

**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](http://www.skusd.k12.ca.us) prior to 7:00 p.m.

**Wednesday,**  
**April 2, 2025**

**Meeting Location:**  
**2601 Rosamond Blvd., Rosamond, CA 93560**  
**Closed Session 5:30 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, April 2, 2025

Closed Session: 5:30 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. Reinstate Expulsion for Student #56-22-23
- B. Claim for Damage to Windshield 03/20/2025 (JR)
- C. Claim for Injury 10/04/2024 (JLC)
- D. Conference with Labor Negotiator; District Negotiator: Barbara Gaines, Robert Irving  
Employee Organization: California School Employee Association / Rosamond Teacher Association
- E. Discussion of Student Matters: Education Code sections 35146 and 48918(c)
- F. 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, Arellano  
VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_  
PREFERENTIAL STUDENT VOTE \_\_\_ TIME: \_\_\_\_\_

IV. Action determined in closed session:

A. Student Petition for Reinstatement #56-22-23

- \_\_\_\_\_ to deny re-instatement
- \_\_\_\_\_ to permit re-instatement
- \_\_\_\_\_ to permit conditional enrollment in a traditional school program or another education program

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

B. Claim for Damage to Windshield 03/20/2025 (JR) – Gutierrez

ACTION

- Approve
- Deny

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

C. Claim for Injury 10/04/2024 (JLC) – Gutierrez

ACTION

- Approve
- Deny

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

**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. Girls Varsity Basketball Team: *Justin Armstrong*

B. Classified Employees of the Year: *Leanne Hargus*

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*

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-P**

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 March EOM \$2,841,164.52

B. Approve Purchase Orders 250767-250798, Purchase Vouchers 250899-250952

C. Approve 3K Building Services, Inc. Proposal #03-124766 for TMS Drainage Improvements – \$67,424

D. Approve Austin Entertainment DJ Services for the RHECC Prom – \$450 Covered by ASB

E. Approve CENTEGIX Safety Platform – \$287,400

F. Approve FreezeFlash Photobooth Agreement for the RHECC Prom – \$500 Covered by ASB

G. Approve Earth Systems Proposal #PAL-25-3-006 Soil Testing WES Pre-K/T-K Classrooms – \$191,955

H. Approve Donation Valued at \$125 for RHECC Girls' Basketball Team Prior to State Championship in Sacramento – *Aaron Bender/Guido's*

I. Approve Donation Valued at \$125 for RHECC Girls' Basketball Team Prior to State Championship in Sacramento – *Candice Winn/Coach's*

J. Approve RHECC Girls' Basketball State Championships in Sacramento March 13-14, 2025

K. Approve RHECC Cadets Tour and Session with the State Senate April 23-24, 2025

L. Approve RHECC Cadets State Drill Competition in Los Alamitos April 4-6, 2025

M. Approve AV Fair Association Agreement #SV25-08 RHECC Boys' Soccer Team Gate Attendants

N. Approve All It Takes LDTPE Practical Training for TMS Physical Education Teachers April 25, 2025

O. Approve New Job Description CTE Teacher/Production and Managerial Arts

P. Approve Earth Systems Proposal for TMS Soil/Materials Testing and Special Inspections – \$63,515

**VIII. General**

**A. Approve the Updated Discipline Matrix – Taylor** ACTION

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

**B. Discuss and Approve the Student Personal Device Policy – Wexler** ACTION

**Option 1:** Students must keep their personal devices turned off and in a backpack throughout the school day, including lunch, nutrition, passing periods, and any time the students are on campus. Students are not allowed to use their personal devices while on campus.  
 **Option 2:** Students must keep their personal devices turned off and, in their backpacks, while in class, but are free to use their personal devices when they are on campus but outside of class.

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

**IX. Curriculum and Instruction**

**A. Accept Quarterly Report (January, February, March 2025) on the Williams Uniform Complaints under Education Code §35186 – Dr. Mendez** 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, Rendon, Wright, Arellano  
VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_ PREFERENTIAL STUDENT VOTE \_\_\_

**X. Business and Operations**

**A. SKUSD’s Sunshine Proposal to RTA dated March 28, 2025 for 2024-2025 – Gaines** INFORMATIONAL

Proposal of Southern Kern Unified School District to the Rosamond Teachers Association/CTA/NEA for the 2024-2025 Collective Bargaining Negotiations.

Recess Business Meeting/**Open** Public Hearing: Time: \_\_\_\_\_

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

Public Hearing Comments:

**Close** Public Hearing/Reconvene into Regular Session: Time: \_\_\_\_\_

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

**B. Approve Change in Contract with Medallion Contracting, Inc. Order No. 07 for the New Cafeteria at Rosamond High Early College Campus #(SKUSD-RHECC-NCB) Total Change of \$34,532.44 – Irving** ACTION

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

**C. Approve Change in Contract with Coast Construction Group Order No. 002 for the After-School Program at Rosamond Elementary School (Job #3000.150) Total Change of \$73,483.66 – 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  
 VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_

SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright

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.

<b><u>CLASSIFIED/CONFIDENTIAL EMPLOYMENT/RESIGNATIONS</u></b>					
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>SALARY</u></b>	<b><u>POSITION</u></b>	<b><u>SITE</u></b>	<b><u>STATUS</u></b>
Burnstein, Londre	4/3/2025	S1 \$17.58	Custodian	RHECC	Hire
Gomez, Emily	4/3/2025	S2 \$18.36	ASES Instructor/Classroom Paraeducator	RES	Transfer
Ontiveros, Sadie	4/3/2025	---	Campus Safety Officer	TMS/REHS	Transfer
Tellez Olvera, Magnolia	3/19/2025	---	Campus Safety Officer	REHS/TMS	Transfer
Yohn, Lacey	4/3/2025	S1 \$17.58	SPED Paraeducator/Custodian	RES/RHECC	Transfer
Loera, Laura	4/4/2025	---	Custodian	WES	Resign
Tellez Olvera, Magnolia	3/25/2025	---	Campus Safety Officer	TMS	Resign
Walker, Roxanne	3/27/2025	---	SPED Paraeducator 1:1	WES	Resign
Soriano Gonzalez, Analy	3/13/2025	---	ASES Instructor	TMS	Terminated
Hill-Santander, Andriana	3/6/2025	S6 \$21.76	SPED Paraeducator	RHECC	Salary Correction

<b><u>CLASSIFIED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u></b>					
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>SALARY</u></b>	<b><u>POSITION</u></b>	<b><u>SITE</u></b>	<b><u>STATUS</u></b>
Tilton, Ethan	4/3/2025	\$1,127.36	Afterschool -Ballroom Dance	TMS	Hire

<b><u>CLASSIFIED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u></b>		
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>STATUS</u></b>
Cabrera, Carolina	4/3/2025	Hire
Downs, Shana	4/3/2025	Hire
Fordham, Sayrah	4/3/2025	Hire
Leffler, Lamara	4/3/2025	Hire
Wong, Nicole	4/3/2025	Hire

**XI. Personnel Items (Continued)**

<b><u>CERTIFICATED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u></b>					
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>SALARY</u></b>	<b><u>POSITION</u></b>	<b><u>SITE</u></b>	<b><u>STATUS</u></b>
Lethgo, Tracy	3/25/2025	\$70/HR	After School Reading Academy	WES	Resign

<b><u>CERTIFICATED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u></b>		
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>STATUS</u></b>
Fortenberry, Servia	04/03/2025	Hire

<b><u>VOLUNTEERS FOR 2024-2025 SCHOOL YEAR</u></b>			
Ernesto Rojas	Larramie Ward	Jared Ward	Marissa Galvan
Sasha Vasquez	Zachary Wagner	Jesus Arias	Rita Gonzalez
Erica Alarcon	Debbie Cornejo		

**XII. Adjournment**

ACTION

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

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

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250767	003044/00	NAVIGATE360 LLC	462392448	03/17/2025	Annual ALICE		03/17/2025	03/25/2025	Y
	1.	01-6266-0-5800.00-1110-1000-003-00-000-0000			10,741.61	F			
		TOTAL AMOUNT			10,741.61*				
250768	001291/00	HOME DEPOT PRO	000000000	03/17/2025	Cordless Wet/Dry Vac M&O		03/17/2025		Y
	1.	01-8150-0-4300.00-1110-8100-010-00-000-0000			410.26				
		TOTAL AMOUNT			410.26*				
250769	003246/00	BOWLERO PALMDALE	03/17/2025	5th Grade Achiever Trip WES			03/17/2025		Y
	1.	01-0000-0-5800.00-1110-1000-030-72-212-0000			1,318.80				
		TOTAL AMOUNT			1,318.80*				
		TOTAL FOR 03/17/2025			12,470.67***				
250770	002300/00	3K BUILDING SERVICES INC	000000000	03/18/2025	Inspection Serv. RES ASP Mod.		03/18/2025	03/25/2025	Y
	1.	01-2600-0-5800.00-0000-8500-050-00-000-0000			152,880.00	P			
		TOTAL AMOUNT			152,880.00*				
		TOTAL FOR 03/18/2025			152,880.00***				
250771	000438/00	SCHOLASTIC BOOK CLUBS INC.	000000000	03/19/2025	Classroom Library (Jones)	WES	03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-121-0000			43.30				
		TOTAL AMOUNT			43.30*				
250772	001422/00	AMAZON.COM	000000000	03/19/2025	Classroom Library (Perez)	WES	03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-121-0000			152.83				
		TOTAL AMOUNT			152.83*				
250773	003538/00	ID WHOLESALER	03/19/2025	ID Cards for TMS			03/19/2025		Y
	1.	01-1100-0-4300.00-1110-1000-040-00-000-0000			887.65				
		TOTAL AMOUNT			887.65*				

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250774	000074/00	HAWTHORNE EDUCATIONAL SERVICE	000000000	03/19/2025	Testing Protocols SpEd		03/19/2025		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			318.26	F			
		TOTAL AMOUNT			318.26*				
250775	002879/00	JROTC	000000000	03/19/2025	Uniform Patches for Cadets		03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-020-72-211-0000			689.78				
		TOTAL AMOUNT			689.78*				
250776	001422/00	AMAZON.COM	000000000	03/19/2025	Books for Student ALIS		03/19/2025		Y
	1.	01-1100-0-4300.00-3300-1000-090-00-000-0000			24.69				
		TOTAL AMOUNT			24.69*				
250777	001323/00	STAPLES ADVANTAGE	000000000	03/19/2025	Ink for Office & Library WES		03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-121-0000			96.29				
	2.	01-1100-0-4300.00-0000-2700-030-00-000-0000			712.21				
		TOTAL AMOUNT			808.50*				
250778	001422/00	AMAZON.COM	000000000	03/19/2025	Classroom Library (Jones) RES		03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			495.57				
		TOTAL AMOUNT			495.57*				
250779	001720/00	SCHOLASTIC EDUCATION	000000000	03/19/2025	Classroom Library (Sinclair)RES		03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			406.32				
		TOTAL AMOUNT			406.32*				
250780	001422/00	AMAZON.COM	000000000	03/19/2025	Classroom Library (Saldana)RES		03/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			247.55				
		TOTAL AMOUNT			247.55*				

TOTAL FOR 03/19/2025 4,074.45\*\*\*

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250781	001422/00	AMAZON.COM		000000000	03/20/2025	School Nurse Supplies	RHECC	03/20/2025	Y
	1.	01-0000-0-4300.00-1110-3140-020-72-203-0000			142.96				
		TOTAL AMOUNT			142.96*				
250782	002746/00	ECOSOURCE PRINTERS INC	844640844	03/20/2025	Supplies for Copy Machines	RES	03/20/2025	Y	
	1.	01-1100-0-4300.00-1110-1000-050-00-000-0000			1,021.26				
		TOTAL AMOUNT			1,021.26*				
250783	001422/00	AMAZON.COM		000000000	03/20/2025	Supplies for 2nd Gr Sci.	WES	03/20/2025	Y
	1.	01-0000-0-4300.00-1110-1000-030-72-128-0000			130.86				
		TOTAL AMOUNT			130.86*				
250784	000459/00	CAHPERD		03/20/2025	CAHPERD & NAPEC Conf.		03/20/2025	Y	
	1.	01-6266-0-5200.00-1110-1000-040-00-000-0000			820.00	F			
		TOTAL AMOUNT			820.00*				
		TOTAL FOR 03/20/2025			2,115.08***				
250785	001422/00	AMAZON.COM		000000000	03/21/2025	Office Supplies	Transportation	03/21/2025	Y
	1.	01-0000-0-4300.00-1110-3600-070-72-212-0000			291.16				
		TOTAL AMOUNT			291.16*				
250786	001323/00	STAPLES ADVANTAGE		000000000	03/21/2025	Printer Ink	VP TMS	03/21/2025	Y
	1.	01-1100-0-4300.00-0000-2700-040-00-000-0000			245.23				
		TOTAL AMOUNT			245.23*				
250787	001422/00	AMAZON.COM		000000000	03/21/2025	Items Hope Wk/ Special Olympic		03/21/2025	Y
	1.	01-9010-0-4300.00-1110-1000-005-56-000-0000			5,221.15				
		TOTAL AMOUNT			5,221.15*				

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250788	001422/00	AMAZON.COM	00000000	03/21/2025	Classroom Library (Rivera)	RES	03/21/2025		Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			383.25				
		TOTAL AMOUNT			383.25*				
250789	001720/00	SCHOLASTIC EDUCATION	03/21/2025	Classroom Library Sadralodabai	03/21/2025				Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			497.53				
		TOTAL AMOUNT			497.53*				
250790	001422/00	AMAZON.COM	00000000	03/21/2025	Items for CAASPP Testing		03/21/2025		Y
	1.	01-1100-0-4300.00-1110-1000-003-00-000-0000			3,966.32				
		TOTAL AMOUNT			3,966.32*				
		TOTAL FOR 03/21/2025			10,604.64***				
250791	003304/00	LTJ HEATING & AIR	03/24/2025	Open PO - HVAC Services	03/24/2025				Y
	1.	01-8150-0-5800.00-1110-8100-010-00-000-0000			4,000.00				
		TOTAL AMOUNT			4,000.00*				
250792	000081/00	KERN CO SUPT OF SCHOOLS	956000941	03/24/2025	Suicide Intervention Training		03/24/2025		Y
	1.	01-0000-0-5200.00-0000-2700-040-72-125-0000			250.00				
	2.	01-6266-0-5200.00-5770-3140-005-00-000-0000			250.00				
		TOTAL AMOUNT			500.00*				
		TOTAL FOR 03/24/2025			4,500.00***				
250793	001713/00	PEARSON CLINICAL ASSESSMENT	410850527	03/25/2025	Testing Protocols SpEd		03/25/2025		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			2,239.63				
		TOTAL AMOUNT			2,239.63*				
250794	002625/00	TIP TOP ARBORISTS INC	03/25/2025	Tree Removal at RES	03/25/2025				Y
	1.	01-8150-0-5800.00-1110-8100-010-00-000-0000			3,740.00				
		TOTAL AMOUNT			3,740.00*				

Date: 00/00/0000 - 99/99/9999  
 PO#: 250767 - 250798  
 PO #      Req #      Ven #/Addr      Vendor Name      Tax ID #      PO Date      PO Description      Date Ent      Date Paid      AP  
 LN      FD-RESC-Y-OBJT. SO-GOAL-FUNC-STE-T2-TY3-TYP4      STATUS  
 -----  
 250795      001422/00      AMAZON.COM      000000000      03/25/2025      Sharps Container TMS      03/25/2025      Y

1. 01-0000-0-4300.00-0000-3140-005-72-203-0000      32.42  
 TOTAL AMOUNT      32.42\*

TOTAL FOR 03/25/2025      6,012.05\*\*\*

250796      001323/00      STAPLES ADVANTAGE      000000000      03/26/2025      Office Supplies TMA      03/26/2025      Y  
 1. 01-1100-0-4300.00-0000-2700-040-00-000-0000      312.72  
 TOTAL AMOUNT      312.72\*

250797      002979/00      PAR INC      591813294      03/26/2025      Testing Protocols SpEd      03/26/2025      Y  
 1. 01-9010-0-4300.00-0000-3140-005-56-000-0000      207.18  
 TOTAL AMOUNT      207.18\*

250798      001422/00      AMAZON.COM      000000000      03/26/2025      Office Supplies REHS      03/26/2025      Y  
 1. 01-1100-0-4300.00-3200-1000-095-00-000-0000      591.46  
 TOTAL AMOUNT      591.46\*

TOTAL FOR 03/26/2025      1,111.36\*\*\*

GRAND TOTAL      193,768.25\*\*\*\*\*

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	Entered	UT-Obj	UT-Obj	Batch	Description
LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4			PV amount	UT	UT	UT-Rate	UT-Amount	1099
250899	003365/00	COAST CONTRUCTION GROUP	205173328	2/27/2025	3/17/2025	3/25/2025	33	App. 5	RES Mod.
		1. 01-2600-0-5800.00-0000-8500-050-00-000-0000		268,746.16	N				
		App. 5 Proj. 24149 RES Mod.							
250900	003375/00	LIEBERT CASSIDY WHITMORE	953658973	1/31/2025	3/17/2025	3/25/2025	33	Legal Services - Jan.	2025
		1. 01-0000-0-5800.00-0000-7100-000-00-000-0000		5,655.50	N				
		Inv. 287120							
250901	000278/00	EASTERN KERN AIR POLLUTION		3/06/2025	3/17/2025	3/25/2025	33	Permit to Operate	Renewal
		1. 01-0000-0-5800.00-1110-3600-070-72-209-0000		151.00	N				
		ID# 00370001							
		2. 01-0000-0-5800.00-1110-3600-070-72-209-0000		309.00	N				
		ID# 00370002							
		Total amount	460.00 *				0.00 *		
250902	002316/00	MEDALLION CONTRACTING INC	000000000	2/28/2025	3/17/2025	3/25/2025	33	Pay App. 19	New Cafeteria
		1. 01-0000-0-5800.00-0000-8500-020-72-218-0000		1,056,030.91	N				
		Pay App. 19 SKUSD-RHECC-NCB							
250903	001945/00	TRANSFINDER CORPORATION	141705368	8/13/2024	3/17/2025	3/25/2025	33	Tax, S&H on Hardware	Rec'd
		1. 01-0000-0-4300.00-1110-3600-070-72-209-0000		2,808.96	N				
		Inv. 58942 Tax							
		2. 01-0000-0-4300.00-1110-3600-070-72-209-0000		95.64	N				
		Inv. 60448 S&H							
		Total amount	2,904.60 *				0.00 *		
		Total for 03/17/2025		1,333,797.17 ***				0.00 ***	
250904	003067/00	LANTZ SECURITY	815221516	3/10/2025	3/18/2025	3/25/2025	33	After Hours Security	RHECC
		1. 01-0000-0-5800.00-1110-8300-020-78-000-0000		3,441.00	N				
		Inv. 80279 2/24-3/9							
250905	000533/00	AMERICAN EXPRESS		2/28/2025	3/18/2025	3/25/2025	33	Amex	83004
		1. 01-0000-0-4300.00-0000-7100-000-00-000-0000		161.60	N				
		Supplies WASC Visit							
		2 01-0000-0-4300 00-1110-1000-000-72-125-0000		599.07	N				

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
							PV amount	UT amount			UT-Rate		UT-Amount
250905	(CONTINUED)												
		3. 01-6500-0-4300.00-5770-1120-005-00-000-0000					442.58	N					N
		Supplies for CPI, SLP					119.38	N					N
		4. 01-0000-0-4300.00-0000-7200-001-00-000-0000					389.17	N					N
		Supplies - BO					522.50	N					N
		5. 01-8150-0-4300.00-1110-8100-010-00-000-0000					624.02	N					N
		Mega Bird Spikes - M&O											
		6. 01-0000-0-4300.00-0000-7200-002-00-000-0000											
		Teacher of the Year Awards											
		7. 01-0000-0-4300.00-1110-3600-070-72-209-0000											
		Compliance Fee for Buses											
		Total amount				2,858.32 *					0.00 *		
250906	000329/00	ANTELOPE VALLEY PRESS					2/28/2025	3/18/2025	3/25/2025	33	AD - Oversight Committee		
		1. 01-0000-0-5800.00-0000-7200-001-00-000-0000					1,875.00	N					N
		Acct. 00000181											
250907	001525/00	PROACTIVE					2/10/2025	3/18/2025	3/25/2025	33	DOT Physicals		
		1. 01-0000-0-5800.00-1110-3600-070-72-209-0000					200.00	N					N
		Inv. 019036											
250908	000081/00	KERN CO SUPT OF SCHOOLS					2/21/2025	3/18/2025	3/25/2025	33	Grand Night & Honor Music		
		1. 01-0000-0-5800.04-1110-1000-020-72-216-0000					356.81	N					N
		Inv. 502579 Grand Night RHECC					333.75	N					N
		2. 01-0000-0-5800.04-1110-1000-040-72-216-0000											
		Inv. 502860 Honor Music TMS											
		Total amount				690.56 *					0.00 *		
250909	000730/00	ROBERT BARTELL					3/18/2025	3/18/2025	3/25/2025	33	Medicare Prem. Jan.-March		
		1. 01-0000-0-3701.00-0000-7200-000-00-000-0000					555.00	N					N
		Medicare Prem. Jan.-March 2025											
250910	000771/00	TERRY R. ALLRED					3/18/2025	3/18/2025	3/25/2025	33	Medicare Prem. Jan.-March		
		1. 01-0000-0-3701.00-0000-7200-000-00-000-0000					555.00	N					N
		Medicare Prem. Jan.-March 2025											
250911	000260/00	DERRA COVERT					3/18/2025	3/18/2025	3/25/2025	33	Medicare Prem. Jan.-March		

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	Inv Date	PV amount	Entered UT	UT-Obj	Paid UT-Rate	Batch	Description	UT-Amount
250911	(CONTINUED)														
			1.	01-0000-0-3701.00-0000-7200-000-0000-0000			3/18/2025	3/18/2025	555.00	N				Medicare Prem. Jan.-March 2025	N
250912	000362/00	JAMES JOHNSON					3/18/2025	3/18/2025	3/25/2025	33				Medicare Prem. April-June	
			1.	01-0000-0-3701.00-0000-7200-000-0000-0000					555.00	N				Medicare Prem. April-June 2025	N
250913	000404/00	TIMOTHY FEICKERT					3/18/2025	3/18/2025	3/25/2025	33				Medicare Prem. April-June	
			1.	01-0000-0-3701.00-0000-7200-000-0000-0000					555.00	N				Medicare Prem. April-June 2025	N
			Total for 03/18/2025 11,839.88 *** 0.00 ***												
250914	000206/00	FLEWELLING & MOODY					1/31/2025	3/19/2025	3/25/2025	33				RES Pre-Sch/TK Mod.	
			1.	01-2600-0-5800.00-0000-8500-050-00-000-0000					4,335.57	N				Inv. 48812 RES Pre-Sch/TK Mod	N
			2.	01-2600-0-5800.00-0000-8500-050-00-000-0000					5,780.78	N				Inv. 48936 RES Pre-Sch/TK Mod	N
			Total amount 10,116.35 * 0.00 *												
			Total for 03/19/2025 10,116.35 *** 0.00 ***												
250915	002815/00	ANDREW HANSEN					3/26/2025	3/26/2025	3/26/2025	37				Travel - CATE	
			1.	01-6266-0-5200.00-1110-1000-020-00-000-0000					771.00	N				Travel - CATE	N
250916	003544/00	ARACELY SALAZAR					3/26/2025	3/26/2025	3/26/2025	37				Reimb - CPR First Aid	
			1.	01-2600-0-5800.00-1110-4900-050-00-000-0000					28.99	N				Reimb - CPR First Aid	N
250917	003148/00	ASHLEY VARGAS					3/26/2025	3/26/2025	3/26/2025	37				24-25 Shoe Reimb	
			1.	01-0000-0-4300.00-1110-3600-070-72-209-0000					125.00	N				24-25 Shoe Reimb	N

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4		PV amount	UT	UT-Obj	UT-Rate	UT-Rate	UT-Rate	UT-Amount
250918	000734/00	BASILISA JOHNSON		3/26/2025	3/26/2025		37		37	Reimb - Supplies
		1. 01-0000-0-4300.00-1110-1000-003-72-305-0000			276.10	N				N
		Reimb - Supplies								
250919	002483/00	CRYSTAL AVALOS	570598630	3/26/2025	3/26/2025		37		37	Travel - Para Conf
		1. 01-62666-0-5200.00-1110-1000-003-00-000-0000			410.80	N				Y
		Travel - Para Conf								
250920	003540/00	DON AL DE DIOS		3/26/2025	3/26/2025		37		37	Travel - Bridges
		1. 01-62666-0-5200.00-1110-1000-040-00-000-0000			124.60	N				N
		Travel - Bridges								
250921	003302/00	ISABELLA NESEL		3/26/2025	3/26/2025		37		37	Mileage AVID Demo
		1. 01-0000-0-5200.00-1110-1000-003-72-110-0000			112.42	N				N
		Mileage AVID Demo								
250922	003447/00	JEFFREY WALKER		3/26/2025	3/26/2025		37		37	Travel - Bridges
		1. 01-62666-0-5200.00-1110-1000-020-00-000-0000			87.64	N				N
		Travel - Bridges								
250923	002384/00	JUSTIN ARMSTRONG	000000000	3/26/2025	3/26/2025		37		37	Reimb - Girls Basketball M
		1. 01-0000-0-5200.00-1110-1000-020-72-205-0000			533.83	N				N
		Reimb - Girls Basketball Meals								
250924	001590/00	KRISTINA HILLMAN		3/26/2025	3/26/2025		37		37	Travel - R-TAC COP
		1. 01-6332-0-5200.00-3200-1000-095-00-000-0000			105.00	N				N
		Travel - R-TAC COP								
250925	003277/00	LARRY MENDEZ		3/26/2025	3/26/2025		37		37	Mileage - AVID/McKinney-Ve
		1. 01-0000-0-5200.00-1110-1000-003-72-110-0000			113.40	N				N
		Mileage - AVID/McKinney-Vento								
		2. 01-3010-0-5200.00-0000-7200-003-00-000-0000			105.00	N				N
		Mileage - AVID/McKinney-Vento								
		Total amount			218.40	*				0.00 *

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr LN	Name	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	UT-Rate	Batch	Description
					amount	UT					UT-Amount
250926	003277/00	LARRY MENDEZ		3/26/2025	3/26/2025			37			Travel - CCEE
		1. 01-0000-0-5200.00-0000-7200-003-00-000-0000			740.68	N					N
		Travel - CCEE									
250927	002752/00	MARK NOTTERMAN	000000000	3/26/2025	3/26/2025			37			Travel - Educating for Car
		1. 01-0000-0-5200.00-1110-1000-020-72-205-0000			935.20	N					N
		Travel - Educating for Careers									
250928	003382/00	MELISSA PRICE		3/26/2025	3/26/2025			37			24-25 Shoe Reimb
		1. 01-0000-0-4300.00-0000-8300-001-72-208-0000			71.41	N					N
		24-25 Shoe Reimb									
250929	003286/00	MICHELLE GAMBOA	000000000	3/26/2025	3/26/2025			37			Travel - Educating for Car
		1. 01-0000-0-5200.00-1110-1000-020-72-205-0000			792.24	N					N
		Travel - Educating for Careers									
250930	002883/00	SHAUNA TINICH		3/26/2025	3/26/2025			37			Travel - Educating for Car
		1. 01-0000-0-5200.00-1110-1000-040-72-205-0000			280.00	N					N
		Travel - Educating for Careers									
250931	002883/00	SHAUNA TINICH		3/26/2025	3/26/2025			37			Reimb - STEM Lab Supplies
		1. 01-3213-0-4300.00-1110-1000-040-00-000-0000			139.21	N					N
		Reimb - STEM Lab Supplies									
250932	003178/00	LAURA CABRERA		3/26/2025	3/26/2025			37			24-25 Shoe Reimb
		1. 13-5310-0-4300.00-0000-3700-000-000-000-0000			125.00	N					N
		24-25 Shoe Reimb									
250933	003507/00	JOSIAH BAHINTING		3/26/2025	3/26/2025			37			Reimb - College Fees
		1. 01-7339-0-5800.00-1110-1000-020-00-000-0000			75.00	N					N
		Reimb - College Fees									
250934	003406/00	MIRANDA DE LA TORRE		3/26/2025	3/26/2025			37			24-25 Shoe Reimb

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	Entered	Paid	Batch	Description
LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4		PV amount	UT	UT-Obj	UT-Rate	UT-Amount

250934 (CONTINUED)

1.	01-0000-0-4300.00-0000-8300-001-72-208-0000			108.25	N			N
	24-25 Shoe Reimb							

Total for 03/26/2025

6,060.77 \*\*\* 0.00 \*\*\*

250935	003109/00	AIRA VILLANUEVA		3/27/2025	3/27/2025	37		Travel - CMC Central
1.	01-6266-0-5200.00-1110-1000-020-00-000-0000			95.90	N			N
	Travel - CMC Central							

250936 003197/00 ALMA CORDOVA

	3/27/2025	3/27/2025	37		Mileage
1.	01-0000-0-5200.00-0000-7100-000-00-000-0000			48.02	N
	Mileage				

250937 003545/00 DYLAN JONES

	3/27/2025	3/27/2025	37		Travel - CSEA Para Conf
1.	01-6266-0-5200.00-1110-1000-003-00-000-0000			408.90	N
	Travel - CSEA Para Conf				

250938 003453/00 ETHAN PERKINS

	3/27/2025	3/27/2025	37		Travel - CA Soc Std Conf
1.	01-6266-0-5200.00-1110-1000-020-00-000-0000			673.60	N
	Travel - CA Soc Std Conf				

250939 003085/00 ETHAN WARD

	3/27/2025	3/27/2025	37		Travel - CSEA Para Conf
1.	01-6266-0-5200.00-1110-1000-003-00-000-0000			400.10	N
	Travel - CSEA Para Conf				

250940 003492/00 GERALYN REBLORA

	3/27/2025	3/27/2025	37		Travel - BRIDGES
1.	01-6266-0-5200.00-1110-1000-050-00-000-0000			107.38	N
	Travel - BRIDGES				

250941 003546/00 MA JOSEPHINE BONGANCISO

	3/27/2025	3/27/2025	37		Travel - CMC Central Sympo
1.	01-6266-0-5200.00-1110-1000-020-00-000-0000			106.54	N
	Travel - CMC Central Symposium				

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 250899 - 250952

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	PV amount	Entered UT	UT-Obj	Paid UT-Rate	Batch UT-Rate	Description
250942	003392/00	JOVAN ALITAGTAG					3/27/2025	3/27/2025	37				Travel - CATE
		1. 01-62666-0-5200.00-1110-1000-020-00-000-0000						922.00	N				N
		Travel - CATE											
250943	003547/00	LATOYA ANDERSON					3/27/2025	3/27/2025	37				Travel - CSEA Para Conf
		1. 01-62666-0-5200.00-1110-1000-003-00-000-0000						255.00	N				N
		Travel - CSEA Para Conf											
250944	001659/00	MARY KLUCKOWSKI					3/27/2025	3/27/2025	37				Travel - CSEA Para Conf
		1. 01-62666-0-5200.00-1110-1000-003-00-000-0000						400.10	N				N
		Travel - CSEA Para Conf											
250945	003536/00	NERISSA JUNIO					3/27/2025	3/27/2025	37				Travel - CMC Central Sympo
		1. 01-62666-0-5200.00-1110-1000-040-00-000-0000						105.84	N				N
		Travel - CMC Central Symposium											
250946	002755/00	ROSA SOLANO					3/27/2025	3/27/2025	37				Travel - CSEA Para Conf
		1. 01-62666-0-5200.00-1110-1000-003-00-000-0000						422.76	N				N
		Travel - CSEA Para Conf											
250947	002211/00	RHONDA DEAL					3/27/2025	3/27/2025	37				Travel - CMC Central
		1. 01-62666-0-5200.00-1110-1000-020-00-000-0000						219.72	N				N
		Travel - CMC Central											
250948	003205/00	RINA IGUIRON					3/27/2025	3/27/2025	37				Travel - CATE
		1. 01-62666-0-5200.00-1110-1000-040-00-000-0000						771.60	N				N
		Travel - CATE											
250949	003475/00	ROSELLE AVERGONZADO					3/27/2025	3/27/2025	37				Travel - CMC Central
		1. 01-62666-0-5200.00-1110-1000-020-00-000-0000						105.84	N				N
		Travel - CMC Central											
250950	002962/00	VERONICA ZEPEDA					3/27/2025	3/27/2025	37				Travel - CSEA Para Conf

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
							PV amount	UT		UT-Rate		UT-Amount

250950 (CONTINUED)

1.	01-6266-0-5200.00-1110-1000-003-00-000-00000					3/27/2025	398.77	N				N
	Travel - CSEA Para Conf											

250951	000726/00	WAYNE KARR				3/27/2025	3/27/2025			37		Travel - PLC
1.	01-0000-0-5200.00-1110-1000-003-72-101-00000					3/27/2025	164.25	N				N
	Travel - PLC											

250952	000726/00	WAYNE KARR				3/27/2025	3/27/2025			37		Travel - PLC
1.	01-0000-0-5200.00-1110-1000-003-72-101-00000					3/27/2025	149.72	N				N
	Travel - PLC											

Total for 03/27/2025 5,756.04 \*\*\* 0.00 \*\*\*

Grand total 1,367,570.21 \*\*\*\*\* 0.00 \*\*\*\*\*



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Proposal/Estimate Cover Sheet

<b>Vendor/Contractor Name or Event Name</b>	<b>Date Received</b>	<b>Board Date</b>
3K Building Services, Inc	3/27/2025	4/2/2025

<b>Proposal Title/Name</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>
Proposal for Project Inspection Services for Tropic Drainage Improvements 03-124766	From 3/14/2025	3/26/2025
	Until Completed	

<b>Description</b>
This proposal is for Project Inspection Services for the Tropic Drainage Improvement project.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
No	NO

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	60 day written notice	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (not to exceed)</b>	\$67,424.00
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<b>Budget String/Comments</b>
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 3/27/2025
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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 3/27/2025
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March 14, 2025

Superintendent Barbara Gaines  
Southern Kern Unified School District  
3082 Glendower Street,  
Rosamond, CA 93560

**Proposal for Project Inspection Services for  
Tropico Drainage Improvements 03-124766**

RE: DSA Inspection  
Dear Ms. Gaines:

We would like to submit to you the following price proposal for DSA inspection services of the **Tropico Drainage Improvements 03-124766**. Due to the nature of the work as noted in the plans we believe that the work as noted can be inspected effectively by our team in the area without the need for a full time DSA inspector. We believe that DSA will agree with our assessment and therefore provide the District with a substantial savings in the inspection cost of the project. Therefore, we would like to propose the following:

<b>Project Duration Estimate:</b>	219 calendar days
Full time Inspection Hours:	688 hours
DSA Project Inspection (Part time)	<b>\$ 67,424.00</b>
ARAnchor /Documentation (No Charge)	\$ 0.00
<b>Fixed Price Proposal Total</b>	<b>\$ 67,424.00 (billed in 9 equal payments)</b>

Our services include only the DSA Project Inspection (PI) services noted on the attached DSA103 form. All Laboratory of Record (LOR), Special Inspection (SI), or Geological Engineering (GE) services noted and not included in the estimate. Any schedule over run less than 45 days included, billed hourly beyond 15 days.

Thank you very much for your consideration and please let me know if you have any questions or concerns.

Sincerely,  
**Khurt A. Geisse**  
**President,**  
3K Building Services, Inc.

## INDEPENDENT CONTRACTOR SERVICES PROPOSAL

This Independent Contractor Services Agreement is made and entered into effective **March 14, 2025** (the "Effective Date") by and between the Southern Kern Unified School District ("District") and 3K Building Services, Inc. ("Contractor").

Contractor Services. Contractor agrees to provide the following services: On-site inspection services for the Construction **Tropico Drainage Improvements 03-124766**.

1. Duties Include but not limited to:

The project inspector shall perform specific duties in accordance with Title 24, Part 1 (Sections 4-333, and 4-342). The project inspector acts under the direction of the design professional in general responsible charge. The project inspector does not have the authority to direct the contractor in the execution of the work, nor to stop the work of construction.

Represent the District under the direction of the District's designee.

Attend pre-bid planning and pre-construction conference, job meetings, special meetings, etc. as may be required or requested by the District.

2. Contractor Qualifications. Contractor represents that he has in effect all licenses, credentials, permits and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on **March 14, 2025**, and shall terminate upon completion of the scope of work. There shall be no extension of the term of the agreement without express written consent from all parties. Thirty-day (30) written notice by the District Superintendent or designee shall be sufficient to stop further performance of services by Contractor. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Four-hour daily minimum at show up, over four billed as 8 hours.

***Overtime Pre-Approved by the District's Construction Manager or Designee.***

Work in excess of 8 hours daily at 2-hour minimum, time and one half to 10 hours, 10 plus hours double time at 2 hours minimum.

Saturdays and Sundays 4-hour minimum at time and one-half.

Evenings after 6:00 PM at 4-hour minimum at time and one-half. National holidays at double time 8 hour minimum.

Travel: Additional expenses over 70 miles one way will be negotiated. Mileage to be paid at the current IRS rate as it may change from time to time.

Reimbursable charges must be pre-approved by the District and shall be billed to the District at cost plus 10%. (See "Exhibit A" for more information)

5. California Residency. Contractor is a resident of the State of California.
6. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, employees, invitees, or licensees.
7. Insurance. Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$1,000,000.00 per occurrence for bodily injury, personal injury and property damage, and the amount of automobile liability insurance shall be \$1,000,000.00 per accident for bodily injury and property damage combined single limit.
8. Independent Contractor Status. While engaged in carrying out the terms and conditions of the Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
9. Worker's Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
10. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
11. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent on the District.
12. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.

13. Severability: If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
14. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
15. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Los Angeles County, California.
16. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Contractor, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
17. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
18. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
19. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
20. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

## **ARAnchor**

### **1. Grant of Permission**

The Owner hereby grants the Company permission to access, collect, and gather construction-related documents, including but not limited to blueprints, building permits, inspection reports, plans, drawings, specifications, contracts, and any other construction-related documentation relevant to the Project.

## **2. Scope of Documentation**

The Company shall collect the following types of documentation:

- Orthomosaic Maps
- Photographs, video, 3D Renders.

## **4. Confidentiality**

The Company agrees to treat all documentation gathered as confidential and will not disclose such documentation to third parties without prior written consent from the Owner, except as required by law or for purposes directly related to the Project. The Company shall implement reasonable measures to protect the confidentiality of the Owner's documents.

## **5. Use of Documentation**

The Company agrees to use the documentation only for purposes related to the Project, including but not limited to:

- Distribution to construction of design personnel
- Promotion of ARAnchor services.
- The Company will retain the collected documentation for a period of 2 years in the event that the Owner does not wish to continue the ARAnchor service. After 2 years the Company shall archive or delete the information at the Companies discretion.
- The Company will not use the documentation for any other purpose without prior written consent from the Owner.

## **6. Duration of Agreement**

This Agreement shall remain in effect until the completion of the documentation gathering process or until terminated by either party with [10] days' notice in writing.

## **7. Ownership of Documentation**

- The Owner retains full ownership of all drawings, reports, and other materials not gathered through the ARAnchor mobile Application. The Company shall not claim any ownership rights over the documents, except for usage as expressly permitted in this Agreement.
- If the owner does not

## **8. Indemnification**

The Owner agrees to indemnify and hold harmless the Company from any claims, damages, or liabilities arising from the accuracy, completeness, or legality of the construction documentation provided by the Owner. The Company shall indemnify the Owner against any claims or damages arising from the misuse of the documentation by the Company.

## **9. Liability and Disclaimer**

The Company makes no warranty or guarantee regarding the completeness, accuracy, or suitability of the construction documentation for any specific purpose. The Company shall not be liable for any errors, omissions, or discrepancies in the collected documentation.

## **10. Dispute Resolution**

Any disputes arising out of or relating to this Agreement shall be resolved through [arbitration/mediation] in accordance with the rules of [Arbitration Institution], and the location of the proceedings shall be [City, State].

## **11. Miscellaneous**

- This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous agreements or communications, whether written or oral.
- This Agreement may not be amended or modified except by a written agreement signed by both parties.
- If any provision of this Agreement is found to be invalid or unenforceable, the remainder of the Agreement shall remain in full force and effect.

## **11. Payment**

The owner agrees to pay 3K Building Services, Inc. \$ 3,392.00 for the documentation of work with ARAnchor.com,

- ARAnchor will be available at no cost to the owner for 6 month after the construction project has been completed.
- After the above 6 month period has ended the owner shall be required to purchase an Enterprise Account as described on ARAnchor.com to obtain access to the the collected materials.

**District:**  
3082 Glendower Street,  
Rosamond, CA 93560

**Contractor:**  
27942 Mariposa St.  
Valencia. CA 91355

**Submitted By:**

**Khurt Geisse**  
Digitally signed by Khurt Geisse  
DN: C=US, E=3kmanager@gmail.com, O=3K  
Building Services, Inc. \*, OU=Owner \*, CN=Khurt  
Geisse \*  
Date: 2025.03.14 22:26:26-07'00'

President, 3K Building Services, Inc.

3/14/2024

Khurt A. Geisse,

Title:

Date:

**Accepted By:**

Name:

Title:

Date:

**Exhibit "A": Fee Schedule Hourly Option**

<b>Project Inspector Classifications</b>	<b>Hourly Rates</b>
DSA Certified Inspector	\$ 98.00 / hr



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Austin Entertainment Services	3/27/2025	4/2/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	Final Contract to Superintendent's Secretary By: 3/27/2025
Service Invoice/Contract	From 4/12/2025	
	Until 4/12/2025	

**Description of Agreement**

This contract is for DJ Services at the Rosamond High School Prom. The \$450 in costs are covered by ASB.

