinet manufacturing techniques, and a complex network to achieve smooth high fidelity performance, extended bandwidth and well-controlled, defined coverage from a compact loudspeaker.

A symmetrical mid-high frequency horn allows use of the speaker in either vertical or horizontal orientation. Smooth frequency response and cone-midrange performance ensures excellent sound character throughout the frequency band, over the entire listening area.

The top-quality line distribution transformer, designed for minimal insertion loss and reduced saturation, allows use of either 70V or 100V distributed speaker lines. In bypass position, the 4 ohm impedance allows use of multiple speakers on a loudspeaker line.

The included InvisiBall mounting method is simple to install, aims easily and provides a high degree of theft deterrence. InvisiBall allows horizontal rotation of up to 41° off-axis and vertical rotation of up to 36° (horn end inward) or 23° (woofer end inward). Attachment points for the optional MTC-30UB (-WH) U-bracket allows for compact installation and is particularly useful for low profile under-balcony applications.

Weather resistance has been maximized. The neodymium magnet LF woofer has a fiberglass and Kevlar composite cone, the surround is pure butyl rubber, and the basket is rear loaded to minimize exposure. The MR cone of the coaxial mid-high driver is anodized aluminum with a formulation EPDM rubber surround, and the HF compression driver's diaphragm is pure titanium. The coaxial component is protected by an acoustically transparent screen. The grille is thermoset composite coated and stands up very well to UV as well as humidity. The grille is backed with our WeatherMax multi-layer foam, which prevents the direct incursion of water. Nickel/zinc rust-resistant terminals ensure a secure input connection. An MTC-PC2 sealed-entrance cover is included to further protect the speaker's terminals.

JBL's exclusive SonicGuard overload protection is virtually inaudible to the listener, ensuring reliability while providing full fidelity sound. Available in black or white (-WH), the cabinet will accept a variety of paints to match any décor.

Available in black or white (-WH), the cabinet will accept a variety of paints to match any décor.

Control® 30

Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker



Specifications:

System	
Frequency Range (-10 dB) ¹	38 Hz – 17 kHz
Frequency Response (± 3 dB) ¹	40 Hz – 16 kHz
100 Hr Power Capacity ²	500 Watts Continuous Program Power 250 Watts Continuous IEC Pink Noise
Maximum SPL @ 1m ³	Short-Term: 123 dB; Long-Term: 117 dB
Nominal Sensitivity ⁴	93 dB, 2.83V @ 1m (3.3 ft)
Nominal Coverage Angle ⁵	120° H x 110° V
Directivity Factor (Q)	5.2, averaged 500 Hz to 10 kHz
Directivity Index (DI)	7.1 dB, averaged 500 Hz to 10 kHz
Nominal Impedance	4 ohms
Crossover Type	3rd order Low Pass LF, 2nd order High Pass/3rd order Low Pass MF, 3rd order High Pass, HF, plus conjugate shaping circuitry
Transformer Taps	70V: 150W, 75W, 38W, 19W 100V: 150W, 75W, 38W
Thru Position	4Ω nominal
Recommended High-Pass	See chart
Transducers	
Low Frequency	250 mm (10 in) fiberglass/Kevlar® cone with pure butyl rubber surround, 50 mm (2 in) voice coil on fiberglass former, neodymium magnet
Mid Frequency	125 mm (5 in) anodized aluminum cone with EPDM rubber (Terpolymer of Ethylene and Propylene) surround, 25 mm (1 in) voice coil on fiberglass former
High Frequency	25 mm (1 in) compression driver, pure titanium diaphragm with patented JBL diamond surround
Physical	
Enclosure Material	High Impact Polystyrene (HIPS) with 10% glass fill plus patent-pending internal 5 mm foamed polyurethane secondary mold

Grille	Thermoset composite coated steel, WeatherMax multi-layer foam
Overload Protection	SonicGuard full range power limiting to protect network and transducers
Environmental	IEC 529 IP-X5 rating. Exceeds Mil Spec 810 for humidity, salt spray, temperature & UV. Passes Mil-Std-202F for salt spray.
Termination	Screw-down terminal strip, zinc plated copper base, nickel plated metal screws/washers. Accepts up to 9 mm outside 4 mm inside open lug (#6, #8 or #10 lug), plus bare wire (up to 12 AWG/2.5 mm ²).
Safety Agency Rating	Transformer is listed per UL1876
Colors	Black or white (-WH)
Dimensions (H x W x D)	593 x 372 x 345 mm (23.3 x 14.6 x 13.5 in)
Weight (each)	18.9 kg (42 lb)
Shipping Weight (each)	20.3 kg (45 lb)
Included Accessories	» 1 pc MTC-PC2 input panel cover, InvisiBall mounting base, 6 mm x 305 mm InvisiBall Hex wrench
Optional Accessories	» MTC-30MK-WH Marine Grille Kit includes grille and protective cover for baffle screws. White only » MTC-30CM (-WH) to install speaker down from the ceiling » MTC-30UB (-WH) U-Bracket

¹ In half-space

² Continuous Pink Noise rating is IEC-shaped pink noise with a 6 dB crest factor for 100 hours continuously. Continuous Program Power is defined as 3 dB above the Continuous Pink Noise Rating and is a conservative expression of the system's ability to handle normal speech and music program material.

³ Calculated from sensitivity and power handling, exclusive of power compression

⁴ Half-space, averaged 100 Hz to 10 kHz

⁵ 500 Hz to 10 kHz

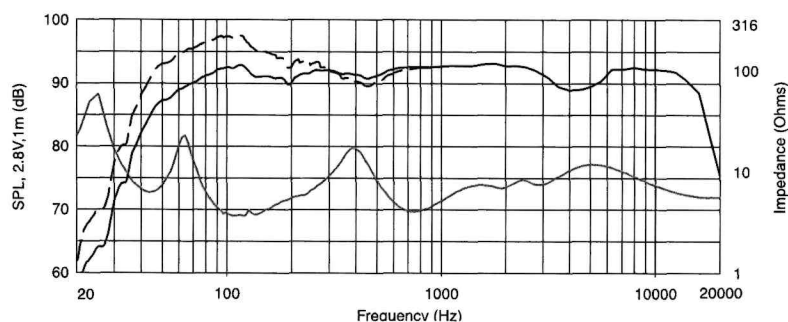
JBL continually engages in research related to product improvement. Changes introduced into existing products without notice are an expression of that philosophy.

Control® 30

Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker

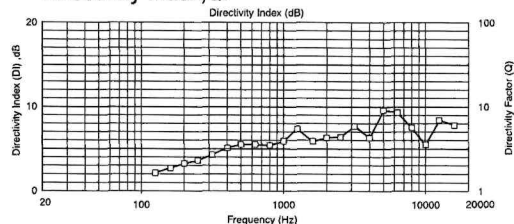


Frequency Response:

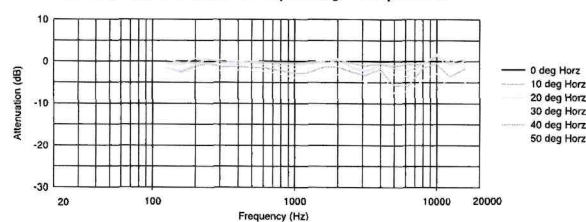


On axis in half-space (2pi, dotted line) and full-space (4pi, solid line)
at thru (4 ohm) setting Input Impedance.

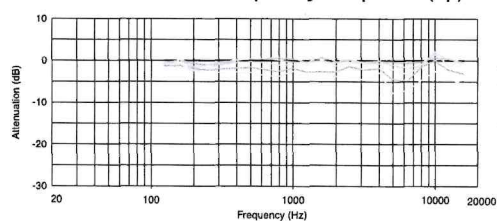
Directivity Index, Q:



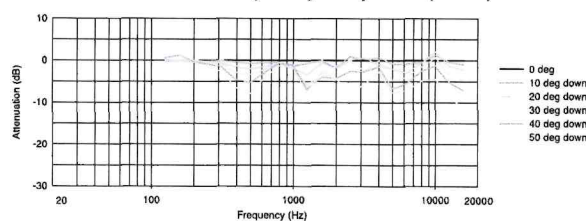
Horizontal Off Axis Frequency Response:



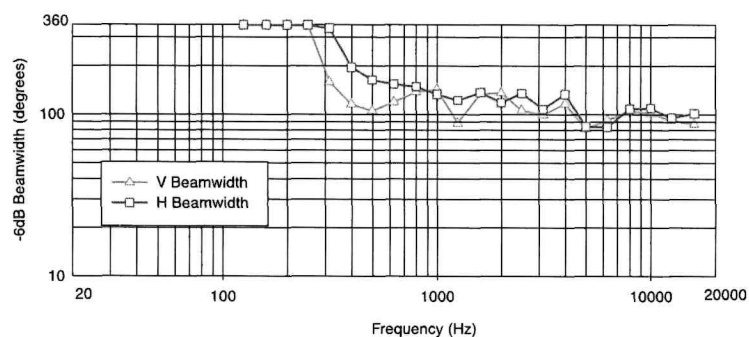
Vertical Off Axis Frequency Response (up):



Vertical Off Axis Frequency Response (down):



Beamwidth vs. Frequency:



High-Pass Frequency Recommendations:

The line-matching transformer in the Control 30 has been designed to minimize saturation; however, it is recommended that the system be high-passed to prevent very low-frequency content from overloading the transformer and/or the driving amplifier at high signal levels. The high-pass requirements vary according to the tap settings and number of speakers connected in parallel. The following chart will eliminate risk of saturation, even at full voltage (70V or 100V) peaks. Reducing the drive voltage will enable a corresponding reduction of high-pass frequency (24 dB/octave high-pass slope).

	1 or 2 speakers	3 or more speakers
19 Watt Tap	30 Hz	35 Hz
38 Watt Tap	35 Hz	40 Hz
75 Watt Tap	60 Hz	70 Hz
150 Watt Tap	80 Hz	100 Hz
4 Ohm Setting	No high-pass required	

Control® 30

Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker



Architectural Specifications:

The loudspeaker shall consist of a 250 mm (10 in) low frequency transducer, a coaxial 125 mm (5 in) mid frequency transducer with a 25 mm (1 in) compression driver, and frequency dividing network. The low frequency driver's voice coil shall be 50 mm (2 in) in diameter and the mid frequency driver's voice coil shall be 25 mm (1 in) in diameter.

Performance specifications of a typical unit shall be as follows: Usable frequency response shall extend from 38 Hz to 17 kHz (10 dB below rated sensitivity, half-space, no external equalization). Rated power shall be at least 500 watts continuous program power for 100 continuous hours duration (defined as 3 dB above a test signal of filtered random pink noise conforming to IEC268-5). Measured sensitivity shall be at least 93 dB SPL (at 1m [3.3 ft] with 2.83V input, avg. 100 Hz to 10 kHz).

The input shall be switchable for use either at nominal 4 ohms, or on a 70.7V or 100V distributed speaker line via built-in transformer. Selectable taps shall nominally be 150W, 75W, or 38W on a 70.7V or 100V distributed line, plus 19W on 70.7V line only.

The system shall be protected against damage from occasional overpowering via full range limiting, which shall be inaudible during activation. The coaxial mid-high driver shall be horn loaded to cover 120 degrees horizontal by 110 degrees vertical with a high degree of accuracy.

The cabinet shall be molded High Impact Polystyrene (HIPS) with ten percent glass fill, and a 5 mm internal foamed polyurethane secondary mold. The grille shall be backed by multi-layer foam and be secured via screws to keep it in place when facing downward. The cabinet and grille shall be paintable.

The low frequency transducer shall have a neodymium magnet, a cone of woven fiberglass and Kevlar® and butyl rubber surround, with the frame protected from direct weather exposure. The mid frequency transducer element of the coaxial mid-high driver shall have an anodized aluminum cone with an EPDM rubber (Terpolymer of Ethylene and Propylene) surround, with the frame protected from direct weather exposure. The compression driver shall be constructed with a titanium diaphragm for weather resistance. The coaxial mid-high driver shall be protected with a secondary acoustically transparent screen. The system shall withstand Mil Spec 810 testing with specified durations with no effect on its acoustical performance or structural integrity; salt spray (method 509.3), temperature (method 501.3 and 502.3), humidity (method 507.3) and ultraviolet (method 505.3). Further, it shall pass Mil-Std-202F (method 101D) for salt spray. The system shall have an IEC 529 splashproof rating of IP-X5.