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

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$450.00
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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

Initial Review Complete

	Signature	Date
	Robert Irving	3/27/2025

Purchase Order Prepared

	Signature	Date

Ready for Board Agenda

	Signature	Date
	Camie Davies	3/27/2025



## Service Invoice/Contract

**Invoice Date:** Mar 9, 2025  
**Payment Due:** Apr 12, 2025

**Invoice Number:** 007-2025

**Client: Rosamond High School**  
2925 Rosamond Blvd.  
Rosamond, CA 93560  
Tel: (661) 256-5020  
Email: rhecc.skusd.k12.ca.us

Description	QTY	Unit Price	Amount
Equipment	1	\$85.00	\$85.00
Set-up	1	\$85.00	\$85.00
DJ Service	4	\$60.00	\$240.00
Media/Fuel	1	\$40.00	\$40.00
<b>Total</b>			<b>\$450.00</b>

### Terms

*The quote herein specifies the relevant costs as specified. A charge of fifteen dollars (15.00 USD) per unit hour will be added for each hour the extends the four (4) period set forth in this agreement.*

*This event will start at 6:00pm and end at 10pm  
Customer will make a \$0 deposit  
The total agreement cost will be \$450.00*

*This event will be held at:*

*Antelope Valley College Clubhouse  
3041 West Ave. K  
Lancaster, CA 93536*



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
CENTEGIX	3/27/2025	4/2/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	
Safety Platform	From <span style="float: right;">4/3/2025</span> Until <span style="float: right;">6/30/2030</span>	Final Contract to Superintendent's Secretary By: 3/27/2025

**Description of Agreement**

CENTEGIX SafetyPlatform consisting of CrisisAlert, Safety Blueprint, Visitor Management & Enhanced Cisitior Management. CENTEGIX will install, program, configure, and commission the CENTEGIX Safety Platform Equipment and Software at all sites listed on Exhibit A to the attached Order Acknowledgement. This is a five (5) year term with the total amount being \$287,400

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

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$287,400.00
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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

Initial Review Complete

	Signature	Date
	Robert Irving	3/27/2025

Purchase Order Prepared

	Signature	Date

Ready for Board Agenda

	Signature	Date
	Camie Davies	3/27/2025

# Order Acknowledgement

<b>Customer:</b>	Southern Kern Unified School District
<b>Location:</b>	2601 Rosamond Blvd., Rosamond, CA 93560
<b>Project:</b>	Safety Platform: CrisisAlert, Safety Blueprint, Visitor Management & Enhanced Visitor Management
<b>Billing Contact:</b>	Robert Irving: <a href="mailto:rirving@skusd.k12.ca.us">rirving@skusd.k12.ca.us</a> or (661) 256-5000 x1125
<b>Customer Purchase Order Number:</b>	SKUSD-003

## Thank you for your purchase of the CENTEGIX® Safety Platform™

CENTEGIX® will install, program, configure, and commission the CENTEGIX Safety Platform™ Equipment and Software at sites listed on **Exhibit A** to this Order Acknowledgement.

Alignment of expectations and responsibilities between all parties, including third parties (e.g., your intercom provider) are required for a superior experience and successful deployment. This Order Acknowledgement includes expectations, assumptions, and responsibilities for all parties in order to deliver rapid and successful deployment of the CENTEGIX Safety Platform.

### NOTES

- The CENTEGIX® Safety Platform™ is comprised of the following solutions:
  - **CrisisAlert™** is the badge-based incident response solution worn by every staff member that empowers staff to get help from school administrators or put the entire campus in lockdown with the push of a button. Used 98% of the time for medical emergencies, physical altercations, and behavioral situations the badge is always on for notification of extreme threats to safety. CrisisAlert can notify 911 dispatch— including room-level location details— and initiate visual and audio notifications so that everyone on campus knows that a site has been locked down.
  - **Visitor Management** makes monitoring who's coming in and out of your schools easy, ensuring that only authorized visitors are allowed on campus. Screen all school visitors, create custom banned person lists, monitor custody issues, log student tardies and early releases, send security alerts to staff, and create detailed reports on all activities tracked.
  - **Safety Blueprint** provides dynamic, digital mapping that elevates safety management, planning, and preparedness. With every building and safety asset mapped in one system, responders are fully equipped for immediate action.
- Note: 1 CrisisAlert badge allocated per staff member and additional CrisisAlert badges included as set forth in the quote for sites purchased. Additional CrisisAlert badges beyond original allocation are

available via CENTEGIX Customer Support for an additional fee and delivered to a central location for the Customer to distribute.

## CUSTOMER & CENTEGIX RESPONSIBILITIES

Project Planning	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Designate a core team that has primary responsibility for overseeing the CENTEGIX Safety Platform™ implementation, policy, and all communication.</li> <li>Provide a detailed map of each site (as outlined in the Safety Blueprint section below) showing all buildings and rooms where the Safety Platform will be installed.</li> <li>Be responsible for distributing all badges, which are delivered to a central location, to the individual site locations.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>Provide an install schedule for each solution for all site locations provided that all maps have been loaded to the application and approved/signed off by the customer. The schedule is subject to change. Customer will accommodate adjustments for the project to remain on track.</li> </ul>

Gateway	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Provides network information for the CrisisAlert Gateway(s) to be configured.</li> <li>If required, two (2) Power-Over-Ethernet (POE) drops at exterior locations defined by CENTEGIX.</li> <li>Connecting the Gateway(s) that CENTEGIX will monitor.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>All gateways/wireless back-up equipment must be installed and confirmed online by the CENTEGIX Command Center for all locations before a target install date for the rest of the solution can be confirmed.</li> </ul>

Visitor Management (if applicable)	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Purchases or provides compatible scanner(s), printer(s), and consumables for use at entry points and all computers on which the system will be used.</li> <li>Provide network information for the Visitor Management System to be connected.</li> <li>Maintain computers and all other peripherals. Computers will need to be connected to either the WiFi or network before installation.</li> <li>Perform all required OS, driver, and browser updates for all computers, scanners, and printers used with Visitor management.</li> </ul>

Safety Blueprint	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>• Provide scaled floor plan drawings of the facility buildings to be mapped in Safety Blueprint in either a PDF or DWG format. Drawings must include rooms, walls, and doors.</li> <li>• Provide an assets list and map labels to identify on the Safety Blueprint map, if purchased.</li> <li>• Verify the accuracy of the Safety Blueprint map including the final floor plan drawings, asset locations, and map labels.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>• Review the customer's submitted floorplan drawings for approval and render the floorplans in Blueprint.</li> </ul>

Intercom Integration (if applicable)	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>• Customer and its third-party intercom provider(s) are responsible for the operation of the intercom system(s), along with any additional costs associated with upgrading or alterations to the customers intercom software, hardware and network connections.</li> <li>• Provide a site-specific URL or other API for each message for sites that have IP-based intercom systems with virtual triggers.</li> <li>• Provide network information for the CrisisAlert Intercom Integration Device to be programmed. Customer will ensure its intercom system(s) is/are connected to the device.</li> </ul>

Additional 3 <sup>rd</sup> Party Software Integration (if applicable)	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>• Customer and its third-party software provider(s) are responsible for the operation of the additional software capabilities, along with any additional costs associated with upgrading or alterations to the third-party software..</li> <li>• Provide a site-specific URL or other API for sites that have 3rd party software integrations that CENTEGIX supports.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>• Integrations (if applicable) purchased through CENTEGIX are supported by CENTEGIX and our third-party partners.</li> </ul>

Onsite Access	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>• Provide 2 sets of district/organization-wide master keys per site.</li> <li>• Provide evening and weekend access to sites for install team flexibility.</li> <li>• Override the security system when the installation team is onsite.</li> <li>• Provide guest Wi-Fi information if available.</li> <li>• If CENTEGIX installation team is unable to access a room or building, or a map is inaccurate causing a delay in the installation, the Customer will incur a minimum</li> </ul>

	<ul style="list-style-type: none"> <li>revisit fee of \$500/site per revisit, dependent upon remaining work.</li> <li>If CENTEGIX installation team is unable to locate a suitable stationary element to install exterior equipment, the Customer will need to install a pole or other suitable structure for this equipment to be located.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>The installation team designated by CENTEGIX will install hardware equipment at each facility/site purchased.</li> </ul>

Software	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Deploy the CrisisAlert Desktop Application software to supported equipment, including laptops, desktops, tablets, and mobile equipment using the files provided by the CENTEGIX Onboarding Specialist.</li> <li>Allow Public DNS for the CENTEGIX Wireless Back-up equipment.</li> </ul>

Implementation and Training	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Provide the information necessary to enable Active Directory syncing (if applicable).</li> <li>Responsible for the configuration of the Safety Platform™ system (including CrisisAlert, Safety Blueprint, and if utilized Visitor Management) with reasonable guidance from CENTEGIX.</li> <li>Conduct site testing, with guidance from CENTEGIX to ensure the system is functioning properly. Both parties will sign-off in agreement that site testing has been verified.</li> <li>Identifying individuals who can deliver end-user training for its organization on how to use the CrisisAlert badge (and Visitor Management badge if applicable), including requiring each staff member with a badge to complete a "Badge Training" session in which they, at minimum, activate a badge alert.</li> <li>Assist CENTEGIX in obtaining the necessary support from the selected public safety answering point (PSAP) agency, if applicable.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>Provide remote training for system configuration.</li> <li>Provide onsite training for Responders and Badge Managers unless opted out on the quote (CrisisAlert)</li> <li>Provide training for school administrators and front office staff based on the training method purchased (Visitor Management).</li> <li>Provide the requirements for user access to the Safety Blueprint map features.</li> <li>Provide remote training for Safety Blueprint asset and map management.</li> <li>Recommend other optional services are available to assist with deployment</li> </ul>

Communications	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>Share communications with your stakeholders (Parents, Teachers, Staff, and Students) during the different stages of your CrisisAlert process. You can do so</li> </ul>

	<p>via internal emails, district-wide newsletters, school communications, morning announcements, creating a webpage on your website, and on social media.</p> <ul style="list-style-type: none"> <li>• <b>During sign-up:</b> Inform all stakeholders about the decision to implement CrisisAlert.</li> <li>• <b>During installation:</b> Keep stakeholders updated on the progress. Staff will want to know what to expect during this process. Students may wonder why new equipment is now appearing throughout the building.</li> <li>• <b>Operational Phase:</b> Your community will want to see how your CrisisAlert solution works. One way to do this is by hosting a demo day where you can invite speakers to participate, provide answers to frequently asked questions, and demonstrate how your new solution works.</li> <li>• <b>Ongoing Communication:</b> Keep your stakeholders informed by communicating with them on how you have utilized your CrisisAlert solution and how it has impacted your school community.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>• Provide a communications kit to help customers communicate with their communities about CrisisAlert. Customer will coordinate a call between CENTEGIX point of contact and the Communications Director for the customer to review best practices for communicating about CrisisAlert.</li> </ul>

Post Implementation	
<b>CUSTOMER</b>	<ul style="list-style-type: none"> <li>• Provide general troubleshooting of the system and its equipment with the site. District technical support can escalate an issue to be addressed through their account manager or support manager.</li> <li>• Managing and maintaining all users and their permissions for the software through the term of the contract.</li> <li>• Providing Badge Training and training documentation to new users of the system</li> <li>• Conducting test drills of CrisisAlert at the beginning of each semester.</li> <li>• Managing and maintaining all Visitor Management hardware through the term of the contract.</li> <li>• Report structural changes to the building floorplans and layout to Centegix.</li> </ul>
<b>CENTEGIX</b>	<ul style="list-style-type: none"> <li>• Onsite assistance is available to assist the customer regarding all purchased solutions. Contact CENTEGIX Support at <a href="mailto:support@centegix.com">support@centegix.com</a> for more information.</li> </ul>

## CONTRACT TERMS (QUOTE)

Product Item / Fee		*Sites	Annual Rate (Per Site)	Annual Recurring Rate	Term Amount
<b>SAFETY PLATFORM with CrisisAlert™</b>		6	\$8,000	\$41,000	\$205,000
Safety Blueprint		6	Included	Included	Included
Visitor Management		4	Included	Included	Included
Enhanced Visitor Management		4	\$1,000	\$4,000	\$20,000
Reunification		4	Included	Included	Included
Annual Fees - CrisisAlert					
Wireless Backup		6	\$200	\$1,200	\$6,000
Annual Fees - Visitor Management & Reunification					
OneRoster Integration		4	\$250	\$1,000	\$5,000
<b>Annual &amp; Full-Term Platform Sub-totals:</b>				<b>\$47,200</b>	<b>\$236,000</b>
One Time Fees - CrisisAlert™					
Installation & Setup		6			\$18,000
CENTEGIX Gateway Cabling & Installation		6			\$12,000
Implementation		6			\$12,000
Shipping		6			\$2,400
On-Site Responder Training		6			\$6,000
One Time Fees - Safety Blueprint™					
Remote Installation and Remote Training		6			Included
One Time Fees - Visitor Management					
Remote Installation and Remote Training (VM)		4			Included
Remote Installation And Remote Training (EVM)		4			Included
SIS/API Integration Setup		4			Included
Visitor & Student Starter Kit		4			\$1,000
Visitor Locating Badges (10 count)		4			Included
<b>NOTES:</b> Quote includes site mapping and training, along with software licensing and hardware warranty based on the term selected. * District Office/Transportation + Maintenance site = No VM/EVM. ** One-time fees do not include any local contracting licensing or public works reporting. Available upon request at an additional fee.				<b>One-Time Fees Sub-total:</b> \$51,400	
Annual contract will renew after the selected term expires at CENTEGIX then current pricing.  All invoices are payable on Net 30 terms.  Any remaining fees (if applicable) will be invoiced annually upon the anniversary date.				<b>Full Term Contract Total</b> \$287,400	
<i>Amounts do not include local, state or federal taxes. If you are tax exempt, please provide a tax exempt form otherwise sales tax will be charged.</i>					
(800) 950-9202		2120 Powers Ferry Road SE, Suite 110, Atlanta, GA 30339		sales@centegix.com	

**BILLING AND PAYMENT TERMS**

Upon execution of this Order Acknowledgement, CENTEGIX will invoice the Customer as follows:

1. Year One\* to be invoiced with the following billing milestones:
  - 50% of Year 1 cost invoiced upon the earlier of the PO date or signed OA date
  - 50% of Year 1 cost invoiced 120 days after the earlier of the PO date or the signed OA date (Anniversary Date)
  
2. The remaining fees will be invoiced annually upon the Anniversary Date.

Schedule Item	Billing Milestone	Due Upon	Amount
Year One	50%	Execution of Purchase Order or signed OA	\$49,300
Year One	50%	120 days after the Purchase Order or signed OA	\$49,300
Year Two	100%	Anniversary Date	\$47,200
Year Three	100%	Anniversary Date	\$47,200
Year Four	100%	Anniversary Date	\$47,200
Year Five	100%	Anniversary Date	\$47,200

\* Year One includes annual platform total and one-time Professional Services fees (3).

All invoices are payable on Net 30 terms.

**OTHER INFORMATION**

CENTEGIX standard terms and conditions <https://www.centegix.com/legal-tc3/> are incorporated by reference and are a part of this Order Acknowledgement.

- If applicable, the supplemental terms on **Exhibit B** (the “**Special Terms**”) are incorporated by reference and are a part of this Order Acknowledgement.

We look forward to working with you to achieve a successful deployment of the CENTEGIX Safety Platform™. If you have any questions or concerns, please don't hesitate to contact your Onboarding Specialist.

Thank you for the trust you have placed in CENTEGIX to protect your students and staff.

**ACCEPTANCE OF ORDER ACKNOWLEDGEMENT**

**AUTHORIZED CUSTOMER REPRESENTATIVE**

Acknowledged and agreed.

Signature:	
Name:	
Title:	
Date:	

**AUTHORIZED CENTEGIX REPRESENTATIVE**

Acknowledged and agreed.

Signature:	
Name:	
Title:	
Date:	

**EXHIBIT A**
**Site(s) Purchased:**

Count	Site Name (what the district calls the site) Ex: Cross Keys High	Address 1	City	State	Zip	Phone (required if integrating with PSAP)
1	Abraham Lincoln Alternative / Rare Earth High (continuation) / Rosamond High Early College Campus	2800 Rosamond Blvd.	Rosamond	CA	93560	(661)256-5090
2	Rosamond Elementary	3082 Glendower St.	Rosamond	CA	93560	(661)256-5050
3	Tropico Middle	3180 Tropico Road	Rosamond	CA	93560	661-256-5040
4	Westpark Elementary	3600 Imperial Avenue	Rosamond	CA	93560	661-256-5030
5	District Office / Transportation	2601 Rosamond Blvd.	Rosamond	CA	93560	661-256-5000
6	Maintenance	3245 Eagle Way	Rosamond	CA	93560	



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

<b>Vendor/Contractor Name</b> FreezeFlash	<b>Date Contract Received</b> 3/27/2025	<b>Board Date</b> 4/2/2025
<b>Contract Title/Name</b> Event Agreement	<b>Contract Effective Dates</b> From 4/12/2025 Until 4/12/2025	<b>Final Contract to Superintendent's Secretary By:</b> 3/27/2025

**Description of Agreement**

This contract is for Photobooth Services at the Rosamond High School Prom. The \$500 in costs are covered by ASB.

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

<b>Fixed/Startup Costs</b> N/A	<b>Total Cost (NTE) Per Year</b> \$500.00
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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

Initial Review Complete

Signature Robert Irving	Date 3/27/2025
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Purchase Order Prepared

Signature	Date
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Ready for Board Agenda

Signature Camie Davies	Date 3/27/2025
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**CLIENT INFORMATION: ASB JUNIORS**

**Company Name (if a corporate event) :**

**Phone:** 6612472329

**E-mail:** sadis@skusd.k12.ca.us

**Date of Event :** Sat, Apr 12, 2025

**Type of Event :** PROM

**Start Time :** 6:00 pm

**End Time :** 9:00pm

**Full Venue Address :** Antelope Valley Country Club, 39800 Country Club Dr, Palmdale, CA 93551

**EVENT AGREEMENT TERMS AND CONDITIONS**

**THE RULES (PLEASE READ)**

**Respect the equipment:** Treat the photobooth and all accompanying props and accessories with care. Avoid any rough handling or misuse that could cause damage.

**No food or drinks:** To prevent any spills or damage to the equipment, refrain from bringing food or beverages inside the photobooth area.

**Props and accessories:** Feel free to use the provided props and accessories for your photos. However, use them responsibly and avoid causing damage or misplacing them. Return all props to their designated area after use.

**Safety first:** Do not engage in any activities that may compromise the safety of yourself or others. Avoid climbing on or excessively leaning on the booth structure. Follow any additional safety guidelines provided by the photobooth operator or venue.

**Follow instructions:** Pay attention to any instructions or guidance provided by the photobooth attendant or displayed on signs. They are there to ensure a smooth and enjoyable experience for everyone.

**Have fun:** Finally, enjoy your time in the photobooth! Capture memorable moments, strike poses, and create lasting memories. Remember to be inclusive and encourage others to join in the fun.

**Adult supervision for kids under 8:** Children under the age of 8 must be accompanied and supervised by a responsible adult while using the photobooth. This ensures their safety and prevents any mishandling of the equipment or props.

**Misbehaving children require adult supervision:** If a child is displaying disruptive or inappropriate behavior inside the photobooth area, they must be accompanied and supervised by a responsible adult. This ensures that all guests can enjoy their experience without disturbance or discomfort.

The person(s) whose signature(s) appear on this contract, agrees that Freeze Flash Photobooth will provide photobooth services to the best of its abilities, in the manner described in this Agreement. This is a binding contract, which incorporates the entire understanding of the parties, and any modifications must be in writing, signed by both parties, and physically attached to the original agreement.

access & Event Location: Booth location must also be in a room with no less than an 8' clearance. Minimum door width for booth access is 28'. Placement of booth can only be on level, hard and smooth surfaces such as tile, hardwood, concrete, etc. Grass surface, uneven stone surfaces or bare dirt are not acceptable and client will be notified of the inadequate environment and given the opportunity to choose a more acceptable location for the booth. We require one 110/120-volt grounded power outlet within 15' of booth location.

Expenses: Travel expenses such as parking, shipping, or destination fees must be reimbursed to the vendor and will be added to the balance due after the event. Travel fees are pre-determined and will be set out in the initial payment total.

**SERVICE PERIOD** Pursuant to the responsibilities of the Client, Company agrees to have a photobooth operational for a minimum of 80% during this period; occasionally, operations may need to be interrupted for maintenance of the photobooth.

**DEPOSIT AND PAYMENT** A non-refundable retainer in the amount of \$25 is due upon signing of contract. If paying by credit card, Client agrees to have Company charge Client's credit card for payment of services. Client is liable for any overage in time at the cost of \$50/hr., which will be billed in half hour increments. Client agrees that in addition to any and all other legal rights and remedies Company may have, Client will pay a \$50 fee for any and all returned checks which Client may write to Company as payment for services.

**CHANGES AND CANCELLATIONS** Any request for a date, time, or location change must be made in writing at least thirty (15) days in advance of the original event date. Change is subject to photobooth availability and receipt of a new Service Contract. If there is no availability for the alternate date, time, or location, deposit shall be forfeited and no photobooth services will be provided. Any cancellation occurring less than thirty days prior to the event date shall forfeit all payments received.

**PARKING** Client shall provide parking for Company's vehicle while at Client's Event. The parking space shall be within close proximity to the venue, and Client shall provide any necessary parking permit or pass prior to the event date.

**PHOTOBOOTH ACCESS, SPACE AND POWER** Client shall arrange for an appropriate space for the photobooth at Client's venue. Space must be level, solid, and at least 6' by 9'. It is the Client's responsibility to ensure access is possible. Photobooth may be placed in an exterior location, provided it is protect from weather. Client is responsible for providing power to the photobooth (110V, 10 amps, 3 prong outlet).

**WIFI ACCESS** Company social media package requires Client to provide or guarantee a venue Internet connection of at least (1MB). Company is not responsible for insufficient social media features below the required Internet speed.

**ONLINE GALLERY** Upon receiving downloadable link for high-resolution files, Client accepts all responsibility for archiving and protecting the photographs. Company is not responsible for the lifespan of any digital media provided for any future changes in digital technology or media readers that might result in an inability to read discs provided. It is Client's responsibility to make sure that digital files are copied to new media as required.

**PRINT OUT DESIGN** Company will design a print out based on material supplied by Client, including logos, fonts, monograms, and ideas. Company will provide a draft and one revision, additional revisions will be billed to Client at 25\$.

**MODEL RELEASE** Company reserves the right to use images produced with its photobooth under this Agreement to transfer to a third-party, host, store, cache, reproduce, publish, display (publicly or otherwise), perform (publicly or otherwise), distribute, transmit, modify, adapt, and create derivative works, and to reproduce the same images, in each case for the purpose of promoting the Company, its services, and other good faith business purposes.

**Photo Storage Responsibility:** a. The Vendor shall provide the Client with digital copies of all photos taken during the event, either through online transfer or USB drive, as outlined in the chosen rental package. b. The Client is solely responsible for the safekeeping and storage of these digital copies once they have been delivered. The Vendor does not guarantee the permanent storage or retention of these photos beyond the agreed-upon delivery method. c. The Client is encouraged to create backups of the digital copies to prevent any potential loss or damage. d. The Vendor shall not be held liable for any loss, corruption, or destruction of the digital copies after they have been delivered to the Client.

Equipment Damage Liability: a. The Client agrees to be fully responsible for any damage or loss incurred to the Vendor's equipment during the event, including but not limited to the photobooth, props, and accessories. b. In the event of damage or loss caused by the Client or their guests' negligence, the Client agrees to compensate the Vendor for the full repair or replacement costs of the equipment within 30 days of the event. c. The Client understands that failure to reimburse the Vendor for the equipment damage or loss within the specified timeframe may result in legal action to recover the incurred expenses.

CLIENT WARRANTS THAT IT HAS ACTUAL AUTHORITY TO AGREE TO THE USE OF THE LIKENESS OF ALL PERSONS INCLUDED IN THE IMAGES IN THIS MANNER AND SHALL INDEMNIFY THE COMPANY IN ACCORDANCE WITH THE INDEMNIFICATION CLAUSE PROVIDED IN THIS AGREEMENT BELOW.

LIMITATION OF LIABILITY; WAIVER UNDER NO CIRCUMSTANCES, EXCEPT AS OTHERWISE STATED IN THIS AGREEMENT, WILL THE COMPANY, ITS PARENT COMPANY, NOR ANY OF THEIR EMPLOYEES, MANAGERS, OFFICERS OR AGENTS BE LIABLE TO THE CLIENT FOR ANY LOSS OR DAMAGES OF ANY KIND (INCLUDING, WITHOUT LIMITATION, FOR ANY DIRECT, INDIRECT, ECONOMIC, EXEMPLARY, SPECIAL, PUNITIVE, INCIDENTAL OR CONSEQUENTIAL LOSSES OR DAMAGES) THAT ARE DIRECTLY OR INDIRECTLY RELATED TO: (A) THE PHOTOBOOTH SERVICE; (B) ANY ACTION TAKEN IN CONNECTION WITH COPYRIGHT OR OTHER INTELLECTUAL PROPERTY OWNERS, INCLUDING WITHOUT LIMITATION, ANY INTELLECTUAL PROPERTY RIGHT, PUBLICITY, CONFIDENTIALITY, PROPERTY OR PRIVACY RIGHT; (C) ANY ERRORS OR OMISSIONS IN THE SERVICE'S OPERATION; OR (D) ANY DAMAGE TO ANY USER'S COMPUTER, MOBILE DEVICE, OR OTHER EQUIPMENT OR TECHNOLOGY. IN NO EVENT WILL THE COMPANY BE LIABLE TO CLIENT OR ANYONE ELSE FOR LOSS, DAMAGE OR INJURY, INCLUDING, WITHOUT LIMITATION, DEATH OR PERSONAL INJURY. SOME STATES DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO CLIENT. CLIENT AGREES TO DEFEND (AT COMPANY'S REQUEST), INDEMNIFY, AND HOLD THE COMPANY, ITS PARENT COMPANY, EMPLOYEES, MANAGERS, OFFICERS, AND AGENTS, HARMLESS FROM AND AGAINST ANY CLAIMS, LIABILITY, DAMAGES, LOSSES, AND EXPENSES, INCLUDING WITHOUT LIMITATION, REASONABLE ATTORNEY'S FEES AND COSTS, ARISING OUT OF OR IN ANYWAY CONNECTED WITH ANY OF THE LIABILITY STATED ABOVE, INCLUDING BUT NOT LIMITED TO ANY ACTION TAKEN IN CONNECTION WITH THE MODEL RELEASE PROVIDED IN THIS AGREEMENT, COPYRIGHT OR OTHER INTELLECTUAL PROPERTY OWNERS, INCLUDING WITHOUT LIMITATION, ANY INTELLECTUAL PROPERTY RIGHT, PUBLICITY, CONFIDENTIALITY, PROPERTY OR PRIVACY RIGHT.

MISCELLANEOUS TERMS In the event Company is unable to supply a working photobooth for at least 80% of the Service period, Client shall be refunded a prorated amount based on the amount of service received. If no service is received, Company's maximum liability will be the return of all payments received from Client. Prior to any party commencing an action, each party shall meet in a good-faith attempt to resolve their differences. Should both parties be unable to resolve their dispute, both parties agree to submit their dispute to a neutral mediator. Both parties agree to the jurisdiction, venue, and choice of law of Company's principle place of business at the time of the execution of this Agreement.

ALL SALES ARE FINAL. Client understands and agrees that all sales and service fees are final

100% of the total due on Apr 12, 2025, in  
the amount of \$500

*jorge gomez*

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jorge gomez

Signed: Mar 10, 2025

freezeflashphotobooth@gmail.com

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# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Proposal/Estimate Cover Sheet

<b>Vendor/Contractor Name or Event Name</b>	<b>Date Received</b>	<b>Board Date</b>
Earth Systems	3/26/2025	4/2/2025

<b>Proposal Title/Name</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>
Proposal # PAL-25-3-006 - Soil Testing, Special Inspections and Materials	From 4/3/2025 Until Completed	3/26/2025

<b>Description</b>
This cost proposal is for soil testing, special inspections and materials testing for Westpark Elementary School Pre-K and T-K Classrooms.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
No	NO

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	60 day written notice	N/A

Fixed/Startup Costs	N/A	<b>Total Cost (not to exceed)</b>	\$191,955.00
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<b>Budget String/Comments</b>
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	Date
	Robert Irving	3/26/2025

<input type="checkbox"/> Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature	Date
	Camie Davies	3/26/2025

Southern Kern Unified School District  
P.O. Drawer CC  
Rosamond, California 93560

**Proposal for  
Soil Testing, Special Inspections and Materials Testing  
Southern Kern Unified School District  
Westpark Elementary School Pre-K and T-K Classrooms  
3600 Imperial Avenue  
Rosamond, Kern County, California**

March 26, 2025

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without the express written consent of Earth Systems Pacific.

Proposal No.: PAL-25-3-006



# EARTH SYSTEMS

1024 W. Avenue M-4 | Palmdale, CA 93551 | (661) 948-7538 | [www.earthsystems.com](http://www.earthsystems.com)

March 26, 2025

Proposal No.: PAL-25-3-006

Southern Kern Unified School District  
P.O. Drawer CC  
Rosamond, CA 93560

Attention: Ms. Barbara Gaines

Subject: **Proposal for Soil Testing, Special Inspections and Materials Testing**

Project: **Southern Kern Unified School District**  
**Westpark Elementary School Pre-K and T-K Classrooms**  
3600 Imperial Avenue  
Rosamond, Kern County, California

References: DSA Approved Drawings, Construction of Pre-K and T-K Classrooms at Westpark Elementary School, Southern Kern Unified School District, 3600 Imperial Avenue, Rosamond, CA 93560, dated November 4, 2024.

As requested, Earth Systems Pacific [Earth Systems] is pleased to submit this proposal to perform soil testing, special inspections and materials testing for the proposed Pre-K and T-K Classrooms project at Westpark Elementary School located in Rosamond, California. Earth Systems understands that improvements will include five new modular classrooms, a new shade structure, a new play area, new basketball courts, a concrete parking lot, a drainage basin and pavements. Earth Systems is very well qualified to provide these services to the Southern Kern Unified School District having performed these same services for a majority of local Districts for over 30 years, having currently performed the geotechnical report for the classroom buildings, as well as providing similar materials testing and inspection for Rosamond High School, Tropic Middle School, and previously Rosamond Elementary School.

Since 1969, the Earth Systems group of companies has provided expert geo-professional services to assist our clients through all aspects of geotechnical and geologic engineering, environmental engineering, and construction related materials testing and inspection services. Our dedicated staff understands the diverse geotechnical, geologic, and construction-related issues that may affect the proposed project and will work to develop practical and economical geotechnical engineering solutions through innovative approaches. It is our desire to provide you with the highest quality services at reasonable fees. The advantages of using Earth Systems are the following:

- We are a local office only 20 minutes from the project site.
- Our technicians and inspectors live and work in the local Antelope Valley area and are very familiar with the construction practices and soils conditions.
- We have been working with the Southern Kern Unified School District for over 30 years.
- Our Geotechnical and Principal Engineers are very familiar with the project area.

- We have 5 DSA accredited LEA laboratories to allow us to efficiently provide services and avoid testing delays.

The scope of work is summarized below. Engineering aspects of this project will be performed under the technical supervision of Mr. Kevin Paul, GE# 2930. Our services will be on an “as-requested” and “on-call” basis by your onsite representative. Requested services are anticipated to include the following, as presented below. Our scope of work and fees are based upon the DSA approved drawings and plan sets provided for our use by Flewelling and Moody. Services may include:

## **SOIL TESTING**

### **Rough Grading Observation and Compaction Testing**

The purpose of our services is to provide geotechnical observation and soil compaction testing of soils used during rough grading relative to ASTM D 1557 maximum densities and optimum moisture content. Earth Systems technical staff will be onsite full-time during grading for buildings to verify conformance to requirements set forth in the project geotechnical engineering report, plans, and specifications as is required by the 2022 California Building Code. Based on the data at our test location, a relative compaction will be provided. Testing may be performed in general accordance with ASTM D 1556, *Standard Test Method for Density and Unit Weight of Soils in Place by the Sand Cone Method* and ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. Engineering and geologic staff may also provide intermittent observation during grading as well as technical supervision, project review, and project management.

### **Infrastructure Construction Soils Testing**

The purpose of our services is to provide compaction testing of the backfill soil relative to ASTM D 1557 maximum densities and optimum moisture content. Compaction testing of prepared infrastructure facilities including sewer, storm drain, domestic and fire water, and dry utility trench backfill is anticipated.

Based on the data at our test location, a relative compaction will be provided. Testing will be performed in general accordance with ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. We anticipate providing these services on an “as-requested” part-time basis for the compaction of the soils.

### **Building Foundations Compaction Soils Testing**

The purpose of our services is to provide compaction testing of the building footing subgrade relative to ASTM D 1557 maximum densities and optimum moisture content. Based on the data at our test location, a relative compaction will be provided. Testing will be performed in general accordance with ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. We anticipate providing these services on an “as-requested” part-time basis for the compaction of the soils.

### **Hardscape Soils, Aggregate Base, and Asphalt Testing**

The purpose of our services is to provide compaction testing of the subgrade soil and aggregate base relative to ASTM D 1557 and ASTM D 2950 maximum densities. Compaction testing of prepared subgrades and aggregate base for curb and gutter, cross gutters, sidewalks, and pavement areas is anticipated.

Based on the data at our test location, a relative compaction will be provided. Testing will be performed in general accordance with ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. We anticipate providing these services on an "as-requested" part-time basis for the compaction of the soils and aggregate base.

### **Laboratory Conformance Testing**

Laboratory Quality Assurance conformance testing of soils used during grading may include determination of Expansion Index of building pad structural soils based on the Statement of Structural Tests and Inspections for soils placed under Earth Systems direct observation, corrosion potential testing of site soils, and compaction characteristics of soils used for fill. We have assumed the contractor will submit conformance testing and request approval of any soil to use as fill, prior to placement as per the specification.

## **SPECIAL INSPECTION AND MATERIALS TESTING**

### **Concrete Sampling and Testing**

Concrete sampling and testing will be performed when requested during the placement of structural concrete with strengths in excess of 2,500 psi. Batch plant inspection, sampling, slumps tests, temperature monitoring, and compression testing of concrete specimens in accordance with DSA approved documents. Concrete inspection will be provided by a certified International Code Council [ICC] DSA approved concrete special inspector.

### **Structural Steel**

Special inspection will be performed for shop and field welding when requested. This work will be based on the specification provided in the approved plans and specifications. High strength bolting inspection shall be provided as required. These inspections will be provided by an American Welding Society [AWS-CWI] certified inspector. Ultra-sonic inspection shall be provided by a DSA approved Level II NDT inspector for full penetration welds.

## **TECHNICAL MANAGEMENT AND REPORTS**

We will provide technical management of our field staff, including review of test procedures, test results, and daily field reports for general construction progress. Items within our scope of service found in non-compliance with the project requirements will be brought to the attention of the general contractor's construction superintendent and/or your responsible representative for resolution and schedule of retesting. As re-inspection items can have an impact on our budget, our Project Manager will review the field reports to monitor items requiring re-inspection and the hours involved in re-inspection. These items will be documented and the

information can be forwarded for appropriate action and tracking of potential change orders to our contract, and/or back charges to the contractor by the construction management firm, if requested.

As needed, final reports summarizing rough and remedial grading of the building pads will be prepared. Other reports may include compaction test results for infrastructure and other improvement construction. Project management and technical supervision will be provided by engineering and geologic staff.

### **SCHEDULING, CONSULTATION, AND CANCELLATION**

The client or their representatives are responsible for contacting Earth Systems when services are required and are responsible for monitoring the requests for service and recognizes that the efficiency with which Earth Systems' services are utilized will have a significant effect upon the costs for testing and inspection. During construction, we will make every attempt to service last-minute requests, however, please try to notify Earth Systems at least 24 hours in advance of the need for technician services and 48 hours for special inspection. Last-minute requests are rarely efficient in time or cost to the project. Construction testing services and fees are notoriously difficult to predict and are highly dependent upon contractor performance and schedule; therefore, the actual fees will be based upon the rates provided, the extent and type of services requested, and the time required to complete the project.

Earth Systems requests and expects the contractor's cooperation in providing suitable and safe access to the designated work areas and security while working on the site. If requested, Earth Systems will provide suitable and safe access, however this will be considered a change in scope to this proposal and the costs negotiated.

Technician/Inspector time, or when the contractor is not ready for tests and does not cancel our personnel, will be billed at hourly rates with a four-hour minimum charge. Engineering consultation or review/reporting, either in the office or at the job site, will be billed at hourly rates with a two-hour minimum for field consultation.

Earth Systems personnel will not supervise the contractor's work in any way. Earth Systems' presence or absence on the project in no way relieves the contractor of his responsibility to provide a completed project in compliance with the project plans and specifications.

Neither the professional activities of Earth Systems, nor the presence of Earth Systems or its employees and subcontractors, shall be construed to imply Earth Systems has any responsibility for methods of work performance, supervision of work, sequencing of construction, or safety in, on, or about the job site.

The rates presented in this proposal are for the use of Earth Systems full-time inspection and testing personnel where possible. When scheduling demands or out of area testing and inspection necessitates the use of contract special inspectors, the services will be invoiced at the rate of cost plus 20%. We have based our estimates on "local" fabrication within the southern California area.

**BASIS OF FEES**

A construction schedule has not been submitted to Earth Systems Pacific for preparation of this proposal. As a result, the following estimate is for general budgeting purposes only. To estimate the soils/materials testing/inspection budget, Earth Systems did take-offs from the project plans. We propose to perform this project on a time-and-expense basis using Earth Systems 2025 Fee Schedule (attached) as the basis of charges. Our estimated fees for soil testing, special inspection and materials testing services are estimated to be **\$191,955.00**. Our fee estimate is based on the following estimates of hours and site visits:

**Geotechnical Observation and Testing Services - \$147,995.00**

Task	Estimated Number of Site Visits	Estimated Hours per Visit (portal to portal)	Estimated Total Hours
Mass Grading and Overexcavation	40	8	320
Utility Trench Backfill	50	8	400
Foundation Excavation Observation	6	4	24
Flatwork	20	4	80
Asphalt Concrete Testing	1	8	8
<b>Project Management</b>		<b>Estimated Total Hours</b>	
Review of field reports, preparation of final compaction report.		80	
<b>Laboratory Testing</b>		<b>Estimated Number of Tests</b>	
Maximum Density and Optimum Moisture		4	
Sieve Analysis		4	
Expansion Index		4	

**Special Inspections and Materials Testing Services - \$43,960.00**

Task	Estimated Number of Site Visits	Estimated Hours per Visit (portal to portal)	Estimated Total Hours
Concrete Inspection at Site/Pour	8	8	64
Batch Plant Inspection	8	6	48
Reinforcement Inspection and Anchor Pull Testing	10	4	40
Field Welding	5	4	20
Shop Welding	10	8	80
Sample Pick Up	8	2	16
<b>Project Management</b>		<b>Estimated Total Hours</b>	
Concrete mix design review, review of field reports and review of laboratory test results.		20	
<b>Laboratory Testing</b>		<b>Estimated Number of Tests</b>	
Cylinder Compressive Strength Tests		32	
Tensile and Bend Tests		10	

Actual fees will be based on the level of services requested and tests performed. **Fees are based on Prevailing Wage Rates.** Our fees are based on the contractor providing safe access to the site and for areas requiring our services.

**Construction testing services and fees are notoriously difficult to predict and are highly dependent upon contractor performance and schedule; therefore, the actual fees will be based upon the rates provided, the extent and type of services requested, and the time required to complete the project. Typical geotechnical construction testing/inspection service fees range from 1% to 4% of the total construction cost.**

Tests performed in Earth Systems' laboratory and professional staff consultation are charged in accordance with Fee Schedule rates. Services that Earth Systems does not perform, but which are asked to coordinate, are charged at cost plus 20%.

Technician and special inspector field time will be billed with a 4-hour minimum for on-site technician time including travel time, then in 2-hour increments to 8 hours. Overtime will be billed in 1-hour increments. Mileage will be billed as a trip charge based from our nearest office. The fees contained herein are based upon services performed during normal business hours. Normal business hours are from 7:00 a.m. through 5:00 p.m., Monday through Friday. Should a technician or inspector be required for either Saturday or Sunday or not within business hours, this time will be billed at Fee Schedule overtime rates as an extra expense to the project. It will be the responsibility of the client or their representative to contact us to schedule testing.

#### **TERMS FOR SERVICE**

The following terms and conditions shall be incorporated into the agreement for services and form the basis for the fees developed within. Contract terms more onerous than presented within or insurance greater than \$1,000,000 typical limit could incur greater fee.

- 1. STUDY, MONITORING & INSPECTION:** If the services include monitoring or inspection of soil, construction and/or materials, Client shall authorize and pay for Consultant to provide sufficient observation and professional inspection to permit Consultant to form opinions according to accepted statistical sampling methods as to whether the work has been performed in accordance with recommendations. Such opinions, while statistically valid, do not guaranty uniformity of conditions or materials. Similarly, soil and geology investigations do not guaranty uniformity of subsurface conditions. Client hereby represents and warrants that it has provided and shall provide to Consultant all information and sufficient advance notice necessary in order for Consultant to perform the appropriate level of services. No statement or action of Consultant can relieve Client's contractors of their obligation to perform their work properly. Consultant has no authority to supervise or stop the work of others.
- 2. SITE ACCESS & UTILITIES:** Client has sole responsibility for securing site access, locating utilities, and any repair.
- 3. BILLING AND PAYMENT:** Client will pay Consultant the proposal amount or, if none is stated, according to the fee schedule in effect at the time our services are provided. Prior to initiation of fieldwork, a retainer may be required. This retainer shall be maintained throughout the project and shall be applied to the final invoice. Payment is due on presentation of invoices

and is delinquent if Consultant has not received payment within 30-days from date of an invoice. Client will pay an additional charge of 1-1/2 (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent amount. Each payment will first be applied to accrued interest, costs and fees and then to the principal unpaid amount. All time spent and expenses incurred (including any in-house or outside attorney's fees) in connection with collection of any delinquent amount will be paid by the Client to Consultant per Consultant's current fee schedule. Payment by Credit Card is subject to a 3% additional fee.

**4. OWNERSHIP OF DOCUMENTS:** Consultant owns all documents it creates and grants Client limited license to use the documents for the purposes stated in the documents. Consultant reserves the right to withhold delivery of documents to Client until payment in full of current invoices has been received.

**5. TERMINATION:** This agreement may be terminated by either party effective seven (7) days from the date of written notice, or if the client suspends the work for three (3) months. In the event of termination, Consultant will be paid for services performed prior to the date of termination plus reasonable termination expenses. If Consultant has not received payment for any invoice within 30 days from the date of the invoice, or in the event of anticipatory breach by Client, Consultant may suspend performance of its services immediately and may terminate this contract.

**6. RISK ALLOCATION:** In order for Client to obtain the benefit of a fee which includes a lesser allowance for compensating Consultant for its litigation risk, Client agrees to indemnify, hold harmless and defend Consultant, its agents, employees, or officers, from and against any and all loss, claim, expenses, including attorney's fees, injury, damages, liability or costs arising out of non-design services (i.e., services other than as defined by Civil Code Section 2784) performed by Consultant on this project, except where such loss injury, damage, liability, cost, expenses or claims are the result of the sole negligence or willful misconduct of Consultant. Client further agrees to limit the total aggregate liability of Consultant, its agents, employees, and officers to Client on the entire project, to the greater of \$25,000.00 or total fees charged by Consultant, except that Consultant's liability for willful misconduct shall not be limited. These terms may be negotiable depending on the particular facts of your project. You should consult with an attorney experienced in construction contracts and litigation regarding this provision.

**7. HAZARDOUS MATERIALS:** Consultant is responsible only for hazardous materials brought by Consultant onto the site. Client retains ownership and responsibility in all respects for other hazardous materials and associated damage.

**8. ASSIGNS AND THIRD PARTIES:** This Contract is intended only to benefit the parties hereto. No person who is not a signatory to this Contract shall have any rights hereunder to rely on this Contract or on any of Consultant's services or reports without the express written authorization of Consultant. This Contract shall not be assigned by Client without the Consultant's written consent. This Contract is binding on any successor companies to Client or Consultant, and on the surviving corporation in the event of a merger or acquisition.

**9. STANDARD OF CARE:** Consultant will perform its services using that degree of skill and care ordinarily exercised under similar conditions by members of Consultant's profession practicing in the same or similar locality at the time of performance. NO WARRANTY, EXPRESS OR IMPLIED, IS MADE OR INTENDED AND THE SAME ARE SPECIFICALLY DISCLAIMED. Consultant and the Client agree that there are risks of earth movement and property damage inherent in land development

and repair and that Consultant has not been authorized to perform the exhaustive and economically unfeasible investigation necessary to eliminate such risks.

**10. EFFECTS OF SITE EXPLORATION:** It is understood that in the normal course of providing these services, Consultant may be required to access the site to perform field exploration. All boreholes will be backfilled at completion; however, some settlement should be anticipated. Consultant will attempt to minimize the effects of the exploration operations on the site. However, it must be understood that some damage to existing roadways, vegetation, or other improvements may occur. Consultant does not propose to restore the site to the same condition as was present prior to the exploration operations.

**11. ENVIRONMENTAL SERVICES:** The scope of geotechnical services does not include any environmental assessment or investigation for the presence or absence of wetlands, hazardous or toxic materials in the soil, surface water or groundwater, or air, on or below, or around the site.

**12. GOVERNING LAW, SURVIVAL AND FORUM SELECTION:** The contract shall be governed by laws of the State of California. If any of the provisions contained in this agreement are held invalid, the enforceability of the remaining provisions will not be impaired. Limitations of liability, indemnities, representations and warranties by Client will survive termination of this agreement. The signatories represent and warrant that they are authorized by the entities on whose behalf they sign to enter into this contract and that their principals have filed fictitious business name statements, if required. All disputes between Consultant and client related to this agreement will be submitted to the court of the county where Consultant's principal place of business is located and client waives the right to remove the action to any other county or judicial jurisdiction.

**CLOSURE**

If the proposed scope of work, attached Terms for Service and fees are satisfactory, please sign in the space provided below and return one copy. This will constitute authorization for us to proceed with work on the project. Based on the passing of Assembly Bill No. 2629, services may not commence until the execution of a written contract. This agreement can be terminated by either party by notification in writing. Earth Systems responsibility for the project will end upon completion of the services described herein or termination of the agreement unless authorization to perform additional work and agreement for payment thereof is provided by the client. This proposal is valid for a period of 90 days. If authorized after 90 days, Earth Systems reserves the right to reconsider the fees presented herein.

We look forward to assisting you on this project. Thank you for the opportunity to submit this proposal. If any questions arise, or if additional information is desired, please call the undersigned at (661) 365-0602.

Respectfully submitted,  
**EARTH SYSTEMS PACIFIC**



Kevin L. Paul, PE, GE  
Vice President

***PLEASE RETURN A SIGNED COPY  
TO EARTH SYSTEMS PACIFIC***

AGREED TO AND ACCEPTED

CLIENT NAME (IN PRINT)

\_\_\_\_\_  
SIGNATURE AND TITLE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TELEPHONE NUMBER

\_\_\_\_\_  
FAX NUMBER

\_\_\_\_\_  
E-MAIL

Proposal/rsm/klp

Attachments: 2025 Fee Schedule  
Prevailing Wage and Accounts Payable Information Request

Distribution: 1/HPLE  
1/Southern Kern Unified School District  
1/PAL



# EARTH SYSTEMS

2122 East Walnut Street, Suite 200 | Pasadena, CA 91107 | (626) 356-0955 | www.earthsystems.com

## FEE SCHEDULE

(Effective January 1, 2025)

This schedule presents rates for professional and technical services in the fields of geotechnical engineering, engineering geology, environmental consulting, construction observation and testing, and special inspection. Listed are charges for services most frequently performed by Earth Systems. Additional services not listed are available and can be discussed upon request; fixed-fee quotes for some services can also be provided upon request. To discuss a scope of work and fees for a specific project, please contact our office.

### PERSONNEL

### Hourly Rate

Principal Professional.....	\$255.00
Associate Professional.....	\$235.00
Senior Professional.....	\$215.00
Project Professional.....	\$185.00
Staff Professional.....	\$150.00
Technician.....	\$100.00
Technician, Prevailing Wage*.....	\$145.00
Special Inspector.....	\$110.00
Special Inspector, Prevailing Wage*.....	\$150.00
Los Angeles Deputy Inspector.....	\$120.00
Los Angeles Deputy Inspector, Prevailing Wage*.....	\$145.00
Field Services Supervisor.....	\$150.00
Technical Assistant.....	\$105.00
Clerical/Administrative.....	\$100.00

\* Technician/Inspector Classifications as defined by the State of California Department of Industrial Relations.

### BASIS OF CHARGES, GENERAL

1. Field technician services for regular workdays for non- Prevailing Wage projects are subject to a 2-hour minimum charge and billed in 2-hour increments. Special inspection services are subject to a 4-hour minimum charge and billed in 4-hour increments. Over-time is billed in 1-hour increments.
2. Work performed on Saturdays, night work, and for premium hours (before 7 a.m., after 5 p.m. or more than 8 hours in one day) for personnel are at time and one-half; Sundays and holidays are at double time. Work performed on weekends, holidays, and when work starts outside of regular business hours is subject to a 4-hour minimum charge.
3. Charges are calculated in minimum one-hour increments and accumulate on a portal-to portal basis.
4. A 2-hour cancellation charge applies if scheduled inspection or testing is cancelled after 3 p.m. the day prior to the scheduled work.
5. Projects will be invoiced a Trip Charge based on proximity to the servicing office.
6. Nuclear density gauge charge: \$13.50/hour.
7. Weekly special inspection report charge: \$120.00
8. Subcontracted services, materials, rental equipment, out of town travel, and expenses are charged at cost plus 20 percent. Fixed per diem rates for specific projects can be provided upon request.
9. Report copies: \$25.00 each (minimum). Posting of electronic documents to project websites will be charged at clerical/administrative services rate.
10. Invoices are payable upon presentation. Invoices thirty days past due are subject to a service charge of one and one-half percent per month. Payments using a credit card will be assigned a 3% surcharge.
11. Rates are effective through December 31, 2025.

### PREVAILING WAGE PROJECTS

1. Field services for regular workdays for Prevailing Wage projects are subject to a 4-hour minimum charge and billed in 4-hour increments. Over-time is billed in 1-hour increments.
2. The prevailing wage (PW) rates presented herein are based on current rates established by the Department of Industrial Relations (DIR). If, during the project, prevailing wage rates are increased by DIR, rates are subject to adjustment. Also, please note requirements concerning overtime, shift work, travel time, holidays, and other factors can vary for different classifications of work under prevailing wage regulations.
3. State regulations requiring electronic submittal of Certified Payroll to DIR for prevailing wage projects will be assessed a fee of \$100.00/week. Additional time required to address specific requests related to DIR/Labor Compliance will be charged at the clerical/administrative services rates.



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

**BASIS OF CHARGES**

Rates for field work such as materials sampling, construction inspection, and field evaluation will be in accordance with the Personnel Rates listed in the basic Fee Schedule. The below listed rates apply to standard ASTM test methods. An additional hourly charge (\$100.00/hr.) will be applied for cutting, capping, or other preparation of non-standard samples and, where noted, for steel samples.

**SOILS**

All prices are based on Modified California sample sizes (2.5" diameter) unless noted otherwise. Preparation of 3" diameter samples add \$20.00. Testing of contaminated soil will be per quote. Samples will be returned to sender for proper disposal.

Atterberg Limits: Liquid Limit or Plastic Limit.....	\$130.00
Atterberg Limits: Plasticity Index.....	\$260.00
California Bearing Ratio, 3 points; incl. ref maximum density.....	\$800.00
California Bearing Ratio, 9 points; incl. ref maximum density.....	\$1,200.00
Consolidation, one dimensional .....	\$250.00
Consolidation, timed, per point .....	\$85.00
Corrosivity Testing .....	\$250.00
Direct Shear, 3 points minimum.....	\$300.00
Expansion Index Test.....	\$200.00
Maximum Density and Optimum Moisture: 4" Mold.....	\$260.00
Maximum Density and Optimum Moisture: 6" Mold.....	\$310.00
Maximum Density and Optimum Moisture: California Impact .....	\$280.00
Moisture and Unit Weight Determination, from ring samples.....	\$40.00
Moisture Only.....	\$30.00
Permeability Tests, constant head or falling head .....	Per Quote
R-Value .....	\$400.00
R-Value, CA State Hwy/set of 3, Cement, Lime, Other additives.....	\$1,150.00
Hydro Collapse Potential .....	\$125.00
Sieve/Hydrometer Analysis, assumed specific gravity, w/200 wash.....	\$210.00
Sieve Analysis, Aggregate Base/Subbase.....	\$180.00
Sieve Analysis 200 wash only.....	\$120.00
Sieve Analysis with wash .....	\$180.00
Sieve Analysis, Oversize Material .....	\$210.00
Specific Gravity .....	\$195.00
Swell Test, undisturbed .....	\$195.00
Swell Test, remolded .....	\$245.00
Unconfined Compressive Strength, untreated.....	\$170.00
Unconfined Compressive Strength, lime or cement treated.....	\$560.00

**THERMAL RESISTIVITY TESTS**

Concrete, 1 point w/moisture content (requiring special collection procedure).....	Per Quote
Field Testing using Thermal Resistivity Meter .....	Per Quote
Soil, per moisture point, per sample .....	Per Quote
Soil, 3 moisture points with dry-out curve, per sample .....	Per Quote

**CONCRETE AGGREGATE**

Abrasion, L.A. Rattler, 100 and 500 revolutions .....	\$300.00
Absorption, Coarse Aggregate.....	\$100.00
Absorption, Fine Aggregate .....	\$150.00
Clay Lumps and Friable Particles in Aggregate .....	\$150.00
Cleanness Value of Coarse Aggregate .....	\$150.00
Crushed Particles, each size.....	\$150.00
Durability Index, Coarse or Fine Aggregate .....	\$200.00



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Flat and Elongated Particles in Aggregate .....	\$200.00
Organic Impurities in Fine Aggregate .....	\$100.00
Potential Reactivity of Aggregate by Chemical Method, each size.....	Per Quote
Sand Equivalent .....	\$150.00
Sieve Analysis, washed .....	\$200.00
Soundness, Sodium Sulfate, 5 cycles .....	\$500.00
Specific Gravity, Coarse Aggregate .....	\$150.00
Specific Gravity, Fine Aggregate .....	\$150.00
Uncompacted Void Content of Fine Aggregate Angularity, w/fine Aggregate SG.....	\$280.00
Unit Weight of Aggregate.....	\$150.00

**CONCRETE CYLINDERS, BEAMS AND CORES**

Compression Test of Cast Cylinders .....	\$40.00
Compression Test of Cored Samples, cored at laboratory .....	\$100.00
Compression Test of cores delivered by others .....	\$85.00
Compression Test of Lightweight Concrete.....	\$40.00
Density of Concrete Cylinders .....	\$80.00
Density of Hardened Concrete .....	\$110.00
Flexural Strength, Simple Beam with Third Point Loading .....	\$190.00
Grading of Shotcrete Cores .....	\$220.00
Sample Storage, monthly per sample.....	\$30.00
Shrinkage, set of 3 .....	\$440.00
Unit Weight of Lightweight Concrete .....	\$120.00
Enviro. Recycling Fee, per cylinder, core or beam.....	\$2.00
Enviro Recycling Fee, per flex beam .....	\$5.00
Enviro Recycle Fee/Form Stripping, per shotcrete panel/beam.....	\$50.00

**MASONRY**

Absorption of Block, set of 3 .....	\$180.00
Compression Test, 2" x 4" Mortar Cylinders .....	\$45.00
Compression Test, 3" x 3" x 6" Grout Samples.....	\$45.00
Compression Test on Block, set of 3.....	\$195.00
Compression Test on Grouted Prisms .....	\$300.00
Compression Test on Masonry Cores .....	\$85.00
Coring of Grouted Masonry by Subcontractor .....	cost + 20%
Masonry Shrinkage, set of 3 .....	\$320.00
Moisture Content of Block as received, set of 3.....	\$135.00
Shear Test on Masonry Cores, 2 faces.....	\$180.00
Specific Gravity and Unit Weight of Block, set of 3 .....	\$180.00
Enviro Recycling Fee, per masonry prism .....	\$10.00
Enviro Recycling Fee, per mortar or grout sample .....	\$2.00

**FIREPROOFING**

Fireproof Bond Test .....	Per Quote
Fireproofing Density Test .....	Per Quote

**ASPHALT CONCRETE**

Bulk Specific Gravity of Compacted Specimens and Core Samples .....	\$80.00
Compaction of Lab Samples, CA Kneading Compactor, set of 3 .....	\$450.00
Compaction of Lab Samples, CA Kneading Compactor, set of 5.....	\$700.00
Compaction of Lab Samples, Marshall Method set of 3 –(50 blows/side) .....	\$360.00
Compaction of Lab Samples, Marshall Method set of 3 –(75 blows/side) .....	\$460.00
Extraction of Oil from A.C. Mixtures.....	Per Quote
Extraction of Oil from Rubberized Mixtures .....	Per Quote
Gyratory Compactor, per set of field mixed asphalt .....	Per Quote
Hamburg Wheel Tracker Test, per set of field mixed asphalt .....	Per Quote



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Ignition Oven Binder Content, after initial correction value is determined .....	\$275.00
Ignition Oven Binder Content Corr Value /mix design, average of 3 .....	\$1,400.00
Ignition Oven Gradation Correction Value, per mix design .....	Per Quote
Moisture Content .....	\$60.00
Sieve Analysis of Extracted Aggregate .....	\$285.00
Sieve Analysis of Ignition Oven Residue .....	\$270.00
Specific Gravity, Theoretical Maximum, Rice Method.....	\$170.00
Stability and Flow, Marshall Apparatus, set of 3 .....	\$260.00
Stabilometer, Hveem S-Value, set of 3 .....	\$350.00
Enviro Recycling Fee, per sample .....	\$4.00
Enviro Recycling Fee for Extracted Oils.....	\$40.00

**REINFORCING AND STRUCTURAL STEEL**

Bend Test of Welded Specimen, sample preparation not included .....	\$180.00
Pipe Flattening Test, sample preparation not included.....	\$180.00
Reinforcing Steel Coupler Tensile and Slip Tests .....	\$340.00
Structural Steel Bend Test, sample preparation not included.....	\$185.00
Structural Steel Machining/Sample Preparation .....	cost + 20%
Structural Steel Tensile Test, sample prep not included .....	\$185.00
Tensile and Bend Tests of Reinforcing Bar, #2 through #9 .....	\$200.00
Tensile and Bend Tests of Reinforcing Bar, #10 through #18 .....	Per Quote
Enviro Recycling Fee, per sample .....	\$2.00

**BOLT TESTS**

Bolt Tests, chemical or mechanical .....	cost + 20%
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**WELDER QUALIFICATION**

AWS D1.1: 3/8" Plate, per position .....	Per Quote
AWS D1.1: 1" Plate, per position .....	Per Quote
AWS D1.3: Sheet Steel.....	Per Quote
AWS D1.4: Reinforcing Bar .....	Per Quote
ASME/API Pipe Sections .....	Per Quote

**EQUIPMENT/CHARGES (Does Not Include Personnel)**

110-volt Portable Electric Generator.....	\$100.00/day
Anchor Pull Test Equipment .....	\$25.00/hr.
Bailer (disposable) w/dedicated rope.....	\$25.00/ea.
Concrete and Asphalt Concrete Coring Equipment.....	cost + 20%
Concrete Slab Moisture Transition Kit.....	\$60.00/ea.
Conductivity Meter.....	\$90.00/day
Cut-Off Saw.....	cost + 20%
Double Ring Infiltrometer (per set) .....	\$160.00/day
Drum Dolly.....	\$25.00/day
Drums .....	\$85.00/ea.
Dynamic Cone Penetrometer (DCP) .....	\$150/day
Dynamometer, In-line Scale .....	Per Quote
Hammer Drill .....	Per Quote
Hand Auger/Sampler Equipment .....	\$50.00/day
Lock n, Load VOC Sample Pres. Sys. ....	\$20.00/ea.
Magnetic Particle Equipment .....	Per Quote
Manometer.....	\$100.00/day
Mini-Troll Groundwater Level Transducer .....	\$100.00/day
Mobile Laboratory.....	Per Quote



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Nuclear Density Equipment, per hour .....	\$13.50/hr.
Paint Thickness Meter .....	Per Quote
Percolation Tank System and Trailer .....	Per Quote
Personal Protective Equipment Level C .....	Per Quote
Pile Driving Equipment (for pile load testing).....	Per Quote
Pile Load Testing Equipment .....	Per Quote
Pulse Velocity Meter .....	\$100.00/day
Rebound Hammer (Schmidt Hammer) .....	\$50.00/day
Reinforcing Steel Locating Equipment (DR-Meter).....	\$100.00/day
Relative Humidity Meter .....	\$100.00/day
Safety and Specialty Equipment .....	Per Quote
Sampling Consumables.....	Per Quote
Skidmore Bolting Calibration Equipment .....	\$250.00/day
Slope Inclinator Equipment, per hole.....	Per Quote
Soil Sampling Containers (metal).....	\$15.00/ea.
Soil Sampling Containers (glass) .....	\$5.00/ea.
Tape Extensometer.....	Per Quote
Tension Equipment.....	\$60.00/day
Torque/Tension Equipment.....	\$70.00/day
Turbidity Meter .....	\$100/day
Water Level Indicator .....	\$45.00/day
Winsor Probe, set of 3 .....	Per Quote
Per Diem .....	Per Quote
DIR Compliance/eCPR, per week.....	\$100.00
DSA Lab Compliance, per week .....	\$53.00
Vehicle Mileage Charge .....	\$1.10



**EXPERT WITNESS SERVICES**  
(Effective January 1, 2024)

The following rates apply to deposition testimony, arbitration testimony, hearings and court appearances.

**HOURLY CHARGES FOR PERSONNEL**

Principal Professional.....	\$500.00
Associate Professional .....	\$400.00
Senior Professional .....	\$300.00
Clerical/Admin Services .....	\$100.00

**SPECIAL SERVICES**

Deposition.....	\$500.00/hr. <sup>2</sup>
Arbitration .....	\$500.00/hr.
Court Appearance/Hearings .....	\$2,000.00/half day <sup>3</sup>
Standby to Appear .....	\$1,000.00/day <sup>4</sup>

**BASIS OF CHARGES**

1. Hourly rates are charged during investigation, analysis, consultation, and preparation services.
2. Estimated deposition fee payable in advance by party requesting deposition. The difference between advance payment and final fee to be billed or refunded in accordance with the fee and billing information in this schedule. Fee for reviewing deposition transcript will be billed at hourly rates to the party requesting the review.
3. Minimum half day charge will apply to court appearances and hearings. Time extending through the noon hour will be subject to the full day charge of \$4,000.00.
4. Days, or portions thereof, reserved for appearances at hearings, court, or arbitrations, during which we are not required to be away from our offices will be subject to a standby charge of \$1,000.00. Standby at other locations will be charged at the general hourly rates.



**Prevailing Wage and Accounts Payable Information Request**

Thank you for this opportunity to be of service on your public works project. Please complete and return this form to allow us to comply with California's prevailing wage requirements, and to prepare Earth Systems' invoices in accordance with your organization's billing requirements in a timely manner. Thank you!

Legal Name of Earth Systems	<b>Earth Systems Pacific</b>
PWC Registration No.	<b>1000003643</b>
Earth Systems Project No.	

**PUBLIC WORKS PROJECT REGISTRATION INFORMATION:**

<b>CLIENT'S PROJECT NAME</b>	
<b>DIR PROJECT ID (PWC-100)</b>	
<b>APPLICABLE BID ADVERTISEMENT DATE</b>	
<b>CLIENT'S REPRESENTATIVE FOR DIR PROJECT ID INFORMATION</b>	Name: E-mail: Phone No.:
<b>LABOR COMPLIANCE PROGRAM (LCP) APPLICABLE TO THIS PROJECT?</b>	Yes <input type="checkbox"/> or No <input type="checkbox"/> If yes, please confirm if Earth Systems will be subject to the LCP and provide a copy of the LCP manual to Earth Systems before start of project.

**CLIENT'S BILLING REQUIREMENTS:**

<b>PURCHASE ORDER NO.</b> (if applicable)	
<b>ADDITIONAL INFORMATION REQUIRED ON INVOICES</b>	
<b>SPECIFY ANY ADDITIONAL FORMS OR BILLING FORMATS REQUIRED TO BE SUBMITTED WITH INVOICES</b> (please attach example)	
<b>ACCOUNTS PAYABLE CONTACT INFORMATION</b>	Name: E-mail: Phone No.:
<b>INVOICE DELIVERY METHOD</b>	E-mail:  Mailing Address:
<b>Date</b>	



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Donation

<b>Site</b>	<b>Date Received</b>	<b>Board Date</b>
Rosamond High School	3/18/2025	4/2/2025

<b>Donation</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>				
Aaron Bender (Guido's)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>From</b></td> <td style="text-align: center;">3/12/2025</td> </tr> <tr> <td><b>Until</b></td> <td></td> </tr> </table>	<b>From</b>	3/12/2025	<b>Until</b>		3/25/2025
<b>From</b>	3/12/2025					
<b>Until</b>						

**Description**

This food donation valued at \$125.00 was provided for the Rosamond High School Girls' Basketball Team prior to them going to State Championships in Sacramento.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	N/A	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (not to exceed)</b>	N/A
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<b>Budget String/Comments</b>	
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	Date
	Robert Irving	3/25/2025

<input type="checkbox"/> Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature	Date
	Camie Davies	3/25/2025

# Gift / Donation Form

SCHOOL: Rosamond High School Estimated Value \$125

Gift/Donated Item: Food for the Girls Basketball Team

Make / Model / Year: \_\_\_\_\_ VIN or serial # \_\_\_\_\_

License plate: \_\_\_\_\_

Purpose of the Gift Other

Donated by: Organization: Guidos

Name: Aaron Bender

Address: 4001 Knox Ave.  
Rosamond, CA 93560

**Site administrator acknowledges that item is appropriate for use at school site and adequate facilities/storage is available.**

[Signature] 3/18/25  
(Administrator signature) (Date)

Item Placed on site inventory (Inventory ID Number)

DATE: 3/12/2025

This gift/donation satisfies the requirements of SKUSD Board Policy Number 3290 (a). The school/district accepts responsibility to maintain/install the donated item.

(District Office Use Only)

Pink slip forwarded to District office on: \_\_\_\_\_

Accepted by the Board on: \_\_\_\_\_

Letter of Appreciation Mailed: \_\_\_\_\_

**Site Administrator must sign and forward to Superintendent's Office for Board of Trustees Approval. Letter of acceptance shall be mailed promptly to the address listed above, upon Board Action to accept donation.**



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Donation

<b>Site</b>	<b>Date Received</b>	<b>Board Date</b>
Rosamond High School	3/18/2025	4/2/2025

<b>Donation</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>
Candice Winn (Coaches)	From <span style="margin-left: 20px;">3/12/2025</span> Until	3/25/2025

**Description**

This food donation valued at \$125.00 was provided for the Rosamond High School Girls' Basketball Team prior to them going to State Championships in Sacramento.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	N/A	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (not to exceed)</b>	N/A
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<b>Budget String/Comments</b>	
Business Services	

*Overview*

- Agreement is for more than one School Fiscal Year
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- 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	3/25/2025

Purchase Order Prepared

Signature	Date

Ready for Board Agenda

Signature	Date
Camie Davies	3/25/2025

# Gift / Donation Form

SCHOOL:

Rosamond High School

Estimated Value

\$125

Gift/Donated  
Item:

Food for the Girls Basketball Team

Make / Model / Year:

VIN or serial #

License plate:

Purpose of the Gift

Other

Donated by: Organization: Coaches

Name:

Cardice Winn

Address:

4417 W. Rosamond Blvd  
Rosamond, CA 93560

**Site administrator acknowledges that item is appropriate for use at school site and adequate facilities/storage is available.**

(Administrator signature)

(Date)

Item Placed on site inventory

(Inventory ID Number)

DATE: 3/12/2025

This gift/donation satisfies the requirements of SKUSD Board Policy Number 3290 (a). The school/district accepts responsibility to maintain/install the donated item.

(District Office Use Only)

Pink slip forwarded to District office on: \_\_\_\_\_

Accepted by the Board on: \_\_\_\_\_

Letter of Appreciation Mailed: \_\_\_\_\_

**Site Administrator must sign and forward to Superintendent's Office for Board of Trustees Approval. Letter of acceptance shall be mailed promptly to the address listed above, upon Board Action to accept donation.**



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Field Trip

<b>Site</b>	<b>Date Received</b>	<b>Board Date</b>
Rosamond High School	3/18/2025	4/2/2025

<b>Field Trip</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>
Girls Basketball	<b>From</b> 3/13/2025	3/25/2025
	<b>Until</b> 3/14/2025	

**Description**

This trip was for the Rosamond High School Girls Basketball Team to participate in the State Championships held in Sacramento, CA.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	N/A	N/A

<b>Fixed/Startup Costs</b> N/A	<b>Total Cost (not to exceed)</b>	N/A
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<b>Budget String/Comments</b>	
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	3/25/2025

Purchase Order Prepared

Signature	Date

Ready for Board Agenda

Signature	Date
Camie Davies	3/25/2025

# SOUTHERN KERN UNIFIED SCHOOL DISTRICT

## FIELD TRIP TRANSPORTATION REQUEST

Trip Date: 03/13/2025

School Site: Rosamond High Early College Campus

Today's Date: 03/12/2025

Contact Person: Jim Johnson

Contact Number:

Contact Email: jimjohnson@skusd.k12.ca.us

Destination: Sacramento

Purpose: Girls Basketball

Overnight\*: Yes

Out of State\*: No

Lodging Required: Yes

Student Cost: 0

\*If trip is overnight or out of state, please attach all additional documentation with form.

If available attach event and pricing  
(Cost of tickets, parking, etc...)

Are Special Education Students Included?: Yes

Departure Date: 03/13/2025

Return Date: 03/14/2025

Departure Time: 9:00 AM

Return Time: 6:00 PM

Notes:

### Vehicle Type Requested

#### Van

No. Vans Requested: 2

No. Passengers: 15

(9 Passengers MAX Per Van)

Persons Driving: Justin Armstrong, Amanda Martinez

Additional Stops: Rest areas

Approximate Miles: 650

Fuel per Mile: \$3.91

Total Fuel Cost: 2,541.50

#### Bus

No. Buses Requested:

No. Passengers:

(Elementary 78 Passengers MAX Per Bus)

(Secondary 54 Passengers MAX Per Bus)

Additional Stops:

Approximate Miles:

Fuel per Mile:

Total Fuel Cost:

# Field Trip Meal Request

The Food Nutrition Service Department requires a one (1) week notice to be for a field trip.

Are meals and/or snacks being requested for this trip?  No food is requested

If meal requested, specify:      Breakfast                      Lunch                      Dinner

- All students will be provided a meal during their trip per the quantity requested by the teacher/advisor.
- The teacher/advisor MUST turn in a roster of students that choose to grab a meal after the trip has ended. *Note that an attendance roster will suffice as long as student are marked for record purposes.*
- **All request or dietary restrictions must be disclosed to the team to ensure the safety of the students.**

Teacher/Advisor: Justin Armstrong

Classroom Number: 213

Total Number of Student Eating: 0

Number of Adults Eating: 0

Cost of Adult Meal \$5.00 per person

Date Needed By: 03/12/2025

Time Needed By: 12:00 AM

**Meal and/or snack options will be discussed upon receipt of this request.**

Be sure to submit a full roster of attendees to Food Services after the Field Trip has taken place.

## Roster Example:

NA

Student Name:	Comments/Restrictions
John Doe	No allergies
Jane Doe	Peanut allergy

# Field Trip Approvals

Site Administrator Approval: Suresh Bajnath                      Date: 03/13/2025

Superintendent Approval: Barbara Gaines                      Date: 03/21/2025

Board Approval: \_\_\_\_\_                      Date: \_\_\_\_\_  
(Required if overnight or out of state)

Transportation Approval: Dezera Castro                      Date: 03/13/2025

Child Nutrition Approval: Rosie Robles                      Date: 03/19/2025

# For Transportation Use Only

## Odometer Readings:

Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Van Cost</b>
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Bus Cost</b>

## Bus Driver Information:

Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Field Trip

<b>Site</b>	<b>Date Received</b>	<b>Board Date</b>
Rosamond High School	3/21/2025	4/2/2025

<b>Field Trip</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>				
State Senate - Sacramento, CA	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>From</b></td> <td>4/23/2025</td> </tr> <tr> <td><b>Until</b></td> <td>4/24/2025</td> </tr> </table>	<b>From</b>	4/23/2025	<b>Until</b>	4/24/2025	3/25/2025
<b>From</b>	4/23/2025					
<b>Until</b>	4/24/2025					

**Description**

This trip is for the RHECC Cadets to spend the day at the Capitol for a tour and session with the State Senate.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	N/A	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (not to exceed)</b>

**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 3/25/2025
---	----------------------------	-------------------

<input type="checkbox"/> Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 3/25/2025
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# SOUTHERN KERN UNIFIED SCHOOL DISTRICT

## FIELD TRIP TRANSPORTATION REQUEST

Trip Date: 04/23/2025 School Site: Rosamond High Early College Campus Today's Date: 03/12/2025

Contact Person: Charles Wallis

Contact Number:

Contact Email: cwallis@skusd.k12.ca.us

Destination: State Senate Sacramento, CA

Purpose: State Senate Tour

Overnight\*: Yes

Out of State\*: No

Lodging Required: Yes

Student Cost: NA

\*If trip is overnight or out of state, please attach all additional documentation with form.

If available attach event and pricing  
(Cost of tickets, parking, etc...)

Are Special Education Students Included?: Yes

Departure Date: 04/23/2025

Return Date: 04/24/2025

Departure Time: 8:00 AM

Return Time: 9:00 PM

RHECC Cadets will spend the day at the Capitol for tour and session with the State Senate.

Notes:

### Vehicle Type Requested

#### Van

No. Vans Requested: 1

No. Passengers: 8

(9 Passengers MAX Per Van)

Persons Driving: C. Wallis / M. Escobar

Additional Stops: Lunch

Approximate Miles: 700

Fuel per Mile: \$3.91

Total Fuel Cost: 2,737.00

#### Bus

No. Buses Requested:

No. Passengers:

(Elementary 78 Passengers MAX Per Bus)

(Secondary 54 Passengers MAX Per Bus)

Additional Stops:

Approximate Miles: 0

Fuel per Mile: \$4.19

Total Fuel Cost: 0.00

# Field Trip Meal Request

The Food Nutrition Service Department requires a one (1) week notice to be for a field trip.

Are meals and/or snacks being requested for this trip? Meals

If meal requested, specify: Breakfast      x      Lunch      Dinner

- All students will be provided a meal during their trip per the quantity requested by the teacher/advisor.
- The teacher/advisor MUST turn in a roster of students that choose to grab a meal after the trip has ended. *Note that an attendance roster will suffice as long as student are marked for record purposes.*
- **All request or dietary restrictions must be disclosed to the team to ensure the safety of the students.**

Teacher/Advisor: C. Wallis / M. Escobar

Classroom Number: 432

Total Number of Student Eating: 8

Number of Adults Eating: NA  
Cost of Adult Meal \$5.00 per person

Date Needed By: 04/23/2025

Time Needed By: 7:00 AM

**Meal and/or snack options will be discussed upon receipt of this request.**

Be sure to submit a full roster of attendees to Food Services after the Field Trip has taken place.

## Roster Example:

I have attached a dietary restrictions roster to this submission

Student Name:	Comments/Restrictions
John Doe	No allergies
Jane Doe	Peanut allergy

# Field Trip Approvals

Site Administrator Approval: Suresh Bajnath      Date: 03/13/2025

Superintendent Approval: Barbara Gaines      Date: 03/21/2025

Board Approval: \_\_\_\_\_      Date: \_\_\_\_\_  
(Required if overnight or out of state)

Transportation Approval: Dezera Castro      Date: 03/13/2025

Child Nutrition Approval: Rosie Robles      Date: 03/19/2025

# For Transportation Use Only

## Odometer Readings:

Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Van Cost</b>
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Bus Cost</b>

## Bus Driver Information:

Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Field Trip

<b>Site</b>	<b>Date Received</b>	<b>Board Date</b>
Rosamond High School	3/21/2025	4/2/2025

<b>Field Trip</b>	<b>Effective Dates</b>	<b>Final Contract to Superintendent's Secretary By:</b>				
California Cadet Corps State Drill Competition	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>From</b></td> <td style="width: 90%;">4/4/2025</td> </tr> <tr> <td><b>Until</b></td> <td>4/6/2025</td> </tr> </table>	<b>From</b>	4/4/2025	<b>Until</b>	4/6/2025	3/25/2025
<b>From</b>	4/4/2025					
<b>Until</b>	4/6/2025					

**Description**

This trip is for the RHECC and TMS Cadets to participate in the California Cadet Corps State Drill Competition.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>

<b>Payment Terms:</b>	<b>Termination Clause</b>	<b>Budgeted Item</b>
	N/A	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (not to exceed)</b>

<b>Budget String/Comments</b>	
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 3/25/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 3/25/2025
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# SOUTHERN KERN UNIFIED SCHOOL DISTRICT

## FIELD TRIP TRANSPORTATION REQUEST

Trip Date: 04/04/2025 School Site: Tropico Middle School

Today's Date: 03/10/2025

Contact Person: Cinthia Ariana Galdamez

Contact Number:

Contact Email: cgdamez@SKUSD.K12.CA.US

Destination: 11206 Lexington Dr, Los Alamitos, CA 90720

Purpose: California Cadet Corps State Drill Competition

Overnight\*: Yes

Out of State\*: No

Lodging Required: No

Student Cost: 0

\*If trip is overnight or out of state, please attach all additional documentation with form.

If available attach event and pricing  
(Cost of tickets, parking, etc...)

Are Special Education Students Included?: Yes

Departure Date: 04/04/2025

Return Date: 04/06/2025

Departure Time: 9:00 AM

Return Time: 12:00 PM

**Notes:** This is in case CACC requires State staff members to arrive the night before. RHS Currently has 3 cadets in the State staff which plans all of the Cadet Corps events. We will be using either a School van OR a STATE RENTAL Vehicle depending on CACC Requirements. Departure is early Friday and arrive back early Sunday morning. This is an additional van/ vehicle aside from the one requested in the previous field trip request. Students leaving the night before maybe from Rosamond High School OR Tropico Middle School. This request is for the advanced party (those who facilitate the event) and the previous request is for the main body (those who are competing) we need approval for both field trip request. One being over night and the other being a single day event.

### Vehicle Type Requested

#### Van

No. Vans Requested: 1

No. Passengers: 9

(9 Passengers MAX Per Van)

Persons Driving: Charles Wallis, Kaydon Sjodin, or Cinthia Ariana Galdamez

Additional Stops:

Approximate Miles: 110

Fuel per Mile: \$3.91

Total Fuel Cost: 430.10

#### Bus

No. Buses Requested:

No. Passengers:

(Elementary 78 Passengers MAX Per Bus)

(Secondary 54 Passengers MAX Per Bus)

Additional Stops:

Approximate Miles:

Fuel per Mile:

Total Fuel Cost:



# For Transportation Use Only

## Odometer Readings:

Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Van Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Van Cost</b>
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
Bus Number:	Ending Mileage:	Starting Mileage:	Total Mileage:	Per Mile:
				<b>Total Bus Cost</b>

## Bus Driver Information:

Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:
Name:	Trip Start Time:	Trip End Time:	Total Time:

**WARNING ORDER 010-2425-010**

**1) SITUATION:**

- a. Name of Event/Operation: **Drill Competition**
- b. Date: **5 April 2025**
- c. Important Start and End Times:
  - i. Rosters Due: 21 March 2025
  - ii. Check-in: 5 April 2025, 0600-0700
  - iii. Drill Competition Events: 5 April 2025, 0700-1700
  - iv. Award Ceremony: 5 April 2025, 1630-1700
- d. Location: Joint Force Training Base (JTFB) Los Alamitos
- e. Units Participating: All Brigades with eligible teams.
- f. Participation Requirements: All unit teams who have placed first at their respective Brigade Drill Competitions are eligible to compete in this event. Brigades with a strength greater than 600 cadets are authorized to bring their first and second place winners for each Drill category.

**2) MISSION:** The California Cadet Corps gathers for the annual Drill Competition at Los Alamitos on 5 April 2025 to participate in a variety of drill-oriented events that will challenge cadets both physically and mentally in a competitive field setting designed to promote teamwork and leadership while introducing units to the rest of the Corps.

**3) EXECUTION:**

- a. Commander's Intent: To conduct a competitive event that encourages cadets to overcome rigorous challenges using their team building skills and underlying leadership abilities, as well as a healthy environment in which they can display their knowledge of drill. The event is an excellent opportunity to showcase leadership talent and proficient cadet abilities. A sense of unity and camaraderie will be encouraged at the event and result in the building of character through a competitive nature.
- b. Concept of Operations: This competition will be conducted at JFTB Los Alamitos. Judges will be comprised of military personnel, augmented as necessary by CACC personnel. Winners will be recognized at an appropriate awards ceremony at the conclusion of each competition from the following categories:
  - i. Unarmed Squad (Junior and Senior Division)
  - ii. Unarmed Platoon (Junior and Senior Division)
  - iii. Color Guard (Junior and Senior Division)
  - iv. Armed Squad (Junior and Senior Division)
  - v. Armed Platoon (Junior and Senior Division)
  - vi. Exhibition Drill (Junior and Senior Division) (team only, not individual)

- vii. Individual Unarmed Drill Down (Grizzly, Junior and Senior Divisions)\*
- viii. Individual Armed Drill Down (Junior and Senior Divisions)\*\*
- ix. Cadet Drill Instructor Drill Down

\* All cadets present may compete in their division in this event

\*\* All cadets present may compete in their division in this event if they have access to a drill rifle.

c. Please note that the size of drill pads may have changed, the sizes are as follows:

- I. Unarmed/Armed Squad Drill (75 feet x 250 feet)
- II. Unarmed/Armed Platoon (100 feet x 300 feet)
- III. Exhibition Drill (75 feet x 250 feet)
- IV. Color Guard (45 feet x 50 feet)

c. Each category will be scored according to the rules, sequences of commands and scorecards in CR 3-8.

d. Goals

- I. Goal 1 is to create a safe and competitive environment for cadets to build relationships and showcase their hard work.
- II. Goal 2 is to enhance self-confidence and unity within respective teams and between individual competitors.
- III. Goal 3 is to produce a fun atmosphere for the cadets to interact and build relations with other brigades and units in the California Cadet Corps.
- IV. Goal 4 is to conduct a fair and even competition using established standards and to have every team leave the competition with a sense of accomplishment independent of scoring.

f. Cadet Leaders and Staff Assignments: The cadet staff and leaders for this event will be 10th Brigade Staff, assisted by HHC. The Headquarters and Headquarters Company Ribbon will be awarded to those that participate as HHC. C/SGT and above interested in participating should sign up at: <https://forms.office.com/r/Q37x3PRwXX>

g. Registration Process: Brigade Advisors should submit their **Intent to Participate** with their Brigade's teams listed to the HQs S3 **NLT 7 March 2025** through this link: <https://forms.office.com/r/a1cxzww4UM>. Only Cadet Corps email accounts can access this form.

h. **Rosters are due by 21 MAR 2025**. Commandants should submit the roster listing the cadets in each of the teams they're bringing. *Use this format to complete your roster:* [https://docs.google.com/spreadsheets/d/19qFgrdBNXla3w0dkJYCw-cn5wg21b6oZ/edit?usp=drive\\_link&ouid=106175619286438838978&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/19qFgrdBNXla3w0dkJYCw-cn5wg21b6oZ/edit?usp=drive_link&ouid=106175619286438838978&rtpof=true&sd=true). *Use this link to submit rosters (must be done from a cacadets.org account):* <https://forms.office.com/r/Ayb7CK77Af>

i. Note that if there are any problems with filling the form out or any changes arise, commandants should contact [operations@cacadets.org](mailto:operations@cacadets.org).

j. Cost: There will be no cost associated with this event.

k. Key Suspense Dates:

- I. 7 March 2025: Intent for Drill Competition submitted.
- II. 21 March 2025: Rosters due

l. Uniform: All participating cadets must be in either the full Class A or Class B uniform which complies with CR 1-8. Exceptions for Challenge units may be granted (seek from [Operations@cacadets.org](mailto:Operations@cacadets.org)). Uniform for adults will be Class A/B or CMU.

m. Adult volunteers are needed to help facilitate the events – especially those with extensive drill experience. Pay is available. Interested personnel should contact [operations@cacadets.org](mailto:operations@cacadets.org). Volunteers will be assigned to a TDA that will be finalized NLT 25 March 2025.

n. Awards: Awards given at Drill Competition will be as listed in CR 1-1, chapter 2, and include trophies for the top three teams in each category, top three individuals in the Drill Downs, and the “Golden Boot” for the DI Drill Down.