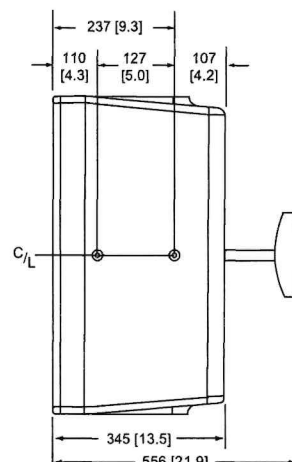
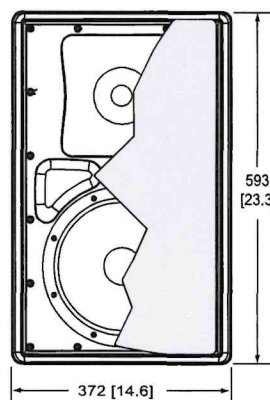
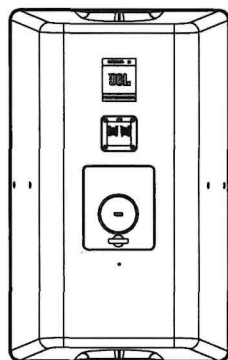
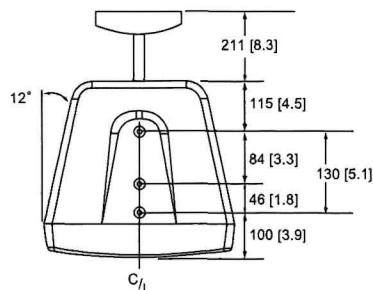
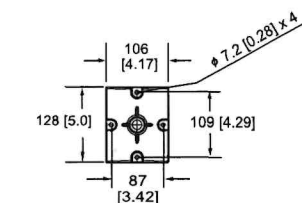
For theft deterrence, the installation access area shall be hidden behind a snap-out cover on the front grille. The included ball mechanism shall be internal to the cabinet. The cabinet shall have ten (10) 6 mm mounting points including 3 on each side and 3 on top and bottom and an accessory U-bracket shall be available. The grille logo shall be rotatable for proper orientation with loudspeaker mounted horizontally or vertically.

The external wiring connectors shall be screw-down terminals. Overall cabinet dimensions shall be no greater than 593 high x 372 mm wide x 345 mm deep (23.3 x 14.6 x 13.5 in) and shall weigh no more than 18.9 kg (42 lb). The finish shall be lightly textured black or white.

The system shall be the JBL Model Control 30 (or Control 30-WH) with included InvisiBall® (mounting system).

Mounting Dimensions:

Dimensions in mm (inches)



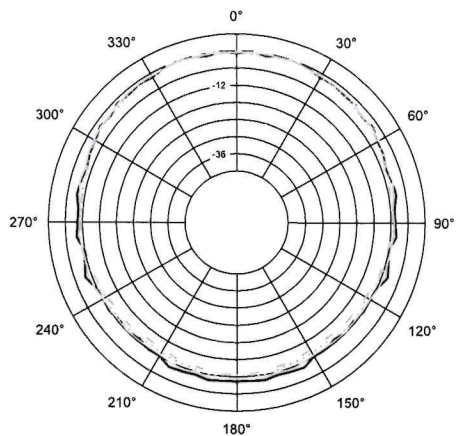
INSTRUCTION BULLETIN NO. 15

Control® 30

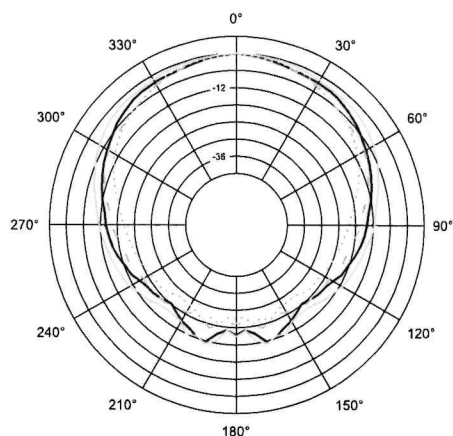
Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker



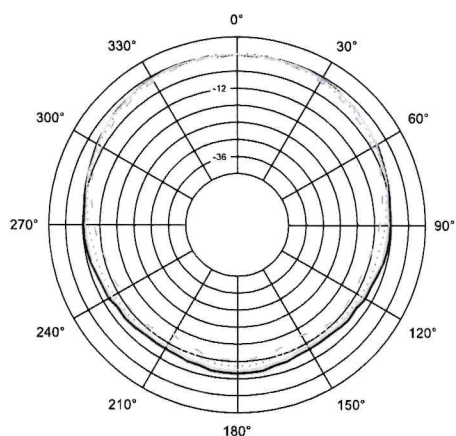
Horizontal 1/3 Octave Polars:



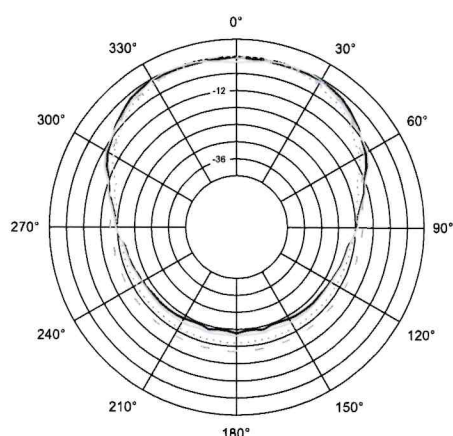
— 200Hz
— 250Hz
- - - 315Hz
- - - 400Hz



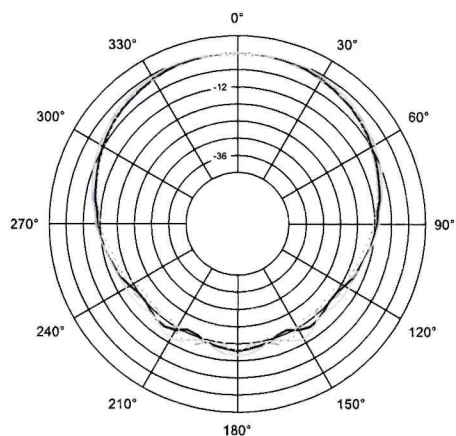
— 3.15kHz
— 4kHz
- - - 5kHz
- - - 6.3kHz



— 500Hz
— 630Hz
- - - 800Hz
- - - 1kHz



— 8kHz
— 10kHz
- - - 12.5kHz
- - - 16kHz



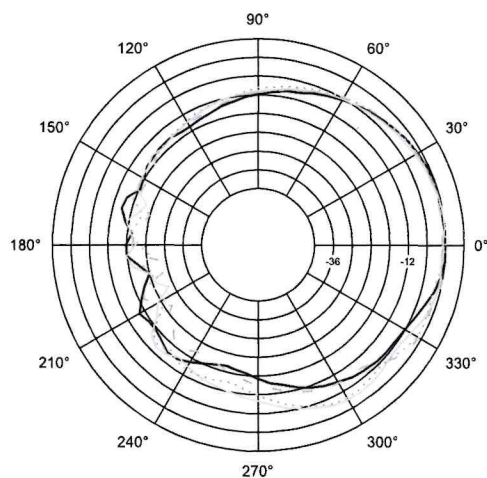
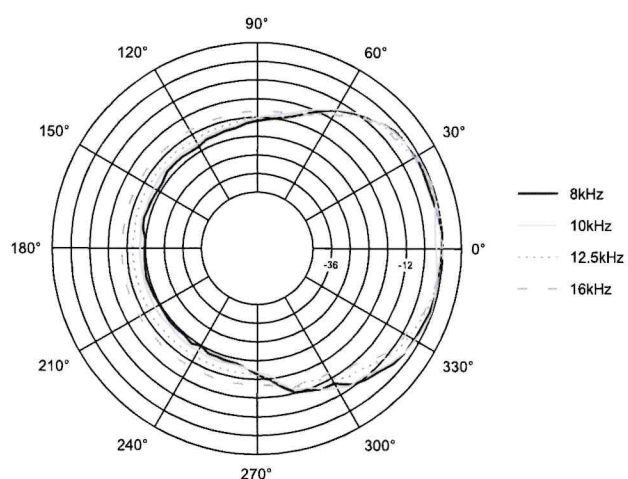
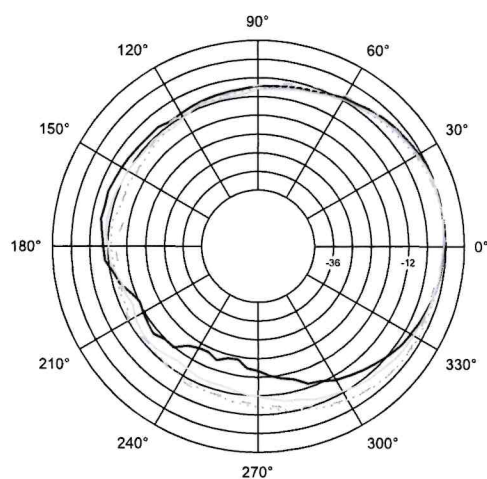
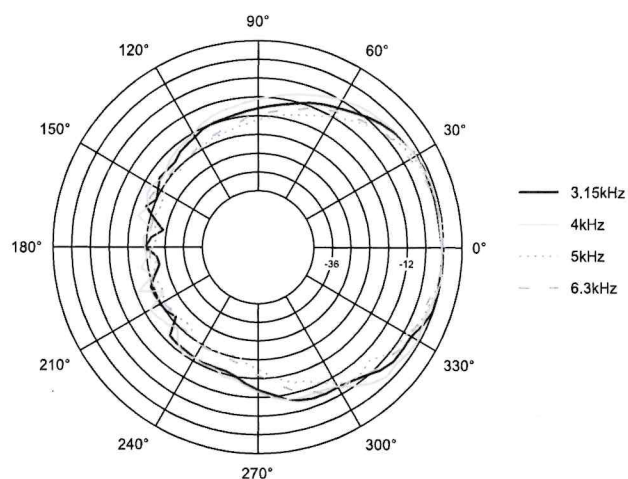
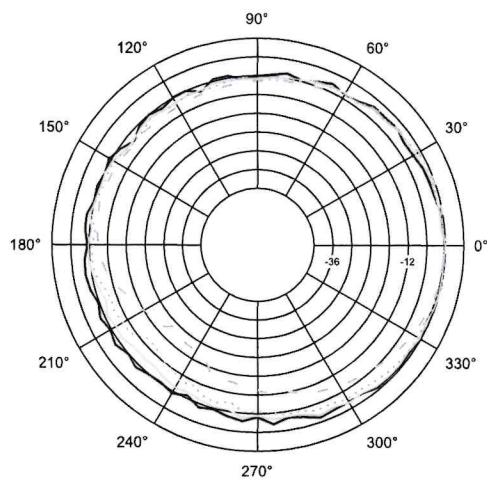
— 1.25kHz
— 1.6kHz
- - - 2kHz
- - - 2.5kHz

Control® 30

Professional Series – Three-Way High-Output Indoor/Outdoor Monitor Speaker



Vertical 1/3 Octave Polars:



INSTRUCTION BULLETIN NO. 15

Control® SB2210

Professional Series – Dual 10" Compact Subwoofer



Key Features:

- 2 x 250 mm (10 in) woven fiberglass cone LF drivers
- 500W power handling
- Frequency response down to 38 Hz
- 13 x M6 insert points including inserts for optional U-Bracket
- Compact, low-profile design

Description:

The Control SB2210 provides low frequency reinforcement for a wide variety of sound system applications. Its compact size, high output and outdoor capable design makes it one of the most versatile subwoofers in the installation market.

The internal angled baffle allows for a large port opening and compact front dimensions without compromising driver size. The Control SB2210 produces warm, punchy low-end sound.

The 250 mm (10 inch) diameter low-frequency drivers feature a long-excursion design and extended low-frequency performance. The driver's woven fiberglass cone delivers robust performance and the highly damped butyl rubber surround and linear suspension spider design provide clean sound quality with lower distortion. The driver's high temperature anodized aluminum voice coil former, voice coil wire, and adhesive ensure stable performance under long time high power working condition. An FEA optimized motor construction reduces harmonic distortion while an aluminum conductive ring coupled to the outside of the pole post reduces harmonic distortion.

Included with the Control SB2210 are four feet for floor and shelf placement. Thirteen M6 insert points allow for installation using forged shoulder eyebolts (with included bevel washers) for suspending the subwoofer, or for mounting to a wall or ceiling via the optional MTC-210UB U-Bracket. The cabinet is available in black or white (Control SB2210-WH) and is paintable. The thermoset composite-coated grille stands up to UV as well as humidity and direct exposure to water. The grille is backed with a combination of materials that, while acoustically transparent, prevent the intrusion of water into the cabinet.

Specifications:

System	
Frequency Range (-10 dB) ¹	38 Hz – 500 Hz
Frequency Response (-3 dB) ¹	48 Hz – 95 Hz
Power Rating ²	500W (2000W peak) Continuous Pink Noise (2 hrs) 1000W Continuous Program (2 hrs) 400W (1600W peak) Continuous Pink Noise (100 hrs)
Maximum Input Voltage	60.0VRMS (2 hrs), 120V peak
Sensitivity ¹	95 dB, 1W @ 1m in half-space (2pi loading, average 50 – 90 Hz)
Max SPL ³	122 dB in half-space (2pi loading)
Nominal Impedance	8Ω
Minimum Impedance	7.25Ω at 160 Hz
Recommended Filter	45 Hz, 24 dB/oct high-pass filter
Transducers	
Low Frequency	Two 250 mm (10 inch) diameter LF drivers, long-excursion design, woven fiberglass cone, highly damped butyl rubber surround, linear suspension spider, high temperature anodized aluminum voice coil former, high-temp voice coil wire and coil adhesive, FEA optimized motor construction, aluminum conductive ring.
Physical	
Enclosure Material	High Impact Polystyrene (HIPS) w/ 10% glass fill and internal 8 mm polyurethane co-mold, painted with highly-UV-resistant paint on white (-WH) model for maximum UV fade resistance.
Grille	Thermoset composite coated steel, zinc-plated, 3-layer foam backing.
Environmental	IP-45 rating per IEC529 when installed with included MTC-PC2 terminal panel cover. Exceeds MilSpec 810 for humidity, salt spray, temperature & UV. Passes Mil-STD-202F for salt spray.