#### **4) SUSTAINMENT:**

a. Meals: As this is a one-day competition, sack lunches will be the only meal provided.

b. Cadet Store: The Cadet Store will be open during the time of the event. Cadets may purchase snacks at their own expense. There will also be CACC logo branded items available for purchase as a fundraiser for the LEAD foundation to support cadet activities.

c. Transportation: Bus transportation will not be provided. Schools may request transportation assistance (rental vans) using the link on the CACC website. Commandants must be eligible for a CalATERS account, have completed the Defensive Driving Course, and file a travel claim to receive a rental van/SUV.

d. Billeting: Billeting is not necessary for most units. If your unit is planning to drive to Los Alamitos to arrive on the evening of the 4<sup>th</sup> due to distance, you may request billeting, which will be allocated on a first come, first served basis. Please email [Operations@cacadets.org](mailto:Operations@cacadets.org) to request.

#### **5) COMMAND AND CONTROL:**

a. The Commander for this activity will be COL Michael Smith.

b. The Cadet Commander for this activity will be 10th Brigade Commander, C/LTC Mackenzie Zablocki.

c. 10th Brigade Staff Advisor: LTC Contreras.

d. Questions may be addressed to Operations at [Operations@cacadets.org](mailto:Operations@cacadets.org).

#### **ACKNOWLEDGE:**

Edinboro  
COL, CACC

#### **DISTRIBUTION:**

All Commandants

All Bde & Bn Commanders



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement/Contract Coversheet

Vendor/Contractor Name  Antelope Valley Fair Association	Date Contract Received  3/14/2025	Board Date  4/2/2025
Contract Title/Name  Standard Agreement # SV25-08	Contract Effective Dates From 4/25/2025 Until 4/25/2025	Final Contract to Superintendent's Secretary By: 3/25/2025

**Description of Agreement**

This Agreement would allow for the Rosamond High School Boys Soccer Team to provide front gate attendants at the 2025 Poppy Festival. The team would receive a payment of \$750 for their services.

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

Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year	N/A
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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 3/25/2025
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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 3/25/2025
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**ANTELOPE VALLEY  
FAIR ASSOCIATION**

**Antelope Valley Fair Association**

2551 W. Avenue H, Suite 102

Lancaster, CA 93536

661-948-6060 Fax 661-942-2135

**STANDARD AGREEMENT #:** SV25-08

**CONTRACTOR EIN (Fed. ID#):**

This agreement is entered into between the A.V. Fair Association and the Contractor named below:

**CONTRACTOR (BUSINESS NAME):**

**CONTRACTOR CONTACT (NAME):**

*Rosamond High School Boys Soccer*

*Miguel Guillen or Mark Notterman*

The term of this Agreement 04/25/25 through 04/25/25

The Maximum amount of this Agreement is: 750.00

The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement:

EXHIBIT A - Scope of Work

EXHIBIT B - Budget Detail and Payment Provisions

EXHIBIT C - General Terms and Conditions

Other requirements: Certif. of Insurance, Worker's Compensation Stmt., W-9, CCC-307

In WITNESS WHEREOF, this agreement has been executed by the parties hereto:

**CONTRACTOR'S NAME** (If other than an individual, state whether a corporation, partnership, etc.):

*Rosamond High School Boys Soccer*

**BY (Authorized Signature):**

**TITLE:**

**DATE SIGNED (Do not type):**

**PRINTED NAME & ADDRESS OF PERSON SIGNING:**

661-361-8456

Robert Irving or Barbara Gains

**PHONE NUMBER:**

2925 Rosamond Blvd

Rosamond, CA 93560

Mnotterman@skusd.k12.ca.us

**EMAIL:**

**AGENCY NAME:** Antelope Valley Fair Association

jennifer@avfair.com

**EMAIL:**

**BY:** Jennifer Murad Deputy Manager

**DATE SIGNED (Do not type):**

**ACCOUNTING ADMIN.:** J. Murad

**VENDOR CODE:**

**GL ACCT:**



**ANTELOPE VALLEY  
FAIR ASSOCIATION**

**Antelope Valley Fair Association**

2551 W. Avenue H, Suite 102

Lancaster, CA 93536

661-948-6060 Fax 661-942-2135

**Exhibit A**

**Work Statement**

**Antelope Valley Fair Association**

**SV25-08**

**Rosamond High School Boys Soccer**

**CONTRACTOR AGREES:**

1. To provide front gate attendants at the 2025 Poppy Festival. A minimum of one adult for every 4-5 adults/teenagers (16-18 yrs. old, preferably no one under 15), minimum 10 youth each shift on:

April 25,2025

3pm - 9pm

Times subject to change

2. To provide water and suitable clothing, hats recommended.

**AVFA AGREES:**

1. To provide senior supervisory staff and scanning equipment.



**ANTELOPE VALLEY  
FAIR ASSOCIATION**

**Antelope Valley Fair Association**

2551 W. Avenue H, Suite 102

Lancaster, CA 93536

661-948-6060 Fax 661-942-2135

**Exhibit B**

**Budget & Payment Details**

**Antelope Valley Fair Association**

**SV25-08**

**Rosamond High School Boys Soccer**

**AVFA AGREES:**

1. To pay, upon satisfactory completion, the total amount of Seven Hundred and Fifty Dollars (\$750.00).

KEEP THIS DOCUMENT FOR YOUR RECORDS



**ANTELOPE VALLEY  
FAIR ASSOCIATION**

**Antelope Valley Fair Association**

2551 W. Avenue H, Suite 102

Lancaster, CA 93536

661-948-6060 FAX 661-942-2135

**Exhibit C**

**General Terms and Conditions**

1. **APPROVAL:** This Agreement is of no force or effect until signed by both parties. Contractor may not commence performance until signatures have been obtained.
2. **AMENDMENT:** No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
3. **ASSIGNMENT:** This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the Association in the form of a formal written amendment.
4. **AUDIT:** Contractor agrees that the Association or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the Association to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896).
5. **INDEMNIFICATION:** Contractor agrees to indemnify, defend and save harmless the Association, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
6. **DISPUTES:** Contractor shall continue with the responsibilities under this Agreement during any dispute.
7. **TERMINATION FOR CAUSE:**
  - a. The Association may terminate this Agreement with a thirty (30) day written notice and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the Association may proceed with the work in any manner deemed proper by the Association. All costs to the Association shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

b. The Association may terminate this contract for cause by giving the contractor thirty (30) day written notice thereof. In the event the services of the contractor are terminated, payment shall be made on and hourly/daily rate for the portion actually worked up to the date and time of termination which shall be prorated on the number of hours/days of service performed by the contractor in relation to the total amount of the financial consideration stated in the contract.

8. **INDEPENDENT CONTRACTOR:** Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. **NON-DISCRIMINATION CLAUSE:** Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

10. **CERTIFICATION CLAUSES:** The CONTRACTOR CERTIFICATION CLAUSES contained in the document CCC 307 are hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

11. **TIMELINESS:** Time is of the essence in this Agreement.

12. **COMPENSATION:** The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.

13. **GOVERNING LAW:** This contract is governed by and shall be interpreted in accordance with the laws of the State of California.

14. **ANTITRUST CLAIMS:** The Contractor by signing this agreement hereby certifies that if these services or goods are obtained by means of a competitive bid, the Contractor shall comply with the requirements of the Government Codes Sections set out below.

a. The Government Code Chapter on Antitrust claims contains the following definitions:

- 1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the

Business and Professions Code.

2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.

b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.

c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.

d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.

15. CHILD SUPPORT COMPLIANCE ACT: For any Agreement in excess of \$100,000, the contractor acknowledges in accordance with Public Contract Code 7110, that:

a. The contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

b. The contractor, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

16. UNENFORCEABLE PROVISION: In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

17. PRIORITY HIRING CONSIDERATIONS: If this Contract includes services in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the Contract to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.

18. LOSS LEADER: If this contract involves the furnishing of equipment, materials, or supplies then the following statement is incorporated: It is unlawful for any person engaged in business within this

state to sell or use any article or product as a "loss leader" as defined in Section 17030 of the Business and Professions Code. (PCC 10344(e).)

19. ASSOCIATION EMPLOYEES: It is mutually agreed that the contractor shall not employ or make any payments of any kind whatsoever to any officer, employee of the Association in or on account of this agreement.

20. SOUVENIR SALES: Contractor agrees to pay the Association twenty five percent (25%) of any souvenir items sold. Contractor to have its representatives make arrangements in advance of start of event regarding sales location and payment to the Association. (This clause applicable to entertainment contract only.)

21. ADDITIONAL LABOR CODES: To certify that all of the provisions of Section 271 and 1700.5 of the Labor Code and Section 9940 et.seq. of Business and Professional Code have been complied with.

22. ADDITIONAL NEEDS: For contracts requiring specific needs such as electricity, RV parking, storage parking etc., your specific needs will be met in a reasonable manner IF AVAILABLE. Electricity hook-ups will be made whenever possible in order of request upon arrival. RV parking MAY be available, but, may not be directly next to your set-up. All specific needs must be communicated to the contracts department at the time of signature.

23. PAYMENTS: In the event that you default on this contract (by failing to make the agreed upon payment(s), or your payment is dishonored by your bank or credit card company) and your account is turned over for collections, you will be responsible of all attorneys fees and collection costs arising out of this contract. The interest rate applied will be 18% per year and is subject to change. All returned checks are immediately submitted for electronic processing.

June 10, 2019

Robert Irving or Barbara Gains  
c/o Rosamond High School  
2925 Rosamond Blvd  
Rosamond Ca, 93560

Dear Mark Notterman or Miguel Guillen,

Enclosed is the Standard Agreement contract packet for the Antelope Valley Fair Association. The two contracts and attached documents **must** be completed in full and returned as soon as possible.

**Payment will not be issued without all proper documentation completed and returned.**

Please use the checklist below to assure that you are returning all required documents.

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Two (three when applicable) signed Standard Agreements<br>(Return all copies to us. A fully executed copy will be returned to you.)            |
| <input checked="" type="checkbox"/> | Certificate of Insurance   |
| <input checked="" type="checkbox"/> | Worker's Compensation Insurance Statement (when applicable)  |
| <input checked="" type="checkbox"/> | W-9: <b>MUST be completed every year and returned before you can be paid. If you have already filled one out, please attach a copy.</b>        |
| <input checked="" type="checkbox"/> | CCC-307: <b>MUST be filled out and returned.</b>   |
| <input checked="" type="checkbox"/> | Form 590 Withholding Exemption Certificate. <b>California Residents - The State requires us to withhold 7% if this form is not filled out.</b> |
| <input type="checkbox"/>            | Form 588/589 Nonresident Waiver or Reduced Withholding Addendum 1  |

If you have any questions, please do not hesitate to contact me at 661-948-6060, ext. 110.

Sincerely,

Jennifer Murad



CCC-307

**CERTIFICATION**

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> <i>Rosamond High School Boys Soccer</i>		<i>Federal ID Number</i> <i>95-6003010</i>
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i> <i>Robert Irving</i>		
<i>Date Executed</i>	<i>Executed in the County of</i> <i>Kern</i>	

**CONTRACTOR CERTIFICATION CLAUSES**

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at [www.dir.ca.gov](http://www.dir.ca.gov), and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations,

or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

## **DOING BUSINESS WITH THE STATE OF CALIFORNIA**

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

## INSURANCE REQUIREMENTS

### I. Evidence of Coverage

The contractor/renter shall provide a signed original evidence of coverage form for the term of the contract or agreement (hereinafter "contract") protecting the legal liability of the State of California, the California Fair Services Authority, District Agricultural Associations, County Fairs, Counties in which County Fairs are located, Lessor/Sublessor if fair site is leased/subleased, Citrus Fruit Fairs, California Exposition and State Fair, or Entities (public or non-profit) operating California designated agricultural fairs, their directors, officers, agents, servants, and employees, from occurrences related to operations under the contract. This may be provided by:

A. Insurance Certificate - The contractor/renter provides the fair with a signed original certificate of insurance (the ACORD form is acceptable), lawfully transacted, which sets forth the following:

1. **List as the Additional Insured:** "That the State of California, the California Fair Services Authority, the District Agricultural Association, County Fair, the County in which the County Fair is located, Lessor/Sublessor if fair site is leased/subleased, Citrus Fruit Fair, California Exposition and State Fair, or Entities (public or non-profit) operating California designated agricultural fairs, their directors, officers, agents, servants, and employees are made additional insured, but only insofar as the operations under this contract are concerned."
2. **Dates:** The dates of inception and expiration of the insurance. **For individual events, the specific event dates must be listed, along with all set-up and tear down dates.**
3. **Coverages:**
  - a. **General Liability** - Commercial General Liability coverage, on an occurrence basis, at least as broad as the current Insurance Service Office (ISO) policy form #CG 00-01. Limits shall be not less than **\$5,000,000 per occurrence** for Fairtime Carnival Rides and for Freefall Attractions (elevated jumps involving airbags); **\$5,000,000 per occurrence** for the following types of Motorized Events: automobile races, drifting exhibitions, truck rodeos, tractor/truck pulls, destruction derbies, RV destruction derbies, mud bogs, mud racing, car crunches, monster truck shows, automobile thrill shows, figure 8 racing, stock car racing, tuff trucks, boat races, autocross, dirt racing, oval track, sprint cars/410 sprints, modified, super stock, mini-stock, dwarf cars, micro lights, enduro, pro stock; **\$3,000,000 per occurrence** for the following types of Motorized Events: motorcycle racing, flat track motorcycle racing, arena-cross, freestyle motocross, motorcycle thrill shows and stunt teams, ATV, sand drags, go karts, snowmobile races, quarter midget races, golf cart races, Redneck Roundup (ATVs), lawnmower races; **\$3,000,000 per occurrence** for Rodeo Events all types **with a paid gate** and any Rough Stock events; **\$2,000,000 per occurrence** for Rodeo Events All Types **without a paid gate** and with any Rough Stock events and for Swap Meets/Flea Markets held two or more times

per calendar year; **\$2,000,000 per occurrence** for the following Motorized events: car jumping contests/demonstrations of hydraulic modifications to automobiles; **\$2,000,000 per occurrence** for Interim Carnival Rides, Fairtime Kiddie Carnival Rides of up to 6 rides, Concerts with over 5,000 attendees, Rave Type Events All Types, Cannabis Festivals/Trade Shows, Mechanical Bulls, Extreme Attractions All Types that require a DOSH permit to operate, and Simulators; **\$1,000,000 per occurrence** for Rodeo Events All Types **without** any Rough Stock Events; **\$1,000,000 per occurrence** for all other contracts for which liability insurance (and liquor liability, if applicable) is required.

The Certificate of Insurance shall list the applicable policy forms, including endorsements. Any exclusions or coverage limitations, including sub-limits, that apply to the contractor/renter's activities, or business to be conducted under the contract or rental agreement/lease, must be listed in the Certificate of Insurance. If there is a self-insured retention or deductible in the contractor/renter's coverage equal to or in excess of \$100,000, the self-insured retention/deductible amount shall be included as part of the Certificate of Insurance. A copy of the contractor/renter's policy declaration page containing this information as an attachment/exhibit to the Certificate of Insurance will be acceptable, provided it contains all the aforementioned information.

- b. Automobile Liability - Commercial Automobile Liability coverage, on a per accident basis, at least as broad as the current ISO policy form # CA 00-01, Symbol #1 (Any Auto) with limits of not less than \$1,000,000 combined single limits per accident for contracts involving use of contractor vehicles (autos, trucks or other licensed vehicles) on fairgrounds.
  - c. Workers' Compensation - Workers' Compensation coverage shall be maintained covering contractor/renter's employees, as required by law.
  - d. Medical Malpractice - Medical Malpractice coverage with limits of not less than \$1,000,000 per occurrence shall be maintained for contracts involving medical services.
  - e. Liquor Liability - Liquor Liability coverage with limits of not less than \$1,000,000 per occurrence shall be maintained for contracts involving the sale of alcoholic beverages.
4. Cancellation Notice: Notice of cancellation of the listed policy or policies shall be sent to the Certificate Holder in accordance with policy provisions.
  5. Certificate Holder:
    - For Individual Events Only - Fair, along with fair's address, is listed as the certificate holder.
    - For Master Insurance Certificates Only - California Fair Services Authority, Attn: Risk Management, 1776 Tribute Road, Suite 100, Sacramento, CA 95815 is listed as the certificate holder.

6. Insurance Company: The company providing insurance coverage must be acceptable to the California Department of Insurance.
7. Insured: The contractor/renter must be specifically listed as the Insured.

OR

- B. CFSA Special Events Program - The contractor/renter obtains liability protection through the California Fair Services Authority (CFSA) Special Events Program, when applicable.

OR

- C. Master Certificates - A current master certificate of insurance for the contractor/renter has been approved by and is on file with California Fair Services Authority (CFSA).

OR

- D. Self-Insurance - The contractor/renter is self-insured and acceptable evidence of self-insurance has been approved by California Fair Services Authority (CFSA).

## **II. General Provisions**

1. Maintenance of Coverage - The contractor/renter agrees that the commercial general liability (and automobile liability, workers' compensation, medical malpractice and/or liquor liability, if applicable) insurance coverage herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires or is cancelled at any time or times prior to or during the term of this contract, contractor/renter agrees to provide the fair, prior to said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract, or for a period of not less than one (1) year. New certificates of insurance are subject to the approval of California Fair Services Authority, and contractor/renter agrees that no work or services shall be performed prior to the giving of such approval. In the event the contractor/renter fails to keep in effect at all times insurance coverage as herein provided, the fair may, in addition to any other remedies it may have, take any of the following actions: (1) declare a material breach by contractor/renter and terminate this contract; (2) withhold all payments due to contractor/renter until notice is received that such insurance coverage is in effect; and (3) obtain such insurance coverage and deduct premiums for same from any sums due or which become due to contractor/renter under the terms of this contract.
2. Primary Coverage - The contractor/renter's insurance coverage shall be primary and any separate coverage or protection available to the fair or any other additional insured shall be secondary.
3. Contractor's Responsibility - Nothing herein shall be construed as limiting in any way the extent to which contractor/renter may be held responsible for damages resulting from contractor/renter's operations, acts, omissions or negligence. Insurance coverage

obtained in the minimum amounts specified above shall not relieve contractor/renter of liability in excess of such minimum coverage, nor shall it preclude the fair from taking other actions available to it under contract documents or by law, including, but not limited to, actions pursuant to contractor/renter's indemnity obligations. **The contractor/renter indemnity obligations shall survive the expiration, termination or assignment of this contract.**

4. **Certified Copies of Policies** - Upon request by fair, contractor/renter shall immediately furnish a complete copy of any policy required hereunder, with said copy certified by the underwriter to be a true and correct copy of the original policy. Fairtime Carnival Ride contractors must submit copies of actual liability insurance policies, certified by an underwriter, to California Fair Services Authority (CFSA).

### **III. Participant Waivers**

1. For hazardous participant events (see subsection 4. below), the contractor/renter agrees to obtain a properly executed release and waiver of liability agreement (Form required by contractor/renter's insurance company or CFSA Release and Waiver Form) from each participant prior to his/her participation in the events sponsored by contractor/renter.
2. Contractor/renter shall ensure that any party renting space from the contractor/renter with, or for, hazardous participant events (see subsection 4. below) obtains a properly executed release and waiver of liability agreement (Form required by contractor/renter's insurance company or CFSA Release and Waiver Form) from each participant prior to his/her participation in the events and provides a copy to the contractor/renter.
3. The contractor/renter shall provide copies of all executed release and waiver of liability agreements required under subsections 1. and 2. above to the Fair at the end of the rental agreement.
4. Hazardous participant events include, but are not limited to, any event within the following broad categories: Athletic Team Events; Equestrian-related Events; Extreme Attractions; Freefall Attractions; Mechanical Bulls; Simulators; Motorized Events; Rodeo Events; and Wheeled Events, including bicycle, skates, skateboard, or scooter. Contact California Fair Services Authority, Risk Management Department at (916) 921-2213 for further information and for CFSA Release and Waiver Form.

**WORKERS' COMPENSATION INSURANCE STATEMENT**

**Antelope Valley Fair Association**

NAME OF CONTRACTOR: Southern Kern Unified School District  
Rosamond High School Boys Soccer  
(Please print name of organization, company or individual)

**PLEASE FILL OUT EITHER PART A or PART B**

**Part A**

***I DO HAVE WORKERS' COMPENSATION INSURANCE.*** If you have insurance, please sign below and return your contract along with a copy of your certificate.

It is not necessary to complete Part B if Part A applies to you.

_____ Signature	_____ Date
<u>Robert Irving</u>	<u>CB</u>
_____ Print Name	_____ Title

**Part B**

***WORKERS' COMPENSATION EXEMPT STATEMENT:***

I hereby certify that I am an independent contractor and have no paid or volunteer employees. Therefore, Workers' Compensation Insurance, which is required for each contract as stated in Item I.A.3 #c Workers' Compensation (California Fair Services Authority Insurance Requirements dated 06/06), does not apply to me.

I am aware that this statement is for the internal use of CFSA and the Antelope Valley Fair Association and does not alter the Workers' Compensation requirements in the Labor Code of the State of California defining "Employees."

_____ Signature	_____ Date
_____ Print Name	_____ Title



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

3/17/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> California Schools Risk Management (CSRM) 1950 South Sunwest Lane, Suite 100 San Bernardino, CA 92408-3264  /html/Admin/MyAccount_Company.asp		<b>CONTACT NAME:</b> <b>PHONE (A/C No. Ext):</b> (909) 763-4900 <b>FAX (A/C, No):</b> (909) 763-4939 <b>E-MAIL ADDRESS:</b>	
		<b>INSURER(S) AFFORDING COVERAGE</b>	<b>NAIC #</b>
<b>INSURED</b> Southern Kern Unified School District 2925 Rosamond Blvd. Rosamond CA 93560		<b>INSURER A:</b> California Schools Risk Management	
		<b>INSURER B:</b>	
		<b>INSURER C:</b>	
		<b>INSURER D:</b>	
		<b>INSURER E:</b>	
		<b>INSURER F:</b>	

**COVERAGES**      **CERTIFICATE NUMBER:** 84381495      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Abuse & Mol <input checked="" type="checkbox"/> Errors & Omiss GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	<input checked="" type="checkbox"/>		CSRM2025RM CSRM2025RM CSRM2025RM	7/1/2024 7/1/2024 7/1/2024	7/1/2025 7/1/2025 7/1/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
A	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			CSRM2025RM	7/1/2024	7/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED    RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N	CSRM2025RM	7/1/2024	7/1/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT * \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Employment Claims			CSRM2025RM	7/1/2024	7/1/2025	*Occurrence

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The State of California, the District Agricultural Association, County Fair, the County in which the County Fair is located, Lessor/Sublessor if fair site is leased/subleased, Citrus Fruit Fair, California Exposition and State Fair, or entities (public or non-profit) operating California designated agricultural fairs, their directors, officers, agents, servants, and employees are named as additional insured, but only insofar as the operations under this contract are concerned.  
 Proof of coverage for Southern Kern Unified School District during fiscal year 2024/2025.

**CERTIFICATE HOLDER**

RE: Standard Agreement SV25-08

Antelope Valley Fair Association  
 2551 West Avenue H, Suite 102  
 Lancaster CA 93536

**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Javier Gonzales



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ACORD 25 (2016/03)

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AGENCY CUSTOMER ID: \_\_\_\_\_

LOC #: \_\_\_\_\_



### ADDITIONAL REMARKS SCHEDULE

Page \_\_\_\_ of \_\_\_\_

AGENCY California Schools Risk Management (CSRM)		NAMED INSURED Southern Kern Unified School District 2925 Rosamond Blvd. Rosamond CA 93560	
POLICY NUMBER		EFFECTIVE DATE:	
CARRIER	NAIC CODE		

**ADDITIONAL REMARKS**

**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,  
FORM NUMBER: 25      FORM TITLE: Certificate of Liability Insurance (03/16)**

**HOLDER: Antelope Valley Fair Association  
ADDRESS: 2551 West Avenue H, Suite 102 Lancaster CA 93536**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND ON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

## ADDITIONAL COVERED PARTICIPANT ENDORSEMENT

Endorsement Number: A  
Re: CSRM2025RM

Memorandum of Liability Coverage issued to: Southern Kern Unified School District

Effective Dates of Coverage: 7/1/2024 - 7/1/2025

Antelope Valley Fair Association  
2551 West Avenue H, Suite 102  
Lancaster CA 93536

It's officers, agents, employees and volunteers, individually and collectively, identified in the attached Certificate is hereby named an Additional Covered Participant with respect to the liability coverage provided by Company Letter A in said Certificate within the following assumptions:

1. The Additional Covered Participant operates under authority of the Education Code, and for a public purpose beneficial to the herein described District, or
2. The herein described District has, for a public purpose beneficial to the District, entered into a contract with the Additional Covered Participant and such contract provided for indemnification of the Additional Covered Participant by the District. Coverage extended to the Additional Covered Participant shall be no greater than the degree of indemnity required by the contract and in no event more than that coverage afforded by the Memorandum of Coverage described in the Certificate.
3. Such coverage as afforded by the memorandum of coverage for  
Antelope Valley Fair Association  
2551 West Avenue H, Suite 102  
Lancaster CA 93536  
its officers, agents, employees, volunteers, individually and collectively, shall be primary and any insurance carried by  
Antelope Valley Fair Association  
2551 West Avenue H, Suite 102  
Lancaster CA 93536  
its officers, agents, employees and volunteers, individually and collectively shall be excess and non-contributory.
4. The coverage provided by this endorsement does not extend to the sole negligence, or willful misconduct of the Additional Covered Participant.

It is understood that the California Schools Risk Management is a Joint Powers Authority operating under provisions of Title I, Division 7, Chapter 5, Article 1 of the Government Code of the State of California, commencing with Section 6500.



---

Javier Gonzales, Chief Executive Officer  
California Schools Risk Management

Date of Endorsement: 3/17/2025  
Distribution: JPA File District



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
All It Takes	3/24/2025	4/2/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	Final Contract to Superintendent's Secretary By:				
LDTPE Practical Training	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">From</td> <td style="width: 90%;">4/25/2025</td> </tr> <tr> <td>Until</td> <td>4/25/2025</td> </tr> </table>	From	4/25/2025	Until	4/25/2025	3/25/2025
From	4/25/2025					
Until	4/25/2025					

<b>Description of Agreement</b>
This Agreement is for LDTPE Training for Tropico Middle School P.E Teachers.

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

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$7,700.00
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<b>Budget String/Comments</b>
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 <b>Robert Irving</b>	Date <b>3/25/2025</b>
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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 	Date <b>3/25/2025</b>
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# LDTPE

LEADERSHIP DEVELOPMENT THROUGH PHYSICAL EDUCATION

## LDTPE PRACTICAL TRAINING

SCOPE OF WORK PROPOSAL & PRICING STRUCTURE

[ALLITTAKES.ORG/LDTPE](http://ALLITTAKES.ORG/LDTPE)

SOUTHERN KERN  
UNIFIED SCHOOL DISTRICT  
2601 ROSAMOND BLVD  
ROSAMOND, CA 93560

ATTENTION:  
BARBARA GAINES  
SUPERINTENDENT  
[BGAINES@SKUSD.K12.CA.US](mailto:BGAINES@SKUSD.K12.CA.US)

PAUL IRVING  
DIRECTOR OF HUMAN RESOURCES  
[PIRVING@SKUSD.K12.CA.US](mailto:PIRVING@SKUSD.K12.CA.US)



ALL IT TAKES.



# PROGRAM SUMMARY

## DESCRIPTION, CONCEPTS, & OUTCOMES

All It Takes (AIT) is excited to partner with Southern Kern Unified School District (SKUSD) to offer a high-impact training aimed at enhancing the integration of Leadership Development Through Physical Education (LDTPE) into PE instruction. This training will provide the three PE teachers at Tropico Middle School with the skills and expertise needed to seamlessly integrate LDTPE into their physical education programs.

### Program Details

Led by AIT's expert trainer, Dan Pratt, this LDTPE level 1 training will provide teachers with basic LDTPE knowledge and best practices for successful program implementation. Our goal is to ensure participants are prepared to independently lead LDTPE lessons from year 1 curriculum moving forward.

### Training Goals & Outcomes

- **Strengthened Teaching Confidence:** Teachers will gain the skills and strategies necessary to confidently lead LDTPE lessons.
- **Enhanced Classroom Management:** Teachers will learn practical strategies to maintain a well-managed, inclusive PE environment.
- **Improved Student Engagement:** Teachers will develop skills to foster meaningful connections with students, ensuring SEL principles are embedded and practiced in daily instruction.
- **Cultivating an LDTPE Mindset:** Teachers will see and embrace the value of LDTPE as a community building and PE engagement resource.

### AIT will provide:

- Expert LDTPE Coach and trainer(s)
- LDTPE year 1 curriculum
- Coordination with SKUSD to determine mutually available training date and time
- All necessary documentation and insurance, meeting the contractual requirements of SKUSD
- End-of-Day summary report detailing progress and individualized recommendations

### SKUSD will provide:

- A lead person(s) to support logistics and contracts
- A suitable training space to accommodate all activities

### Total Investment

LDTPE Practical Training:	\$7,700
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PAGE #2

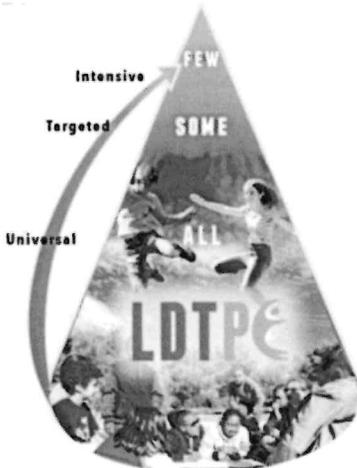
.....  
LDTPE PRACTICAL TRAINING

**DATE**  
APRIL 25, 2025

**TIME**  
TBD

**LOCATION**  
TROPICO MIDDLE SCHOOL

### MTSS SUPPORT MODEL



# Southern Kern Unified School District

## Position Description

Position Title: **CTE Teacher/Production and Managerial Arts**

Reports To: Principal

Prepared By: Staff

Board Approved: April 2, 2025

### **SUMMARY**

Working under the direction of the Principal will be responsible to plan, operate and evaluate learning activities in the Production and Managerial Arts CTE pathways. The teacher will provide students with meaningful instruction for and about arts, media and entertainment careers. The position is designed to prepare graduates as viable competitors in the arts, media and entertainment industry and for advanced educational opportunities. The teacher will prepare students for arts, media and entertainment industry related certifications, credentials, and skills that will contribute to their development as mature, able, and responsible adults.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES** *Other duties may be assigned.*

- Provide training necessary for entry level employment in the related field.
- Maintain current information on the awareness of industry standards for subject area.
- Perform related duties as assigned/required.
- Teaches District approved curriculum
- Meets and instructs assigned classes in the locations and at the times designated
- Assist students in Developing of 21<sup>st</sup> century skills including, but limited to, collaboration, critical thinking, economic literacy, entrepreneurial skills, and problem-solving
- Plans a program of study, employing a variety of instructional techniques and instructional media, that meets the individual needs, interests, and abilities of the students
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Assists the administration in implementing all policies and rules
- Encourages students to set and maintain standards of classroom behavior
- Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students
- Assists in diagnosing the learning disabilities of students, with the assistance of district specialists
- Evaluates student's academic and social growth, keeps appropriate records and prepares progress reports
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations
- Is available to students and parents for education-related purposes outside the instructional day

**QUALIFICATIONS REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### **MINIMUM REQUIREMENTS:**

- Previous experience as a Career Technical Education (CTE) Production and Managerial Arts teacher is preferred.
- Appropriate Career Technical Education or Designated Subjects Credential, or eligibility for appropriate credential. Eligibility requires:
  - *Bachelor's degree or associate's degree in an industry related field.*
    - *Examples of industry-related work experience: Commercial art, Commercial photography, Game design occupations, Multimedia production, Performing arts occupations, Stage technology, Theatrical occupations, film.*
- Experience and education that would indicate success in the position.

### **DESIRABLE QUALIFICATIONS:**

- Knowledge of and commitment to contemporary management and instructional techniques
- Ability to represent the school with responsible, mature judgment, tact and decisiveness
- Ability to assist in affecting positive change in staff and programs

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

- **Language Skills** - Ability to read and analyze documents such as: safety rules, operating and maintenance instructions, procedure manuals, general business periodicals, professional journals, technical procedures, or governmental regulations consistent with the duties of this position. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from administrators, staff and the general public consistent with the duties of this position.
- **Mathematical Skills** - Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Reasoning Ability** - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills** - Familiarity with basic computer operation and software. Ability to learn various computer operations required for management of student information and integration of technology in classroom instruction.
- **Work Environment** - The work environment characteristics are representative of those an employee may encounter, and include a noise level that is usually moderate to loud. The employee continuously interacts with the public and staff.
- **Other** - Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on department and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skills in oral and written communication.

### **OTHER SKILLS and ABILITIES:**

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Vision which allows accurate observation from a distance
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to perform non-violent crisis intervention procedures
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for extended periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 25 pounds
- Able to carry up to 25 pounds

- Able to exhibit full range of motion for: shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, back lateral flexion, hip flexion and extension, knee extension
- Able to operate office machines and equipment in a safe and effective manner
- Able to demonstrate manual dexterity necessary to operate calculator, typewriter and/or computer keyboard with speed and accuracy

**EVALUATION:**

Performance in this position will be evaluated regularly by the supervisor in accordance with Board Policy.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

Southern Kern Unified School District  
P.O. Drawer CC  
Rosamond, California 93560

**Proposal for  
Soil Testing, Special Inspections and Materials Testing  
Southern Kern Unified School District  
Tropico Middle School Landscape, Drainage and Parking Lot Upgrade  
3180 Mojave Tropico Road  
Rosamond, Kern County, California**

March 27, 2025

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# EARTH SYSTEMS

1024 W. Avenue M-4 | Palmdale, CA 93551 | (661) 948-7538 | [www.earthsystems.com](http://www.earthsystems.com)

March 27, 2025

Proposal No.: PAL-25-3-007

Southern Kern Unified School District  
P.O. Drawer CC  
Rosamond, CA 93560

Attention: Ms. Barbara Gaines

Subject: **Proposal for Soil Testing, Special Inspections and Materials Testing**

Project: **Southern Kern Unified School District  
Tropico Middle School Landscape, Drainage and Parking Lot Upgrade  
3180 Mojave Tropico Road  
Rosamond, Kern County, California**

References: DSA Approved Drawings, Southern Kern Unified School District, Tropico Middle School, Landscape, Drainage, and Parking Lot Upgrade Project, 3180 Mojave Tropico Road, Rosamond, CA 93560, dated December 4, 2024.

As requested, Earth Systems Pacific [Earth Systems] is pleased to submit this proposal to perform soil testing, special inspections and materials testing for the proposed landscape, drainage, and parking lot upgrade project at Tropico Middle School located in Rosamond, California. Earth Systems understands that improvements will include a new storm drain system from the main quad area to the existing retention basin, new landscaping and irrigation at the main quad area, replacement of asphalt concrete paving at the main parking lot. Earth Systems is very well qualified to provide these services to the Southern Kern Unified School District having performed these same services for a majority of local Districts for over 30 years, having currently performed the geotechnical report for the classroom buildings, as well as providing similar materials testing and inspection for Rosamond High School, Tropico Middle School, and previously Rosamond Elementary School.

Since 1969, the Earth Systems group of companies has provided expert geo-professional services to assist our clients through all aspects of geotechnical and geologic engineering, environmental engineering, and construction related materials testing and inspection services. Our dedicated staff understands the diverse geotechnical, geologic, and construction-related issues that may affect the proposed project and will work to develop practical and economical geotechnical engineering solutions through innovative approaches. It is our desire to provide you with the highest quality services at reasonable fees. The advantages of using Earth Systems are the following:

- We are a local office only 20 minutes from the project site.
- Our technicians and inspectors live and work in the local Antelope Valley area and are very familiar with the construction practices and soils conditions.
- We have been working with the Southern Kern Unified School District for over 30 years.
- Our Geotechnical and Principal Engineers are very familiar with the project area.
- We have 5 DSA accredited LEA laboratories to allow us to efficiently provide services and avoid testing delays.

The scope of work is summarized below. Engineering aspects of this project will be performed under the technical supervision of Mr. Kevin Paul, GE# 2930. Our services will be on an “as-requested” and “on-call” basis by your onsite representative. Requested services are anticipated to include the following, as presented below. Our scope of work and fees are based upon the DSA approved drawings and plan sets provided for our use by Flewelling and Moody. Services may include:

## **SOIL TESTING**

### **Infrastructure Construction Soils Testing**

The purpose of our services is to provide compaction testing of the backfill soil relative to ASTM D 1557 maximum densities and optimum moisture content. Compaction testing of prepared infrastructure facilities including storm drain and irrigation trench backfill is anticipated.

Based on the data at our test location, a relative compaction will be provided. Testing will be performed in general accordance with ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. We anticipate providing these services on an “as-requested” part-time basis for the compaction of the soils.

### **Hardscape Soils, Aggregate Base, and Asphalt Testing**

The purpose of our services is to provide compaction testing of the subgrade soil and aggregate base relative to ASTM D 1557 and ASTM D 2950 maximum densities. Compaction testing of prepared subgrades and aggregate base for curb and gutter, cross gutters, sidewalks, and pavement areas is anticipated.

Based on the data at our test location, a relative compaction will be provided. Testing will be performed in general accordance with ASTM D 6938, *Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods*, and other correlated evaluation. We anticipate providing these services on an “as-requested” part-time basis for the compaction of the soils and aggregate base.

### **Laboratory Conformance Testing**

Laboratory Quality Assurance conformance testing of soils used during grading may include determination of Expansion Index of building pad structural soils based on the Statement of Structural Tests and Inspections for soils placed under Earth Systems direct observation, corrosion potential testing of site soils, and compaction characteristics of soils used for fill. We have assumed the contractor will submit conformance testing and request approval of any soil to use as fill, prior to placement as per the specification.

## **SPECIAL INSPECTION AND MATERIALS TESTING**

### **Concrete Sampling and Testing**

Concrete sampling and testing will be performed when requested during the placement of structural concrete with strengths in excess of 2,500 psi. Batch plant inspection, sampling, slumps tests, temperature monitoring, and compression testing of concrete specimens in

accordance with DSA approved documents. Concrete inspection will be provided by a certified International Code Council [ICC] DSA approved concrete special inspector.

### **TECHNICAL MANAGEMENT AND REPORTS**

We will provide technical management of our field staff, including review of test procedures, test results, and daily field reports for general construction progress. Items within our scope of service found in non-compliance with the project requirements will be brought to the attention of the general contractor's construction superintendent and/or your responsible representative for resolution and schedule of retesting. As re-inspection items can have an impact on our budget, our Project Manager will review the field reports to monitor items requiring re-inspection and the hours involved in re-inspection. These items will be documented and the information can be forwarded for appropriate action and tracking of potential change orders to our contract, and/or back charges to the contractor by the construction management firm, if requested.

As needed, final reports summarizing rough and remedial grading of the building pads will be prepared. Other reports may include compaction test results for infrastructure and other improvement construction. Project management and technical supervision will be provided by engineering and geologic staff.

### **SCHEDULING, CONSULTATION, AND CANCELLATION**

The client or their representatives are responsible for contacting Earth Systems when services are required and are responsible for monitoring the requests for service and recognizes that the efficiency with which Earth Systems' services are utilized will have a significant effect upon the costs for testing and inspection. During construction, we will make every attempt to service last-minute requests, however, please try to notify Earth Systems at least 24 hours in advance of the need for technician services and 48 hours for special inspection. Last-minute requests are rarely efficient in time or cost to the project. Construction testing services and fees are notoriously difficult to predict and are highly dependent upon contractor performance and schedule; therefore, the actual fees will be based upon the rates provided, the extent and type of services requested, and the time required to complete the project.

Earth Systems requests and expects the contractor's cooperation in providing suitable and safe access to the designated work areas and security while working on the site. If requested, Earth Systems will provide suitable and safe access, however this will be considered a change in scope to this proposal and the costs negotiated.

Technician/Inspector time, or when the contractor is not ready for tests and does not cancel our personnel, will be billed at hourly rates with a four-hour minimum charge. Engineering consultation or review/reporting, either in the office or at the job site, will be billed at hourly rates with a two-hour minimum for field consultation.

Earth Systems personnel will not supervise the contractor's work in any way. Earth Systems' presence or absence on the project in no way relieves the contractor of his responsibility to provide a completed project in compliance with the project plans and specifications.

Neither the professional activities of Earth Systems, nor the presence of Earth Systems or its employees and subcontractors, shall be construed to imply Earth Systems has any responsibility for methods of work performance, supervision of work, sequencing of construction, or safety in, on, or about the job site.

The rates presented in this proposal are for the use of Earth Systems full-time inspection and testing personnel where possible. When scheduling demands or out of area testing and inspection necessitates the use of contract special inspectors, the services will be invoiced at the rate of cost plus 20%. We have based our estimates on “local” fabrication within the southern California area.

**BASIS OF FEES**

A construction schedule has not been submitted to Earth Systems Pacific for preparation of this proposal. As a result, the following estimate is for general budgeting purposes only. To estimate the soils/materials testing/inspection budget, Earth Systems did take-offs from the project plans. We propose to perform this project on a time-and-expense basis using Earth Systems 2025 Fee Schedule (attached) as the basis of charges. Our estimated fees for soil testing, special inspection and materials testing services are estimated to be **\$63,515.00**. Our fee estimate is based on the following estimates of hours and site visits:

**Geotechnical Observation and Testing Services - \$53,225.00**

<b>Task</b>	<b>Estimated Number of Site Visits</b>	<b>Estimated Hours per Visit (portal to portal)</b>	<b>Estimated Total Hours</b>
Utility Trench Backfill	45	4	180
Pavement and Flatwork	20	4	80
Asphalt Concrete Testing	3	8	24
<b>Project Management</b>		<b>Estimated Total Hours</b>	
Review of field reports, preparation of final compaction report.		40	
<b>Laboratory Testing</b>		<b>Estimated Number of Tests</b>	
Maximum Density and Optimum Moisture		2	
Sieve Analysis		2	

**Special Inspections and Materials Testing Services - \$10,290.00**

<b>Task</b>	<b>Estimated Number of Site Visits</b>	<b>Estimated Hours per Visit (portal to portal)</b>	<b>Estimated Total Hours</b>
Concrete Inspection at Site/Pour	4	8	32
Batch Plant Inspection	4	6	24
Sample Pick Up	4	2	8
<b>Project Management</b>		<b>Estimated Total Hours</b>	
Concrete mix design review, review of field reports and review of laboratory test results.		4	
<b>Laboratory Testing</b>		<b>Estimated Number of Tests</b>	
Cylinder Compressive Strength Tests		16	

Actual fees will be based on the level of services requested and tests performed. **Fees are based on Prevailing Wage Rates.** Our fees are based on the contractor providing safe access to the site and for areas requiring our services.

**Construction testing services and fees are notoriously difficult to predict and are highly dependent upon contractor performance and schedule; therefore, the actual fees will be based upon the rates provided, the extent and type of services requested, and the time required to complete the project. Typical geotechnical construction testing/inspection service fees range from 1% to 4% of the total construction cost.**

Tests performed in Earth Systems’ laboratory and professional staff consultation are charged in accordance with Fee Schedule rates. Services that Earth Systems does not perform, but which are asked to coordinate, are charged at cost plus 20%.

Technician and special inspector field time will be billed with a 4-hour minimum for on-site technician time including travel time, then in 2-hour increments to 8 hours. Overtime will be billed in 1-hour increments. Mileage will be billed as a trip charge based from our nearest office. The fees contained herein are based upon services performed during normal business hours. Normal business hours are from 7:00 a.m. through 5:00 p.m., Monday through Friday. Should a technician or inspector be required for either Saturday or Sunday or not within business hours, this time will be billed at Fee Schedule overtime rates as an extra expense to the project. It will be the responsibility of the client or their representative to contact us to schedule testing.

**TERMS FOR SERVICE**

The following terms and conditions shall be incorporated into the agreement for services and form the basis for the fees developed within. Contract terms more onerous than presented within or insurance greater than \$1,000,000 typical limit could incur greater fee.

- 1. STUDY, MONITORING & INSPECTION:** If the services include monitoring or inspection of soil, construction and/or materials, Client shall authorize and pay for Consultant to provide sufficient observation and professional inspection to permit Consultant to form opinions

according to accepted statistical sampling methods as to whether the work has been performed in accordance with recommendations. Such opinions, while statistically valid, do not guaranty uniformity of conditions or materials. Similarly, soil and geology investigations do not guaranty uniformity of subsurface conditions. Client hereby represents and warrants that it has provided and shall provide to Consultant all information and sufficient advance notice necessary in order for Consultant to perform the appropriate level of services. No statement or action of Consultant can relieve Client's contractors of their obligation to perform their work properly. Consultant has no authority to supervise or stop the work of others.

**2. SITE ACCESS & UTILITIES:** Client has sole responsibility for securing site access, locating utilities, and any repair.

**3. BILLING AND PAYMENT:** Client will pay Consultant the proposal amount or, if none is stated, according to the fee schedule in effect at the time our services are provided. Prior to initiation of fieldwork, a retainer may be required. This retainer shall be maintained throughout the project and shall be applied to the final invoice. Payment is due on presentation of invoices and is delinquent if Consultant has not received payment within 30-days from date of an invoice. Client will pay an additional charge of 1-1/2 (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent amount. Each payment will first be applied to accrued interest, costs and fees and then to the principal unpaid amount. All time spent and expenses incurred (including any in-house or outside attorney's fees) in connection with collection of any delinquent amount will be paid by the Client to Consultant per Consultant's current fee schedule. Payment by Credit Card is subject to a 3% additional fee.

**4. OWNERSHIP OF DOCUMENTS:** Consultant owns all documents it creates and grants Client limited license to use the documents for the purposes stated in the documents. Consultant reserves the right to withhold delivery of documents to Client until payment in full of current invoices has been received.

**5. TERMINATION:** This agreement may be terminated by either party effective seven (7) days from the date of written notice, or if the client suspends the work for three (3) months. In the event of termination, Consultant will be paid for services performed prior to the date of termination plus reasonable termination expenses. If Consultant has not received payment for any invoice within 30 days from the date of the invoice, or in the event of anticipatory breach by Client, Consultant may suspend performance of its services immediately and may terminate this contract.

**6. RISK ALLOCATION:** In order for Client to obtain the benefit of a fee which includes a lesser allowance for compensating Consultant for its litigation risk, Client agrees to indemnify, hold harmless and defend Consultant, its agents, employees, or officers, from and against any and all loss, claim, expenses, including attorney's fees, injury, damages, liability or costs arising out of non-design services (i.e., services other than as defined by Civil Code Section 2784) performed by Consultant on this project, except where such loss injury, damage, liability, cost, expenses or claims are the result of the sole negligence or willful misconduct of Consultant. Client further agrees to limit the total aggregate liability of Consultant, its agents, employees, and officers to Client on the entire project, to the greater of \$25,000.00 or total fees charged by Consultant, except that Consultant's liability for willful misconduct shall not be limited. These terms may be negotiable depending on the particular facts of your project. You should consult with an attorney experienced in construction contracts and litigation regarding this provision.

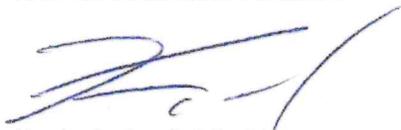
- 7. HAZARDOUS MATERIALS:** Consultant is responsible only for hazardous materials brought by Consultant onto the site. Client retains ownership and responsibility in all respects for other hazardous materials and associated damage.
- 8. ASSIGNS AND THIRD PARTIES:** This Contract is intended only to benefit the parties hereto. No person who is not a signatory to this Contract shall have any rights hereunder to rely on this Contract or on any of Consultant's services or reports without the express written authorization of Consultant. This Contract shall not be assigned by Client without the Consultant's written consent. This Contract is binding on any successor companies to Client or Consultant, and on the surviving corporation in the event of a merger or acquisition.
- 9. STANDARD OF CARE:** Consultant will perform its services using that degree of skill and care ordinarily exercised under similar conditions by members of Consultant's profession practicing in the same or similar locality at the time of performance. NO WARRANTY, EXPRESS OR IMPLIED, IS MADE OR INTENDED AND THE SAME ARE SPECIFICALLY DISCLAIMED. Consultant and the Client agree that there are risks of earth movement and property damage inherent in land development and repair and that Consultant has not been authorized to perform the exhaustive and economically unfeasible investigation necessary to eliminate such risks.
- 10. EFFECTS OF SITE EXPLORATION:** It is understood that in the normal course of providing these services, Consultant may be required to access the site to perform field exploration. All boreholes will be backfilled at completion; however, some settlement should be anticipated. Consultant will attempt to minimize the effects of the exploration operations on the site. However, it must be understood that some damage to existing roadways, vegetation, or other improvements may occur. Consultant does not propose to restore the site to the same condition as was present prior to the exploration operations.
- 11. ENVIRONMENTAL SERVICES:** The scope of geotechnical services does not include any environmental assessment or investigation for the presence or absence of wetlands, hazardous or toxic materials in the soil, surface water or groundwater, or air, on or below, or around the site.
- 12. GOVERNING LAW, SURVIVAL AND FORUM SELECTION:** The contract shall be governed by laws of the State of California. If any of the provisions contained in this agreement are held invalid, the enforceability of the remaining provisions will not be impaired. Limitations of liability, indemnities, representations and warranties by Client will survive termination of this agreement. The signatories represent and warrant that they are authorized by the entities on whose behalf they sign to enter into this contract and that their principals have filed fictitious business name statements, if required. All disputes between Consultant and client related to this agreement will be submitted to the court of the county where Consultant's principal place of business is located and client waives the right to remove the action to any other county or judicial jurisdiction.

**CLOSURE**

If the proposed scope of work, attached Terms for Service and fees are satisfactory, please sign in the space provided below and return one copy. This will constitute authorization for us to proceed with work on the project. Based on the passing of Assembly Bill No. 2629, services may not commence until the execution of a written contract. This agreement can be terminated by either party by notification in writing. Earth Systems responsibility for the project will end upon completion of the services described herein or termination of the agreement unless authorization to perform additional work and agreement for payment thereof is provided by the client. This proposal is valid for a period of 90 days. If authorized after 90 days, Earth Systems reserves the right to reconsider the fees presented herein.

We look forward to assisting you on this project. Thank you for the opportunity to submit this proposal. If any questions arise, or if additional information is desired, please call the undersigned at (661) 365-0602.

Respectfully submitted,  
**EARTH SYSTEMS PACIFIC**



Kevin L. Paul, PE, GE  
Vice President

***PLEASE RETURN A SIGNED COPY  
TO EARTH SYSTEMS PACIFIC***

AGREED TO AND ACCEPTED

CLIENT NAME (IN PRINT)

\_\_\_\_\_  
SIGNATURE AND TITLE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TELEPHONE NUMBER

\_\_\_\_\_  
FAX NUMBER

\_\_\_\_\_  
E-MAIL

Proposal/rsm/klp

Attachments: 2025 Fee Schedule  
Prevaling Wage and Accounts Payable Information Request

Distribution: 1/HPLE  
1/Southern Kern Unified School District  
1/PAL



# EARTH SYSTEMS

2122 East Walnut Street, Suite 200 | Pasadena, CA 91107 | (626) 356-0955 | www.earthsystems.com

## FEE SCHEDULE

(Effective January 1, 2025)

This schedule presents rates for professional and technical services in the fields of geotechnical engineering, engineering geology, environmental consulting, construction observation and testing, and special inspection. Listed are charges for services most frequently performed by Earth Systems. Additional services not listed are available and can be discussed upon request; fixed-fee quotes for some services can also be provided upon request. To discuss a scope of work and fees for a specific project, please contact our office.

### PERSONNEL

	<u>Hourly Rate</u>
Principal Professional.....	\$255.00
Associate Professional.....	\$235.00
Senior Professional.....	\$215.00
Project Professional.....	\$185.00
Staff Professional.....	\$150.00
Technician.....	\$100.00
Technician, Prevailing Wage*.....	\$145.00
Special Inspector.....	\$110.00
Special Inspector, Prevailing Wage*.....	\$150.00
Los Angeles Deputy Inspector.....	\$120.00
Los Angeles Deputy Inspector, Prevailing Wage*.....	\$145.00
Field Services Supervisor.....	\$150.00
Technical Assistant.....	\$105.00
Clerical/Administrative.....	\$100.00

\* Technician/Inspector Classifications as defined by the State of California Department of Industrial Relations.

### BASIS OF CHARGES, GENERAL

- Field technician services for regular workdays for non- Prevailing Wage projects are subject to a 2-hour minimum charge and billed in 2-hour increments. Special inspection services are subject to a 4-hour minimum charge and billed in 4-hour increments. Over-time is billed in 1-hour increments.
- Work performed on Saturdays, night work, and for premium hours (before 7 a.m., after 5 p.m. or more than 8 hours in one day) for personnel are at time and one-half; Sundays and holidays are at double time. Work performed on weekends, holidays, and when work starts outside of regular business hours is subject to a 4-hour minimum charge.
- Charges are calculated in minimum one-hour increments and accumulate on a portal-to portal basis.
- A 2-hour cancellation charge applies if scheduled inspection or testing is cancelled after 3 p.m. the day prior to the scheduled work.
- Projects will be invoiced a Trip Charge based on proximity to the servicing office.
- Nuclear density gauge charge: \$13.50/hour.
- Weekly special inspection report charge: \$120.00
- Subcontracted services, materials, rental equipment, out of town travel, and expenses are charged at cost plus 20 percent. Fixed per diem rates for specific projects can be provided upon request.
- Report copies: \$25.00 each (minimum). Posting of electronic documents to project websites will be charged at clerical/administrative services rate.
- Invoices are payable upon presentation. Invoices thirty days past due are subject to a service charge of one and one-half percent per month. Payments using a credit card will be assigned a 3% surcharge.
- Rates are effective through December 31, 2025.

### PREVAILING WAGE PROJECTS

- Field services for regular workdays for Prevailing Wage projects are subject to a 4-hour minimum charge and billed in 4-hour increments. Over-time is billed in 1-hour increments.
- The prevailing wage (PW) rates presented herein are based on current rates established by the Department of Industrial Relations (DIR). If, during the project, prevailing wage rates are increased by DIR, rates are subject to adjustment. Also, please note requirements concerning overtime, shift work, travel time, holidays, and other factors can vary for different classifications of work under prevailing wage regulations.
- State regulations requiring electronic submittal of Certified Payroll to DIR for prevailing wage projects will be assessed a fee of \$100.00/week. Additional time required to address specific requests related to DIR/Labor Compliance will be charged at the clerical/administrative services rates.



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

**BASIS OF CHARGES**

Rates for field work such as materials sampling, construction inspection, and field evaluation will be in accordance with the Personnel Rates listed in the basic Fee Schedule. The below listed rates apply to standard ASTM test methods. An additional hourly charge (\$100.00/hr.) will be applied for cutting, capping, or other preparation of non-standard samples and, where noted, for steel samples.

**SOILS**

All prices are based on Modified California sample sizes (2.5" diameter) unless noted otherwise. Preparation of 3" diameter samples add \$20.00. Testing of contaminated soil will be per quote. Samples will be returned to sender for proper disposal.

Atterberg Limits: Liquid Limit or Plastic Limit.....	\$130.00
Atterberg Limits: Plasticity Index.....	\$260.00
California Bearing Ratio, 3 points; incl. ref maximum density.....	\$800.00
California Bearing Ratio, 9 points; incl. ref maximum density.....	\$1,200.00
Consolidation, one dimensional .....	\$250.00
Consolidation, timed, per point .....	\$85.00
Corrosivity Testing .....	\$250.00
Direct Shear, 3 points minimum.....	\$300.00
Expansion Index Test.....	\$200.00
Maximum Density and Optimum Moisture: 4" Mold.....	\$260.00
Maximum Density and Optimum Moisture: 6" Mold.....	\$310.00
Maximum Density and Optimum Moisture: California Impact .....	\$280.00
Moisture and Unit Weight Determination, from ring samples.....	\$40.00
Moisture Only.....	\$30.00
Permeability Tests, constant head or falling head .....	Per Quote
R-Value .....	\$400.00
R-Value, CA State Hwy/set of 3, Cement, Lime, Other additives.....	\$1,150.00
Hydro Collapse Potential .....	\$125.00
Sieve/Hydrometer Analysis, assumed specific gravity, w/200 wash .....	\$210.00
Sieve Analysis, Aggregate Base/Subbase.....	\$180.00
Sieve Analysis 200 wash only.....	\$120.00
Sieve Analysis with wash .....	\$180.00
Sieve Analysis, Oversize Material .....	\$210.00
Specific Gravity .....	\$195.00
Swell Test, undisturbed .....	\$195.00
Swell Test, remolded .....	\$245.00
Unconfined Compressive Strength, untreated.....	\$170.00
Unconfined Compressive Strength, lime or cement treated.....	\$560.00

**THERMAL RESISTIVITY TESTS**

Concrete, 1 point w/moisture content (requiring special collection procedure).....	Per Quote
Field Testing using Thermal Resistivity Meter.....	Per Quote
Soil, per moisture point, per sample .....	Per Quote
Soil, 3 moisture points with dry-out curve, per sample .....	Per Quote

**CONCRETE AGGREGATE**

Abrasion, L.A. Rattler, 100 and 500 revolutions.....	\$300.00
Absorption, Coarse Aggregate.....	\$100.00
Absorption, Fine Aggregate.....	\$150.00
Clay Lumps and Friable Particles in Aggregate .....	\$150.00
Cleanness Value of Coarse Aggregate .....	\$150.00
Crushed Particles, each size.....	\$150.00
Durability Index, Coarse or Fine Aggregate.....	\$200.00



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Flat and Elongated Particles in Aggregate .....	\$200.00
Organic Impurities in Fine Aggregate .....	\$100.00
Potential Reactivity of Aggregate by Chemical Method, each size.....	Per Quote
Sand Equivalent .....	\$150.00
Sieve Analysis, washed .....	\$200.00
Soundness, Sodium Sulfate, 5 cycles .....	\$500.00
Specific Gravity, Coarse Aggregate .....	\$150.00
Specific Gravity, Fine Aggregate .....	\$150.00
Uncompacted Void Content of Fine Aggregate Angularity, w/fine Aggregate SG.....	\$280.00
Unit Weight of Aggregate .....	\$150.00

**CONCRETE CYLINDERS, BEAMS AND CORES**

Compression Test of Cast Cylinders .....	\$40.00
Compression Test of Cored Samples, cored at laboratory .....	\$100.00
Compression Test of cores delivered by others .....	\$85.00
Compression Test of Lightweight Concrete.....	\$40.00
Density of Concrete Cylinders .....	\$80.00
Density of Hardened Concrete .....	\$110.00
Flexural Strength, Simple Beam with Third Point Loading .....	\$190.00
Grading of Shotcrete Cores .....	\$220.00
Sample Storage, monthly per sample.....	\$30.00
Shrinkage, set of 3 .....	\$440.00
Unit Weight of Lightweight Concrete .....	\$120.00
Enviro. Recycling Fee, per cylinder, core or beam.....	\$2.00
Enviro Recycling Fee, per flex beam .....	\$5.00
Enviro Recycle Fee/Form Stripping, per shotcrete panel/beam.....	\$50.00

**MASONRY**

Absorption of Block, set of 3 .....	\$180.00
Compression Test, 2" x 4" Mortar Cylinders .....	\$45.00
Compression Test, 3" x 3" x 6" Grout Samples.....	\$45.00
Compression Test on Block, set of 3.....	\$195.00
Compression Test on Grouted Prisms .....	\$300.00
Compression Test on Masonry Cores .....	\$85.00
Coring of Grouted Masonry by Subcontractor .....	cost + 20%
Masonry Shrinkage, set of 3 .....	\$320.00
Moisture Content of Block as received, set of 3.....	\$135.00
Shear Test on Masonry Cores, 2 faces.....	\$180.00
Specific Gravity and Unit Weight of Block, set of 3 .....	\$180.00
Enviro Recycling Fee, per masonry prism .....	\$10.00
Enviro Recycling Fee, per mortar or grout sample .....	\$2.00

**FIREPROOFING**

Fireproof Bond Test.....	Per Quote
Fireproofing Density Test .....	Per Quote

**ASPHALT CONCRETE**

Bulk Specific Gravity of Compacted Specimens and Core Samples .....	\$80.00
Compaction of Lab Samples, CA Kneading Compactor, set of 3.....	\$450.00
Compaction of Lab Samples, CA Kneading Compactor, set of 5.....	\$700.00
Compaction of Lab Samples, Marshall Method set of 3 -(50 blows/side) .....	\$360.00
Compaction of Lab Samples, Marshall Method set of 3 -(75 blows/side) .....	\$460.00
Extraction of Oil from A.C. Mixtures.....	Per Quote
Extraction of Oil from Rubberized Mixtures .....	Per Quote
Gyratory Compactor, per set of field mixed asphalt .....	Per Quote
Hamburg Wheel Tracker Test, per set of field mixed asphalt .....	Per Quote



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Ignition Oven Binder Content, after initial correction value is determined .....	\$275.00
Ignition Oven Binder Content Corr Value /mix design, average of 3 .....	\$1,400.00
Ignition Oven Gradation Correction Value, per mix design .....	Per Quote
Moisture Content .....	\$60.00
Sieve Analysis of Extracted Aggregate .....	\$285.00
Sieve Analysis of Ignition Oven Residue .....	\$270.00
Specific Gravity, Theoretical Maximum, Rice Method.....	\$170.00
Stability and Flow, Marshall Apparatus, set of 3 .....	\$260.00
Stabilometer, Hveem S-Value, set of 3 .....	\$350.00
Enviro Recycling Fee, per sample .....	\$4.00
Enviro Recycling Fee for Extracted Oils.....	\$40.00

**REINFORCING AND STRUCTURAL STEEL**

Bend Test of Welded Specimen, sample preparation not included .....	\$180.00
Pipe Flattening Test, sample preparation not included.....	\$180.00
Reinforcing Steel Coupler Tensile and Slip Tests .....	\$340.00
Structural Steel Bend Test, sample preparation not included.....	\$185.00
Structural Steel Machining/Sample Preparation .....	cost + 20%
Structural Steel Tensile Test, sample prep not included .....	\$185.00
Tensile and Bend Tests of Reinforcing Bar, #2 through #9 .....	\$200.00
Tensile and Bend Tests of Reinforcing Bar, #10 through #18 .....	Per Quote
Enviro Recycling Fee, per sample .....	\$2.00

**BOLT TESTS**

Bolt Tests, chemical or mechanical .....	cost + 20%
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**WELDER QUALIFICATION**

AWS D1.1: 3/8" Plate, per position .....	Per Quote
AWS D1.1: 1" Plate, per position.....	Per Quote
AWS D1.3: Sheet Steel .....	Per Quote
AWS D1.4: Reinforcing Bar .....	Per Quote
ASME/API Pipe Sections .....	Per Quote

**EQUIPMENT/CHARGES (Does Not Include Personnel)**

110-volt Portable Electric Generator.....	\$100.00/day
Anchor Pull Test Equipment .....	\$25.00/hr.
Bailer (disposable) w/dedicated rope.....	\$25.00/ea.
Concrete and Asphalt Concrete Coring Equipment.....	cost + 20%
Concrete Slab Moisture Transition Kit.....	\$60.00/ea.
Conductivity Meter.....	\$90.00/day
Cut-Off Saw.....	cost + 20%
Double Ring Infiltrometer (per set) .....	\$160.00/day
Drum Dolly.....	\$25.00/day
Drums .....	\$85.00/ea.
Dynamic Cone Penetrometer (DCP) .....	\$150/day
Dynamometer, In-line Scale .....	Per Quote
Hammer Drill .....	Per Quote
Hand Auger/Sampler Equipment .....	\$50.00/day
Lock n, Load VOC Sample Pres. Sys. ....	\$20.00/ea.
Magnetic Particle Equipment .....	Per Quote
Manometer.....	\$100.00/day
Mini-Troll Groundwater Level Transducer .....	\$100.00/day
Mobile Laboratory .....	Per Quote



**FEE SCHEDULE - MATERIALS TESTING**

(Effective January 1, 2025)

Nuclear Density Equipment, per hour .....	\$13.50/hr.
Paint Thickness Meter .....	Per Quote
Percolation Tank System and Trailer .....	Per Quote
Personal Protective Equipment Level C .....	Per Quote
Pile Driving Equipment (for pile load testing).....	Per Quote
Pile Load Testing Equipment .....	Per Quote
Pulse Velocity Meter .....	\$100.00/day
Rebound Hammer (Schmidt Hammer) .....	\$50.00/day
Reinforcing Steel Locating Equipment (DR-Meter).....	\$100.00/day
Relative Humidity Meter .....	\$100.00/day
Safety and Specialty Equipment .....	Per Quote
Sampling Consumables.....	Per Quote
Skidmore Bolting Calibration Equipment .....	\$250.00/day
Slope Inclinometer Equipment, per hole.....	Per Quote
Soil Sampling Containers (metal).....	\$15.00/ea.
Soil Sampling Containers (glass) .....	\$5.00/ea.
Tape Extensometer.....	Per Quote
Tension Equipment.....	\$60.00/day
Torque/Tension Equipment.....	\$70.00/day
Turbidity Meter .....	\$100/day
Water Level Indicator .....	\$45.00/day
Winsor Probe, set of 3 .....	Per Quote
Per Diem .....	Per Quote
DIR Compliance/eCPR, per week.....	\$100.00
DSA Lab Compliance, per week .....	\$53.00
Vehicle Mileage Charge .....	\$1.10



**EXPERT WITNESS SERVICES**  
(Effective January 1, 2024)

The following rates apply to deposition testimony, arbitration testimony, hearings and court appearances.

**HOURLY CHARGES FOR PERSONNEL**

Principal Professional.....	\$500.00
Associate Professional .....	\$400.00
Senior Professional .....	\$300.00
Clerical/Admin Services .....	\$100.00

**SPECIAL SERVICES**

Deposition.....	\$500.00/hr. <sup>2</sup>
Arbitration .....	\$500.00/hr.
Court Appearance/Hearings .....	\$2,000.00/half day <sup>3</sup>
Standby to Appear .....	\$1,000.00/day <sup>4</sup>

**BASIS OF CHARGES**

1. Hourly rates are charged during investigation, analysis, consultation, and preparation services.
2. Estimated deposition fee payable in advance by party requesting deposition. The difference between advance payment and final fee to be billed or refunded in accordance with the fee and billing information in this schedule. Fee for reviewing deposition transcript will be billed at hourly rates to the party requesting the review.
3. Minimum half day charge will apply to court appearances and hearings. Time extending through the noon hour will be subject to the full day charge of \$4,000.00.
4. Days, or portions thereof, reserved for appearances at hearings, court, or arbitrations, during which we are not required to be away from our offices will be subject to a standby charge of \$1,000.00. Standby at other locations will be charged at the general hourly rates.



### **Prevailing Wage and Accounts Payable Information Request**

Thank you for this opportunity to be of service on your public works project. Please complete and return this form to allow us to comply with California's prevailing wage requirements, and to prepare Earth Systems' invoices in accordance with your organization's billing requirements in a timely manner. Thank you!

Legal Name of Earth Systems PWC Registration No.	<b>Earth Systems Pacific</b> <b>1000003643</b>
Earth Systems Project No.	

#### **PUBLIC WORKS PROJECT REGISTRATION INFORMATION:**

<b>CLIENT'S PROJECT NAME</b>	
<b>DIR PROJECT ID (PWC-100)</b>	
<b>APPLICABLE BID ADVERTISEMENT DATE</b>	
<b>CLIENT'S REPRESENTATIVE FOR DIR PROJECT ID INFORMATION</b>	Name: E-mail: Phone No.:
<b>LABOR COMPLIANCE PROGRAM (LCP) APPLICABLE TO THIS PROJECT?</b>	Yes <input type="checkbox"/> or No <input type="checkbox"/> If yes, please confirm if Earth Systems will be subject to the LCP and provide a copy of the LCP manual to Earth Systems before start of project.

#### **CLIENT'S BILLING REQUIREMENTS:**

<b>PURCHASE ORDER NO.</b> (if applicable)	
<b>ADDITIONAL INFORMATION REQUIRED ON INVOICES</b>	
<b>SPECIFY ANY ADDITIONAL FORMS OR BILLING FORMATS REQUIRED TO BE SUBMITTED WITH INVOICES</b> (please attach example)	
<b>ACCOUNTS PAYABLE CONTACT INFORMATION</b>	Name: E-mail: Phone No.:
<b>INVOICE DELIVERY METHOD</b>	E-mail:  Mailing Address:
<b>Date</b>	

## SKUSD Discipline Matrix

Ed Code	Violation	1st Offense	2nd Offense	3rd Offense	Severe Consequence
48900(a)(1)	Causing, attempting to cause, or threatening physical injury	Conflict resolution, Warning, Parent contact	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(a)(2)	Willfully using force or violence upon another	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(b)	Possessing, selling, or furnishing a firearm, knife, explosive, or dangerous object	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(c)	Possession, use, or being under the influence of a controlled substance	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(d)	Offering, arranging, or negotiating sale of controlled substances	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(e)	Committing or attempting to commit robbery or extortion	Suspension (3-5 days)	Law enforcement referral	Expulsion consideration	Expulsion hearing
48900(f)	Causing or attempting to cause damage to school property	Restitution, Warning	Detention, ATS class, Restorative practices, Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(g)	Stealing or attempting to steal school/private property	Parent contact, Restitution	Detention, ATS class, Restorative practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(h)	Possessing or using tobacco/nicotine products	Counseling, Tobacco education program	Detention, ATS class, Restorative practices, Parent meeting	Suspension (1-2 days)	N/A
48900(i)	Obscene acts, habitual profanity, or vulgarity	Warning, Parent contact	Detention, ATS Class Restorative Practices	Suspension (1-3 days)	N/A

Ed Code	Violation	1st Offense	2nd Offense	3rd Offense	Severe Consequence
			Behavior contract		
48900(j)	Possession of drug paraphernalia	Drug education program, Counseling	ATS Class (1-2 days), Suspension (1-2 days)	Suspension (3-5 days)	Possible expulsion
48900(k)	Disrupting school activities or defying authority	Warning, Parent contact	Detention, ATS Class, Restorative Practices, Behavior contract	Continued use of Restorative Practices, Possible change of placement	N/A
48900(l)	Knowingly receiving stolen property	Restitution, Warning	Detention, ATS Class, Restorative Practices Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(m)	Possessing an imitation firearm	Warning, Confiscation, Parent contact	ATS Class (1-2 days), Restorative Practices, Suspension (1-2 days)	Suspension (3-5 days)	Possible expulsion if repeated or if the firearm appears realistic
48900(n)	Sexual assault or battery	Suspension (5 days), Law enforcement referral, Possible Expulsion	Expulsion consideration	Expulsion hearing	Expulsion hearing
48900(o)	Harassment of a witness	Warning, Mediation	Detention, ATS Class, Restorative Practices, Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(p)	Selling prescription drugs	Suspension (5 days) Law enforcement referral Possible Expulsion	Expulsion consideration	Expulsion hearing	Expulsion hearing
48900(q)	Hazing	Warning, Conflict resolution	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion

Ed Code	Violation	1st Offense	2nd Offense	3rd Offense	Severe Consequence
48900(r) 48900(r2a)	Bullying, cyberbullying	Warning, Counseling, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion, Law Enforcement Referral
48900(s)	Aiding or abetting infliction of physical injury	Warning, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(t)	Sexual harassment (Grades 4-12)	Warning, Counseling	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900.2	Sexual harassment creating hostile environment	Warning, Counseling	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days), Alternative Placement	Possible expulsion
48900.3	Hate violence	Suspension (1-3 days), Counseling	Suspension (3-5 days), Alternative Placement	Expulsion consideration	Expulsion hearing
48900.4	Harassment, threats, or intimidation	Counseling, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900.5	Requirement to consider other disciplinary alternatives before suspension	Behavioral Interventions, Mediation	Detention, ATS Class, Restorative Practices, Parent meeting	Suspension if interventions fail	N/A
48900.6	Assignment of community service instead of suspension (Outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs)	Restorative justice practices	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension if interventions fail	N/A

Ed Code	Violation	1st Offense	2nd Offense	3rd Offense	Severe Consequence
48900.7	Terroristic threats against school officials or property	Suspension (5 days), Law enforcement referral	Expulsion consideration	Expulsion hearing	Expulsion hearing
48915(a)	Mandatory expulsion for serious offenses (firearm, knife, explosives, sexual assault)	Automatic referral to school board for expulsion hearing	N/A	N/A	Expulsion
48915(b)	Discretionary expulsion for serious offenses (assault, drug sales, robbery)	Suspension (5 days), Expulsion consideration	Expulsion hearing	N/A	Expulsion

### Explanation of the Discipline Matrix

The SKUSD Discipline Matrix outlines violations as defined by the California Education Code. The matrix provides a range of consequences designed to promote corrective action while maintaining a safe school environment.

**Depending upon the severity of each incident, the Administrator may determine the appropriate level of the offense for Discipline.**

Manifestation Determination meetings must be held for students with IEP's or 504 Plans prior to proceeding to an Expulsion hearing.

The Alternative to Suspension location will be used where applicable.

When a student is sent to the ATS classroom/location, they should be required to complete a Restorative/PBIS assignment pertaining to the violation committed.

- **Alternatives to Suspension (ATS):** These interventions help students reflect on their behavior while providing a structured environment for learning and personal growth.
- **Restorative Justice Practices:** These practices encourage students to take responsibility for their actions and repair harm done to individuals and the school community.
- **Expulsion Consideration:** Some violations, especially those involving violence, controlled substances, or weapons, may lead to an expulsion hearing before the school board.

The district prioritizes intervention and support programs before resorting to suspension or expulsion whenever possible.

### **Possible Alternative to Suspension Activities**

- Restorative Justice Practices
- Conflict Resolution & Peer Mediation
- Community Service within the School in lieu of suspension with parent consent
- Behavior Intervention Plan
- Counseling Sessions
- Substance Abuse Education Programs
- Parent-Student Conferences
- Detention and/or ATS Class with Reflection Assignments
- Social Skills Training
- Peer Support Groups

## **Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(a)(1)**

### **Understanding the Violation**

Education Code **48900(a)(1)** involves a student who has caused, or attempted to cause, physical injury to another person. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild relationships) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### **Restorative Practices**

- 1. Restorative Conference**
    - Facilitate a structured dialogue between the involved parties.
    - Ensure accountability and allow the harmed party to express their feelings and needs.
    - Develop a mutually agreed-upon resolution plan.
  - 2. Peer Mediation**
    - Train students to mediate conflicts among their peers.
    - Encourage students to find peaceful solutions rather than resorting to aggression.
  - 3. Restorative Circles**
    - Conduct proactive circles to build community and address underlying issues.
    - Hold responsive circles after an incident to discuss harm and find ways to restore relationships.
  - 4. Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology.
    - Establish a reflection activity that encourages them to take responsibility for their actions.
  - 5. Restitution and Community Service**
    - Encourage the student to give back to the school community in a meaningful way.
    - Assign tasks such as campus beautification, mentoring younger students, or assisting in school activities.
  - 6. Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide anger management sessions or SEL lessons focused on conflict resolution.
    - Offer check-ins with a counselor or mentor to support the student's emotional growth.
-

# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students for demonstrating positive conflict resolution.
    - Implement a point system or incentives for positive peer interactions.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school-wide behavior expectations through modeling and role-playing.
    - Use tiered intervention supports for students needing additional guidance.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to provide daily check-ins and goal setting.
    - Review progress regularly and celebrate improvements.
  4. **Alternative to Suspension Programs**
    - Implement structured in-school interventions instead of exclusionary discipline.
    - Offer conflict resolution workshops and restorative assignments in place of suspension.
  5. **Social Skills & Emotional Regulation Lessons**
    - Teach students skills such as empathy, communication, and self-regulation.
    - Use PBIS-aligned SEL curriculum to develop constructive coping strategies.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals.
    - Involve students in setting their goals to increase commitment and accountability.
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## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing physical aggression. These strategies help students learn from their mistakes, repair harm, and develop the skills needed for positive interactions in the future.

## **Alternative to Suspension Assignments for 48900(a)(1)**

1. **Conflict Resolution Reflection**
  - Write an essay analyzing what led to the incident and alternative ways to handle the situation in the future.
2. **Letter of Accountability**
  - Draft a letter taking responsibility for the actions, explaining their impact, and committing to better conflict management.
3. **Restorative Justice Interview**
  - Conduct an interview with a teacher, administrator, or counselor about the consequences of violence and summarize key takeaways.
4. **Peer Mediation and Conflict Resolution Training**
  - Complete a self-paced or teacher-led lesson on effective conflict resolution and submit a written reflection.
5. **Anger Management and Coping Strategies Worksheet**
  - Research and complete a worksheet on healthy ways to manage emotions and de-escalate conflicts.
6. **Community Service Reflection**
  - Participate in a school or community service activity and write a reflection on the importance of contributing positively.
7. **Restorative Research Project**
  - Investigate the long-term consequences of violence in schools and present solutions to prevent future incidents.
8. **Role-Playing Scenarios on De-Escalation**
  - Participate in or write a script for a role-play activity demonstrating positive ways to handle disputes.
9. **School Safety & Anti-Violence Campaign**
  - Develop a poster, video, or social media campaign that promotes peaceful conflict resolution and anti-violence messages.
10. **Apology & Restitution Plan**
  - If appropriate, create an action plan to make amends with those affected by the incident.

## **Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(a)(2)**

### **Understanding the Violation**

Education Code 48900(a)(2) involves a student who has willfully used force or violence upon another person, except in cases of self-defense. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild relationships) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### **Restorative Practices**

1. **Restorative Conference**
    - Facilitate a structured dialogue between the involved parties.
    - Ensure accountability and allow the harmed party to express their feelings and needs.
    - Develop a mutually agreed-upon resolution plan.
  2. **Peer Mediation**
    - Train students to mediate conflicts among their peers.
    - Encourage students to find peaceful solutions rather than resorting to aggression.
  3. **Restorative Circles**
    - Conduct proactive circles to build community and address underlying issues.
    - Hold responsive circles after an incident to discuss harm and find ways to restore relationships.
  4. **Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology.
    - Establish a reflection activity that encourages them to take responsibility for their actions.
  5. **Restitution and Community Service**
    - Encourage the student to give back to the school community in a meaningful way.
    - Assign tasks such as campus beautification, mentoring younger students, or assisting in school activities.
  6. **Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide anger management sessions or SEL lessons focused on conflict resolution.
    - Offer check-ins with a counselor or mentor to support the student's emotional growth.
-

# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students for demonstrating positive conflict resolution.
    - Implement a point system or incentives for positive peer interactions.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school-wide behavior expectations through modeling and role-playing.
    - Use tiered intervention supports for students needing additional guidance.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to provide daily check-ins and goal setting.
    - Review progress regularly and celebrate improvements.
  4. **Alternative to Suspension Programs**
    - Implement structured in-school interventions instead of exclusionary discipline.
    - Offer conflict resolution workshops and restorative assignments in place of suspension.
  5. **Social Skills & Emotional Regulation Lessons**
    - Teach students skills such as empathy, communication, and self-regulation.
    - Use PBIS-aligned SEL curriculum to develop constructive coping strategies.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals.
    - Involve students in setting their goals to increase commitment and accountability.
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## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing violent behavior. These strategies help students learn from their mistakes, repair harm, and develop the skills needed for positive interactions in the future.

## **Alternative to Suspension Assignments for 48900(a)(2)**

1. **Personal Accountability Reflection**
  - Write an essay detailing the incident, identifying what led to the violent act, and exploring alternative ways to handle similar situations in the future.
2. **Conflict Resolution and De-Escalation Strategies Worksheet**
  - Research and complete a worksheet on nonviolent conflict resolution strategies and how to de-escalate tense situations.
3. **Restorative Justice Letter**
  - If appropriate, write a letter to the victim or those affected, acknowledging the harm caused and outlining steps for making amends.
4. **Violence Prevention Research Project**
  - Investigate the impact of violence in schools and communities and present findings with recommendations for prevention.
5. **Role-Playing Exercise on Alternative Responses**
  - Write a script or participate in a role-playing activity demonstrating peaceful ways to handle disagreements.
6. **Interview with a Counselor or Mentor on Anger Management**
  - Discuss anger management strategies with a school counselor, teacher, or mentor and summarize key takeaways in writing.
7. **Behavior Improvement Plan**
  - Identify personal triggers, outline strategies to handle conflicts positively, and create a plan to avoid future violent incidents.
8. **Community Service & Restitution Project**
  - Engage in a school or community service project that reinforces positive contributions and accountability.
9. **Anti-Violence PSA or Poster**
  - Create a public service announcement, poster, or social media campaign promoting nonviolence and positive decision-making.
10. **Self-Defense vs. Aggression Analysis**
  - Research the legal and ethical differences between self-defense and aggression, writing a reflection on appropriate responses to conflicts.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(b)

### Understanding the Violation

Education Code **48900(b)** involves a student who has **possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object** without written permission from a school official. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild trust) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### Restorative Practices

1. **Restorative Conference**
  - Facilitate a structured dialogue between the student, affected parties, and school officials.
  - Ensure accountability and allow discussions on the potential harm caused by bringing a dangerous object to school.
  - Develop a resolution plan focused on safety, responsibility, and behavioral change.
2. **Restorative Circles**
  - Conduct proactive circles to discuss the dangers of weapons and alternatives to violence.
  - Hold responsive circles after an incident to address harm and create an action plan for positive change.
3. **Apology and Accountability Process**
  - Guide the student in crafting a meaningful verbal or written apology to those impacted.
  - Establish a reflection activity that encourages the student to take responsibility for their actions.
4. **Community Service and Restitution**
  - Encourage participation in school-based service projects.
  - Engage students in awareness campaigns about weapon safety and school security.
5. **Counseling & Social-Emotional Learning (SEL) Interventions**
  - Provide counseling focused on conflict resolution, decision-making, and emotional regulation.
  - Offer check-ins with a counselor or mentor to support behavioral change and assess risk factors.
6. **Mentorship and Positive Role Models**
  - Pair students with trained mentors to guide them toward making positive choices.
  - Encourage involvement in extracurricular activities that promote teamwork and leadership.

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## **PBIS Strategies**

- 1. Positive Behavior Reinforcement**
  - Recognize and reward students for making safe and responsible choices.
  - Implement incentives for participation in leadership programs and safety initiatives.
- 2. Clear Behavior Expectations & Re-Teaching**
  - Reinforce school-wide expectations regarding weapon possession and personal safety.
  - Use tiered intervention supports for students needing additional guidance.
- 3. Check-In/Check-Out (CICO) System**
  - Assign a trusted staff member to provide daily check-ins and goal setting.
  - Review progress regularly and celebrate improvements in behavior.
- 4. Alternative to Suspension Programs**
  - Implement structured in-school interventions instead of exclusionary discipline.
  - Offer restorative assignments and conflict resolution workshops in place of suspension.
- 5. Social Skills & Decision-Making Lessons**
  - Teach students skills such as impulse control, peer influence resistance, and problem-solving.
  - Use PBIS-aligned SEL curriculum to develop constructive decision-making strategies.
- 6. Behavior Contracts & Goal Setting**
  - Develop individualized behavior contracts with clear, achievable goals.
  - Involve students in setting their goals to increase commitment and accountability.