Terminals	Screw-down terminal strip, zinc plated copper base, nickel-plated metal screws/washers. Accepts up to 9 mm outside, 4 mm inside open lug (#6, #8 or #10 lug), plus bare wire (up to 12 AWG/2.5mm ²). Included MTC-PC2 and optional MTC-PC3 protective covers available to provide sealed entrance for additional weather protection.
Agency Rating	ROHS-compliant. Optional MTC-SBT300 transformer is UL recognized per UL1876.
Colors	Black or white (-WH)
Dimensions (H x W x D)	355 x 590 x 570 mm (14 x 23.3 x 22.5 in.)
Net Weight	23.31 kg (51.4 lb)
Shipping Weight	25.85 kg (57.0 lb)
Included Accessories	» 1 pc MTC-PC2 input panel cover, 4 pcs floor standing feet 4 pcs beveled washers
Optional Accessories	» MTC-210UB (&-WH) U-Bracket » MTC-SBT300 70V/100V Transformer, 300W multi-tap, installs onto inside of back input panel using included 4 studs
Transformer Taps	70V: 300W, 150W, 75W, 38W 100V: 300W, 150W, 75W

¹ Continuous Pink Noise rating is IEC-shaped pink noise with a 6 dB crest factor. Continuous Program Power is defined as 3 dB above the Continuous Pink Noise Rating.

² Half-space, (2pi, as when on the floor)

³ Calculated from sensitivity and power handling, exclusive of power compression

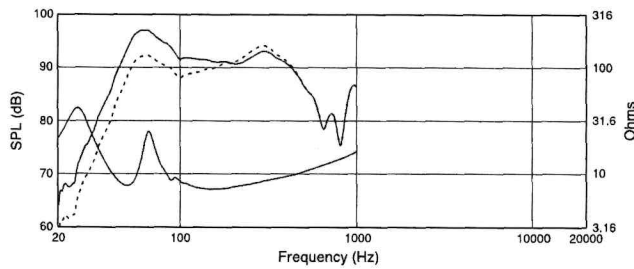
JBL continually engages in research related to product improvement. Some materials, production methods and design refinements are introduced into existing products without notice as a routine expression of that philosophy. For this reason, any current JBL product may differ in some respect from its published description, but will always equal or exceed the original design specifications unless otherwise stated.

Control® SB2210

Professional Series – Dual 10" Compact Subwoofer



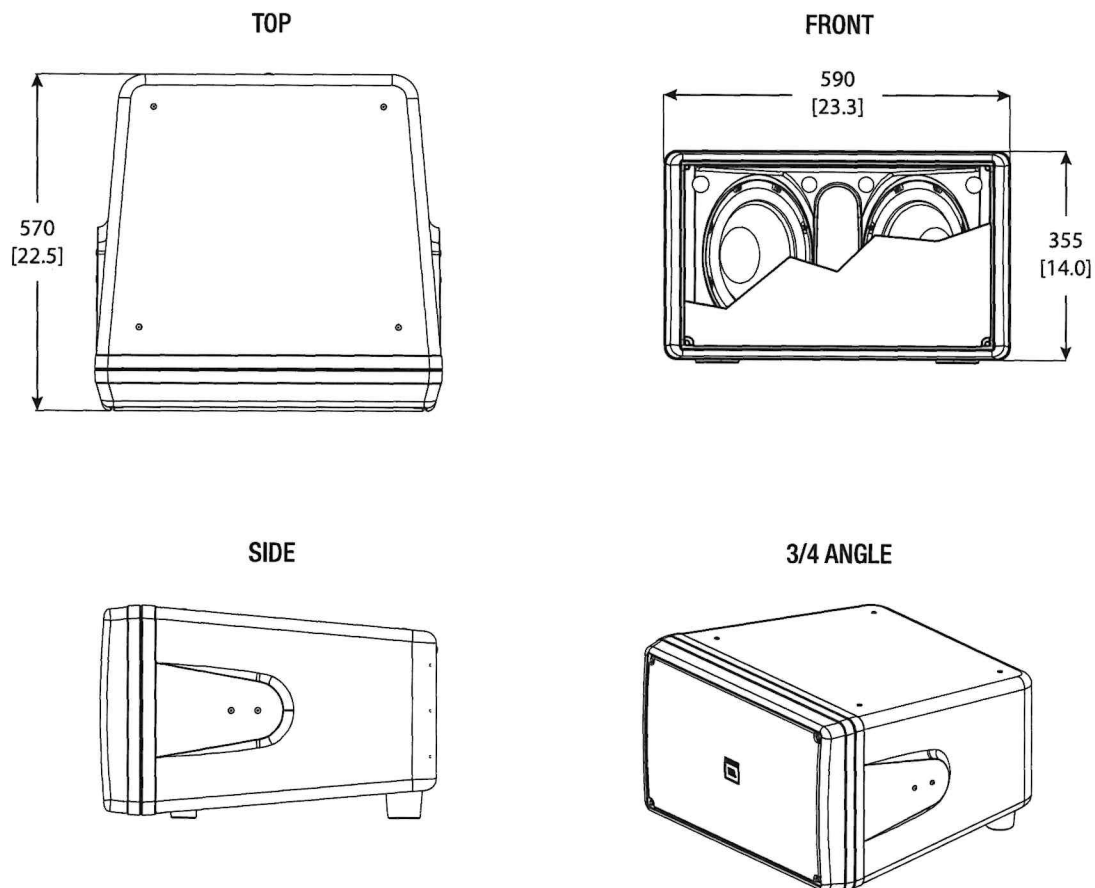
Frequency Response:



Measured on-axis in half-space (4Ω, free-space, dotted line), (2Ω on floor or on wall, solid line); input impedance (lower solid line)

Mounting Dimensions:

Dimensions in mm (inches)





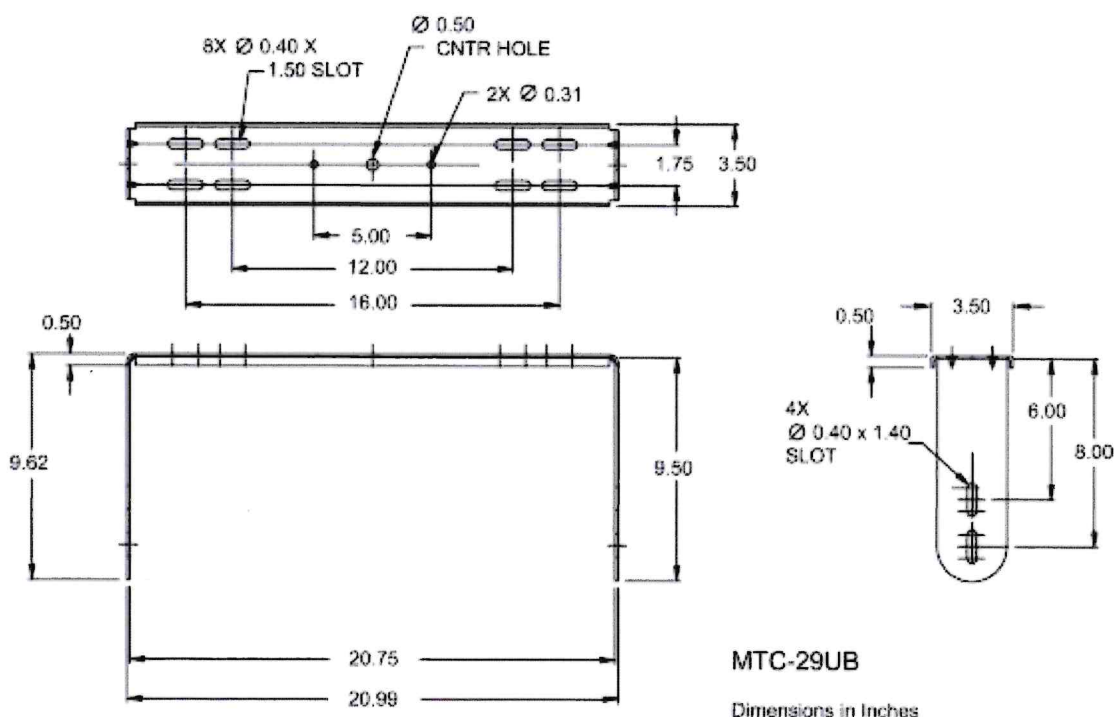
MTC-29UB

Control 29AV U-Bracket Accessory

The new **MTC-29UB** optional U-Bracket accessory is designed for use with the JBL Professional Control 29AV. The U-Bracket allows installation of the enclosure to flat sturdy surfaces when the included InvisiBall Mounting Structure is not appropriate.

The MTC-29UB is constructed of 11 Gauge Steel (0.12 in. thick), and is finished in Polyester Based, Black Powder Coating.

Dimensional Drawing





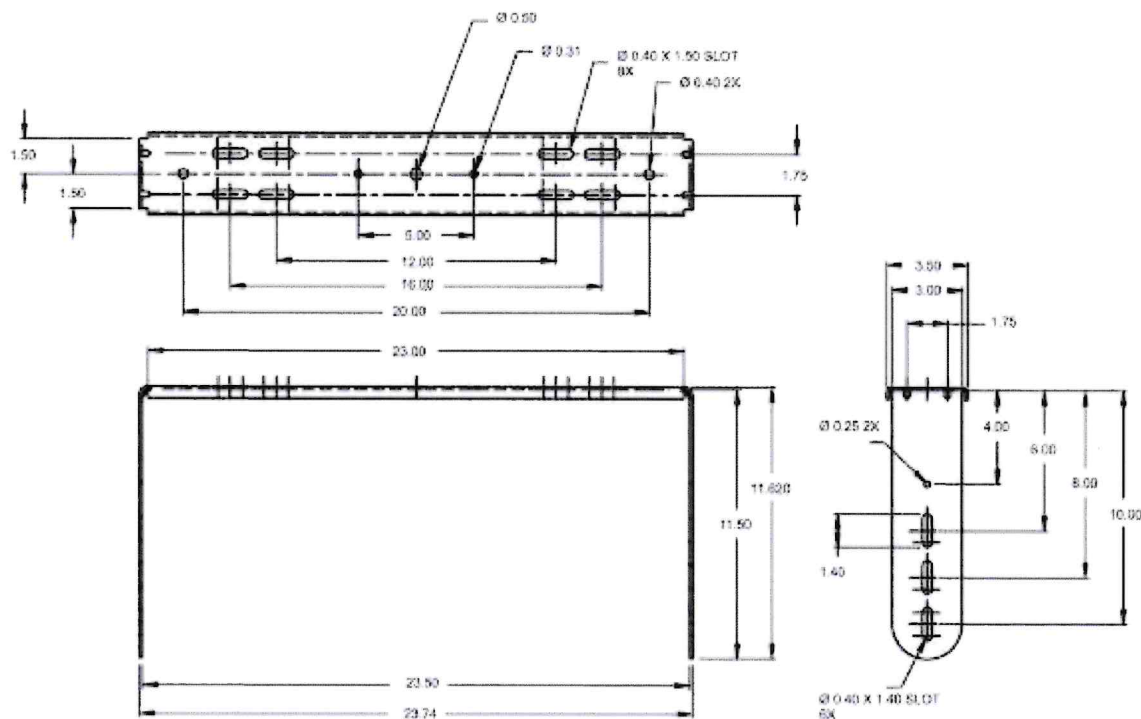
MTC-30UB(-WH)

Control 30 U-Bracket Accessory

The new **MTC-30UB(-WH)** optional U-Bracket accessory is designed for use with the JBL Professional Control 30. The U-Bracket allows installation of the enclosure to flat sturdy surfaces when the included InvisiBall Mounting Structure is not appropriate.

The MTC-30UB is constructed of 11 Gauge Steel (0.12 in. thick), and is finished in Polyester Based, Black or White (-WH) Powder Coating.

Dimensional Drawing



MTC-30UB(-WH)

Dimensions in Inches



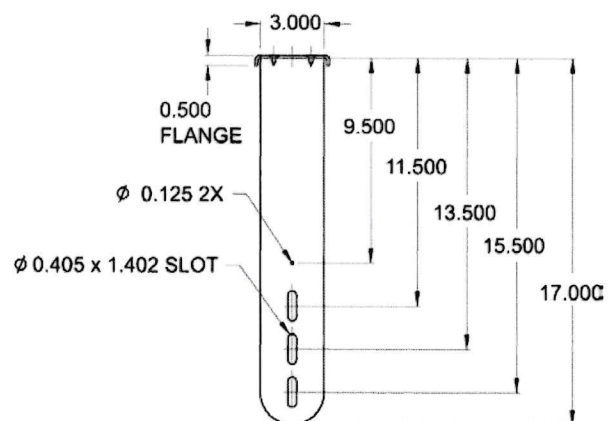
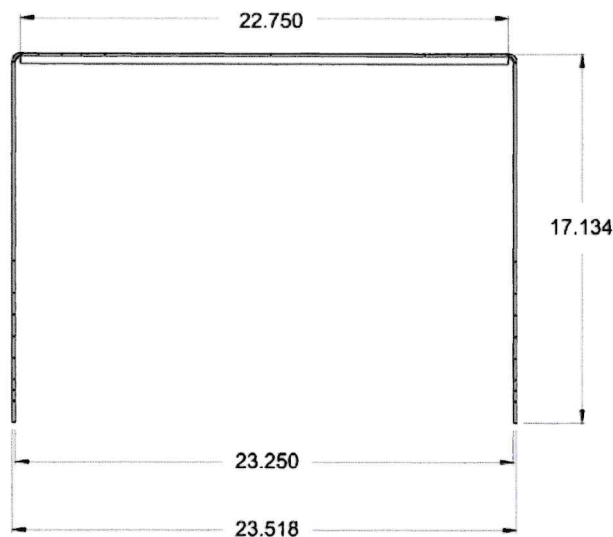
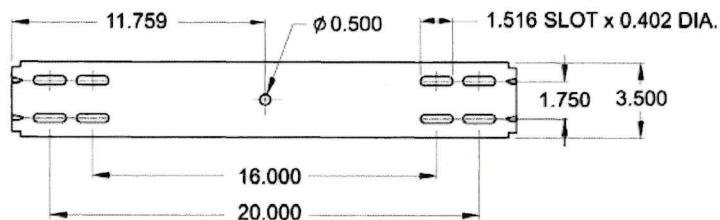
MTC-210UB(-WH)

Control SB210 U-Bracket Accessory

The new **MTC-210UB(-WH)** optional U-Bracket accessory is designed for use with the JBL Professional Control SB210 subwoofer. The U-Bracket allows installation of the enclosure to flat sturdy surfaces, while enabling an axis of rotation.

The MTC-210UB(-WH) is constructed of 10 Gauge Steel (0.134 in. thick), is zinc plated and finished in Polyester Based, Black Powder Coating (MTC-210UB), or White Powder Coating (MTC-210UB-WH).

Dimensional Drawing



MTC-210UB(-WH)

Dimensions in Inches

ARVB

VALVE BOXES Recessed

Application

- Provides easy access to all types of valves and controls that need to be concealed in the wall, but protected by a fully enclosed box

Product Features

- The depth of the valve box can be modified to meet all the valve and control requirements
- When required, vision panels, louvers, engrave plates can be supplied, along with special holes for pipes or conduits

ARVB Valve Box Specifications:

Material: Stainless Steel or Steel: 16 gauge door, frame, box

Door: 16 gauge, flush to frame — rounded safety corners

Frame: 16 gauge, one piece outer flange welded to box

Box: 16 gauge, fully enclosed, completely attached to frame.

When required box can be made with open back.

Hinge: Continuous, concealed

Latch: Cylinder lock & key, Also available: screwdriver operated cam latch, spanner head cam latch, flush paddle handle, thumb turn latch.

Finish: Stainless Steel: Type 304 - #4 satin polish. Steel: 5 stage iron phosphate preparation with prime coat of White alkyd baked enamel

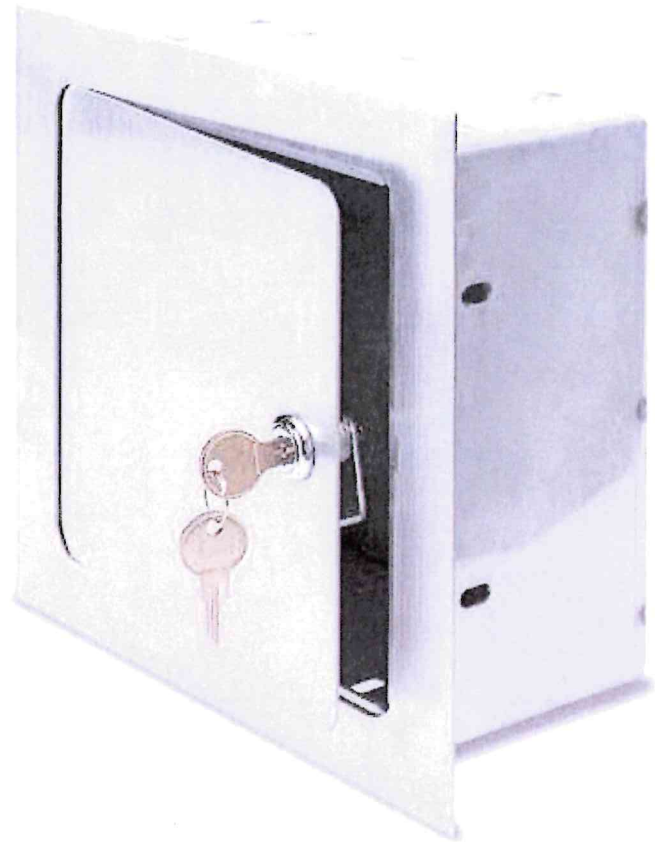
ARVB STANDARD SIZES

(other sizes available upon request)

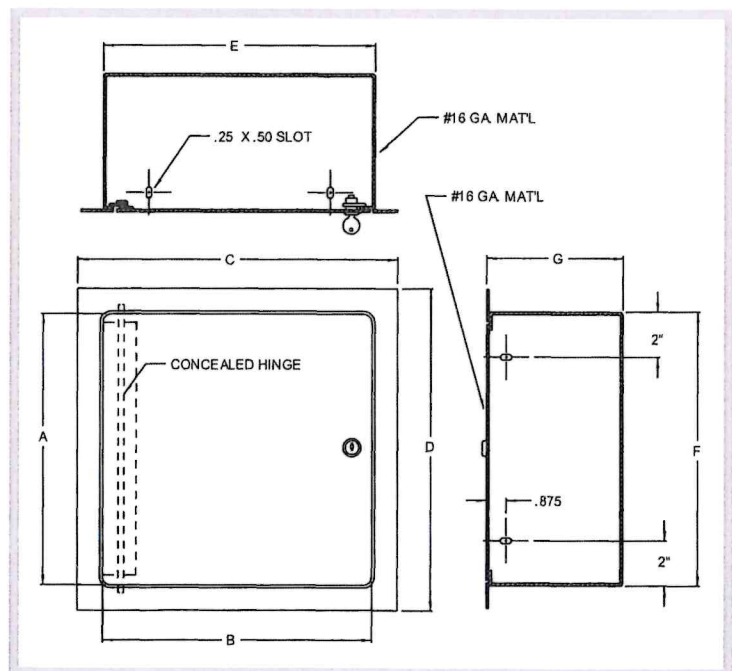
Nominal Door Size W&H		Opening	Weight per Door	
Inches	mm		lbs.	kg.
8 x 8 x 4	203 x 203 x 102	1	5	2.3
8 x 8 x 6	203 x 203 x 152	1	7	3.2
8 x 8 x 8	203 x 203 x 203	1	9	4.1
12 x 12 x 4	305 x 305 x 102	1	9	4.1
12 x 12 x 6	305 x 305 x 152	1	12	5.5
12 x 12 x 8	305 x 305 x 203	1	14	6.4

Wall opening is $W + 3/8"$ (9 mm)

For detailed specifications see submittal sheet



INSTRUCTION BULLETIN NO. 15

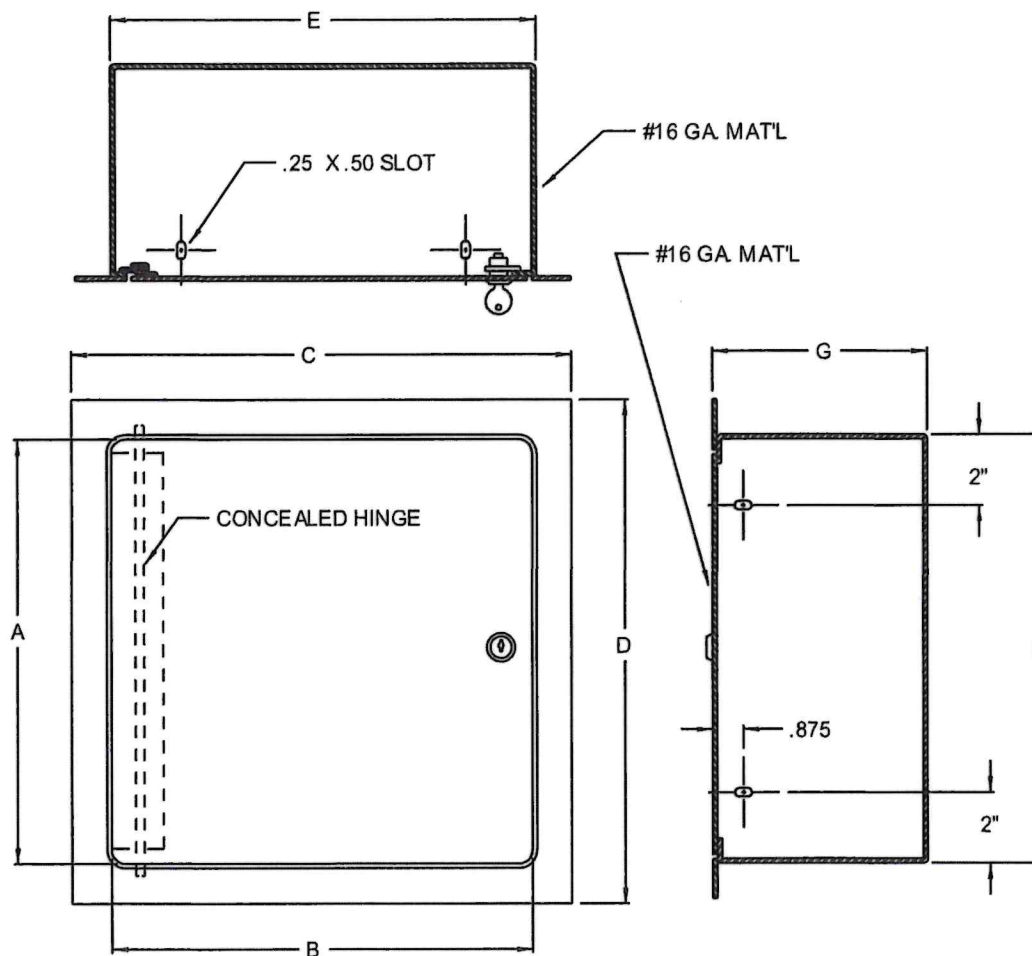


**ACUDOR**

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CANADA: info@acudor.ca / 844.228.3671
INTERNATIONAL: info@acudorintl.com
(905) 428.2240

ARVB**RECESSED VALVE BOX**

QTY.	NOMINAL SIZE	A	B	C	D	E	F	G	LOCK
	8 x 8 x 4 (203 x 203 x 102)	7.45 (189)	7.45 (189)	9.62 (244)	9.62 (244)	8.25 (210)	8.25 (210)	4	1
	8 x 8 x 6 (203 x 203 x 152)	7.45 (189)	7.45 (189)	9.62 (244)	9.62 (244)	8.25 (210)	8.25 (210)	6	1
	8 x 8 x 8 (203 x 203 x 203)	7.45 (189)	7.45 (189)	9.62 (244)	9.62 (244)	8.25 (210)	8.25 (210)	8	1
	12 x 12 x 4 (305 x 305 x 102)	11.45 (291)	11.45 (291)	13.62 (346)	13.62 (346)	12.25 (311)	12.25 (311)	4	1
	12 x 12 x 6 (305 x 305 x 152)	11.45 (291)	11.45 (291)	13.62 (346)	13.62 (346)	12.25 (311)	12.25 (311)	6	1
	12 x 12 x 8 (305 x 305 x 203)	11.45 (291)	11.45 (291)	13.62 (346)	13.62 (346)	12.25 (311)	12.25 (311)	8	1



STANDARD FEATURES: CYLINDER LOCK & KEY, STAINLESS STEEL, #4 SATIN POLISH

OPTIONS:

- LOCK TYPE**
- ☐ SCREWDRIIVER OPERATED CAM LATCH
 - ☐ ALLEN HEAD CAM LATCH
 - ☐ SPANNER HEAD CAM LATCH
 - ☐ PADDLE HANDLE
 - ☐ THUMB TURN LATCH
 - ☐ OTHER

- MATERIAL**
- ☐ CARBON STEEL
 - ☐ OTHER

- FINISH**
- ☐ PRIME COAT BAKED ENAMEL
 - ☐ OTHER

INSTRUCTION BULLETIN NO. 15

JOB NAME:

APPROVED BY:

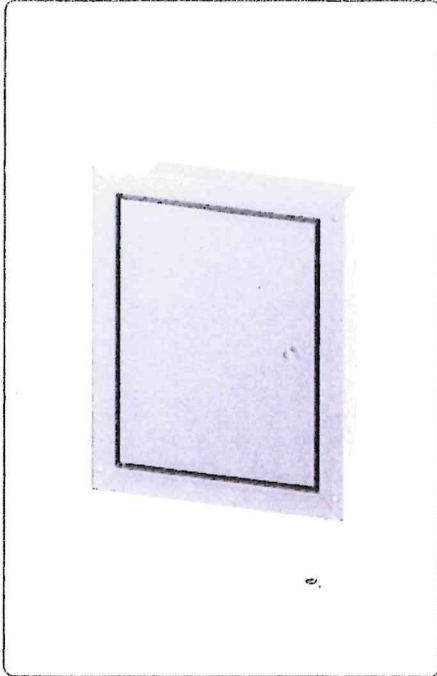
CUSTOMER:

DATE:

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< Concept Flush-Mounted Enclosures

← BACK TO PRODUCT PAGE



Concept Flush-Mounted Enclosures, 12.00x12.00x6.00, Lt Gray, Steel

Catalog#: CFM12126LG

Concept Enclosures are ideal for machine control applications. With streamlined styling, flush quarter-turn latches and an attractive, durable finish.