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## **Conclusion**

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing violations involving dangerous objects. These strategies help students understand the seriousness of their actions, repair harm, and develop the skills needed to make safe and responsible choices in the future.

## **Alternative to Suspension Assignments for 48900(b)**

1. **Personal Accountability Essay**
  - Write a detailed reflection on why the possession of dangerous objects is prohibited in schools, its potential consequences, and how to make better choices in the future.
2. **Legal & Ethical Consequences Research**
  - Investigate California laws and school policies on weapon possession and summarize how violations impact individuals and communities.
3. **Letter of Accountability**
  - If appropriate, write a letter acknowledging the harm caused and describing steps to ensure it doesn't happen again.
4. **School Safety & Responsibility Project**
  - Develop a presentation, poster, or video educating peers about the dangers of weapons on campus and promoting school safety.
5. **Restorative Justice Reflection**
  - Write a reflection on how the incident affected others, including students, teachers, and family members, and outline ways to repair harm.
6. **Interview with Law Enforcement or School Security**
  - Interview a school resource officer or local law enforcement official about the dangers of bringing weapons to school and summarize key takeaways.
7. **Decision-Making & Peer Pressure Assignment**
  - Write about how peer pressure can lead to poor choices and strategies for resisting negative influences.
8. **Behavior Improvement & Safety Pledge**
  - Create a written plan outlining specific steps to avoid future violations and commit to responsible behavior at school.
9. **Community Service & Positive Contribution Project**
  - Complete a school-approved community service project that emphasizes responsibility and positive decision-making.
10. **Conflict Resolution & Nonviolent Alternatives Exercise**
  - Research and present on peaceful conflict resolution methods and how to handle disputes without the use of weapons or violence.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(c)

### Understanding the Violation

Education Code 48900(c) involves a student who has **possessed, used, sold, or been under the influence of a controlled substance, alcoholic beverage, or intoxicant** while on school grounds or at a school activity. Addressing this behavior requires a combination of **restorative practices** (to repair harm and support behavioral change) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent recurrence).

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### Restorative Practices

1. **Restorative Conference**
  - Facilitate a structured conversation between the student, affected parties, and school staff.
  - Ensure accountability and allow discussions about the risks and consequences of substance use.
  - Develop a resolution plan focusing on personal responsibility and healthy alternatives.
2. **Restorative Circles**
  - Conduct proactive circles to educate students on substance abuse and coping strategies.
  - Hold responsive circles after an incident to address harm and create an action plan for positive change.
3. **Apology and Accountability Process**
  - Guide the student in crafting a meaningful verbal or written apology if applicable.
  - Establish a reflection activity that encourages self-awareness and responsibility.
4. **Community Service and Restitution**
  - Encourage participation in school or community service programs related to health and wellness.
  - Engage students in peer education programs to spread awareness about substance misuse.
5. **Counseling & Substance Intervention Programs**
  - Provide counseling focused on substance use education, mental health, and decision-making.
  - Offer check-ins with a school counselor, social worker, or trusted mentor to support behavioral change.
6. **Mentorship and Peer Support Groups**
  - Pair students with trained mentors who can guide them toward making positive choices.
  - Encourage involvement in peer support groups focused on prevention and recovery.

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## **PBIS Strategies**

- 1. Positive Behavior Reinforcement**
  - Recognize and reward students for making healthy and responsible choices.
  - Implement incentives for participation in prevention programs and leadership opportunities.
- 2. Clear Behavior Expectations & Re-Teaching**
  - Reinforce school-wide expectations regarding substance-free environments.
  - Use tiered intervention supports for students needing additional guidance.
- 3. Check-In/Check-Out (CICO) System**
  - Assign a trusted staff member to provide daily check-ins and goal setting.
  - Review progress regularly and celebrate improvements in behavior.
- 4. Alternative to Suspension Programs**
  - Implement structured in-school interventions instead of exclusionary discipline.
  - Offer substance education workshops and restorative assignments in place of suspension.
- 5. Social Skills & Coping Strategies Lessons**
  - Teach students skills such as stress management, refusal strategies, and responsible decision-making.
  - Use PBIS-aligned SEL curriculum to develop constructive coping mechanisms.
- 6. Behavior Contracts & Goal Setting**
  - Develop individualized behavior contracts with clear, achievable goals.
  - Involve students in setting their goals to increase commitment and accountability.

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## **Conclusion**

Using restorative practices and PBIS together creates a more supportive and educational approach to addressing substance-related violations. These strategies help students understand the impact of their actions, make healthier choices, and develop the skills needed for long-term success.

## **Alternative to Suspension Assignments for 48900(c)**

1. **Substance Abuse Reflection Essay**
  - Write about the personal, legal, and health consequences of drug and alcohol use, including how it affects academic performance, relationships, and future goals.
2. **Decision-Making & Risk Factors Worksheet**
  - Complete an assignment identifying risk factors for substance abuse and develop strategies for making healthier choices.
3. **Letter of Accountability**
  - Write a letter acknowledging the impact of the violation on oneself, peers, and the school community, and describe steps to avoid future incidents.
4. **Effects of Drugs & Alcohol Research Project**
  - Research and present findings on how substance use affects brain development, mental health, and decision-making.
5. **Interview with a Counselor or Support Specialist**
  - Meet with a school counselor, substance abuse specialist, or mentor and write a reflection on key takeaways from the conversation.
6. **Healthy Coping Strategies Journal**
  - Keep a journal for a week identifying stressors and exploring positive alternatives to substance use, such as exercise, mindfulness, or creative activities.
7. **Peer Pressure & Refusal Skills Role-Playing**
  - Write a script or participate in a role-play exercise practicing ways to resist peer pressure and say no to drugs or alcohol.
8. **Community Impact Research**
  - Investigate the impact of substance abuse on families and communities, including crime, health costs, and rehabilitation efforts.
9. **Substance Abuse Prevention PSA or Poster**
  - Create a public service announcement, infographic, or poster promoting substance-free lifestyles and healthy decision-making.
10. **Behavior Improvement & Support Plan**
  - Develop a personal action plan that includes positive behavior goals, support resources, and strategies for avoiding future substance use.

## **Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(d)**

### **Understanding the Violation**

Education Code **48900(d)** involves the unlawful possession, use, sale, or furnishing of any controlled substance, alcoholic beverage, or intoxicant. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild trust) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### **Restorative Practices**

- 1. Restorative Conference**
    - Facilitate a structured dialogue between the student, affected parties, and support staff.
    - Ensure accountability and allow discussions on the impact of substance use.
    - Develop a resolution plan that includes substance education and behavioral commitments.
  - 2. Peer Support and Mentorship**
    - Pair students with trained peer mentors who provide guidance and positive influence.
    - Engage in peer-led discussions about substance use and making better choices.
  - 3. Restorative Circles**
    - Conduct proactive circles to discuss peer pressure, stress management, and decision-making.
    - Hold responsive circles after an incident to address harm and create an action plan for positive change.
  - 4. Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology to those impacted.
    - Establish a reflection activity that encourages the student to take responsibility for their actions.
  - 5. Community Service and Restitution**
    - Encourage participation in school-based service projects.
    - Engage students in outreach programs that educate peers on the risks of substance use.
  - 6. Counseling & Substance Education Interventions**
    - Provide access to counseling focused on substance awareness and emotional regulation.
    - Offer check-ins with a counselor or mentor to support behavioral change.
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# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students for making positive choices related to health and well-being.
    - Implement incentives for participation in prevention programs and leadership roles.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school-wide expectations about substance-free environments through education.
    - Use tiered intervention supports for students needing additional guidance.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to provide daily check-ins and goal setting.
    - Review progress regularly and celebrate improvements in behavior.
  4. **Alternative to Suspension Programs**
    - Implement structured in-school interventions instead of exclusionary discipline.
    - Offer substance education workshops and support group participation in place of suspension.
  5. **Social Skills & Coping Strategies Lessons**
    - Teach students skills such as stress management, decision-making, and refusal skills.
    - Use PBIS-aligned SEL curriculum to develop constructive coping mechanisms.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals.
    - Involve students in setting their goals to increase commitment and accountability.
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## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing substance-related violations. These strategies help students learn from their mistakes, repair harm, and develop the skills needed to make positive choices in the future.

## **Alternative to Suspension Assignments for 48900(d)**

1. **The Consequences of Drug Sales Essay**
  - Write an essay on the legal, social, and academic consequences of selling or distributing drugs, alcohol, or intoxicants.
2. **Impact on the School Community Reflection**
  - Reflect on how drug sales affect the safety, well-being, and learning environment of a school, including the potential harm to peers.
3. **Legal Consequences Research Assignment**
  - Research California laws related to drug sales, including penalties for minors, and summarize findings in a written report or presentation.
4. **Interview with a Law Enforcement Officer or Counselor**
  - Speak with a school resource officer or counselor about the dangers of drug sales and summarize key takeaways in a reflection paper.
5. **Letter of Accountability**
  - Write a letter acknowledging the harm caused by the violation, how it impacted others, and steps to avoid future involvement in similar activities.
6. **Decision-Making & Peer Pressure Role-Play Exercise**
  - Create a script or participate in an activity demonstrating refusal skills and positive decision-making in high-pressure situations.
7. **Community Impact Research Project**
  - Research how drug sales and substance abuse impact local communities, including crime rates, family dynamics, and health issues.
8. **Substance Abuse Prevention Poster or PSA**
  - Design a public service announcement or poster educating peers on the risks and consequences of drug sales and substance abuse.
9. **Ethical Decision-Making Assignment**
  - Analyze real-life case studies of individuals affected by drug sales and write about alternative choices that could have been made.
10. **Behavior Improvement & Support Plan**
  - Develop a personal action plan that includes positive behavior goals, strategies to resist negative influences, and support resources available.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(e)

### Understanding the Violation

Education Code **48900(e)** involves a student who has **committed or attempted to commit robbery or extortion** while on school grounds or at a school activity. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild trust) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### Restorative Practices

1. **Restorative Conference**
    - Facilitate a structured dialogue between the student, affected parties, and school officials.
    - Ensure accountability and allow discussions on the harm caused by theft or coercion.
    - Develop a resolution plan focusing on restitution and behavioral change.
  2. **Restorative Circles**
    - Conduct proactive circles to discuss ethical decision-making and empathy.
    - Hold responsive circles after an incident to address harm and create an action plan for positive change.
  3. **Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology to those impacted.
    - Establish a reflection activity that encourages the student to take responsibility for their actions.
  4. **Restitution and Community Service**
    - Require the student to return or replace stolen property if possible.
    - Engage the student in school-based service projects as a way to repair harm.
  5. **Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide counseling focused on impulse control, ethical decision-making, and conflict resolution.
    - Offer check-ins with a counselor or mentor to support behavioral change and assess risk factors.
  6. **Mentorship and Positive Role Models**
    - Pair students with trained mentors to guide them toward making positive choices.
    - Encourage involvement in extracurricular activities that promote teamwork and leadership.
-

# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students for demonstrating integrity and responsibility.
    - Implement incentives for participation in leadership and character-building activities.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school-wide expectations regarding honesty and respect for others' property.
    - Use tiered intervention supports for students needing additional guidance.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to provide daily check-ins and goal setting.
    - Review progress regularly and celebrate improvements in behavior.
  4. **Alternative to Suspension Programs**
    - Implement structured in-school interventions instead of exclusionary discipline.
    - Offer ethics-based workshops and restorative assignments in place of suspension.
  5. **Social Skills & Decision-Making Lessons**
    - Teach students skills such as empathy, conflict resolution, and ethical decision-making.
    - Use PBIS-aligned SEL curriculum to develop constructive decision-making strategies.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals.
    - Involve students in setting their goals to increase commitment and accountability.
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## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing robbery or extortion violations. These strategies help students understand the seriousness of their actions, repair harm, and develop the skills needed to make ethical and responsible choices in the future.

## **Alternative to Suspension Assignments for 48900(e)**

1. **Reflection Essay on Robbery & Extortion**
  - Write about the legal, ethical, and personal consequences of robbery and extortion, including how these actions impact victims and communities.
2. **Victim Impact Statement Analysis**
  - Read or watch victim impact statements from real cases and write a reflection on how the crime affected the victims and their families.
3. **Restorative Justice Letter of Accountability**
  - Write a letter acknowledging harm caused, how the situation could have been handled differently, and steps for making amends.
4. **Legal Consequences Research Report**
  - Investigate California laws regarding robbery and extortion, including penalties for minors, and summarize findings.
5. **Ethical Decision-Making Case Study**
  - Analyze a real or hypothetical case involving robbery or extortion and propose alternative choices the individual could have made.
6. **School & Community Safety Project**
  - Create a project, such as a presentation or poster, on ways to prevent theft, extortion, and violence in schools and communities.
7. **Role-Playing Conflict Resolution**
  - Write a script or participate in a role-play activity demonstrating positive ways to resolve conflicts without resorting to threats or coercion.
8. **Interview with a School Counselor or Law Enforcement Officer**
  - Speak with a counselor, police officer, or community leader about the effects of robbery/extortion and summarize key takeaways in a written reflection.
9. **Personal Responsibility & Goal-Setting Assignment**
  - Develop a personal action plan outlining strategies to avoid negative behaviors and set positive goals for future decision-making.
10. **Community Service & Restitution Project**
  - Engage in an approved community service project that emphasizes giving back and making positive contributions.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(f)

### Understanding the Violation

Education Code 48900(f) involves a student who has **caused or attempted to cause damage to school property or private property**. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild trust) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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## Restorative Practices

1. **Restorative Conference**
    - Facilitate a structured dialogue between the student, affected parties, and school officials.
    - Ensure accountability and allow discussions on the harm caused by property damage.
    - Develop a resolution plan focusing on restitution and behavioral change.
  2. **Restorative Circles**
    - Conduct proactive circles to discuss respect for property and community responsibility.
    - Hold responsive circles after an incident to address harm and create an action plan for positive change.
  3. **Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology to those impacted.
    - Establish a reflection activity that encourages the student to take responsibility for their actions.
  4. **Restitution and Community Service**
    - Require the student to repair or replace damaged property if possible.
    - Engage the student in school beautification or community service projects as a way to repair harm.
  5. **Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide counseling focused on impulse control, respect for property, and decision-making.
    - Offer check-ins with a counselor or mentor to support behavioral change and assess risk factors.
  6. **Mentorship and Positive Role Models**
    - Pair students with trained mentors to guide them toward making positive choices.
    - Encourage involvement in extracurricular activities that promote responsibility and leadership.
-

# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students for demonstrating responsibility and respect for property.
    - Implement incentives for participation in school improvement and service projects.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school-wide expectations regarding respect for school and personal property.
    - Use tiered intervention supports for students needing additional guidance.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to provide daily check-ins and goal setting.
    - Review progress regularly and celebrate improvements in behavior.
  4. **Alternative to Suspension Programs**
    - Implement structured in-school interventions instead of exclusionary discipline.
    - Offer ethics-based workshops and restorative assignments in place of suspension.
  5. **Social Skills & Decision-Making Lessons**
    - Teach students skills such as empathy, conflict resolution, and ethical decision-making.
    - Use PBIS-aligned SEL curriculum to develop constructive decision-making strategies.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals.
    - Involve students in setting their goals to increase commitment and accountability.
- 

## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing property damage violations. These strategies help students understand the seriousness of their actions, repair harm, and develop the skills needed to make responsible and ethical choices in the future.

## **Alternative to Suspension Assignments for 48900(f)**

- 1. Reflection Essay on Property Damage**
  - Write about the consequences of damaging property, including financial costs, impact on the school/community, and legal repercussions.
- 2. Restitution and Repair Project**
  - If possible, have the student assist in repairing, cleaning, or restoring the damaged property to encourage accountability.
- 3. Letter of Apology**
  - Write a letter to the affected party (school, staff, or individual) acknowledging the harm caused and expressing accountability.
- 4. Research on School Funding & Maintenance**
  - Investigate how schools allocate funds for repairs and how vandalism affects school budgets and student resources.
- 5. Legal Consequences of Property Damage Report**
  - Research California laws regarding vandalism and property destruction, summarizing the legal consequences for minors.
- 6. Community Impact Project**
  - Create a presentation or poster showing how vandalism affects schools, neighborhoods, and businesses.
- 7. Ethical Decision-Making Assignment**
  - Analyze a real or hypothetical case involving vandalism and propose better choices the individual could have made.
- 8. Role-Playing & Conflict Resolution Exercise**
  - Write a script or participate in an activity demonstrating positive ways to handle frustration and conflict without damaging property.
- 9. Personal Responsibility & Goal-Setting Assignment**
  - Develop an action plan for making better choices, including strategies for managing emotions and avoiding destructive behavior.
- 10. School Beautification or Community Service Project**
  - Engage in a campus or community beautification project, such as mural painting, gardening, or cleanup efforts.

## **Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(g)**

### **Understanding the Violation**

Education Code **48900(g)** involves a student who has **stolen or attempted to steal school property or private property**. Addressing this behavior requires a combination of **restorative practices** (to repair harm and rebuild trust) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### **Restorative Practices**

- 1. Restorative Conference**
    - Facilitate a structured dialogue between the student, affected parties, and school officials.
    - Ensure accountability and allow discussions on the harm caused by theft.
    - Develop a resolution plan focusing on restitution and behavioral change.
  - 2. Restorative Circles**
    - Conduct proactive circles to discuss respect for others' belongings and ethical decision-making.
    - Hold responsive circles after an incident to address harm and create an action plan for positive change.
  - 3. Apology and Accountability Process**
    - Guide the student in crafting a meaningful verbal or written apology to those impacted.
    - Establish a reflection activity that encourages the student to take responsibility for their actions.
  - 4. Restitution and Community Service**
    - Require the student to return or replace stolen items if possible.
    - Engage the student in school beautification or community service projects as a way to repair harm.
  - 5. Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide counseling focused on impulse control, ethical decision-making, and respect for others' property.
    - Offer check-ins with a counselor or mentor to support behavioral change and assess risk factors.
  - 6. Mentorship and Positive Role Models**
    - Pair students with trained mentors to guide them toward making positive choices.
    - Encourage involvement in extracurricular activities that promote responsibility and leadership.
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# PBIS Strategies

## 1. Positive Behavior Reinforcement

- Recognize and reward students for demonstrating integrity and respect for others' property.
- Implement incentives for participation in leadership and character-building activities.

## 2. Clear Behavior Expectations & Re-Teaching

- Reinforce school-wide expectations regarding honesty and responsibility.
- Use tiered intervention supports for students needing additional guidance.

## 3. Check-In/Check-Out (CICO) System

- Assign a trusted staff member to provide daily check-ins and goal setting.
- Review progress regularly and celebrate improvements in behavior.

## 4. Alternative to Suspension Programs

- Implement structured in-school interventions instead of exclusionary discipline.
- Offer ethics-based workshops and restorative assignments in place of suspension.

## 5. Social Skills & Decision-Making Lessons

- Teach students skills such as empathy, conflict resolution, and ethical decision-making.
- Use PBIS-aligned SEL curriculum to develop constructive decision-making strategies.

## 6. Behavior Contracts & Goal Setting

- Develop individualized behavior contracts with clear, achievable goals.
- Involve students in setting their goals to increase commitment and accountability.

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## Conclusion

Using restorative practices and PBIS together creates a more supportive and constructive approach to addressing theft-related violations. These strategies help students understand the seriousness of their actions, repair harm, and develop the skills needed to make ethical and responsible choices in the future.

## **Alternative to Suspension Assignments for 48900(g)**

1. **Reflection Essay on Theft and Its Consequences**
  - Write about the impact of stealing on the victim, school, and community, as well as potential legal consequences.
2. **Restorative Justice Letter of Apology**
  - Write a sincere letter taking accountability for the action, acknowledging harm caused, and expressing a commitment to making better choices.
3. **Legal Consequences Research Project**
  - Research California laws on theft and juvenile offenses, including penalties for minors, and summarize findings.
4. **Interview with a Loss Prevention Officer or School Counselor**
  - Discuss the effects of theft on individuals and businesses and write a reflection on lessons learned.
5. **Case Study Analysis on Decision-Making**
  - Analyze a real or hypothetical case of theft, exploring alternative choices the individual could have made.
6. **Ethics & Personal Responsibility Assignment**
  - Write about the importance of honesty, integrity, and personal responsibility, including strategies for resisting peer pressure.
7. **Community Impact Research & Presentation**
  - Investigate how theft affects local businesses, schools, and individuals, then create a poster or presentation on prevention.
8. **Scenario-Based Role-Playing Activity**
  - Participate in or write a script demonstrating appropriate responses when faced with peer pressure or temptation to steal.
9. **Behavior Reflection & Goal-Setting Plan**
  - Identify personal triggers for theft-related behavior and create a plan to make positive choices in the future.
10. **Restitution or Community Service Project**
  - If appropriate, engage in a restitution activity or a school/community service project to give back.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900(h)

### Understanding the Violation

Education Code **48900(h)** involves a student who has **possessed or used tobacco, or products containing tobacco or nicotine**, except as part of a school-approved cessation program. Addressing this behavior requires a combination of **restorative practices** (to address underlying issues and promote health-conscious choices) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce positive behaviors and prevent future incidents).

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### Restorative Practices

1. **Restorative Conference**
    - Facilitate a structured dialogue between the student, school officials, and potentially parents or guardians.
    - Discuss the impact of tobacco use on health, school environment, and personal growth.
    - Develop an agreement that supports behavioral change and accountability.
  2. **Restorative Circles**
    - Conduct circles to discuss peer pressure, health choices, and substance awareness.
    - Provide a supportive space for students to talk about challenges that may lead to tobacco use.
  3. **Apology and Reflection Process**
    - Encourage students to reflect on their decision and its consequences through a guided activity or written response.
    - Help students develop strategies to avoid tobacco use in the future.
  4. **Health & Wellness Education**
    - Require participation in a school or community-based smoking prevention or cessation program.
    - Offer informational sessions on the effects of tobacco and nicotine.
  5. **Counseling & Social-Emotional Learning (SEL) Interventions**
    - Provide counseling sessions focusing on decision-making, stress management, and resisting peer pressure.
    - Offer mentorship opportunities to promote positive lifestyle choices.
  6. **Family and Community Engagement**
    - Involve parents or guardians in discussions about tobacco prevention.
    - Connect students with community health resources that support tobacco cessation.
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# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students who make positive health choices.
    - Implement school-wide incentives for participation in wellness activities.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce school policies on tobacco and nicotine use through ongoing education.
    - Provide alternative activities to promote healthy decision-making.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to check in with students who have struggled with tobacco use.
    - Offer personalized support and goal-setting to promote behavior change.
  4. **Alternative to Suspension Programs**
    - Implement structured interventions instead of exclusionary discipline.
    - Offer workshops on tobacco awareness, addiction, and resistance strategies.
  5. **Peer Support & Student Leadership Opportunities**
    - Encourage students to join peer mentoring programs that promote healthy habits.
    - Offer leadership roles in school wellness initiatives.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts with clear, achievable goals for reducing tobacco use.
    - Involve students in setting their own wellness goals to increase commitment and accountability.
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## Conclusion

Using restorative practices and PBIS together provides a supportive and educational approach to addressing tobacco-related violations. These strategies help students understand the risks associated with tobacco use, develop healthier alternatives, and take responsibility for their choices in a constructive way.

## **Alternative to Suspension Assignments for 48900(h)**

- 1. Reflection Essay on Tobacco & Nicotine Use**
  - Write about the health risks of tobacco and nicotine use, its impact on youth, and why schools prohibit it.
- 2. Research Project on Vaping & Smoking Effects**
  - Investigate the long-term effects of nicotine on the body and mind, including addiction risks, and create a report or presentation.
- 3. Letter of Commitment to Healthy Choices**
  - Write a letter outlining personal reasons to avoid tobacco/nicotine in the future and strategies to resist peer pressure.
- 4. Legal Consequences Report**
  - Research California laws on underage tobacco/nicotine use and sales, summarizing key points.
- 5. Interview with a Health Professional**
  - Speak with a school nurse, counselor, or health expert about the dangers of nicotine and write a reflection on lessons learned.
- 6. Cost Analysis of Nicotine Addiction**
  - Calculate the financial cost of a long-term nicotine habit and discuss better ways to spend that money.
- 7. Creative Expression Assignment**
  - Create a PSA, poster, poem, or video warning peers about the dangers of tobacco and vaping.
- 8. Role-Playing Peer Pressure Scenarios**
  - Write a script or participate in a role-play on how to say no to tobacco or nicotine in social situations.
- 9. Healthy Habits & Coping Strategies Plan**
  - Develop a personal action plan outlining stress-relief techniques and alternative coping methods instead of nicotine use.
- 10. Community Service in a Health-Related Field**
  - Participate in a community service project promoting wellness, such as volunteering at a health fair or anti-smoking campaign.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(i): Obscene Acts, Habitual Profanity, or Vulgarly**

### **Restorative Practices**

Restorative practices focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. These strategies help students understand the impact of their actions and encourage positive behavior change.

#### **1. Restorative Circles**

- Facilitated discussions among affected individuals, peers, and school staff.
- Encourages open dialogue, empathy, and accountability regarding the use of inappropriate language or behavior.

#### **2. Mediation and Conflict Resolution**

- Trained mediators (staff or peer leaders) guide conversations to address the root causes of inappropriate speech or actions.
- Provides a structured process for students to express their feelings and find constructive solutions.

#### **3. Restorative Conferences**

- A formal meeting with involved parties, including students, parents, and educators.
- Focuses on understanding the harm caused by obscene acts, profanity, or vulgarity and agreeing on steps to make amends.

#### **4. Community Service and Repairing Harm**

- Engaging students in meaningful activities that contribute positively to the school environment.
- Reinforces accountability and encourages respectful communication.

#### **5. Behavior Contracts and Reflection Assignments**

- Personalized agreements outlining expected behavior and consequences for continued use of inappropriate language or actions.
- Reflection assignments where students analyze the impact of their words and behaviors on others.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to encourage respectful communication and reduce the use of obscene acts, habitual profanity, and vulgarity.

1. **Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations for respectful speech and conduct.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
2. **Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward respectful communication and appropriate behavior.
  - Examples: Student of the Month, recognition shout-outs, and PBIS points systems.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach emotional regulation, impulse control, and respectful communication skills.
  - Use role-playing activities and group discussions to model appropriate language and behavior.
4. **Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention before behaviors escalate.
5. **Anonymous Reporting Systems**
  - Provide students with a confidential way to report concerns related to obscene acts, profanity, or vulgarity.
  - Ensure timely intervention and support for both the students exhibiting the behavior and those affected by it.
6. **Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide positive reinforcement and SEL curriculum.
  - **Tier 2:** Small group interventions, peer mediation, and mentorship.
  - **Tier 3:** Individualized counseling, behavior contracts, and family involvement.

## **Alternative to Suspension Setting Assignments**

Providing meaningful assignments helps students reflect on their actions and develop better communication strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "How does language impact relationships and school culture?"
  - Students analyze how obscene language and vulgarity can affect their peers, teachers, and themselves.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by their words or actions, expressing accountability and a plan for improvement.
3. **Social-Emotional Learning Worksheet:**
  - Complete activities on emotional regulation, impulse control, and respectful communication strategies.
4. **Research Project on Communication & Respect:**
  - Research historical figures known for peaceful communication and write a report on their impact.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes positive language and respect in the school community.
6. **Behavior Improvement Plan:**
  - Develop a personal plan with strategies to avoid future violations and improve communication skills.
7. **Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to handle conflicts without profanity or inappropriate behavior.

## **Conclusion**

Addressing violations of California Education Code 48900(i) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of respect, responsibility, and positive behavioral growth, reducing instances of obscene acts, habitual profanity, and vulgarity while fostering a supportive learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(j): Possession of Drug Paraphernalia**

### **Restorative Practices**

Restorative practices focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. These strategies help students understand the impact of their actions and encourage positive behavior change.

- 1. Restorative Circles**
  - Facilitated discussions among affected individuals, peers, and school staff.
  - Encourages open dialogue, empathy, and accountability regarding the dangers of drug use and paraphernalia.
- 2. Mediation and Conflict Resolution**
  - Trained mediators (staff or peer leaders) guide conversations to address the root causes of substance-related behavior.
  - Provides a structured process for students to express their struggles and find constructive solutions.
- 3. Restorative Conferences**
  - A formal meeting with involved parties, including students, parents, and educators.
  - Focuses on understanding the harm caused by drug paraphernalia possession and agreeing on steps to make amends.
- 4. Community Service and Awareness Programs**
  - Engaging students in meaningful activities such as volunteering for drug prevention programs.
  - Reinforces accountability and educates students on the consequences of drug use.
- 5. Behavior Contracts and Reflection Assignments**
  - Personalized agreements outlining expected behavior and consequences for continued drug-related violations.
  - Reflection assignments where students analyze the impact of substance use on themselves and their community.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to discourage drug paraphernalia possession and promote healthy decision-making.

- 1. Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations for drug-free behavior.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward students for making healthy choices.
  - Examples: Wellness awards, student recognition shout-outs, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach emotional regulation, decision-making, and coping skills.
  - Use real-life scenarios and role-playing activities to help students resist peer pressure.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students avoid substance-related issues.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report concerns related to drug use or paraphernalia.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on the risks of drug use and healthy coping mechanisms.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized substance abuse counseling, behavior contracts, and family involvement.

## **Alternative to Suspension Setting Assignments**

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "How does drug use impact individuals, families, and communities?"
  - Students analyze the consequences of drug paraphernalia possession and their personal choices.
2. **Letter of Commitment to Healthy Choices:**
  - Write a personal letter outlining their commitment to avoiding drug-related behaviors and making better decisions.
3. **Substance Abuse Awareness Research Project:**
  - Research the effects of common substances and present a report on their impact on physical and mental health.
4. **Interview with a Counselor or Mentor:**
  - Speak with a counselor, teacher, or mentor about making positive choices and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork promoting drug-free living and making responsible choices.
6. **Personal Action Plan:**
  - Develop a personal plan with strategies to avoid future drug-related violations and build healthy habits.
7. **Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to resist peer pressure and handle situations involving drug paraphernalia.

## **Conclusion**

Addressing violations of California Education Code 48900(j) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of awareness, responsibility, and positive behavioral growth, reducing instances of drug paraphernalia possession while fostering a safe and supportive learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(k): Disrupting School Activities or Defying Authority**

### **Restorative Practices**

Restorative practices focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. These strategies help students understand the impact of their actions and encourage positive behavior change.

#### **1. Restorative Circles**

- Facilitated discussions among affected individuals, peers, and school staff.
- Encourages open dialogue, empathy, and accountability regarding disruptions and defiance.

#### **2. Mediation and Conflict Resolution**

- Trained mediators (staff or peer leaders) guide conversations to address the root causes of disruptive behavior.
- Provides a structured process for students to express their frustrations and find constructive solutions.

#### **3. Restorative Conferences**

- A formal meeting with involved parties, including students, parents, and educators.
- Focuses on understanding the impact of defiance or disruption and agreeing on steps to make amends.

#### **4. Community Service and Leadership Roles**

- Engaging students in meaningful activities that contribute positively to the school environment.
- Reinforces accountability and encourages students to take on leadership roles as a way to redirect their energy.

#### **5. Behavior Contracts and Reflection Assignments**

- Personalized agreements outlining expected behavior and consequences for continued disruptions or defiance.
- Reflection assignments where students analyze the impact of their behavior on their peers and learning environment.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to reduce defiance and classroom disruptions by encouraging positive behavior.

1. **Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations for respectful communication and engagement in school activities.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
2. **Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward cooperation and positive participation.
  - Examples: Student of the Month, positive behavior shout-outs, and PBIS points systems.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach emotional regulation, impulse control, and conflict resolution skills.
  - Use role-playing activities and group discussions to model appropriate responses to authority and classroom expectations.
4. **Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention before behaviors escalate.
5. **Anonymous Reporting Systems**
  - Provide students with a confidential way to report concerns related to classroom disruptions or conflicts with authority.
  - Ensure timely intervention and support for both the students exhibiting the behavior and those affected by it.
6. **Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide positive reinforcement and SEL curriculum.
  - **Tier 2:** Small group interventions, peer mediation, and mentorship.
  - **Tier 3:** Individualized counseling, behavior contracts, and family involvement.

## **Alternative to Suspension Setting Assignments**

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

- 1. Reflection Essay:**
  - Prompt: "How do my actions impact my peers, teachers, and my learning environment?"
  - Students analyze the consequences of their disruptions or defiance and their personal choices.
- 2. Letter of Apology:**
  - Write a sincere letter to those affected by their actions, expressing accountability and a plan for improvement.
- 3. Research Project on Leadership and Respect:**
  - Research figures known for respectful leadership and write a report on their impact.
- 4. Interview with a Mentor or School Leader:**
  - Speak with a teacher, counselor, or school leader about the importance of respect and summarize key takeaways.
- 5. Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes respect, responsibility, and positive participation in school activities.
- 6. Behavior Improvement Plan:**
  - Develop a personal plan with strategies to avoid future disruptions and improve interactions with authority figures.
- 7. Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to handle conflicts with teachers or classmates in a respectful manner.

## **Conclusion**

Addressing violations of California Education Code 48900(k) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of respect, responsibility, and positive behavioral growth, reducing instances of school disruptions and defiance while fostering a supportive learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(l): Knowingly Receiving Stolen Property**

### **Restorative Practices**

Restorative practices focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. These strategies help students understand the impact of their actions and encourage positive behavior change.

- 1. Restorative Circles**
  - Facilitated discussions among affected individuals, peers, and school staff.
  - Encourages open dialogue, empathy, and accountability regarding theft and property violations.
- 2. Mediation and Conflict Resolution**
  - Trained mediators (staff or peer leaders) guide conversations to address the root causes of receiving stolen property.
  - Provides a structured process for students to express their motivations and find constructive solutions.
- 3. Restorative Conferences**
  - A formal meeting with involved parties, including students, parents, and educators.
  - Focuses on understanding the impact of theft and property-related misconduct and agreeing on steps to make amends.
- 4. Community Service and Restitution**
  - Engaging students in meaningful activities such as assisting school staff or volunteering for community service.
  - Encourages students to restore trust and take responsibility for their actions.
- 5. Behavior Contracts and Reflection Assignments**
  - Personalized agreements outlining expected behavior and consequences for continued misconduct.
  - Reflection assignments where students analyze the impact of theft on themselves, their peers, and the school community.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to discourage theft-related behavior and promote integrity and accountability.

- 1. Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations for honesty, respect, and responsibility.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward honesty and accountability.
  - Examples: "Caught Doing Good" rewards, integrity awards, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach decision-making, ethical behavior, and peer influence management.
  - Use real-life scenarios and role-playing activities to help students understand the consequences of theft.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students make better choices.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report concerns related to theft or dishonest behavior.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on integrity and responsibility.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized behavior contracts, restitution agreements, and family involvement.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "Why is honesty important in a school community?"
  - Students analyze the consequences of receiving stolen property and their personal choices.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by their actions, expressing accountability and a plan for improvement.
3. **Research Project on Ethical Decision-Making:**
  - Research historical or contemporary figures who have demonstrated strong integrity and write a report on their impact.
4. **Interview with a Counselor or Mentor:**
  - Speak with a counselor, teacher, or mentor about ethical decision-making and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes honesty, responsibility, and positive decision-making.
6. **Behavior Improvement Plan:**
  - Develop a personal plan with strategies to avoid future involvement in theft-related incidents and build better decision-making skills.
7. **Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to handle peer pressure and make ethical decisions when faced with situations involving stolen property.

## Conclusion

Addressing violations of California Education Code 48900(1) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of integrity, responsibility, and positive behavioral growth, reducing instances of theft while fostering a supportive and trustworthy learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(m): Possessing an Imitation Firearm**

### **Restorative Practices**

Restorative practices focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. These strategies help students understand the impact of their actions and encourage positive behavior change.

#### **1. Restorative Circles**

- Facilitated discussions among affected individuals, peers, and school staff.
- Encourages open dialogue, empathy, and accountability regarding the possession of an imitation firearm.

#### **2. Mediation and Conflict Resolution**

- Trained mediators (staff or peer leaders) guide conversations to address the root causes of the behavior.
- Provides a structured process for students to express their motivations and find constructive solutions.

#### **3. Restorative Conferences**

- A formal meeting with involved parties, including students, parents, and educators.
- Focuses on understanding the dangers and consequences of possessing imitation firearms and agreeing on steps to make amends.

#### **4. Community Service and Awareness Projects**

- Engaging students in activities such as public service announcements or peer education campaigns on firearm safety.
- Encourages students to restore trust and take responsibility for their actions.

#### **5. Behavior Contracts and Reflection Assignments**

- Personalized agreements outlining expected behavior and consequences for repeated offenses.
- Reflection assignments where students analyze the impact of their actions on their peers, school community, and law enforcement.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to discourage dangerous behavior and promote responsibility and safety.

- 1. Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations regarding safety, responsibility, and appropriate decision-making.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward responsible behavior and decision-making.
  - Examples: "Safe Choices" recognition programs, student leadership opportunities, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach impulse control, peer pressure resistance, and decision-making skills.
  - Use role-playing activities and group discussions to help students understand the risks of possessing imitation firearms.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students make better choices.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report safety concerns.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on firearm safety and responsible decision-making.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized behavior contracts, restorative plans, and family involvement.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "How does possessing an imitation firearm impact school safety and trust?"
  - Students analyze the consequences of their actions and their personal choices.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by their actions, expressing accountability and a plan for improvement.
3. **Research Project on Firearm Safety and Legal Consequences:**
  - Research the laws and safety risks associated with imitation firearms and write a report on the consequences of misuse.
4. **Interview with a School Resource Officer or Safety Expert:**
  - Speak with a law enforcement officer, counselor, or safety expert about the dangers of possessing imitation firearms and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes school safety, responsibility, and positive decision-making.
6. **Behavior Improvement Plan:**
  - Develop a personal plan with strategies to avoid future safety violations and make better decisions.
7. **Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to handle peer pressure and make safe, responsible choices.

## Conclusion

Addressing violations of California Education Code 48900(m) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of safety, responsibility, and positive behavioral growth, reducing instances of imitation firearm possession while fostering a secure and respectful learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(n): Committed or Attempted to Commit Sexual Assault or Battery**

### **Restorative Practices**

Restorative practices focus on repairing harm, promoting accountability, and fostering a safer school environment. Due to the severity of this violation, restorative interventions should be handled with sensitivity and in collaboration with trained professionals.

1. **Restorative Circles (With Caution and Professional Guidance)**
  - If appropriate and agreed upon by all parties, restorative circles can facilitate dialogue between affected individuals and promote understanding.
  - Ensures emotional and physical safety for all participants.
2. **Mediation and Trauma-Informed Counseling**
  - Professional counseling services should be offered to both the affected individual and the offending student.
  - Mediation should only occur with trained facilitators and consent from all involved parties.
3. **Restorative Conferences**
  - A formal meeting with students, parents, and school staff to address the impact of the behavior and determine an appropriate course of action.
  - Focus on preventing future incidents through education and accountability.
4. **Community Service and Educational Awareness Programs**
  - Require students to participate in programs that educate on topics such as consent, boundaries, and appropriate social interactions.
  - Engage students in volunteer activities that promote respect and healthy relationships.
5. **Behavior Contracts and Accountability Plans**
  - Develop individualized behavior contracts outlining expected conduct, support services, and consequences for future misconduct.
  - Include required participation in educational and rehabilitative programs.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on preventing inappropriate behaviors through proactive teaching and positive reinforcement.

- 1. Clear School-Wide Behavioral Expectations**
  - Implement and reinforce policies on respect, consent, and personal boundaries through assemblies, classroom discussions, and awareness campaigns.
  - Use age-appropriate lessons to teach students about healthy relationships and social responsibility.
- 2. Social-Emotional Learning (SEL) Curriculum**
  - Incorporate SEL lessons that focus on empathy, respect, impulse control, and conflict resolution.
  - Utilize role-playing scenarios and guided discussions to help students navigate complex social situations.
- 3. Targeted Mentorship and Check-In/Check-Out (CICO) Support**
  - Assign a trusted staff member to provide daily check-ins and guidance for students exhibiting at-risk behaviors.
  - Foster a supportive environment where students can develop emotional regulation and responsible decision-making skills.
- 4. Bystander Intervention Training**
  - Educate students on how to recognize, prevent, and report inappropriate behaviors.
  - Encourage peer-led initiatives and student advocacy groups to promote a culture of respect and accountability.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report concerns about inappropriate behavior.
  - Ensure all reports are handled swiftly, fairly, and with appropriate support services in place.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide prevention education on consent, boundaries, and appropriate behavior.
  - **Tier 2:** Small group interventions, counseling, and mentorship programs for at-risk students.
  - **Tier 3:** Intensive support, behavior plans, and collaboration with external professionals for students demonstrating repeated misconduct.

## **Alternative to Suspension Classroom Assignments**

Providing meaningful assignments helps students reflect on their actions, understand the impact of their behavior, and develop positive coping strategies.

1. **Reflection Essay:**
  - Prompt: "What are the impacts of sexual misconduct on individuals and communities?"
  - Students analyze the consequences of their actions and explore alternative decision-making strategies.
2. **Educational Research Project:**
  - Research and present on topics such as consent, personal boundaries, and the effects of sexual harassment and assault.
3. **Letter of Accountability:**
  - Write a letter (not necessarily to the victim) acknowledging responsibility, demonstrating understanding, and outlining steps for personal growth.
4. **Interview with a Counselor or Mentor:**
  - Meet with a counselor or mentor to discuss the importance of healthy relationships and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes respect, personal responsibility, and positive social interactions.
6. **Behavioral Improvement Plan:**
  - Develop a personalized plan with strategies for managing emotions, understanding consent, and making respectful choices in the future.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided activities that teach conflict resolution, understanding personal boundaries, and navigating peer pressure in social situations.

## **Conclusion**

Addressing violations of California Education Code 48900(n) requires a multifaceted approach that balances accountability, education, and support. By integrating restorative practices and PBIS strategies, schools can foster a culture of respect, consent, and positive behavioral growth while ensuring a safe and supportive learning environment for all students.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(o): Harassed, Threatened, or Intimidated a Witness**

### **Restorative Practices**

Restorative practices focus on repairing harm, promoting accountability, and fostering a safer school environment. These strategies help students understand the impact of their actions and encourage positive behavior change.