Industry Standards

UL 508A Listed; Type 4, 12; File No. E61997
cUL Listed per CSA C22.2 No. 94; Type 4, 12;
File No. E61997

Wall-mounting brackets required to maintain
UL/CSA external mounting requirement.

NEMA/EEMAC Type 4, 12, 13

IP66

IEC 60529, IP66

Catalog#:

CFM12126LG

Quantity:

1 ▼

Details Resources 3D models Related Accessories

Features

- Seams continuously welded and ground smooth
- Corner-formed doors
- Simple easy-to-remove and install hinge pins with built-in captivation clip
- High-torque threadless studs and fasteners on door
- Minimum-width body flange provides maximum door opening (210 degrees)
- Door opens 210 degrees
- External formed body flange
- Panel mounting studs fit optional Concept panels and other accessories
- Mounting holes in back of body for optional external wall-mount brackets
- Removable door with hidden hinges for clean, aestheti...

[Read more ▼](#)

Specifications

Product Attribute	Value
Article Number	16449
Height	12 in
Width	12 in
Depth	6 in
Material	Mild Steel
Finish	Powder Coated
Color	Light Gray
Color Code	RAL 7035
Body Thickness	16 ga
Door Thickness	16 ga
Concept Panel	CP1212
Conductive Concept Panel	CP1212G
Panel Size	10.20 x 10.20 in
Mounting	12.75 x 14.25 in
Latch Quantity	1
Weight	16.7 lb
UPC	783510164492
Standard Packaging Quantity	1.0000
Packing Quantity	1.0000

Purchase panels separately.

Optional NEMA-size panels require conversion kit Catalog Number CCPM4.

Reference the Specification Sheet for Popular Cooling Products and Popular Accessories.

Bulletin Number

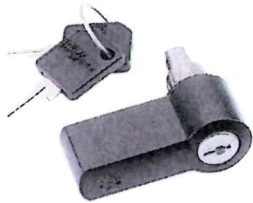
CW1

HANDLE CONCEPT KEYLOCK TYPE 4, 2.50X1.02X1.52, BLACK, MILD STEEL

CATALOG NUMBER

CWHK

Handles replace the standard slotted insert on all Concept wall-mount enclosures.



FEATURES

A zinc die-cast key lock handle (CWHK) is available for applications requiring quick access and security

A padlocking handle (CWHPTO), also zinc die-cast, accommodates a padlock with up to a 5/16-in. locking bar

Each latch system can be converted from clockwise to counter-clockwise opening

Kit includes handle, sealing washer, wave washer, instruction manual and keys if handle is lockable

PRODUCT ATTRIBUTES

Article Number: 79400

Height: 2.5 in

Width: 1.02 in

Depth: 1.52 in

Material: Mild Steel

Finish: Powder Coated

Color: Black

Weight: 0.36 lb

WARNING

nVent products shall be installed and used only as indicated in nVent's product instruction sheets and training materials. Instruction sheets are available at www.nvent.com and from your nVent customer service representative. Improper installation, misuse, misapplication or other failure to completely follow nVent's instructions and warnings may cause product malfunction, property damage, serious bodily injury and death and/or void your warranty.

Electrical Enclosure Types – Non Hazardous Location Environmental Rating Standards Comparison

NEMA and UL are standards writing organizations. The ratings are based on similar application descriptions and performance expectations. UL requires testing for compliance by qualified evaluators independent of the manufacturer. NEMA does not require independent testing and leaves compliance up to the manufacturer.



Enclosure Rating

National Electrical Manufacturers Association
(NEMA Standard 250)

Underwriters Laboratories, Inc.
(UL50 and UL 508)

Type 1

Indoor use to provide a degree of protection to personnel against access to hazardous parts and to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt).

Indoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment and to provide a degree of protection against falling dirt.

Type 2

Indoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt); and to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (dripping and light splashing).

Indoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment, to provide a degree of protection against falling dirt, and to provide a degree of protection against dripping and light splashing of non-corrosive liquids.

Type 3

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); and that will be undamaged by the external formation of ice on the enclosure.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, snow, and windblown dust; and that will be undamaged by the external formation of ice on the enclosure.

Type 3R

Enclosures constructed for either indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); and that will be undamaged by the external formation of ice on the enclosure.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, and snow; and that will be undamaged by the external formation of ice on the enclosure.

Type 3S

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); and for which the external mechanism(s) remain operable when ice laden.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, snow, and windblown dust; and in which the external mechanisms remain operable when ice laden.

Type 3X

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); that provides an additional level of protection against corrosion and that will be undamaged by the external formation of ice on the enclosure.

(falling dirt and windblown dust), to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); that provides an additional level of protection against corrosion and that will be undamaged by the external formation of ice on the enclosure.

Type 3RX

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); that will be undamaged by the external formation of ice on the enclosure that provides an additional level of protection against corrosion; and that will be undamaged by the external formation of ice on the enclosure.

Type 3SX

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow); that provides an additional level of protection against corrosion; and for which the external mechanism(s) remain operable when ice laden.

Type 4

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow, splashing water, and hose directed water); and that will be undamaged by the external formation of ice on the enclosure.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, snow, windblown dust, splashing water, and hose-directed water; and that will be undamaged by the external formation of ice on the enclosure.

Type 4X

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (windblown dust); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (rain, sleet, snow, splashing water, and hose directed water); that provides an additional level of protection against corrosion; and that will be undamaged by the external formation of ice on the enclosure.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, snow, windblown dust, splashing water, hose-directed water, and corrosion; and that will be undamaged by the external formation of ice on the enclosure.

Type 5

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt and settling airborne dust, lint, fibers, and flyings); and to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (dripping and light splashing).

Indoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt; against settling airborne dust, lint, fibers, and flyings; and to provide a degree of protection against dripping and light splashing of non-corrosive liquids.

Type 6

Indoor or outdoor use to provide a degree of protection to personnel against access to hazardous parts; to provide a degree of protection of the equipment inside the enclosure against ingress of solid foreign objects (falling dirt); to provide a degree of protection with respect to harmful effects on the equipment due to the ingress of water (hose directed water and the entry of water during occasional temporary submersion at a limited depth); and that will be undamaged by the external formation of ice on the enclosure.

Indoor or outdoor use to provide a degree of protection to personnel against incidental contact with the enclosed equipment; to provide a degree of protection against falling dirt, rain, sleet, snow, hose-directed water and the entry of water during occasional temporary submersion at a limited depth; and that will be undamaged by the external formation of ice on the enclosure.

INSTRUCTION BULLETIN NO. 15

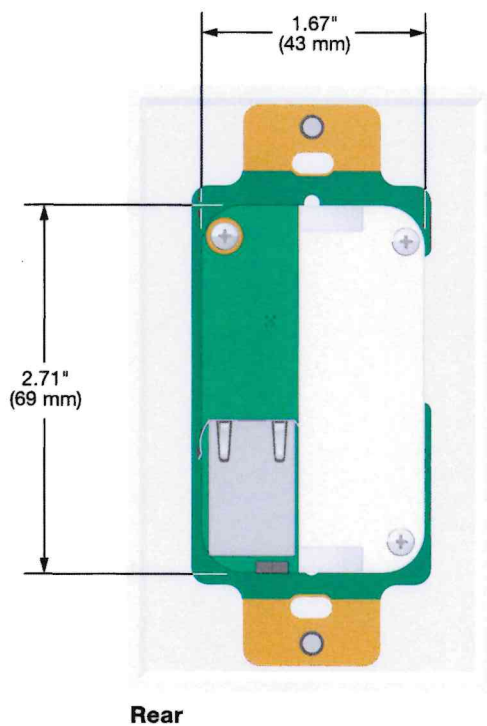
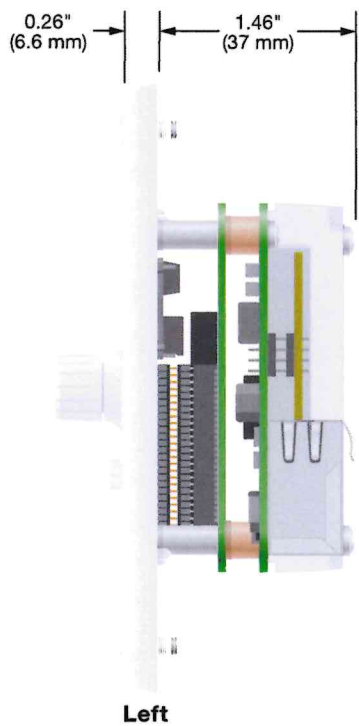
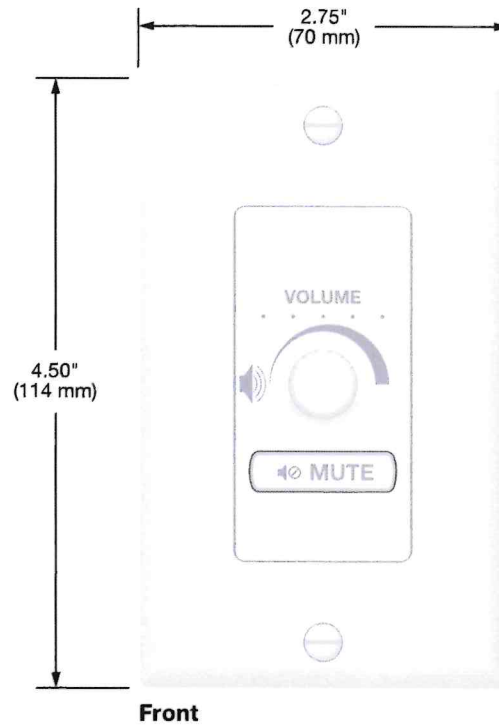
Type 6P

Indoor or outdoor use to provide a degree of protection

Indoor or outdoor use to provide a degree of protection

Volume Control at
Main Kitchen

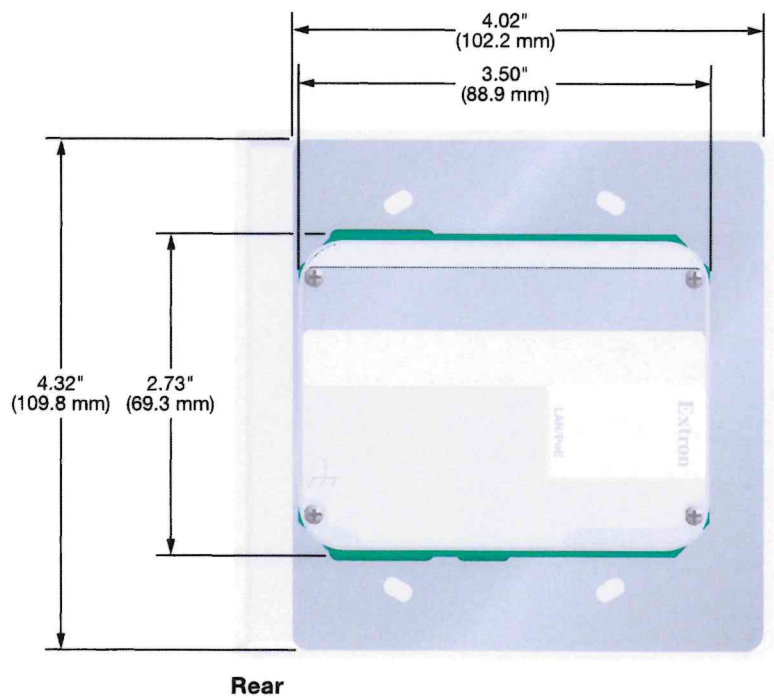
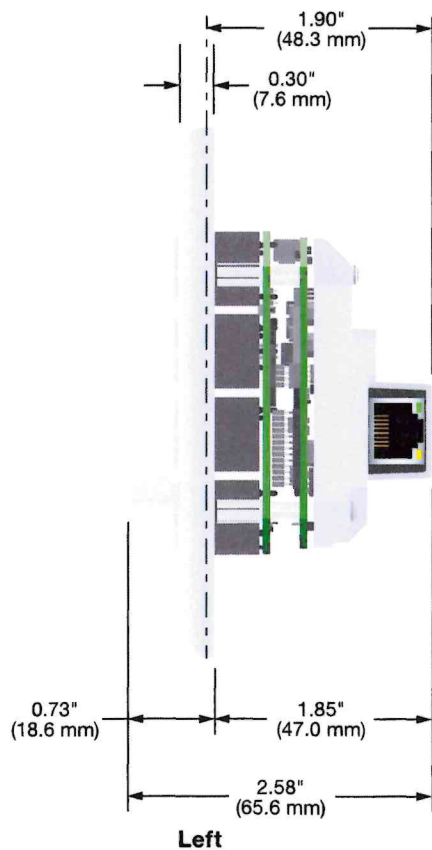
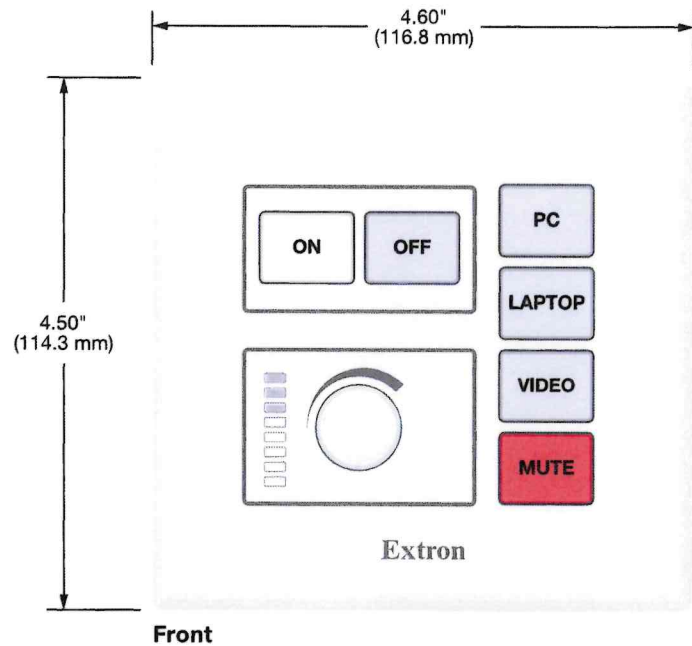
NBP VC1 D



INSTRUCTION BULLETIN NO. 15

Volume Control at
Outdoor Dining area inside
recessed box

NBP 100





PCO APPROVAL COVERSHEET

#39 (PCO#45)
Date: 01/03/25

PROJECT: <i>(name and address)</i> SKUSD- New Cafeteria at Rosamond High Early College Campus 2925 Rosamond Blvd., Rosamond, CA 93560	CONTRACT INFORMATION: Contract For: SKUSD-RHECC-NCB Contract Date: 08/04/23	OWNER: <i>(name and address)</i> Southern Kern Unified School District 2601 Rosamond Blvd., Rosamond, CA 93560
CONTRACTOR: <i>(name and address)</i> Medallion Contracting 42424 4 th St. East Lancaster, CA 93535	ARCHITECT: <i>(name and address)</i> Flewelling & Moody 1035 West Lancaster Boulevard Lancaster, CA 93534,	CONSTRUCTION MANAGER: <i>(name and address)</i> HPLE, Inc. 117 E. Colorado Blvd., Suite 600 Pasadena, CA 91007

The Contractor is hereby directed to make the following change(s) in this Contract:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits.)

Per the response of Architect to RFI #96, the Contractor is to provide controls to Projection Screen.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is:

- ☒ Lump Sum increase of **\$2,643.30**
- ☐ Unit Price of \$ 0.00 per _____
- ☐ Time and Material (as verified at site)
- ☐ Cost, as defined below, plus the following fee: \$0.00

2. The Contract Time is proposed to --- be adjusted.

The proposed adjustment, if any, is + 0 Days

NOTE: The Owner, Construction Manager, Architect, and Contractor should execute a Change Order to supersede this Construction Change Directive to the extent they agree upon adjustments to the Contract Sum, Contract Time, or Guaranteed Maximum price for the change(s) described herein.

When signed by the Owner, Construction Manager and Architect and received by the Contractor, this document becomes effective IMMEDIATELY, and the Contractor shall proceed with the change(s) described above.

Southern Kern Unified School District
OWNER (Firm name)



SIGNATURE

Rawley Davis
PRINTED NAME AND TITLE

1-6-25
DATE

HPLE, Inc.

CONSTRUCTION MANAGER (Firm name)



SIGNATURE

Rodrigo Mejia
PRINTED NAME AND TITLE

1/3/2025
DATE

Flewelling and Moody

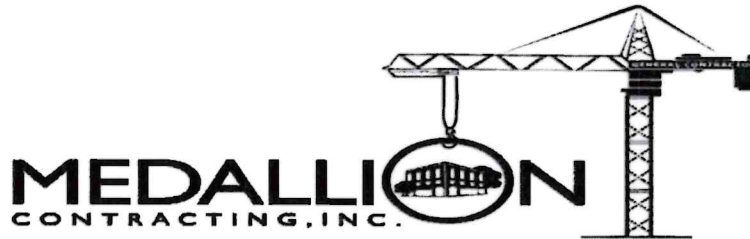
ARCHITECT (Firm name)



SIGNATURE

Matt Buchanan
PRINTED NAME AND TITLE

1/6/2025
DATE



PH# 661-949-3205

FAX# 661-949-3235

CONTRACTORS LICENSE #567084

ARCHITECT: Flewelling & Moody, Joselito Lacson

OWNER: Southern Kern Unified School District

Construction Manager: HPLE, Deepika Arora

PCO: 45

DATE: 12/3/2024

JOB #: 2990/RHECC-CAFÉ

DESCRIPTION: provide controls to projection screen per response
to RFI #96

PROJECT: Rosamond High School

LABOR		
LABOR BURDEN		
EQUIPMENT		
MATERIALS		
CLEAN UP		
SUBTOTAL G.C.		
MARK-UP	10%	\$ -
G.C. SUBTOTAL		\$ -
SUBCONTRACTOR:	Coast	\$ 2,376.00
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBTOTAL SUBCONTRACTORS		\$ 2,376.00
GENERAL LIABILITY	1.25%	\$ 29.70
SUBCONTRACTOR SUBTOTAL		\$ 2,405.70
MARK-UP ON SUB	10%	\$ 237.60
G.C. SUBTOTAL		\$ -
TOTAL (GC SUBTOTAL + SUBCONTRACTOR SUBTOTAL)		\$ 2,643.30

SUBMITTED BY: Craig Fries

APPROVED BY:



Request for Information

Project: Rosamond High Cafeteria Date: 4-9-24 RFI NO_96

From: Medallion Contracting, Inc. Rick Walker, Rick@medallioncontractinginc.com: Cell #661-810-3282
PH#661-949-3205/FAX#661-949-3235

To: Flewelling & Moody, Attn: Joselito L.

Action Requested: Clarification: Direction: XX Approval:

Information Needed: See attached RFI #6 from Stephen's Construction regarding the projection screen not showing power. In addition, we do not see any electrical controls for projection screen to roll up and down. Please advise.

Connect projector screen to spare branch circuit 31 in Panel -LC.

Abe Jose 06-03-2024

Response: Under BC#2 (AV equipment list), contractor shall provide the Da-Lite motorized projector screen and control, and shall install the screen. A control switch will not be required as it will be tied into the Extron system. Contractor shall provide a 3/4" conduit with 'D' cable that will homerun to the IDF rack.

06-03-2024

Request For Information (RFI)

PROJECT TITLE:

Rosamond High Early College Campus Cafeteria

CONTRACTOR:

Stevens Construction Inc.

DATE:

04/02/2024

RFI #6

RE:

Flewelling & Moody Job #2990

SPEC. SECTIONS:

DIV 26/27

DISCIPLINE:

ELECTRICAL

REF. DRAWINGS:

SHEET BC4 A2.02

Issue:

This BC included the provision for a recessed ceiling mounted projector screen. No reference to power requirements was provided.

Additionally, there was no reference to control or a controller location in this BC.

Please advise.

Rick Sawyer

Estimator

04/02/2024



A/E ANSWER REQUIRED



CONT. AS-BUILT REQUIRED

ANSWERED BY:

TITLE:

DATE:

APPROVED BY:

TITLE:

DATE:

TAFT ELECTRIC COMPANY COR #2

TEC ITEMIZED LABOR AND MATERIAL BREAKDOWN
FOR ADDED PROJECTOR SCREEN CONTROLLER

Coast Construction Group

530 West Avenue L
Lancaster, CA 93534
(661) 948-1674
RHECC NEW CAFETERIA
Change Order #16

23-057

Item No.	Description	Quantity	Unit	Material Unit	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	AS PER FOLLOWING DOCUMENTS	1			0.00	0.000	\$ -	0.00		0.00	\$2,160.00	0.00
2					0.00	0.000	\$ -	0.00		0.00		0.00
3					0.00	0.000	\$ -	0.00		0.00		0.00
4					0.00	0.000	\$ -	0.00		0.00		0.00
5					0.00	0.000	\$ -	0.00		0.00		0.00
6					0.00	0.000	\$ -	0.00		0.00		0.00
7					0.00	0.000	\$ -	0.00		0.00		0.00
8					0.00	0.000	\$ -	0.00		0.00		0.00
9					0.00	0.000	\$ -	0.00		0.00		0.00
10					0.00	0.000	\$ -	0.00		0.00		0.00
11					0.00	0.000	\$ -	0.00		0.00		0.00
12					0.00	0.000	\$ -	0.00		0.00		0.00
13					0.00	0.000	\$ -	0.00		0.00		0.00
14					0.00	0.000	\$ -	0.00		0.00		0.00
15					0.00	0.000	\$ -	0.00		0.00		0.00
16					0.00	0.000	\$ -	0.00		0.00		0.00
17					0.00	0.000	\$ -	0.00		0.00		0.00
18					0.00	0.000	\$ -	0.00		0.00		0.00
19					0.00	0.000	\$ -	0.00		0.00		0.00
20					0.00	0.000	\$ -	0.00		0.00		0.00
21					0.00	0.000	\$ -	0.00		0.00		0.00
					\$ -	\$0.00		0.00		0.00	2,160.00	2,160.00

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TAFT ELECTRIC COMPANY

ELECTRICAL CONTRACTORS

STATE LICENSE NO. 772245, DIR# 1000000149

1694 EASTMAN AVENUE - VENTURA, CALIFORNIA 93003 - (805) 642-0121 - FAX (805) 650-9015

To: Rick Sawyer | Coast Construction Group | Estimator
530 W Avenue L
Lancaster, CA 93534
United States

RE: 60-1053 – Rosamond HS Cafeteria Building
COR#2 – Added Projector Screen Controller Per RFI-96

Mr. Sawyer,
Please accept this change order submittal for the procurement and installation of 1 Legrand AV DL15316 projector screen controller including cable, terminations and testing.

TAFT (LV) hereby submits the attached Change Order in the amount of \$2,160.00.

TEC LV reserves the right to submit for additional costs incurred and recognized after the submittal of this change request.

QUALIFICATIONS:

1. Taft has based our price on working normal hours M-F 6 am – 3 pm. If this scope needs to be performed after hours, additional costs will apply.
2. Price is for the procurement and installation of 1 Legrand AV DL15316 projector screen controller.
3. Price includes new cable from the projector screen to the AV rack in the comm room, terminations and testing.
4. Includes product data submittals.

EXCLUSIONS:

1. MEP design engineering coordination requirements, cost, and labor.
2. Cutting, patching, and replacement of finished surfaces.
3. All permit costs and fees.
4. Utility charges and fees.
5. Painting.
6. Repair of existing code violations.
7. Servers or workstation.