- 1. Restorative Circles**
  - Facilitated discussions among affected individuals, peers, and school staff.
  - Encourages open dialogue, empathy, and accountability regarding harassment, threats, or intimidation.
- 2. Mediation and Conflict Resolution**
  - Trained mediators (staff or peer leaders) guide conversations to address the root causes of the behavior.
  - Provides a structured process for students to express their motivations and find constructive solutions.
- 3. Restorative Conferences**
  - A formal meeting with involved parties, including students, parents, and educators.
  - Focuses on understanding the consequences of witness intimidation and agreeing on steps to make amends.
- 4. Community Service and Awareness Projects**
  - Engaging students in activities such as public service announcements or peer education campaigns about integrity and justice.
  - Encourages students to restore trust and take responsibility for their actions.
- 5. Behavior Contracts and Reflection Assignments**
  - Personalized agreements outlining expected behavior and consequences for repeated offenses.
  - Reflection assignments where students analyze the impact of their actions on their peers, school community, and justice system.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS provides a proactive, school-wide approach to discourage negative behavior and promote responsibility and integrity.

- 1. Clear Behavioral Expectations and School-Wide Norms**
  - Establish and teach explicit expectations regarding honesty, responsibility, and conflict resolution.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs to reward ethical behavior and responsible decision-making.
  - Examples: "Integrity Awards," student leadership opportunities, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach impulse control, peer pressure resistance, and decision-making skills.
  - Use role-playing activities and group discussions to help students understand the impact of witness intimidation.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students make better choices.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report safety concerns, threats, or harassment.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on integrity, accountability, and positive peer interactions.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized behavior contracts, restorative plans, and family involvement.

## **Alternative to Suspension Classroom/Setting Assignments**

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "How does witness intimidation impact trust, safety, and justice?"
  - Students analyze the consequences of their actions and their personal choices.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by their actions, expressing accountability and a plan for improvement.
3. **Research Project on Ethics and Legal Consequences:**
  - Research the laws and ethical principles regarding witness protection and intimidation and write a report on the consequences of such actions.
4. **Interview with a School Resource Officer or Legal Expert:**
  - Speak with a law enforcement officer, counselor, or legal expert about the dangers of witness intimidation and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes honesty, accountability, and justice.
6. **Behavior Improvement Plan:**
  - Develop a personal plan with strategies to avoid future safety violations and make better decisions.
7. **Role-Playing Scenarios:**
  - Write and perform skits demonstrating how to handle peer pressure and make ethical choices.

## **Conclusion**

Addressing violations of California Education Code 48900(o) requires a balance of accountability and support. By integrating restorative practices and PBIS strategies, schools can create a culture of integrity, safety, and personal responsibility, reducing instances of witness harassment while fostering a secure and respectful learning environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(p): Selling Prescription Drugs**

### **Restorative Practices**

Restorative practices focus on accountability, repairing harm, and preventing future drug-related incidents by educating students on the dangers of prescription drug misuse.

1. **Restorative Circles**
  - Facilitated discussions with students, counselors, and school staff to address the motivations behind drug-related behavior.
  - Provides a safe space for students to express concerns and seek support for substance use issues.
2. **Substance Abuse Awareness and Prevention Counseling**
  - Require students to participate in counseling sessions that address the risks of prescription drug misuse and distribution.
  - Connect students with community resources and support groups for substance education.
3. **Restorative Conferences**
  - A structured meeting with students, parents, and school administrators to discuss the impact of drug-related offenses.
  - Focus on accountability, prevention strategies, and appropriate interventions.
4. **Community Service and Education Projects**
  - Assign students to research and present on the dangers of prescription drug misuse.
  - Engage students in community service projects related to drug prevention programs.
5. **Behavior Contracts and Substance Use Prevention Plans**
  - Create an agreement outlining behavioral expectations and support resources for students at risk of substance abuse.
  - Include mandatory participation in educational programs on the legal and health consequences of drug-related offenses.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies provide a structured approach to reinforcing positive behaviors and preventing drug-related incidents.

1. **Clear School-Wide Drug Prevention Policies**
  - Implement school-wide education on the dangers of selling and using prescription drugs.
  - Regularly reinforce policies through posters, student assemblies, and classroom discussions.
2. **Positive Reinforcement and Alternative Activities**
  - Recognize students for making healthy and responsible choices.
  - Encourage participation in extracurricular activities, mentorship programs, and student leadership roles.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to help students develop healthy decision-making, stress management, and refusal skills.
  - Use role-playing activities to practice resisting peer pressure related to drug use.
4. **Check-In/Check-Out (CICO) Support System**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing guidance and reinforcement of positive decision-making.
5. **Anonymous Reporting and Support Systems**
  - Establish an anonymous reporting system for students to share concerns about drug-related activities.
  - Ensure all reports are met with support-based interventions rather than punitive measures alone.
6. **Tiered Interventions and Support Services**
  - **Tier 1:** School-wide education on drug prevention, decision-making, and social responsibility.
  - **Tier 2:** Small group interventions for at-risk students, including peer mentorship and counseling.
  - **Tier 3:** Intensive support services, behavior plans, and family intervention for students engaged in substance-related activities.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and understand the impact of prescription drug misuse.

1. **Reflection Essay:**
  - Prompt: "What are the dangers of misusing and selling prescription drugs?"
  - Students analyze the personal, legal, and societal consequences of drug-related offenses.
2. **Letter of Accountability:**
  - Write a letter to a trusted adult or mentor explaining the lessons learned and steps for making better choices moving forward.
3. **Research Project on Drug Misuse and Legal Consequences:**
  - Research and present on the impact of prescription drug abuse on individuals and communities.
  - Explore legal consequences and health risks associated with selling and misusing prescription drugs.
4. **Interview with a Counselor or Substance Abuse Expert:**
  - Speak with a school counselor, healthcare professional, or law enforcement officer about the risks of drug-related behaviors and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a visual campaign (poster, video, poem, or artwork) that raises awareness about the dangers of prescription drug misuse.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies for avoiding drug-related activities and making healthier choices.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided role-playing exercises that teach how to refuse peer pressure related to drugs and make positive decisions.

## Conclusion

Addressing violations of California Education Code 48900(p) requires a combination of education, accountability, and support. By implementing restorative practices and PBIS strategies, schools can reduce prescription drug-related incidents and foster a culture of responsible decision-making and prevention.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(q): Engaged in, or Attempted to Engage in Hazing**

### **Restorative Practices**

Restorative practices focus on addressing the harm caused by hazing, fostering accountability, and promoting a culture of respect and inclusion.

1. **Restorative Circles**
  - Facilitated discussions among affected individuals, peers, and school staff.
  - Encourages open dialogue, empathy, and accountability regarding the impact of hazing.
2. **Mediation and Conflict Resolution**
  - Trained mediators (staff or peer leaders) guide conversations to address the root causes of hazing behavior.
  - Provides a structured process for students to express motivations and commit to positive change.
3. **Restorative Conferences**
  - A formal meeting with involved parties, including students, parents, and educators.
  - Focuses on understanding the consequences of hazing and developing agreements for harm repair and behavior change.
4. **Community Service and Leadership Training**
  - Engage students in leadership programs that promote positive team-building and inclusion.
  - Require participation in community service projects focused on anti-hazing awareness.
5. **Behavior Contracts and Reflection Assignments**
  - Personalized agreements outlining expected behavior and consequences for repeated offenses.
  - Reflection assignments where students analyze the impact of their actions on their peers and school community.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors, preventing hazing, and fostering a culture of respect and inclusion.

- 1. Clear Anti-Hazing Policies and School-Wide Expectations**
  - Establish and teach explicit expectations regarding team-building, inclusion, and anti-hazing policies.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs that reward students for inclusive leadership and teamwork.
  - Examples: "Team Player Awards," student leadership opportunities, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach empathy, peer pressure resistance, and decision-making skills.
  - Use role-playing activities and group discussions to help students understand the harm of hazing.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students make better choices.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report hazing incidents and concerns.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on hazing prevention, accountability, and leadership.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized behavior contracts, restorative plans, and family involvement.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "What are the consequences of hazing on individuals and the school community?"
  - Students analyze the emotional, social, and legal consequences of hazing.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by hazing, expressing accountability and a plan for positive behavior change.
3. **Research Project on Hazing Prevention:**
  - Research and present on the impact of hazing, laws against hazing, and strategies for preventing hazing.
  - Include examples of positive team-building alternatives.
4. **Interview with a Counselor, Coach, or Peer Leader:**
  - Speak with a school counselor, coach, or team leader about the dangers of hazing and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes respect, inclusion, and positive leadership.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies to avoid hazing and promote positive team-building.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided role-playing exercises that teach how to resist peer pressure and promote inclusivity.
8. **Community Awareness Campaign:**
  - Develop an anti-hazing campaign, such as a poster, video, or presentation, to educate peers on the dangers of hazing and the importance of respect and inclusion.

## Conclusion

Addressing violations of California Education Code 48900(q) requires a proactive approach that combines education, accountability, and support. By integrating restorative practices and PBIS strategies, schools can create a culture of respect and leadership, reducing instances of hazing while fostering a positive school environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(r)(r2a): Engaged in or Attempted to Engage in Bullying and/or Cyberbullying**

### **Restorative Practices**

Restorative practices focus on addressing the harm caused by bullying and cyberbullying, fostering accountability, and promoting a culture of respect and inclusion.

#### **1. Restorative Circles**

- Facilitated discussions among affected individuals, peers, and school staff.
- Encourages open dialogue, empathy, and accountability regarding the impact of bullying and cyberbullying.

#### **2. Mediation and Conflict Resolution**

- Trained mediators (staff or peer leaders) guide conversations to address the root causes of bullying behavior.
- Provides a structured process for students to express motivations and commit to positive change.

#### **3. Restorative Conferences**

- A formal meeting with involved parties, including students, parents, and educators.
- Focuses on understanding the consequences of bullying and developing agreements for harm repair and behavior change.

#### **4. Community Service and Leadership Training**

- Engage students in leadership programs that promote positive peer relationships and inclusion.
- Require participation in community service projects focused on anti-bullying awareness.

#### **5. Behavior Contracts and Reflection Assignments**

- Personalized agreements outlining expected behavior and consequences for repeated offenses.
- Reflection assignments where students analyze the impact of their actions on their peers and school community.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors, preventing bullying, and fostering a culture of respect and digital responsibility.

- 1. Clear Anti-Bullying Policies and School-Wide Expectations**
  - Establish and teach explicit expectations regarding digital citizenship, inclusion, and anti-bullying policies.
  - Reinforce positive behaviors through posters, assemblies, and classroom discussions.
- 2. Positive Reinforcement and Recognition Programs**
  - Implement incentive programs that reward students for acts of kindness and positive peer interactions.
  - Examples: "Kindness Awards," student leadership opportunities, and PBIS points systems.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach empathy, peer pressure resistance, and decision-making skills.
  - Use role-playing activities and group discussions to help students understand the harm of bullying and cyberbullying.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Provides ongoing support and intervention to help students make better choices.
- 5. Anonymous Reporting Systems**
  - Provide students with a confidential way to report bullying and cyberbullying incidents and concerns.
  - Ensure timely intervention and support for both students involved and those affected.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on bullying prevention, digital responsibility, and social-emotional learning.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling.
  - **Tier 3:** Individualized behavior contracts, restorative plans, and family involvement.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "What are the consequences of bullying and cyberbullying on individuals and the school community?"
  - Students analyze the emotional, social, and legal consequences of bullying.
2. **Letter of Apology:**
  - Write a sincere letter to those affected by bullying, expressing accountability and a plan for positive behavior change.
3. **Research Project on Bullying Prevention:**
  - Research and present on the impact of bullying, laws against bullying and cyberbullying, and strategies for preventing these behaviors.
  - Include examples of positive peer interactions and conflict resolution strategies.
4. **Interview with a Counselor, Peer Mentor, or Anti-Bullying Advocate:**
  - Speak with a school counselor, peer mentor, or anti-bullying advocate about the dangers of bullying and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes respect, inclusion, and positive peer relationships.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies to avoid bullying and promote positive social interactions.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided role-playing exercises that teach how to resist peer pressure and promote inclusivity.
8. **Cyberbullying Awareness Campaign:**
  - Develop an anti-cyberbullying campaign, such as a poster, video, or presentation, to educate peers on the dangers of online harassment and the importance of digital citizenship.

## Conclusion

Addressing violations of California Education Code 48900(r)(r2a) requires a proactive approach that combines education, accountability, and support. By integrating restorative practices and PBIS strategies, schools can create a culture of respect and leadership, reducing instances of bullying and cyberbullying while fostering a positive school environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(s): Engaged in or Attempted to Engage in Aiding and Abetting the Affliction of Physical Injury to Another Person**

### **Restorative Practices**

Restorative practices aim to address the harm caused by aiding or abetting physical injury, foster accountability, and create opportunities for reconciliation.

1. **Restorative Circles**
  - A guided discussion among involved students, staff, and affected parties to explore the impact of their actions.
  - Encourages reflection on the consequences of aiding in physical altercations and strategies for positive intervention.
2. **Mediation and Conflict Resolution**
  - Facilitate mediation between involved students to address conflicts and prevent future violence.
  - Helps students develop problem-solving skills and alternative responses to conflict.
3. **Restorative Conferences**
  - A structured meeting with students, parents, and school staff to discuss the impact of aiding in physical harm.
  - Creates a plan for repairing relationships and promoting accountability.
4. **Community Service and Peer Mentorship**
  - Engage students in community service projects that emphasize teamwork and non-violence.
  - Pair students with peer mentors or staff members to guide them in making better choices.
5. **Behavior Contracts and Self-Reflection Assignments**
  - Develop personalized agreements outlining expectations for behavior and consequences for future offenses.
  - Require students to reflect on their role in conflicts and explore strategies to support peaceful resolutions.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors, preventing violence, and fostering a culture of accountability and peer support.

- 1. Clear Expectations and Anti-Violence Policies**
  - Establish and communicate clear expectations regarding student responsibility in conflict situations.
  - Reinforce anti-violence messages through assemblies, posters, and classroom discussions.
- 2. Positive Peer Influence and Recognition Programs**
  - Implement peer leadership programs that encourage students to intervene positively in conflicts rather than escalate them.
  - Recognize students who demonstrate conflict resolution skills through PBIS rewards and leadership opportunities.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach empathy, decision-making, and effective communication.
  - Use real-life scenarios to help students practice de-escalation techniques and conflict resolution.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Helps students build supportive relationships and develop strategies for avoiding conflict.
- 5. Anonymous Reporting and Bystander Empowerment**
  - Provide students with an anonymous way to report potential conflicts before they escalate.
  - Train students on the importance of bystander intervention and how to prevent physical altercations.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on conflict resolution, emotional regulation, and peer support.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling for students at risk of violent behavior.
  - **Tier 3:** Intensive individualized intervention, including behavior plans, family involvement, and restorative justice programs.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "What are the consequences of aiding and abetting physical harm, and how can you support positive conflict resolution?"
  - Students analyze the emotional, social, and legal impacts of their actions.
2. **Letter of Accountability:**
  - Write a letter to those affected, acknowledging personal responsibility and outlining a commitment to non-violence.
3. **Research Project on Conflict Resolution:**
  - Research and present on non-violent communication strategies, restorative justice, and legal consequences of aiding violence.
  - Include case studies of positive interventions that prevented physical altercations.
4. **Interview with a Counselor, Peer Mentor, or Conflict Resolution Expert:**
  - Speak with a school counselor or peer mentor about alternative ways to handle conflict and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes peaceful conflict resolution and personal accountability.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies for avoiding conflict, making better choices, and supporting positive peer interactions.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided role-playing exercises that teach de-escalation techniques and conflict prevention.
8. **Violence Prevention Awareness Campaign:**
  - Develop an anti-violence campaign, such as a poster, video, or presentation, to educate peers on the importance of peaceful conflict resolution and accountability.

## Conclusion

Addressing violations of California Education Code 48900(s) requires a multi-tiered approach that emphasizes accountability, education, and prevention. By implementing restorative practices and PBIS strategies, schools can create a culture of responsibility and non-violence, reducing instances of aiding and abetting physical injury while promoting positive student relationships.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900(t): Sexual Harassment (Grades 4-12)**

### **Restorative Practices**

Restorative practices aim to address the harm caused by sexual harassment, foster accountability, and create opportunities for education and reconciliation.

1. **Restorative Circles**
  - A guided discussion among involved students, staff, and affected parties to explore the impact of their actions.
  - Encourages reflection on the effects of sexual harassment and strategies for promoting a respectful school culture.
2. **Mediation and Conflict Resolution**
  - Facilitate mediation between involved students when appropriate, ensuring it is survivor-centered and voluntary.
  - Helps students understand boundaries, consent, and respectful interactions.
3. **Restorative Conferences**
  - A structured meeting with students, parents, and school staff to discuss the impact of harassment.
  - Creates a plan for repairing relationships and promoting accountability.
4. **Community Service and Peer Mentorship**
  - Engage students in community service projects focused on promoting gender equality and respectful relationships.
  - Pair students with peer mentors or staff members to guide them in making better choices.
5. **Behavior Contracts and Self-Reflection Assignments**
  - Develop personalized agreements outlining expectations for behavior and consequences for future offenses.
  - Require students to reflect on their actions and explore strategies to promote respectful interactions.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors, preventing harassment, and fostering a culture of respect and accountability.

- 1. Clear Expectations and Anti-Harassment Policies**
  - Establish and communicate clear expectations regarding respectful interactions and boundaries.
  - Reinforce anti-harassment messages through assemblies, posters, and classroom discussions.
- 2. Positive Peer Influence and Recognition Programs**
  - Implement peer leadership programs that encourage students to model and promote respectful behaviors.
  - Recognize students who demonstrate positive peer interactions and leadership in creating a safe environment.
- 3. Social-Emotional Learning (SEL) Curriculum**
  - Integrate SEL lessons to teach empathy, consent, and appropriate communication.
  - Use real-life scenarios to help students practice respectful interactions and boundary-setting.
- 4. Check-In/Check-Out (CICO) Mentorship Program**
  - Assign at-risk students a mentor (teacher, counselor, or staff member) for daily check-ins.
  - Helps students build supportive relationships and develop strategies for improving their behavior.
- 5. Anonymous Reporting and Bystander Empowerment**
  - Provide students with an anonymous way to report harassment.
  - Train students on the importance of bystander intervention and how to support peers experiencing harassment.
- 6. Tiered Interventions and Support Systems**
  - **Tier 1:** School-wide education on respectful relationships, boundaries, and consent.
  - **Tier 2:** Small group interventions, peer mentorship, and counseling for students at risk of engaging in harassment.
  - **Tier 3:** Intensive individualized intervention, including behavior plans, family involvement, and restorative justice programs.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their actions and develop better decision-making strategies. Here are some assignments for students in an alternative to suspension setting:

1. **Reflection Essay:**
  - Prompt: "What are the effects of sexual harassment, and how can you contribute to a respectful school environment?"
  - Students analyze the emotional, social, and legal impacts of harassment.
2. **Letter of Accountability:**
  - Write a letter to those affected, acknowledging personal responsibility and outlining a commitment to respectful interactions.
3. **Research Project on Respect and Consent:**
  - Research and present on topics such as consent, bystander intervention, and the impact of harassment on individuals and communities.
  - Include case studies on effective strategies for preventing harassment.
4. **Interview with a Counselor, Peer Mentor, or Expert on Respectful Relationships:**
  - Speak with a school counselor or peer mentor about ways to foster positive relationships and summarize key takeaways.
5. **Creative Expression Assignment:**
  - Create a poem, song, or artwork that promotes respect, consent, and positive peer interactions.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies for fostering respectful relationships and preventing future incidents.
7. **Role-Playing and Scenario-Based Learning:**
  - Participate in guided role-playing exercises that teach boundary-setting and respectful communication.
8. **Awareness Campaign on Harassment Prevention:**
  - Develop an anti-harassment campaign, such as a poster, video, or presentation, to educate peers on creating a respectful and safe school environment.

## Conclusion

Addressing violations of California Education Code 48900(t) requires a multi-tiered approach that emphasizes accountability, education, and prevention. By implementing restorative practices and PBIS strategies, schools can create a culture of respect and safety, reducing instances of sexual harassment while promoting positive student relationships.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900.2: Sexual Harassment Creating a Hostile Work Environment**

### **Restorative Practices**

Restorative practices focus on repairing harm, promoting accountability, and educating students about respectful behavior in a work or school environment.

1. **Restorative Circles**
  - Facilitate structured discussions involving the affected parties, staff, and students to address the impact of harassment.
  - Encourage students to reflect on the consequences of their actions and commit to positive behavior changes.
2. **Mediation and Conflict Resolution**
  - Use trained mediators to help students understand the impact of their actions.
  - Ensure discussions are survivor-centered and provide tools for building respectful interactions.
3. **Restorative Conferences**
  - Involve students, parents, and school staff in a structured meeting to discuss the effects of harassment.
  - Create an action plan for repairing relationships and preventing future incidents.
4. **Community Service and Mentorship**
  - Assign students to community service projects focused on promoting safe and inclusive environments.
  - Pair students with mentors to help them develop respect for workplace and school boundaries.
5. **Behavior Contracts and Self-Reflection Assignments**
  - Develop personalized agreements that outline behavior expectations and consequences for repeated offenses.
  - Require students to write reflection pieces on how their actions affect the school and work environment.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies emphasize reinforcing positive behaviors, setting clear expectations, and fostering a respectful school climate.

1. **Clear Expectations and Anti-Harassment Policies**
  - Communicate and enforce clear expectations regarding workplace conduct and respectful interactions.
  - Reinforce anti-harassment policies through workshops, posters, and classroom discussions.
2. **Positive Peer Influence and Leadership Programs**
  - Implement peer mentoring programs that encourage students to model positive workplace behavior.
  - Recognize students who demonstrate leadership in promoting a respectful environment.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Integrate lessons on empathy, consent, and appropriate workplace communication.
  - Use role-playing exercises to teach students about professional boundaries and interactions.
4. **Check-In/Check-Out (CICO) Mentorship Program**
  - Assign students to staff mentors for daily check-ins to promote accountability and positive behavioral reinforcement.
5. **Anonymous Reporting and Bystander Empowerment**
  - Provide students with anonymous ways to report harassment and misconduct.
  - Train students on how to intervene as bystanders and support affected peers.
6. **Tiered Intervention Systems**
  - **Tier 1:** School-wide education on workplace respect, communication, and boundaries.
  - **Tier 2:** Small group interventions, mentorship, and counseling for students at risk of inappropriate conduct.
  - **Tier 3:** Individualized behavior plans, family involvement, and restorative justice programs.

## Alternative to Suspension Classroom Assignments

Providing meaningful assignments helps students reflect on their behavior and develop strategies for positive interactions in school and workplace settings.

1. **Reflection Essay:**
  - Prompt: "How does sexual harassment create a hostile work or school environment, and what can be done to prevent it?"
  - Students analyze the social, legal, and emotional impact of workplace harassment.
2. **Letter of Accountability:**
  - Write a letter to an administrator or counselor outlining personal responsibility and a plan for respectful behavior moving forward.
3. **Research Project on Workplace and School Conduct:**
  - Research workplace and school policies on harassment and respectful behavior.
  - Present findings on how these policies protect students, teachers, and staff.
4. **Interview with a Counselor or HR Professional:**
  - Conduct an interview with a school counselor or workplace HR professional about maintaining a safe environment.
  - Write a summary of key takeaways on respectful communication and professional boundaries.
5. **Creative Expression Assignment:**
  - Develop a video, poster, or digital campaign promoting a respectful school and work culture.
  - Create a short story or poem about the importance of maintaining professional boundaries.
6. **Behavior Improvement Plan:**
  - Develop a personal action plan with strategies to ensure future interactions are appropriate and respectful.
7. **Scenario-Based Learning:**
  - Participate in guided role-playing exercises focused on respectful workplace interactions.
  - Analyze real-life case studies and suggest alternative approaches to handling conflicts.
8. **Awareness Campaign on Harassment Prevention:**
  - Develop an anti-harassment awareness campaign to educate peers on respectful workplace behavior.
  - Include information on reporting procedures and resources for victims.

## Conclusion

Addressing violations of California Education Code 48900.2 requires a proactive and educational approach that fosters accountability, awareness, and behavioral change. Implementing restorative practices and PBIS strategies ensures that students learn from their mistakes while contributing to a safe and respectful school and workplace environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900.3: Engaged in Hate Violence**

### **Restorative Practices**

Restorative practices focus on repairing harm, fostering accountability, and promoting inclusive, respectful behavior within the school community.

1. **Restorative Circles**
  - Facilitate discussions with affected parties to acknowledge harm caused by hate violence.
  - Encourage open dialogue on diversity, inclusion, and empathy-building.
2. **Mediation and Conflict Resolution**
  - Engage trained mediators to help students understand the consequences of their actions.
  - Implement structured dialogues between students and those affected to promote healing.
3. **Restorative Conferences**
  - Involve students, parents, and staff to discuss the impact of hate violence.
  - Develop personalized action plans to prevent future incidents.
4. **Community Service and Diversity Engagement**
  - Assign students to community service projects that promote unity and understanding.
  - Require participation in diversity and inclusion events or student-led initiatives.
5. **Behavior Contracts and Self-Reflection Assignments**
  - Create agreements outlining behavioral expectations and commitments to respectful interactions.
  - Have students write reflection essays on the impact of hate-based violence and its consequences.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies emphasize positive reinforcement, structured interventions, and school-wide expectations for respectful behavior.

1. **Clear Expectations and Anti-Hate Policies**
  - Establish clear school policies on hate speech, violence, and discrimination.
  - Promote anti-hate messages through classroom discussions, posters, and assemblies.
2. **Positive Peer Influence and Leadership Programs**
  - Implement peer mentorship programs where students model inclusive behavior.
  - Recognize students who contribute to fostering an accepting school environment.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Incorporate lessons on cultural awareness, empathy, and anti-bias education.
  - Use role-playing exercises to teach students about the impact of hate violence.
4. **Check-In/Check-Out (CICO) Mentorship Program**
  - Assign students to staff mentors for daily check-ins to reinforce positive behavioral choices.
5. **Anonymous Reporting and Bystander Empowerment**
  - Provide students with safe, anonymous ways to report hate violence.
  - Train students on how to intervene and support peers affected by hate incidents.
6. **Tiered Intervention Systems**
  - **Tier 1:** School-wide anti-bias training and community-building activities.
  - **Tier 2:** Small-group discussions, counseling, and peer mediation for students engaging in or affected by hate violence.
  - **Tier 3:** Individualized behavior plans, family involvement, and structured restorative justice programs.

## **Alternative to Suspension Classroom Assignments**

Assignments should encourage reflection, education, and commitment to positive change.

1. **Reflection Essay:**
  - Prompt: "How does hate violence impact individuals, schools, and society? What steps can we take to prevent it?"
  - Students explore historical and contemporary examples of hate violence and its effects.
2. **Letter of Apology or Accountability:**
  - Write a letter addressing those affected, acknowledging harm caused, and outlining steps toward positive behavior change.
3. **Research Project on Civil Rights and Diversity:**
  - Research historical and modern movements for equality and inclusion.
  - Present findings on how hate violence undermines progress and unity.
4. **Interview with a Community Leader or Activist:**
  - Speak with a leader advocating for inclusion and anti-discrimination.
  - Summarize key lessons learned about fostering a respectful school climate.
5. **Creative Expression Assignment:**
  - Develop a poster, poem, or video promoting diversity and unity.
  - Create a short story about the importance of respect and inclusion.
6. **Behavior Improvement Plan:**
  - Develop a personal plan to ensure future interactions are positive and respectful.
  - Identify triggers and strategies for avoiding hate-based behavior.
7. **Scenario-Based Learning:**
  - Participate in guided role-playing exercises on conflict resolution and inclusion.
  - Analyze real-life case studies and propose alternative responses to hate violence.
8. **Awareness Campaign on Diversity and Inclusion:**
  - Develop a campaign to educate peers about the importance of diversity and respect.
  - Include strategies for preventing hate violence and fostering a positive school culture.

## **Conclusion**

Addressing violations of California Education Code 48900.3 requires a proactive approach emphasizing education, accountability, and restorative solutions. Implementing restorative practices and PBIS strategies ensures that students learn from their mistakes while contributing to a safe and inclusive school environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900.4: Engaged in Harassment, Threats, or Intimidation That Creates a Hostile Educational Environment**

### **Restorative Practices**

Restorative practices focus on repairing harm, fostering accountability, and creating a safe and respectful learning environment for all students.

1. **Restorative Circles**
  - Facilitate structured conversations to help students understand the impact of their actions.
  - Encourage discussions about respect, empathy, and conflict resolution.
2. **Mediation and Conflict Resolution**
  - Assign trained mediators to help resolve conflicts between the student and affected individuals.
  - Establish agreements on appropriate future interactions.
3. **Restorative Conferences**
  - Involve students, parents, and school staff to discuss the harm caused and possible resolutions.
  - Develop personalized action plans to ensure behavioral improvement.
4. **Community Service and School Engagement**
  - Assign community service projects that promote inclusivity and positive peer interactions.
  - Have students participate in leadership or peer mentorship programs.
5. **Behavior Contracts and Reflection Assignments**
  - Create agreements that outline behavioral expectations and strategies for respectful interactions.
  - Require students to write reflective essays on the consequences of harassment and intimidation.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behavior, providing structured interventions, and maintaining a supportive school environment.

1. **Clear Expectations and Anti-Harassment Policies**
  - Establish clear policies on harassment, threats, and intimidation.
  - Reinforce school-wide expectations through classroom discussions and visual reminders.
2. **Positive Peer Influence and Mentorship Programs**
  - Pair students with positive role models to reinforce respectful behavior.
  - Encourage participation in leadership programs that promote inclusivity.
3. **Social-Emotional Learning (SEL) Curriculum**
  - Integrate lessons on empathy, communication, and conflict resolution.
  - Use real-world scenarios to teach students about the impact of harassment and intimidation.
4. **Check-In/Check-Out (CICO) System**
  - Assign students to staff mentors for daily behavioral check-ins.
  - Provide consistent reinforcement of positive behavior.
5. **Anonymous Reporting and Bystander Intervention Training**
  - Establish safe, confidential ways for students to report incidents.
  - Educate students on how to intervene when they witness harassment.
6. **Tiered Intervention Supports**
  - **Tier 1:** School-wide lessons on respect and positive behavior.
  - **Tier 2:** Small-group discussions and counseling for students at risk of repeated offenses.
  - **Tier 3:** Individualized behavior plans, parent engagement, and intensive interventions for high-risk students.

## Alternative to Suspension Classroom Assignments

Assignments should focus on reflection, education, and accountability.

1. **Reflection Essay:**
  - Prompt: "How do harassment, threats, and intimidation impact individuals and school culture? How can we create a more positive environment?"
  - Students analyze the effects of hostile behaviors and propose strategies for improvement.
2. **Letter of Apology or Accountability Statement:**
  - Write a letter acknowledging harm caused and outlining steps to change behavior.
3. **Research Project on Bullying and Harassment Prevention:**
  - Investigate successful programs that reduce harassment in schools.
  - Present findings and propose solutions for the school community.
4. **Interview with a Counselor or Peer Advocate:**
  - Speak with a professional about the effects of intimidation and how to foster positive interactions.
  - Summarize key takeaways in a written reflection.
5. **Creative Expression Assignment:**
  - Develop a video, artwork, or poem promoting respect and kindness.
  - Create a short story on overcoming harassment and intimidation.
6. **Behavior Improvement Plan:**
  - Outline a personal plan to ensure future interactions are positive and constructive.
  - Identify personal triggers and strategies for handling conflicts appropriately.
7. **Scenario-Based Learning:**
  - Participate in role-playing exercises focused on de-escalation and conflict resolution.
  - Analyze real-life cases of harassment and propose alternative responses.
8. **Awareness Campaign on Respect and Inclusivity:**
  - Design an anti-harassment campaign with posters, presentations, or digital content.
  - Encourage peer-led initiatives to create a safer school environment.

## Conclusion

Addressing violations of California Education Code 48900.4 requires a restorative and educational approach that prioritizes personal growth, accountability, and the promotion of a positive school climate. Implementing these strategies ensures that students learn from their actions while contributing to a safe and supportive educational environment.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900.5

### Understanding the Violation

Education Code 48900.5 emphasizes that **other means of correction should be implemented before a student is suspended**, except in cases where the student's behavior is exceptionally severe. Schools are encouraged to use **restorative practices** (to repair harm and promote accountability) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce appropriate behaviors and prevent future incidents) as alternatives to suspension.

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### Restorative Practices

1. **Restorative Conference**
    - Facilitate a structured dialogue between the student, school officials, and any affected individuals.
    - Ensure that those impacted by the behavior feel heard and supported.
    - Develop a resolution plan that focuses on accountability, empathy, and behavior improvement.
  2. **Counseling & Support Services**
    - Provide counseling to address underlying behavioral issues.
    - Offer mediation services to help resolve conflicts and foster positive relationships.
  3. **Empathy and Social-Emotional Learning (SEL) Programs**
    - Implement workshops that focus on empathy, self-regulation, and responsible decision-making.
    - Use real-life scenarios to help students recognize the impact of their actions on individuals and the school community.
  4. **Reflection and Apology (if appropriate)**
    - Encourage students to reflect on their actions and the consequences.
    - Support students in making amends through a sincere verbal or written apology when applicable.
  5. **Mentorship & Positive Role Models**
    - Pair students with trusted mentors who can provide guidance on positive behavior choices.
    - Engage students in structured activities that promote respect, responsibility, and inclusion.
  6. **Community Engagement & Restorative Service**
    - Involve students in school-wide initiatives that focus on fostering a positive school climate.
    - Assign restorative service projects as a way for students to contribute positively to the school or local community.
-

# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students who demonstrate positive behavior and improvement.
    - Implement school-wide programs that celebrate positive peer interactions and respect.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce behavior expectations through structured lessons and discussions.
    - Teach students about appropriate decision-making and conflict resolution strategies.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to check in with students at risk of engaging in problematic behavior.
    - Set behavior goals and review progress regularly to encourage positive changes.
  4. **Alternative to Suspension Programs**
    - Implement interventions that focus on education, accountability, and character development.
    - Offer restorative justice programs as an alternative to exclusionary discipline.
  5. **Student Leadership & Peer Support Programs**
    - Encourage students to take leadership roles in fostering a positive school culture.
    - Provide peer mentoring opportunities that reinforce responsibility and positive decision-making.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts outlining expectations, support, and accountability measures.
    - Guide students in setting personal goals for making responsible and respectful choices.
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## Conclusion

Education Code 48900.5 encourages schools to prioritize interventions over suspension whenever possible. By implementing restorative practices and PBIS strategies, schools can effectively address student behavior while fostering personal growth, accountability, and a positive school environment.

## Restorative Practices & PBIS Strategies for Addressing Violations Under Ed Code 48900.6

### Understanding the Violation

Education Code **48900.6** allows school administrators to require students who have violated school policies to complete a **supervised community service assignment** as a disciplinary alternative. This approach aligns with **restorative practices** (to repair harm and promote accountability) and **Positive Behavioral Interventions and Supports (PBIS)** (to reinforce appropriate behaviors and prevent future incidents).

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### Restorative Practices

1. **Restorative Conference**
    - Facilitate a structured dialogue between the student, school officials, and affected individuals.
    - Ensure that those impacted by the behavior feel heard and supported.
    - Develop a resolution plan that includes meaningful community service or restitution.
  2. **Supervised Community Service**
    - Assign students service activities that relate to their misconduct (e.g., vandalism offenders help with campus beautification).
    - Ensure activities promote reflection and growth rather than being purely punitive.
  3. **Counseling & Support Services**
    - Provide counseling to address underlying behavioral issues.
    - Offer mediation services to help students repair relationships and develop empathy.
  4. **Empathy and Social-Emotional Learning (SEL) Programs**
    - Implement workshops on responsibility, accountability, and community impact.
    - Use case studies and real-world examples to illustrate the effects of negative behavior.
  5. **Reflection and Apology (if appropriate)**
    - Encourage students to reflect on their actions and understand their consequences.
    - Guide students in composing a written or verbal apology when appropriate.
  6. **Mentorship & Positive Role Models**
    - Pair students with mentors who emphasize responsibility and positive decision-making.
    - Engage students in structured programs that reinforce civic responsibility and character development.
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# PBIS Strategies

1. **Positive Behavior Reinforcement**
    - Recognize and reward students who successfully complete community service and demonstrate improved behavior.
    - Implement school-wide programs that highlight positive contributions to the school and community.
  2. **Clear Behavior Expectations & Re-Teaching**
    - Reinforce policies on behavior and disciplinary alternatives through structured lessons.
    - Teach students about the value of giving back to their community and making responsible choices.
  3. **Check-In/Check-Out (CICO) System**
    - Assign a trusted staff member to check in with students who have been assigned community service.
    - Set goals for behavior improvement and review progress regularly.
  4. **Alternative to Suspension Programs**
    - Implement intervention programs that incorporate community service as a constructive disciplinary approach.
    - Offer structured reflection activities to help students learn from their mistakes.
  5. **Student Leadership & Peer Support Programs**
    - Encourage students to engage in peer-led initiatives that promote responsibility and accountability.
    - Provide mentorship opportunities for students to serve as role models within the school.
  6. **Behavior Contracts & Goal Setting**
    - Develop individualized behavior contracts that outline expectations, community service responsibilities, and follow-up actions.
    - Guide students in setting personal goals for making responsible and respectful choices.
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## Conclusion

Education Code 48900.6 provides an opportunity for students to take responsibility for their actions through community service. By integrating restorative practices and PBIS strategies, schools can ensure that students learn from their mistakes, develop accountability, and contribute positively to their school environment.

California Education Code 48900.6 allows for **community service as an alternative to suspension** when appropriate. Below is a list of community service activities that align with restorative justice principles, encouraging students to take responsibility and make positive contributions.

## **Appropriate Community Service Activities**

### **School-Based Community Service**

1. **Campus Beautification** – Assist in cleaning, gardening, or maintaining school facilities.
2. **Library Assistance** – Help organize books, shelve materials, and assist younger students.
3. **Tutoring or Peer Mentoring** – Provide academic or behavioral support to younger students.
4. **Assisting Teachers** – Help teachers with classroom organization, grading simple assignments, or preparing materials.
5. **Restorative Justice Circles Participation** – Engage in discussions about harm, responsibility, and making amends.
6. **Anti-Bullying or Conflict Resolution Projects** – Create presentations or posters promoting a positive school climate.
7. **Classroom Support for Special Education** – Assist students with special needs under supervision.
8. **Recycling or Environmental Projects** – Help with campus sustainability programs.

### **Community-Based Service (With Parent Consent)**

9. **Park or Neighborhood Clean-Up** – Pick up litter and maintain community spaces.
10. **Food Bank or Soup Kitchen Volunteer** – Assist with food sorting, meal preparation, or distribution.
11. **Animal Shelter Assistance** – Help with pet care, cleaning, and organizing supplies.
12. **Senior Center Visits** – Spend time reading or assisting elderly residents.
13. **Community Mural or Public Art Project** – Paint or restore community spaces with positive artwork.
14. **Charity Thrift Store Support** – Sort donations and help with organization.
15. **Disaster Relief Volunteer Work** – Assemble emergency supply kits or write encouragement letters for those affected.

### **Restorative and Educational Activities (With Parent Consent)**

16. **Public Speaking on Lessons Learned** – Share experiences and consequences of actions with peers.
17. **Conflict Resolution or Leadership Training** – Attend workshops that promote better decision-making.
18. **Helping at a Youth Sports Program** – Assist coaches or younger athletes in community leagues.
19. **Participating in Mental Health Awareness Campaigns** – Promote stress management and emotional well-being resources.
20. **Developing Educational Materials** – Create brochures, posters, or digital content about accountability and positive behavior.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48900.7: Students Who Have Made Terroristic Threats Against School Officials, Staff, or Students**

### **Restorative Practices**

Restorative practices focus on repairing harm, fostering accountability, and ensuring a safe school environment for all students.

- 1. Restorative Circles**
  - Facilitate structured conversations to help students understand the impact of their threats.
  - Encourage discussions on fear, safety, and responsible communication.
- 2. Mediation and Conflict Resolution**
  - Provide trained mediators to help address underlying issues that led to the threat.
  - Establish agreements to promote future safety and accountability.
- 3. Restorative Conferences**
  - Involve students, parents, school staff, and affected individuals in a conversation about harm and resolution.
  - Develop personalized action plans to ensure behavioral improvement.
- 4. Community Service and School Engagement**
  - Assign community service projects that reinforce positive contributions to the school.
  - Have students participate in peer mentorship programs focused on responsible decision-making.
- 5. Behavior Contracts and Reflection Assignments**
  - Create agreements outlining behavioral expectations and accountability measures.
  - Require students to write reflective essays on the consequences of making threats and the importance of maintaining school safety.
- 6. Threat Assessment & Safety Planning**
  - Conduct a comprehensive threat assessment to evaluate intent and risk level.
  - Develop a safety plan to ensure the well-being of all parties involved, including the student who made the threat.
- 7. Counseling & Mental Health Support**
  - Provide access to counseling services to assess and address underlying issues contributing to the behavior.
  - Connect student with social-emotional learning (SEL) programs that build self-regulation and conflict-resolution skills.
- 8. Empathy and Social-Emotional Learning (SEL) Programs**
  - Implement structured lessons on empathy, impulse control, and responsible decision-making.
  - Use case studies and real-world scenarios to help students understand the consequences of threats and intimidation.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies aim to reinforce positive behavior, provide structured interventions, and ensure a supportive school climate.