Respectfully,

Anthony Garfalo | Taft Electric | Project Manager

Employee Owned
SERVING ALL OF CALIFORNIA

TAFT ELECTRIC CHANGE ORDER REQUEST

PROJECT: Rosamond HS Cafeteria Building JOB# 60-1053

TEC COR#: COR-2

COR DESCRIPTION: RFI-96 Projector Screen Controller

CUST RFP#: _____

DATE: _____

TAKE OFF		
DESCRIPTION	MATERIAL	HOURS
Conest Takeoff	\$686.13	8.96
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
	\$0.00	0.00
TOTAL	\$686.13	8.96

	TAKEOFF MATERIAL	
%	DESCRIPTION	AMOUNT
6.00%	CONSUMABLES	\$41.17
7.25%	SALES TAX	\$52.73
5.00%	MATERIAL HANDLING	\$39.00
0.00%		\$0.00
	SUBTOTAL MATERIAL	\$819.03
10.00%	OVERHEAD & PROFIT	\$81.90
	TOTAL TAKEOFF MATERIAL	\$900.93

VENDOR	QUOTED MATERIAL DESCRIPTION	AMOUNT
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
	SUBTOTAL QUOTES	\$0.00
7.25%	SALES TAX	\$0.00
3.00%	MATERIAL HANDLING	\$0.00
0.00%		\$0.00
0.00%		\$0.00
	SUBTOTAL QUOTES	\$0.00
10.00%	OVERHEAD & PROFIT	\$0.00
	TOTAL QUOTES	\$0.00

VENDOR	SUBCONTRACTORS DESCRIPTION	AMOUNT
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
	SUBTOTAL SUBCONTRACTS	\$0.00
10.00%	OVERHEAD & PROFIT	\$0.00
	TOTAL SUBCONTRACTS	\$0.00

LABOR EXPENSES			
TYPE	HOURS	RATE	AMOUNT
CREW TIME	8.96	\$81.37	\$729.08
FOREMAN TIME	1.79	\$84.50	\$151.42
DOUBLE TIME	0.00	\$0.00	\$0.00
SHIFT WORK	0.00	\$0.00	\$0.00
GRAVEYARD	0.00	\$0.00	\$0.00
OTHER	0.00	\$0.00	\$0.00
	SUBTOTAL LABOR		\$880.50
5.00%	SUPERINTENDENT		\$44.02
8.00%	PROJECT MANAGER		\$70.44
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
0.00%			\$0.00
	SUBTOTAL LABOR		\$994.96
10.00%	OVERHEAD & PROFIT		\$99.50
	TOTAL LABOR		\$1,094.46

DIRECT JOB EXPENSES		
%	DESCRIPTION	AMOUNT
1.50%	AS BUILTS / O&M'S	\$29.93
0.00%	PERMIT FEES	\$0.00
0.00%	ESTIMATING	\$0.00
0.00%	CAD / DRAFTING	\$0.00
0.00%	REPRODUCTION COSTS	\$0.00
0.00%		\$0.00
0.00%	EQUIPMENT RENTAL	\$0.00
0.00%	CRANE / FORKLIFT	\$0.00
1.00%	JOB TRUCK	\$19.95
0.00%	MANLIFTS	\$0.00
5.00%	TOOLS	\$99.77
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%		\$0.00
0.00%	WARRANTY	\$0.00
0.00%		\$0.00
	SUBTOTAL DJE	\$149.65
10.00%	OVERHEAD & PROFIT	\$14.97
	TOTAL DJE	\$164.62

CHANGE REQUEST SUMMARY		
	TAKEOFF MATERIAL	\$900.93
	QUOTED MATERIAL	\$0.00
	SUBCONTRACTORS	\$0.00
	LABOR EXPENSES	\$1,094.46
	DIRECT JOB EXPENSES	\$164.62
	SUBTOTAL CHANGE REQUEST	\$2,160.01
0.00%		\$0.00
0.00%		\$0.00
0.00%	BOND COSTS	\$0.00
	CHANGE PROPOSAL TOTAL	\$2,160.01

Job ID: 60-1053
Project: Rosamond HS



Takeoff

Vendor: MAIN

Labor Level: LABOR 1

Region: BASE BID

Area: COR 2 RFI 96 PROJECTOR SCREEN CONTROLLER

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
1	1.00		M		LEGRAND AV DL15315 PROJ. SCREEN CONTR.	481.1000	481.10	4.0000	4.00
90276	200.00	FT	M	4 PAIR	CAT 6A CABLE-PVC	0.5180	103.60	0.0070	1.40
1580868	2.00	EA	M	N 62454-05W	5' EXTREME CAT6 P-CABLE WHITE	25.4000	50.80	0.0500	0.10
840274	10.00	EA	M	80/CAT5E 50/CAT6	2" J-HOOK UTP/FIBER HOLE MOUNTED	2.7670	27.67	0.2500	2.50
1050093	1.00	EA	M		4PR CABLE DRESS @ IDF	0.0000	0.00	0.0325	0.03
1050084	1.00	EA	M		4PR CABLE DRESS @ STATION	0.0000	0.00	0.0325	0.03
1050096	1.00	EA	M		4PR UTP- TERM@ IDF- DATA	0.0000	0.00	0.0800	0.08
1050099	1.00	EA	M		4PR UTP- TERM@FIELD- DATA	0.0000	0.00	0.1200	0.12
1050040	2.00	EA	M		LABEL- HORIZ. CABLE- DATA	0.3500	0.70	0.0100	0.10
1050012	1.00	EA	M		CABLE TEST- 4PR UTP- 10GIG	0.0000	0.00	0.2000	0.20
1000305	2.00	EA	M	(2) PT RJ45 WHITE	CATEGORY 6 MODULAR INSERT	11.1300	22.26	0.2000	0.40
Phase Totals:							686.13		8.97
Job Totals:							686.13		8.97

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com



PCO APPROVAL COVERSHEET

#40 (PCO#46)
Date: 01/03/25

PROJECT: <i>(name and address)</i> SKUSD- New Cafeteria at Rosamond High Early College Campus 2925 Rosamond Blvd., Rosamond, CA 93560	CONTRACT INFORMATION: Contract For: SKUSD-RHECC-NCB Contract Date: 08/04/23	OWNER: <i>(name and address)</i> Southern Kern Unified School District 2601 Rosamond Blvd., Rosamond, CA 93560
CONTRACTOR: <i>(name and address)</i> Medallion Contracting 42424 4 th St. East Lancaster, CA 93535	ARCHITECT: <i>(name and address)</i> Flewelling & Moody 1035 West Lancaster Boulevard Lancaster, CA 93534,	CONSTRUCTION MANAGER: <i>(name and address)</i> HPLE, Inc. 117 E. Colorado Blvd., Suite 600 Pasadena, CA 91007

The Contractor is hereby directed to make the following change(s) in this Contract:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits.)

Per IB #24, issued by the Architect (F&M), the Contractor is to provide labor and materials to include additional concrete paving and extend a new storm drain.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is:

- ☒ Lump Sum increase of **\$29,204.38**
- ☐ Unit Price of \$ 0.00 per _____
- ☐ Time and Material (as verified at site)
- ☐ Cost, as defined below, plus the following fee: \$0.00

2. The Contract Time is proposed to --- be adjusted.

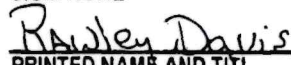
The proposed adjustment, if any, is + 3 Days

NOTE: The Owner, Construction Manager, Architect, and Contractor should execute a Change Order to supersede this Construction Change Directive to the extent they agree upon adjustments to the Contract Sum, Contract Time, or Guaranteed Maximum price for the change(s) described herein.

When signed by the Owner, Construction Manager and Architect and received by the Contractor, this document becomes effective IMMEDIATELY, and the Contractor shall proceed with the change(s) described above.

Southern Kern Unified School District
OWNER *(Firm name)*


SIGNATURE


PRINTED NAME AND TITLE

1-6-2025
DATE

HPLE, Inc.
CONSTRUCTION MANAGER *(Firm name)*


SIGNATURE

Rodrigo Mejia
PRINTED NAME AND TITLE

1/3/2025
DATE

Flewelling and Moody
ARCHITECT *(Firm name)*


SIGNATURE

Matt Buchanan
PRINTED NAME AND TITLE

1/6/2025
DATE



PH# 661-949-3205

FAX# 661-949-3235

CONTRACTORS LICENSE #567084

ARCHITECT: Flewelling & Moody, Joselito Lacson

OWNER: Southern Kern Unified School District

Construction Manager: HPLE, Deepika Arora

PCO: 46

DATE: 12/3/2024

JOB #: 2990/RHECC-CAFÉ

DESCRIPTION: Per IB #24, extend storm drain and cap, over/ex and
grade for additional concrete, delete irrigation/landscaping and installation
of new irrigation sleeve

PROJECT: Rosamond High School

LABOR	Supervision 3 days	\$ 1,320.00
LABOR BURDEN		
EQUIPMENT		
MATERIALS	Soils Export	\$ 115.00
CLEAN UP	Partial Concrete Cleanout	\$ 200.00
SUBTOTAL G.C.		\$ 1,635.00
MARK-UP	10%	\$ 163.50
G.C. SUBTOTAL		\$ 1,798.50
SUBCONTRACTOR:	HPS	\$ 14,261.76
SUBCONTRACTOR:	Genuine	\$ 11,795.30
SUBCONTRACTOR:	AgroTech	\$ (1,422.56)
SUBCONTRACTOR:		
SUBCONTRACTOR:		
SUBTOTAL SUBCONTRACTORS		\$ 24,634.50
GENERAL LIABILITY	1.25%	\$ 307.93
SUBCONTRACTOR SUBTOTAL		\$ 24,942.43
MARK-UP ON SUB	10%	\$ 2,463.45
G.C. SUBTOTAL		\$ 1,798.50
TOTAL (GC SUBTOTAL + SUBCONTRACTOR SUBTOTAL)		\$ 29,204.38

SUBMITTED BY: Craig Fries

APPROVED BY: _____



FLEWELLING & MOODY
ARCHITECTS ENGINEERS PLANNERS

INSTRUCTIONAL BULLETIN

☐ **Pasadena Office**
99 South Lake Ave., Suite 300
Pasadena, California 91101
323.543.8300

☒ **Lancaster Office**
1035 West Lancaster Boulevard.
Lancaster, CA 93534
661.949.0771

IB No. 24

Project: RHECC Cafeteria Bldg.

Job Number: 2990

Date: Nov. 26, 2024

Reference C3.01

As per the District's request, attached is the revised sheet C3.01 for the additional concrete paving and storm drain pipe as shown in 'Red', provide cost for District review and approval.

ACTION TO BE TAKEN:

- | | | |
|----|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <input checked="" type="checkbox"/> | A price change request is made for the listed items. Do not proceed with the work until written approval is received. |
| 2. | <input type="checkbox"/> | A price change is confirmed for the described items. It is requested that the contractor proceed with the work. A change order will be prepared and issued. |
| 3. | <input type="checkbox"/> | Information for clarification only, is hereby submitted. A change in project cost or time is not anticipated. |
| 4. | <input type="checkbox"/> | All construction work associated with CCD – category type A requires DSA approval and shall not begin until all required documentation is submitted in accordance with PR13-01, IR A-6 and approved by DSA. |


Joselito Lacson

- [illegible]

CONCRETE WALL

CONCRETE FLOOR SLAB

2351.13

This edge needs to be raised so new concrete is to grow up on it

Provides new plate for plate on wall using 2x6x2. Cap into pass the new cap.

Provide additional concrete paving as shown around the solid red line. Refer to Det. AC03.01



3100 E. Belle Terrace
Bakersfield, CA 93307
661-397-2121
Fax 661-396-2589

CHANGE ORDER REQUEST

CHANGE ORDER REQUEST NO: 9

REQUEST DATE: 11/05/2024

REQUESTED BY: Gabriel Hernandez

CUSTOMER REF #:

TO: Medallion Contracting, Inc.
42424 4th Street
Lancaster CA 93535

PROJECT: 2935 Rosamond High Early College Campus
2925 West Rosamond Blvd
Rosamond CA 93560

Attn: Phone:

If you wish for us to proceed with the following work please issue a written change order for the amount shown or sign below indicating approval.

COST BREAKDOWN ATTACHED
PLANS ATTACHED
SPECIFICATIONS ATTACHED

X

Description of Work

Amount

COR #09 - Cafeteria IB #24 New Storm Drain

14,261.76

Remarks

This change order covers the cost of material and labor for additional storm drain (55ft) with an INSERTA Tee fitting at POC, pass the new concrete walkway per IB #24. No cleanouts where included in this cost. Any additional work will come at an additional cost.

EXCLUDES: Cleanouts, Cleanouts Box, Concrete, Saw cutting, soils testing, hazardous materials, painting, surveying, electrical, demolition, disposal off-site.

This change order covers only the direct cost associated with the change order work described above. Any alteration or deviation will be executed only upon written orders. All additional agreements must be in writing.

This proposal is for acceptance within 5 days and is subject to escalation thereafter or subject to voidance.

**HPS reserves the right to any future impact, disruption, loss of efficiency or any other extraordinary or consequential costs that may occur as a result of proceeding with this proposed change.*

Negative changes will lower the overall contract price requiring no additional payment by owner.

Requested Amount of Change

\$14,261.76

The Contract Time will be changed by 0 Days

Approved by Customer Date _____

HPS Mechanical, Inc. Date 11/27/2024

By (Print) _____

By (Print) Gabriel Hernandez

Signature _____

Signature

Gabriel Hernandez

Title _____

Title PM

Rosamond High Early College Campus
2935
COR #09 - Cafeteria IB #24 - New Storm Drain

Rosamond High Early College Campus
2935
COR #09 - Cafeteria IB #24 - New Storm

COR # 4 spreadsheet.xls 11/27/2024 4:04 PM

Price Quotation

FERGUSON WW BAKERSFIELD

2900 FAIRHAVEN DRIVE
BAKERSFIELD, CA 93308-6125

Phone : 661-396-3230
Fax : 661-397-7429

Bid No.....:

Bid Date....: 11/27/24

Quoted By:

Customer.: HPS MECHANICAL INC
3100 E BELLE TERRACE
ALL INVOICES MUST BE REFERENCE
TO THE JOB # IT PERTAINS
BAKERSFIELD, CA 93307

Cust PO#...: 2935 CO

Cust Phone: 661-324-2121

Terms.....: NET 10TH PROX

Ship To.....: HPS MECHANICAL INC
3100 E BELLE TERRACE
ALL INVOICES MUST BE REFERENCE
TO THE JOB # IT PERTAINS
BAKERSFIELD, CA 93307

Job Name.: 2935 ROSAMOND


Item	Description	Quantity	Net Price	UM	Total
MUL043738	8 PVC SWR PLUG	1	57.600	EA	57.60
SDR35PX14	8X14 SDR35 PVC GJ SWR PIPE	56	14.926	FT	835.86
I8P3524P35	8 X24 SDR35 INSERTA TEE	1	421.080	EA	421.08
MUL063961	8 PVC SWR GSKT CAP	1	70.180	EA	70.18

Subtotal: \$1384.72

Inbound Freight: \$64.99

Tax: \$119.60

Order Total: \$1569.31

Item Code	Description	Notice
I8P3524P35	8 X24 SDR35 INSERTA TEE	 WARNING: Cancer and Reproductive Harm - www.P65warnings.ca.gov

Quoted prices are based upon receipt of the total quantity for immediate shipment (48 hours). SHIPMENTS BEYOND 48 HOURS SHALL BE AT THE PRICE IN EFFECT AT TIME OF SHIPMENT UNLESS NOTED OTHERWISE. QUOTES FOR PRODUCTS SHIPPED FOR RESALE ARE NOT FIRM UNLESS NOTED OTHERWISE.

CONTRACTOR CUSTOMERS: IF YOU HAVE DBE/MBE/WBE/VBE/SDVBE/SBE GOOD FAITH EFFORTS DIVERSITY GOALS/ REQUIREMENTS ON A FEDERAL, STATE, LOCAL GOVERNMENT, PRIVATE SECTOR PROJECT, PLEASE CONTACT YOUR BRANCH SALES REPRESENTATIVE IMMEDIATELY PRIOR TO RECEIVING A QUOTE/ORDER.

Seller not responsible for delays, lack of product or increase of pricing due to causes beyond our control, and/or based upon Local, State and Federal laws governing type of products that can be sold or put into commerce. This Quote is offered contingent upon the Buyer's acceptance of Seller's terms and conditions, which are incorporated by reference and found either following this document, or on the web at <https://www.ferguson.com/content/website-info/terms-of-sale>. Govt Buyers: All items quoted are open market unless noted



Medallion Contracting

11/21/2024

Change Order

Rosamond Cafeteria

Rosamond, CA

Pour Extra 527 Sq FT of Concrete Per IB#24

1' Over X with 6" scarify Using detail A page C5.01

Labor	\$5,510.00
Material	\$3,663.00
Equip	\$1,550.00
<u>10% M.U.</u>	<u>\$1,072.30</u>
TOTAL:	\$11,795.30

43824 20th St. West #8994 Lancaster, CA 93536

PHONE (661) 803-6077 FAX (661) 802-7578 EMAIL GenuineConcrete@att.net



Agro-Tech Landscape Construction, Inc.
4620 Quartz Hill Road
Lancaster, CA 93536
agrotechassistant@gmail.com

Credit Memo

CREDIT TO
Barbara Williford
Medallion Contracting Inc
42424 4th Street East
Lancaster, Ca 93535

CREDIT 7321
DATE 11/26/2024

ACTMITY	DESCRIPTION	QTY	RATE	AMOUNT
	Rosamond Cafeteria Credit			
Services	5 GAL. Cistus X "Sunset"	10	15.00	150.00
Services	5 GAL. Baccharis X 'Starn Thompson'	4	15.00	60.00
Services	15 GAL. Daisylirion Wheeler	4	55.00	220.00
Services	36" Box Olea Europaea	1	250.00	250.00
Services	per unit irrigation credit	19	20.00	380.00
Services	Labor and equipment credit	16	66.41	1,062.56
Services	Irrigation reformation cost, material and labor total (charge)	-1	700.00	-700.00
TOTAL CREDIT				\$1,422.56



PCO APPROVAL COVERSHEET

#41 (PCO#47)
Date: 01/03/25

PROJECT: (name and address)

SKUSD- New Cafeteria at Rosamond
High Early College Campus
2925 Rosamond Blvd., Rosamond, CA
93560

CONTRACT INFORMATION:

Contract For:
SKUSD-RHECC-NCB
Contract Date: 08/04/23

OWNER: (name and address)

Southern Kern Unified School District
2601 Rosamond Blvd.,
Rosamond, CA 93560

CONTRACTOR: (name and address)

Medallion Contracting
42424 4th St. East Lancaster, CA 93535

ARCHITECT: (name and address)

Flewelling & Moody
1035 West Lancaster Boulevard
Lancaster, CA 93534,

CONSTRUCTION MANAGER: (name and address)

HPLC, Inc.
117 E. Colorado Blvd., Suite 600
Pasadena, CA 91007

The Contractor is hereby directed to make the following change(s) in this Contract:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits.)

Per RFI #151, issued by the Architect (F&M), the Contractor has provided labor and materials on a Time & Material basis to install power to the drinking fountain located at the northern wall of the dining area.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is:

☒ Lump Sum increase of \$1,450.34

☐ Unit Price of \$ 0.00 per _____

☒ Time and Material (as verified at site)

☐ Cost, as defined below, plus the following fee: \$0.00

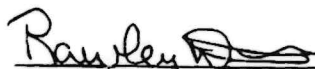
2. The Contract Time is proposed to --- be adjusted.

The proposed adjustment, if any, is + 0 Days

NOTE: The Owner, Construction Manager, Architect, and Contractor should execute a Change Order to supersede this Construction Change Directive to the extent they agree upon adjustments to the Contract Sum, Contract Time, or Guaranteed Maximum price for the change(s) described herein.

When signed by the Owner, Construction Manager and Architect and received by the Contractor, this document becomes effective IMMEDIATELY, and the Contractor shall proceed with the change(s) described above.

Southern Kern Unified School District
OWNER (Firm name)


SIGNATURE

Rawley Davis
PRINTED NAME AND TITLE

1-6-2025
DATE

HPLC, Inc.

CONSTRUCTION MANAGER (Firm name)



SIGNATURE

Rodrigo Mejia
PRINTED NAME AND TITLE

1/3/2025
DATE

Flewelling and Moody

ARCHITECT (Firm name)

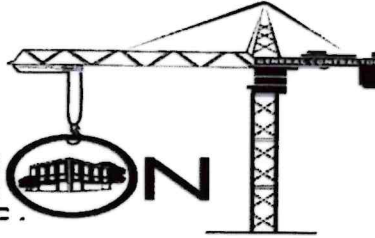

SIGNATURE

Matt Buchanan
PRINTED NAME AND TITLE

1/6/2025
DATE

MEDALLION

CONTRACTING, INC.



PH# 661-949-3205

FAX# 661-949-3235

CONTRACTORS LICENSE #567084

ARCHITECT: Flewelling & Moody, Joselito Lacson

OWNER: Southern Kern Unified School District

Construction Manager: HPLE, Deepika Arora

PCO: 47

DATE:

JOB #: 2990/RHECC-CAFÉ

DESCRIPTION: T&M Power to Drinking on North wall

PROJECT: Rosamond High School

LABOR 1 man 1 hr \$94.63

LABOR BURDEN

EQUIPMENT

MATERIALS

CLEAN UP

\$ 94.63

SUBTOTAL G.C.

\$ 94.63

MARK-UP 10%

\$ 9.46

G.C. SUBTOTAL

\$ 104.09

SUBCONTRACTOR: Coast

\$ 1,210.11

SUBCONTRACTOR:

SUBCONTRACTOR:

SUBCONTRACTOR:

SUBCONTRACTOR:

SUBTOTAL SUBCONTRACTORS

\$ 1,210.11

GENERAL LIABILITY 1.25%

\$ 15.13

SUBCONTRACTOR SUBTOTAL

\$ 1,225.24

MARK-UP ON SUB 10%

\$ 121.01

G.C. SUBTOTAL

\$ 104.09



TOTAL (GC SUBTOTAL + SUBCONTRACTOR SUBTOTAL)

\$ 1,450.34



SUBMITTED BY: Craig Fries

APPROVED BY:



$$\frac{13}{17}$$
[illegible]

Verified By:	Employee Name	Title	Signature
	Mohamed Yoosha	Project Engineer	
	Mr. Khurt Geisse	Project IOR	

T&M Log Sheet

Verified By:	Employee Name	Title	Signature
	Mohamed Yoosha	Project Engineer	
	Mr. Khurt Geisse	Project IOR	

T&M Log Sheet

Verified By:	Employee Name	Title	Signature
	Mohamed Yoosha	Project Engineer	
	Mr. Khurt Geisse	Project IOR	

DRINKING FOUNTAIN POWER T&M
PER MEDALLION/HPLE 09/24/24 DIRECTIVE

Coast Construction Group

530 West Avenue L
Lancaster, CA 93534
(661) 948-1674
RHECC NEW CAFETERIA
Change Order #11

23-057

Item No.	Item	Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	9/27/2024 SCOTT HOWARD LABOR C/O	1		0.00	6.500	\$ 74.64	485.16		0.00		485.16
2	INSTALL BOX/FISH CABLE THRU ATTIC & DOWN WALL			0.00	0.000	\$ 74.64	0.00		0.00		0.00
3	METAL CUT IN BOX	1	4.64	4.64	0.000	\$ 74.64	0.00		0.00		4.64
4	12/2 MC CABLE	40	0.73	29.20	0.000	\$ 74.64	0.00		0.00		29.20
5	1/2" MC CONNECTOR	2	1.18	2.36	0.000	\$ 74.64	0.00		0.00		2.36
6				0.00	0.000	\$ 74.64	0.00		0.00		0.00
7	10/14/2024 SCOTT HOWARD LABOR C/O	1		0.00	0.500	\$ 74.64	37.32		0.00		37.32
8	INSTALL RECEPTACLE AND WALL PLATE			0.00	0.000	\$ 74.64	0.00		0.00		0.00
9	20A GFCI RECEPTACLE		20.15	0.00	0.000	\$ 74.64	0.00		0.00		0.00
10	SS DECORA WALL PLATE		1.90	0.00	0.000	\$ 74.64	0.00		0.00		0.00
11				0.00	0.000	\$ 74.64	0.00		0.00		0.00
12	12/6/2024 SCOTT HOWARD LABOR C/O	1		0.00	0.500	\$ 74.64	37.32		0.00		37.32
13	12/6/2024 PAUL MARTIN LABOR C/O	1		0.00	0.500	\$ 74.64	37.32		0.00		37.32
14	PULL IN WIRE TO PANEL AND MAKE UP			0.00	0.000	\$ 74.64	0.00		0.00		0.00
15	12 THHN SOLID WIRE	180	0.14	25.20	0.000	\$ 74.64	0.00		0.00		25.20
16				0.00	0.000	\$ 74.64	0.00		0.00		0.00
17				0.00	0.000	\$ 74.64	0.00		0.00		0.00
18				0.00	0.000	\$ 74.64	0.00		0.00		0.00
19				0.00	0.000	\$ 74.64	0.00		0.00		0.00
20				0.00	0.000	\$ 74.64	0.00		0.00		0.00
21				0.00	0.000	\$ 74.64	0.00		0.00		0.00
22				0.00	0.000	\$ 74.64	0.00		0.00		0.00
23				0.00	0.000	\$ 74.64	0.00		0.00		0.00
24				0.00	0.000	\$ 74.64	0.00		0.00		0.00
25				0.00	0.000	\$ 74.64	0.00		0.00		0.00
26				0.00	0.000	\$ 74.64	0.00		0.00		0.00
27				0.00	0.000	\$ 74.64	0.00		0.00		0.00
28				0.00	0.000	\$ 74.64	0.00		0.00		0.00
29	TRANSPORTATION/FUEL	1		0.00	0.000	\$ 74.64	0.00	25.00	25.00		25.00
30				0.00	0.000	\$ 74.64	0.00		0.00		0.00
				\$ 61.40			597.12	\$25.00	25.00	0.00	683.52

SALES TAX

\$6.29

Summary

Material Including Tax	\$ 67.69
Small Tools and Consumables @ 5%	\$ 3.38
Labor Total	\$ 597.12
Labor burden 38%	\$ 226.91
Subtotal	\$ 895.10
Project management	\$ 180.00
Equip Total	\$ 25.00
Subtotal	\$ 1,100.10
Profit & overhead 10%	\$ 110.01
Total	\$ 1,210.11

MAN HOURS

8

2 MAN DAYS

0.5

P/M RATE HOURS

\$90.00 2



Request for Information

Project: Rosamond High Cafeteria Date: 9-24-24 RFI NO_151

From: Medallion Contracting, Inc. Rick Walker, Rick@medallioncontractinginc.com: Cell #661-810-3282
PH#661-949-3205/FAX#661-949-3235

To: Flewelling & Moody, Attn: Joselito L.

Action Requested: Clarification: Direction: XX Approval:

Information Needed: Sheet E501 shows LC-20 "Connect Wires To EDF" at the south drinking fountain in Dining Hall. After layout of new ceramic tile around the drinking fountains, we noticed the north drinking fountain in Dining Hall does not show power. See attached sheet E501 to help clarify. The drinking fountains are equipped with chillers so we propose to add power at north drinking fountain with a cut in box. Please advise.

Note: We will do our best to fish a tape threw the wall. If we do not run into framing fire blocks we should be able to achieve this without cutting newly painted drywall. We feel it is in the districts best interest to do this work on T&M as it is unknown how much time it will take because all finishes are in place.

Provide 120 Volts dedicated circuit to the North EDF and connect to available spare branch circuit at Panel "LC".

We agree on the proposed method to locate power location as noted above and through T&M. Contractor shall coordinate with HPLE on this portion of work.

Abe Jose

10-01-24