- 1. Clear Expectations and Anti-Threat Policies**
  - Establish clear policies on making threats and school safety.
  - Reinforce expectations through classroom discussions and visual reminders.
- 2. Positive Peer Influence and Mentorship Programs**
  - Assign students to mentors who model appropriate conflict resolution and decision-making.
  - Encourage participation in leadership programs that promote responsible behavior.
- 3. Positive Behavior Reinforcement**
  - Recognize and reward students for making positive behavioral changes.
  - Implement school-wide initiatives that promote kindness, conflict resolution, and responsible decision-making.
- 4. Social-Emotional Learning (SEL) Curriculum**
  - Integrate lessons on emotional regulation, communication, and conflict de-escalation.
  - Use case studies to explore the consequences of violent threats.
- 5. Check-In/Check-Out (CICO) System**
  - Assign students to staff mentors for daily behavioral check-ins.
  - Provide consistent reinforcement of positive behavior and emotional support.
- 6. Anonymous Reporting and Threat Assessment Training**
  - Establish confidential reporting methods for students to voice concerns.
  - Train students and staff in recognizing and responding to threats appropriately.
- 7. Tiered Intervention Supports**
  - **Tier 1:** School-wide education on responsible communication and safety.
  - **Tier 2:** Targeted interventions, such as counseling and small-group discussions, for students at risk of repeated offenses.
  - **Tier 3:** Individualized behavior plans, parent engagement, and intensive interventions for high-risk students.

## **Alternative to Suspension Classroom Assignments**

Assignments should focus on accountability, education, and personal growth.

1. **Reflection Essay:**
  - Prompt: "What are the consequences of making terroristic threats? How do they impact school safety and trust?"
  - Students analyze the legal, social, and emotional effects of violent threats.
2. **Letter of Accountability:**
  - Write a letter acknowledging harm caused and outlining steps to avoid such behavior in the future.
3. **Research Project on School Safety Measures:**
  - Investigate the role of school safety protocols and how threats disrupt learning environments.
  - Present findings on positive ways to express frustration or seek help.
4. **Interview with a School Counselor or Law Enforcement Officer:**
  - Discuss the real-world consequences of making threats and responsible communication.
  - Summarize key takeaways in a written reflection.
5. **Creative Expression Assignment:**
  - Develop a video, artwork, or poem about school safety and respect.
  - Create a short story illustrating conflict resolution without threats or violence.
6. **Behavior Improvement Plan:**
  - Outline personal goals for better decision-making and conflict resolution.
  - Identify personal triggers and strategies for handling stress appropriately.
7. **Scenario-Based Learning:**
  - Participate in role-playing exercises focused on de-escalation and conflict resolution.
  - Analyze real-life cases of school threats and propose alternative responses.
8. **School Safety and Prevention Campaign:**
  - Design a campaign that educates peers on the importance of responsible communication.
  - Encourage student-led initiatives to promote a safe and supportive school environment.

## **Conclusion**

Addressing violations of California Education Code 48900.7 requires a comprehensive approach that prioritizes education, accountability, and the promotion of a safe school climate. Implementing these strategies ensures that students learn from their actions while contributing to a secure and respectful educational environment.

**Restorative Practices & PBIS Strategies for Addressing California Education Code 48915(a): Mandatory Expulsion Recommendations for Serious Offenses (Firearm, Knife, Explosives, and Sexual Assault).**

**Considerations prior to and/or upon the student returning to school:**

**Restorative Practices**

Restorative practices aim to repair harm, foster accountability, and promote a safe school environment. Given the severity of these violations, these strategies are critical upon student return to school.

- 1. Restorative Circles**
  - Facilitate structured discussions with students, staff, and affected parties to address harm and rebuild trust.
  - Encourage students to express remorse and discuss steps toward making amends.
- 2. Restorative Conferences**
  - Bring together all impacted parties, including victims and school administrators, to develop a resolution plan.
  - Require students to take accountability and commit to behavioral changes.
- 3. Victim Impact Awareness Assignments**
  - Students write or present on the consequences of their actions from multiple perspectives, including victims and law enforcement.
  - Develop empathy and awareness of long-term impacts.
- 4. Community Service and School Engagement**
  - Assign students community-based projects that promote positive contributions and accountability.
  - Involve students in peer mentorship programs to guide younger students toward making better choices.
- 5. Behavior Contracts and Safety Agreements**
  - Develop a structured plan that outlines behavioral expectations upon the student's return.
  - Include clear consequences for repeat violations and steps for reintegration.
- 6. Threat Assessment**
  - Evaluate the student's behavior, risk level, and potential underlying issues (trauma, external influences, mental health concerns)
- 7. Counseling & Mental Health Support**
  - Provide access to Mental Health Therapists, School Psychologists, and School Counselors.
  - Offer anger management, conflict resolution, and impulse control training.
  - Utilize case studies and real-life scenarios to illustrate the consequences of violence and weapon possession.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors and preventing further incidents.

1. **Clear Policies and Preventative Education**
  - Conduct school-wide education on the legal, social, and emotional consequences of weapons possession and violence.
  - Reinforce policies with visual reminders and routine discussions in advisory periods.
2. **Social-Emotional Learning (SEL) Curriculum**
  - Implement lessons on emotional regulation, conflict resolution, and alternative coping mechanisms.
  - Use case studies and interactive discussions to reinforce lessons.
3. **Check-In/Check-Out (CICO) System**
  - Assign students a mentor or counselor for daily or weekly behavioral check-ins.
  - Provide structured support and reinforcement of positive behavior changes.
4. **Threat Assessment and Violence Prevention Training**
  - Train students and staff in recognizing and responding to warning signs of violence.
  - Establish confidential reporting mechanisms for students to voice concerns.
5. **Tiered Intervention Support**
  - **Tier 1:** School-wide anti-violence and conflict resolution campaigns.
  - **Tier 2:** Targeted small-group interventions for at-risk students.
  - **Tier 3:** Intensive one-on-one counseling and intervention for high-risk students.

## Alternative to Suspension Classroom Assignments

Students should engage in assignments that focus on accountability, education, and personal growth.

1. **Reflection Essay:**
  - Prompt: "What are the consequences of bringing weapons or engaging in violence at school? How do these actions impact individuals and the school community?"
  - Encourage critical thinking about legal, social, and emotional repercussions.
2. **Letter of Accountability:**
  - Students write a letter acknowledging harm caused, their understanding of the consequences, and commitments to making better choices.
3. **Research Project on School and Community Safety Measures:**
  - Investigate school and community programs aimed at violence prevention and rehabilitation.
  - Present findings and propose ideas for school safety improvements.
4. **Interview with a School Counselor or Law Enforcement Officer:**
  - Discuss real-world consequences of weapons possession, assault, and violence.
  - Summarize key takeaways in a written reflection.
5. **Creative Expression Assignment:**
  - Develop a video, artwork, or poem about non-violence and positive decision-making.
  - Create a short story depicting how conflicts can be resolved without violence.
6. **Behavior Improvement Plan:**
  - Identify personal triggers and outline strategies for conflict resolution.
  - Set personal goals for decision-making and emotional regulation.
7. **Scenario-Based Learning:**
  - Participate in role-playing exercises on de-escalation and peer conflict resolution.
  - Analyze real-life cases and propose alternative choices that could have prevented violence.
8. **School Safety and Prevention Campaign:**
  - Design a campaign educating peers on the importance of school safety and responsible decision-making.
  - Promote student-led initiatives advocating for a positive school climate.

## Conclusion

Addressing violations under California Education Code 48915(a) requires a multi-faceted approach that prioritizes education, accountability, and school safety. By implementing restorative practices and PBIS strategies, students are given the opportunity to learn from their actions while fostering a more secure and supportive school environment.

## **Restorative Practices & PBIS Strategies for Addressing California Education Code 48915(b): The Principal May Recommend Expulsion for Serious Offenses (Assault, Drug Sales, Robbery)**

### **Restorative Practices**

Restorative practices aim to repair harm, foster accountability, and promote a safe school environment. Given the severity of these violations, these strategies are critical upon student return to school.

- 1. Restorative Circles**
  - Facilitate structured discussions with students, staff, and affected parties to address harm and rebuild trust.
  - Encourage students to express remorse and discuss steps toward making amends.
- 2. Restorative Conferences**
  - Bring together all impacted parties, including victims and school administrators, to develop a resolution plan.
  - Require students to take accountability and commit to behavioral changes.
- 3. Victim Impact Awareness Assignments**
  - Students write or present on the consequences of their actions from multiple perspectives, including victims and law enforcement.
  - Develop empathy and awareness of long-term impacts.
- 4. Community Service and School Engagement**
  - Assign students community-based projects that promote positive contributions and accountability.
  - Involve students in peer mentorship programs to guide younger students toward making better choices.
- 5. Behavior Contracts and Safety Agreements**
  - Develop a structured plan that outlines behavioral expectations upon the student's return.
  - Include clear consequences for repeat violations and steps for reintegration.
- 6. Threat Assessment**
  - Evaluate the student's behavior, risk level, and potential underlying issues (trauma, external influences, mental health concerns)
- 7. Counseling & Mental Health Support**
  - Provide access to Mental Health Therapists, School Psychologists, and School Counselors.
  - Offer anger management, conflict resolution, and impulse control training.
  - Utilize case studies and real-life scenarios to illustrate the consequences of violence and weapon possession.

## **PBIS (Positive Behavioral Interventions and Supports) Strategies**

PBIS strategies focus on reinforcing positive behaviors and preventing further incidents.

1. **Clear Policies and Preventative Education**
  - Conduct school-wide education on the legal, social, and emotional consequences of violence, assault, drug sales, and robbery.
  - Reinforce policies with visual reminders and routine discussions in advisory periods.
2. **Social-Emotional Learning (SEL) Curriculum**
  - Implement lessons on emotional regulation, conflict resolution, and alternative coping mechanisms.
  - Use case studies and interactive discussions to reinforce lessons.
3. **Check-In/Check-Out (CICO) System**
  - Assign students a mentor or counselor for daily or weekly behavioral check-ins.
  - Provide structured support and reinforcement of positive behavior changes.
4. **Threat Assessment and Violence Prevention Training**
  - Train students and staff in recognizing and responding to warning signs of violence, substance abuse, and criminal behavior.
  - Establish confidential reporting mechanisms for students to voice concerns.
5. **Tiered Intervention Support**
  - **Tier 1:** School-wide anti-violence, anti-drug, and conflict resolution campaigns.
  - **Tier 2:** Targeted small-group interventions for at-risk students.
  - **Tier 3:** Intensive one-on-one counseling and intervention for high-risk students.

## Alternative to Suspension Classroom Assignments

Students should engage in assignments that focus on accountability, education, and personal growth.

1. **Reflection Essay:**
  - Prompt: "What are the consequences of engaging in violence, drug sales, or robbery at school? How do these actions impact individuals and the school community?"
  - Encourage critical thinking about legal, social, and emotional repercussions.
2. **Letter of Accountability:**
  - Students write a letter acknowledging harm caused, their understanding of the consequences, and commitments to making better choices.
3. **Research Project on School and Community Safety Measures:**
  - Investigate school and community programs aimed at violence prevention and rehabilitation.
  - Present findings and propose ideas for school safety improvements.
4. **Interview with a School Counselor or Law Enforcement Officer:**
  - Discuss real-world consequences of assault, drug sales, and robbery.
  - Summarize key takeaways in a written reflection.
5. **Creative Expression Assignment:**
  - Develop a video, artwork, or poem about non-violence and positive decision-making.
  - Create a short story depicting how conflicts can be resolved without violence.
6. **Behavior Improvement Plan:**
  - Identify personal triggers and outline strategies for conflict resolution.
  - Set personal goals for decision-making and emotional regulation.
7. **Scenario-Based Learning:**
  - Participate in role-playing exercises on de-escalation, resisting peer pressure, and peer conflict resolution.
  - Analyze real-life cases and propose alternative choices that could have prevented violence, drug sales, or robbery.
8. **School Safety and Prevention Campaign:**
  - Design a campaign educating peers on the importance of school safety and responsible decision-making.
  - Promote student-led initiatives advocating for a positive school climate.

## Conclusion

Addressing violations under California Education Code 48915(b) requires a multi-faceted approach that prioritizes education, accountability, and school safety. By implementing restorative practices and PBIS strategies, students are given the opportunity to learn from their actions while fostering a more secure and supportive school environment.

## Student Personal Device Policy Cover Sheet

In 2024, California passed the Phone-Free School Act (AB 3216), which requires all school districts to adopt policies limiting or prohibiting smartphone use in schools by July 1, 2026. This law aims to improve student focus and mental health. At SKUSD, as part of our ongoing commitment to fostering a positive learning environment, we are developing a new Student Personal Device Policy that will go into effect at the start of the 2025-2026 school year. To develop this policy, we have:

- Reviewed personal device policies from other districts
- Met with the Personal Device Policy Committee
- Met with Cabinet
- Discussed with LCAP Committee
- Surveyed the SKUSD community

We have drafted two PDPs, which we bring to the Board for consideration. Those PDPs are:

- #1 Students must keep their personal devices turned off and in their backpacks throughout the school day, including lunch, nutrition, passing periods, and any time the students are on campus.
- #2 Students must keep their personal devices turned off and in their backpacks while in class, but are free to use their personal devices when they are on campus but outside of class.

We have included the survey results. These results include:

- Q1-Q2: The demographic information, showing all respondents, their roles in SKUSD, and the schools they are affiliated with
- Q3: Which PDP do you think will be more effective? This question is broken out by role, so we can see the preferences of the four roles: Classified staff, certificated staff, parents, and students.

	Policy #1: Students must keep their personal devices turned off and in a backpack throughout the school day. Students are not allowed to use their personal devices while on campus.	Policy #2: Students must keep their personal devices turned off and in their backpacks while in class, but are free to use their personal devices when they are on campus but outside of class.
Parents	27%	73%
Certificated Staff	70%	30%
Classified Staff	54%	46%
Students	3%	97%

- Q4: Do you have any comments about the Student Personal Device Policy for the 2025-26 school year? We present to the Board an abridged version of the comments.

We have included the recommendation of the PDP Committee.

## **Southern Kern Unified School District**

### **Personal Device Policy #1**

**Personal Devices must be in the off position, in backpacks throughout the school day.**

A personal device is defined as devices such as cell phones, airpods/headphones, tablets, laptops, gaming devices, smartwatches, and any device that connects to the internet or a cellular network.

The Southern Kern Unified School District acknowledges the importance of communication between students and parents, particularly when it is essential or in emergency situations. Furthermore, the district recognizes that instructional time is precious and school time must be protected from unnecessary disruptions. There is also growing evidence that increased screen time and social media use is linked to teenage depression and anxiety.

Therefore, students may be permitted to have in their backpack in the off position, a cell phone/personal device (with parent permission) on campus during the school day while attending school-sponsored activities, or while under the supervision of a school district employee. **Cell phones and other personal communication devices, including smartwatches, must be in the off position, in backpacks throughout the school day.** Students shall be allowed to possess and use personal devices in conjunction with being in school under the following parameters:

- Personal devices are to be turned off and put away upon entering the school campus. Teachers may grant permission for specific learning activities or a staff member may give permission for use in another school building, but SKUSD staff members must expressly give permission.
- No student shall use a personal device with camera, video or voice recording function in any way or under any circumstances, which infringe on the privacy rights of other students or staff. This includes but is not limited to the video recording of staff, other students, fights, peer conflicts, and medical emergencies. Education code 78907 and 57578 state it is not permissible for students to record others on campus without their permission.
- Permission for student possession or use of a personal device may be revoked by parents or administration for inappropriate use.
- The Southern Kern Unified School District assumes no liability for the damage, loss or misuse of the personal device by the student or another person. Staff will not be responsible for any damage that results from confiscation in situations where use has been violated.
- When in the Office, personal devices must be turned off and put away. Phones may be confiscated during disciplinary meetings.
- At any time during a school activity, a school official may give specific direction regarding student use or non-use of a personal device and the student is expected to comply.

#### **Progressive Discipline Plan**

**1st Offense** - Student can pick up their device in the office after school.

**2nd Offense** - A parent/guardian must pick up the device in the office during office hours.

**3rd Offense** - Parent/guardian must pick up the device in the office during office hours. At that time, a conference between school administrator and parent/guardian will be held.

**4th Offense** - In-school suspension/alternative to suspension. Additional consequences and a phone misuse contract with the parent and the student.

**Continued Offenses** may result in further in-school suspensions/Alternative to Suspension/Off Campus Suspension. Student will no longer be allowed to bring a personal device to school.

**Severe Offense** - Student who refuses to adhere to teacher/staff request to put phone away may be subject to additional disciplinary actions, including suspension pending expulsion from school

\*\*\*Any personal device usage determined to have occurred during school hours, even after the fact, will be enforced by the progressive discipline model.

## **Southern Kern Unified School District Personal Device Policy #2**

**Personal Devices must be in the off position, in backpacks while in class. Students are allowed to use their personal devices while on campus and outside of class.**

A personal device is defined as devices such as cell phones, airpods/headphones, tablets, laptops, gaming devices, smartwatches, and any device that connects to the internet or a cellular network.

The Southern Kern Unified School District acknowledges the importance of communication between students and parents, particularly when it is essential or in emergency situations. Furthermore, the district recognizes that instructional time is precious and school time must be protected from unnecessary disruptions. There is also growing evidence that increased screen time and social media use is linked to teenage depression and anxiety.

Therefore, students may be permitted to have a personal device at school. While in class, all personal devices must be kept in students' backpacks in the off position. **While on campus, but not in class, students may use their personal devices in a legal, appropriate manner that does not violate the District's Discipline Policy:**

- Students shall not use a personal device with camera, video or voice recording function in any way or under any circumstances, which infringe on the privacy rights of other students or staff. This includes but is not limited to the video recording of staff, other students, fights, peer conflicts, and medical emergencies. Education code 78907 and 57578 state it is not permissible for students to record others on campus without their permission.
- Students shall not share or post inappropriate content, including explicit images, bullying, or offensive language
- Permission for student possession or use of a personal device may be revoked by parents or administration for inappropriate use.
- The Southern Kern Unified School District assumes no liability for the damage, loss or misuse of the personal device by the student or another person. Staff will not be responsible for any damage that results from confiscation in situations where use has been violated.
- When in the Office, personal devices must be turned off and put away. Phones may be confiscated during disciplinary meetings.
- At any time during a school activity, a school official may give specific direction regarding student use or non-use of a personal device and the student is expected to comply.

### **Progressive Discipline Plan**

**1st Offense** - Student can pick up their device in the office after school.

**2nd Offense** - A parent/guardian must pick up the device in the office during office hours.

**3rd Offense** - Parent/guardian must pick up the device in the office during office hours. At that time, a conference between school administrator and parent/guardian will be held.

**4th Offense** - In-school suspension/alternative to suspension. Additional consequences and a phone misuse contract with the parent and the student.

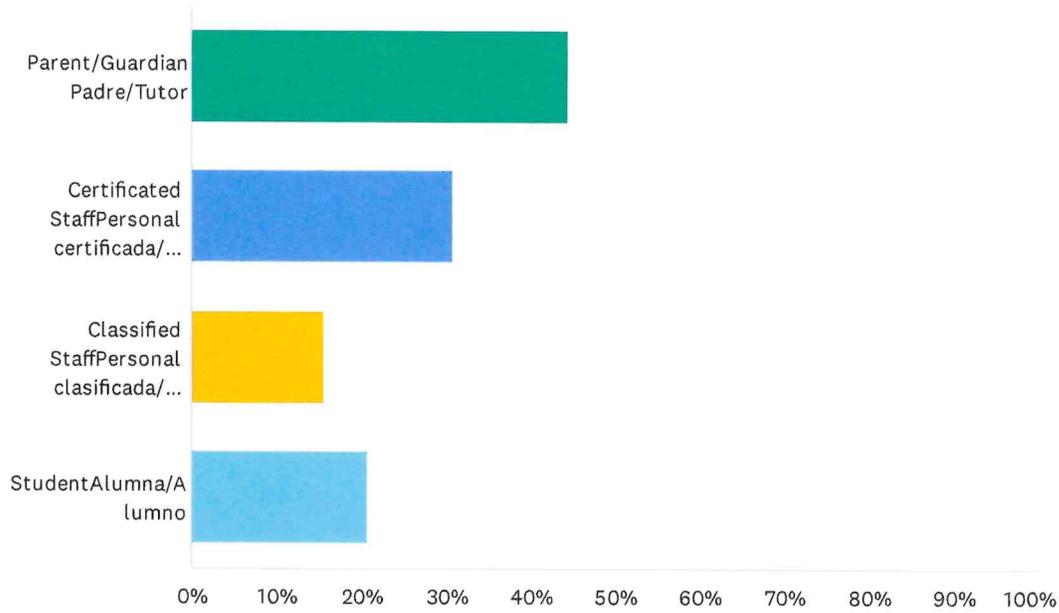
**Continued Offenses** may result in further in-school suspensions/Alternative to Suspension/Off Campus Suspension. Student will no longer be allowed to bring a personal device to school.

**Severe Offense** - Student who refuses to adhere to teacher/staff request to put phone away may be subject to additional disciplinary actions, including suspension pending expulsion from school

\*\*\*Any personal device usage determined to have occurred during school hours, even after the fact, will be enforced by the progressive discipline model.

# Q1 What is your role at SKUSD? ¿Cuál es su función en SKUSD?

Answered: 339 Skipped: 0



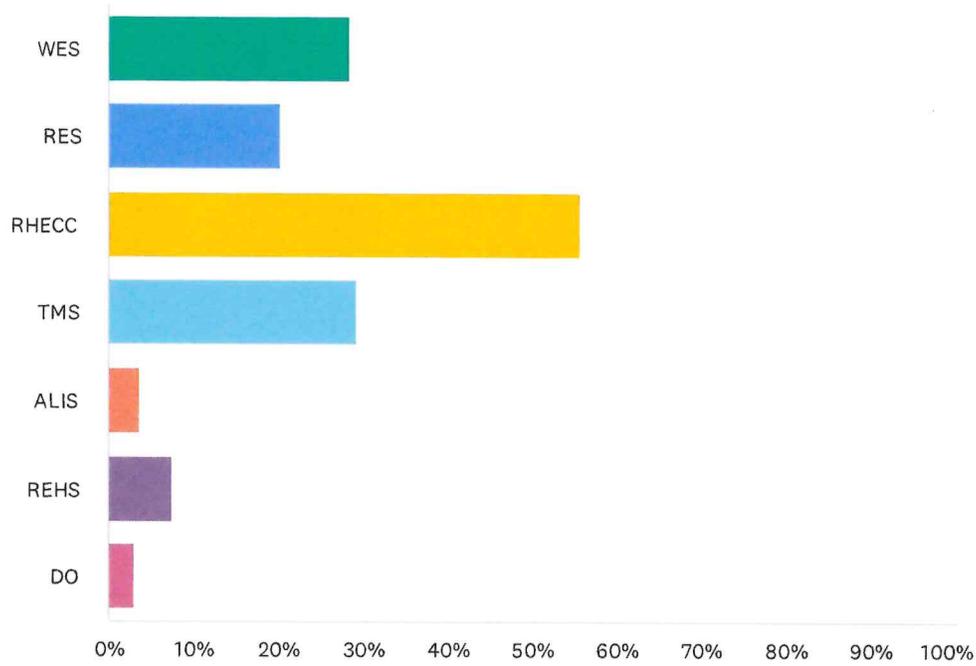
**ANSWER CHOICES**

**RESPONSES**

Parent/Guardian Padre/Tutor	44.25%	150
Certificated Staff Personal certificada/certificado	30.68%	104
Classified Staff Personal clasificada/classificado	15.63%	53
Student Alumna/Alumno	20.65%	70
<b>Total Respondents: 339</b>		

## Q2 What schools are you associated with? ¿Con qué escuelas estás asociado?

Answered: 339 Skipped: 0

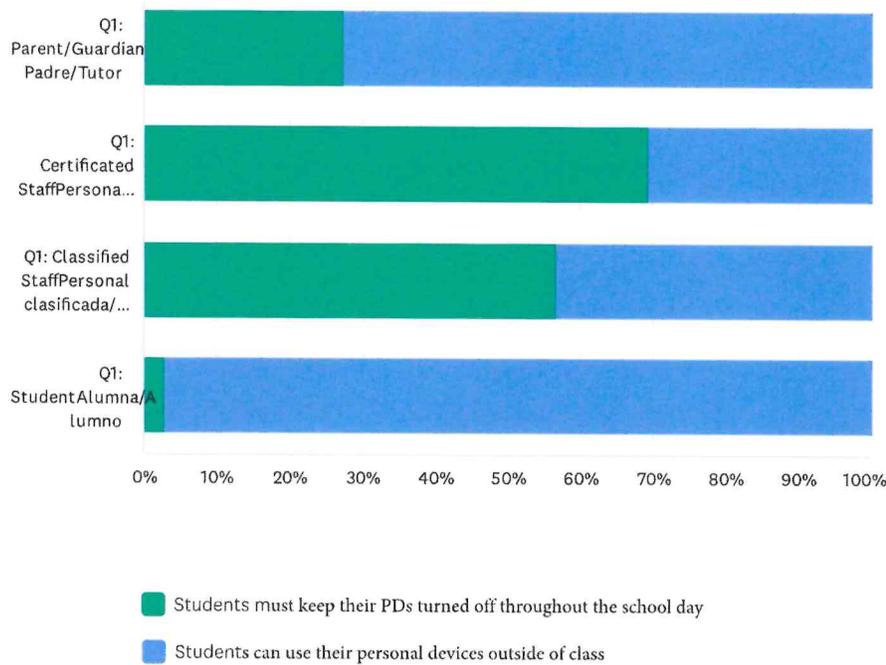


ANSWER CHOICES	RESPONSES	
WES	28.32%	96
RES	20.35%	69
RHECC	55.75%	189
TMS	29.20%	99
ALIS	3.54%	12
REHS	7.37%	25
DO	2.95%	10

Total Respondents: 339

### Q3 Which Personal Device Policy do you think will be more effective? ¿Qué política de dispositivos personales cree usted que será más eficaz?

Answered: 339 Skipped: 0



**STUDENTS MUST KEEP THEIR PERSONAL DEVICES TURNED OFF AND IN A BACKPACK THROUGHOUT THE SCHOOL DAY. STUDENTS ARE NOT ALLOWED TO USE THEIR PERSONAL DEVICES WHILE ON CAMPUS. LOS ESTUDIANTES DEBEN MANTENER SUS DISPOSITIVOS PERSONALES APAGADOS Y EN UNA MOCHILA DURANTE TODA LA JORNADA ESCOLAR. NO SE PERMITE SU USO EN EL CAMPUS.**

**STUDENTS MUST KEEP THEIR PERSONAL DEVICES TURNED OFF AND IN THEIR BACKPACKS WHILE IN CLASS, BUT ARE FREE TO USE THEIR PERSONAL DEVICES WHEN THEY ARE ON CAMPUS BUT OUTSIDE OF CLASS. LOS ESTUDIANTES DEBEN MANTENER SUS DISPOSITIVOS PERSONALES APAGADOS Y EN SUS MOCHILAS MIENTRAS ESTÉN EN CLASE, PERO SON LIBRES DE USAR SUS DISPOSITIVOS PERSONALES CUANDO ESTÉN EN EL CAMPUS PERO FUERA DE CLASE.**

**TOTAL**

Group	Students must keep their PDs turned off throughout the school day (%)	Students can use their personal devices outside of class (%)	Total
Q1: Parent/Guardian Padre/Tutor	27.33% 41	72.67% 109	44.25% 150
Q1: Certificated Staff/Personal certificada/certificado	69.23% 72	30.77% 32	30.68% 104
Q1: Classified Staff/Personal clasificada/classificado	56.60% 30	43.40% 23	15.63% 53
Q1: Student Alumna/Alumno	2.86% 2	97.14% 68	20.65% 70
<b>Total Respondents</b>	<b>130</b>	<b>209</b>	<b>339</b>

## **Student Personal Device Policy: Open Ended Responses**

### **In favor of Personal Device Policy #1: Personal Devices must be in the off position, in backpacks throughout the school day.**

- ...With use outside of the classroom, I am still worried about pictures and videos being uploaded to social media(violating individual privacy).
- Requiring students to have their personal devices powered off only during class and allowing them to be on during other times in the day means that enforcement of the policy is going to be placed almost completely on teachers and will be inconsistent across the school day. Students will be incentivized to power their devices back on during lunch and nutrition, and possibly even during passing periods, which means they will have to make the cognitively difficult decision to power their phone off and put it away again several times throughout the day, potentially at the start of each class. This sets the stage for negatively charged interactions between teachers and students as teachers will bear the responsibility for enforcing the district's policy. The more time that teachers need to spend on policing cellphones, the more valuable instructional/learning time will be lost. It's my opinion that keeping students away from their phones at school is already an uphill battle, but we can make it easier if we insist on a policy that is consistent across the board. Therefore, students' personal devices should be turned off and stowed away in their backpacks throughout the entire school day.
- It is very clear personal devices are lowering students learning achievements. Having devices allowed for use at lunch just sets up the periods for a fight with students after every break to put away the devices.
- I feel the first policy will work the best! The second policy still gives the students during passing period and lunch and nutrition the ability to video other student, fights, teachers etc. and then send these videos through the internet and u tube etc. I feel this is a big concern that can be demolished by no cell phones or devices during school.

### **In favor of Personal Device Policy #2: Personal Devices must be in the off position, in backpacks while in class. Students are allowed to use their personal devices while on campus and outside of class.**

- Lunch time is free time. Just like when I am at work. I'm Off the clock.
- I think that the complete restrictions on phones during the entirety of the school day is unrealistic and could pose more harm than good. People text friends and family during their breaks, and breaks are meant to give the student free time to do whatever they please during their school day...
- Students need communication with parents for emergencies but not while in class.
- I understand the rationale behind banning cell phones in classrooms. However, extending this ban to personal devices across the entire campus seems excessive and may not achieve the desired outcomes. Such a policy could lead to unnecessary frustration among students without addressing the core issues. Previously , when a campus-wide ban was attempted, it was ultimately unsuccessful due to widespread non-compliance, and I believe a similar outcome would occur if a full ban were re-implemented.
- Let us have our phones for nutrition and lunch please!!!

- With all of the dangers that occur I would like to ALWAYS be able to reach my children when they are not with me.
- Simply denying students access to their phone whenever wouldn't do much, they would just find more ways to use them in secret. With all due respect, we don't have enough people to stop kids from vaping in the bathrooms, I don't think phone use should be another strain on resources. Allowing them during breaks and their personal time respects the students and the teachers, allowing teachers to teach with no distractions, and students are allowed personal time on their own device. Something to consider is that students also have lives outside of school and the classroom, so if a parent or employer needs to contact the student they will need to be able to respond.
- I feel the need that my child be able to use their cellphones on campus. My husband and I are divorced, sometimes we need to text/call our children when something comes up and they have to go to their father's house. My child should be able to have access to their cellphone out of class.

### **Keys to successful implementation**

The problems I can see with the implementation is weak classroom management skills not following through with violations of policy; administrators being overwhelmed with violations and then not following through with what they need to do to hold students accountable.

Strong consequences must be implemented for students who do not follow the policy. All staff (including CSOs) must be on the same page and not make exceptions

I think the devices should be at least on silent/airplane/ or do not disturb. This would allow faster access for the student to call the parents or 911 in case of an emergency or active shooter.

## **Recommendation from Personal Device Policy Committee**

The Personal Device Policy Committee met on 2-25-25. The attendees were:

- Dan Wexler
- Justin Wright
- Mario Gutierrez
- Robyn Calzada
- Suresh Bajnath
- Dane Adams
- Debi Keys

The Committee recommended adopting the following student personal device policy: **Personal Devices must be in the off position, in backpacks throughout the school day.** The main reason for restricting student personal device use outside the classroom is: “The policy needs to be campus wide, all day, in my opinion, because most altercations happen during lunch, passing periods, and getting on the bus/leaving campus, thus the need for the policy to be in place for the entirety of the day.”

**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: **X** April 2025 (for period Jan 1-Mar 31)  
 (Check one)  July 2025 (for period Apr 1-Jun 30)  
 Oct. 2025 (for period Jul 1 - Sep 30)  
 Jan. 2026 (for period Oct 1 - Dec 31)

Date for information to be reported publicly at **governing board** meeting:  
**X** April 02, 2025 (for period Jan 1-Mar 31, 2024)  
 July 16, 2025 (for period Apr 1-Jun 30, 2024)  
 Oct. 01 2025 (for period Jul 1 - Sep 30, 2024)  
 Jan. 21, 2026 (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
- X** 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	4	4	0
Teacher Vacancy or Mis-assignment	5	5	
Facilities Conditions	0	0	0
<b>TOTALS</b>	<b>9</b>	<b>9</b>	<b>0</b>

Dr. Larry Mendez

*Dr. Larry Mendez*

\_\_\_\_\_  
Signature of District Assistant Superintendent



## SOUTHERN KERN UNIFIED SCHOOL DISTRICT

2601 Rosamond Blvd.  
Rosamond, CA 93560  
(661)256-5000 Fax (661)256-1247

**Embracing the Whole Child**

**Governing Board**  
*Mario Gutierrez, President*  
*Robert Vincelette, Jr., Vice President*  
*Sunni Hepburn, Clerk*  
*Adrienne Rendon, Member*  
*Justin Wright, Member*  
**Superintendent**  
*Barbara Gaines*  
**Associate Superintendent HR**  
*Leanne Hargus*  
**Assistant Superintendent SPED,**  
**Pupil Personnel**  
*Sheryl Taylor*  
**Assistant Superintendent Ed.Serv.**  
*Dr. Larry Mendez*  
**Chief Business Officer**  
*Robert Irving*

DATE: March 28, 2025

TO: Members of the General Public  
Rosamond Teachers Association/ CTA/NEA

FROM: Board of Trustees  
Southern Kern Unified School District

RE: INITIAL SUCCESSOR PROPOSAL OF THE PUBLIC-SCHOOL EMPLOYER TO THE ROSAMOND TEACHERS ASSOCIATION/CTA/NEA FOR 2024-2025 COLLECTIVE BARGAINING NEGOTIATIONS

The Board of Trustees in compliance with Government Code Section 3547, makes the following Initial Successor Proposal (Sunshine Proposal) to the Rosamond Teachers Association/ CTA/NEA for the 2024-2025 school year:

District's Initial Proposal:

1. **Article XXI:** Compensation - The District will propose changes to this article in order to address current economic conditions. The District's proposal(s) may include changes to Appendices A and B.
2. **Article XXII:** Health and Welfare Benefits - The District will propose changes to this article in order to address current economic conditions.
3. The District reserves the right to reopen additional articles with proper notice

The District may offer new proposals, counter-proposals, withdrawal of proposals and/or other changes to proposals that are responsive to discussions that occur during negotiations, or that the District deems necessary in response to changes in education funding or other education requirements.

The District may propose non-substantive changes language in various articles in order to eliminate typographical errors or to clarify the intent of information contained therein. The Board and Administration look forward to an early and amicable settlement of negotiations.



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



CHANGE ORDER No. 07

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

CONTRACTOR: Medallion Contracting Inc. DATE: 3/26/2025

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 50 - Install owner furnished outdoor seating	\$ 6,885.51
PCO 51 - Replace three 20A breakers with 15A breakers in panel LA	\$ 643.18
PCO 52 - Replace receptacles and breakers to both self-service cases at the serving line.	\$ 861.85
PCO 53 - Install vinyl graphic at Northern wall of Dining Room	\$ 23,964.33
PCO 54 - Rewire the kitchen hood control panel, Ansul system, and gas valve such that all are on the same circuit and can completely shut off properly in the event of an emergency.	\$ 2,177.57
<b>TOTAL CHANGE</b>	<b>\$ 34,532.44</b>

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

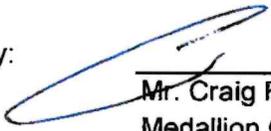
The original (Contract Sum) was	\$ 9,947,698.00
New change by previously authorized requests and changes	\$ 517,702.97
The (Contract Sum) prior to this Change Order was	\$ 10,465,400.97
The (Contract Sum) will be increased by this Change Order	\$ 34,532.44
The new (Contract Sum) including this Change Order # 07 will be	\$ 10,499,933.41
The Contract Time will be increased by <u>5</u> days	

**Authorize:**

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

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

By: \_\_\_\_\_  
 Barbara Gaines  
 Superintendent, SKUSD

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

Date: \_\_\_\_\_

Date: 3/26/2025

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



# PCO APPROVAL COVERSHEET

#44 (PCO#50) R  
Date: 03/24/25

<b>PROJECT:</b> <i>(name and address)</i> SKUSD- New Cafeteria at Rosamond High Early College Campus 2925 Rosamond Blvd., Rosamond, CA 93560	<b>CONTRACT INFORMATION:</b> Contract For: SKUSD-RHECC-NCB Contract Date: 08/04/23	<b>OWNER:</b> <i>(name and address)</i> Southern Kern Unified School District 2601 Rosamond Blvd., Rosamond, CA 93560
<b>CONTRACTOR:</b> <i>(name and address)</i> Medallion Contracting 42424 4 <sup>th</sup> St. East Lancaster, CA 93535	<b>ARCHITECT:</b> <i>(name and address)</i> Flewelling & Moody 1035 West Lancaster Boulevard Lancaster, CA 93534.	<b>CONSTRUCTION MANAGER:</b> <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 #26, the Contractor is to install owner furnished outdoor seating.**

### PROPOSED ADJUSTMENTS

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

- Lump Sum increase of **\$6,885.51**
- 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

Rawley Davis  
PRINTED NAME AND TITLE

3-26-25  
DATE

HPLE, Inc.

CONSTRUCTION MANAGER *(Firm name)*

SIGNATURE

Rodrigo Mejia  
PRINTED NAME AND TITLE

3/26/25  
DATE

Flewelling and Moody

ARCHITECT *(Firm name)*

SIGNATURE

Matt Buchanan  
PRINTED NAME AND TITLE

3/26/25  
DATE

END



FLEWELLING & MOODY  
ARCHITECTS AND ENGINEERS

## 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. 26**

Project: RHECC Cafeteria Bldg.

Job Number: 2990

Date: February 5, 2025

Reference Installation of Outdoor Furniture

**Provide all labor and materials for the installation of Owner furnished outdoor dining furniture, per attached DSA approved CCD-A No. 5. Price should include field verification and location of existing rebar to avoid conflicts with epoxy anchors.**

### ACTION TO BE TAKEN:

1.  A price change request is made for the listed items. Do not proceed with the work until written approval is received.
2.  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.  Information for clarification only, is hereby submitted. A change in project cost or time is not anticipated.
4.  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.

*Matt Buchanan*

Matt Buchanan



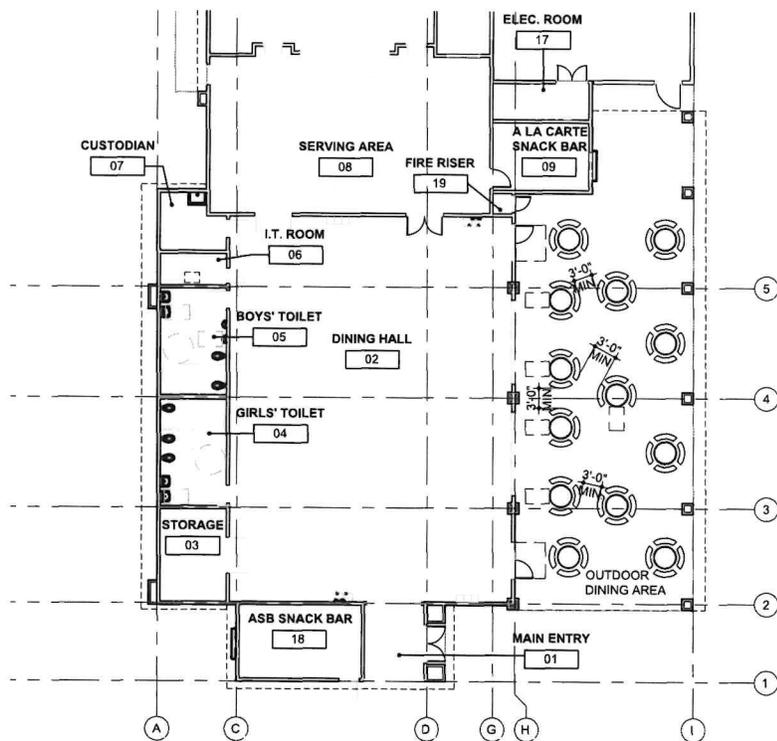
# APPLICATION FOR SUBMITTAL OF POST-APPROVAL DOCUMENT

This application is for submittal of documents, after the initial approval of the project (post-approval documents), that require Division of the State Architect (DSA) review and approval. This form shall be completed by the Design Professional in General Responsible Charge of the project, in accordance with California Code of Regulations, Title 24, Part 1, Sections 4-317, 4-323 and 4-338 and in compliance with DSA IR A-6: Construction Change Document Submittal and Approval Process.

DSA documents referenced within this form are available on the [DSA Forms](#) or [DSA Publications](#) webpages.

<b>1. SUBMITTAL TYPE: (Is this a resubmittal? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>)</b>			
Deferred Submittal <input type="checkbox"/>	Addendum Number:	Revision Number:	CCD Number: 005 Category A <input checked="" type="checkbox"/> or B <input type="checkbox"/>
<b>2. PROJECT INFORMATION:</b>			
School District/Owner: Southern Kern Unified School District		DSA File Number: 15 H10	
Project Name/School: Rosamond High School - Cafeteria		DSA Application Number 03 122536	
<b>3. APPLICANT INFORMATION:</b>			
Date Submitted: 12/13/24		Attached Pages? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Number of pages? 2	
Firm Name: Flewelling & Moody, Inc.		Contact Name: Megan Fries	
Work Email: mfries@flewelling-moody.com		Work Phone: (661) 949-0771	
Firm Address: 1035 West Lancaster Blvd.		City: Lancaster	State: CA Zip Code: 93534
<b>4. REASON FOR SUBMITTAL: (Check applicable boxes)</b>			
<input type="checkbox"/> For revision or addendum prior to construction.		<input checked="" type="checkbox"/> For a project currently under construction.	
<input type="checkbox"/> For a project that has a form DSA 301-N: Notification of Requirement for Certification, DSA 301-P: Posted Notification of Requirement for Certification or a 90-Day Letter issued.			
<input type="checkbox"/> To obtain DSA approval of an existing uncertified building or buildings.			
<input type="checkbox"/> For Category B CCD this is: <input type="checkbox"/> a voluntary submittal, <input type="checkbox"/> a DSA required submittal (attach DSA notice requiring submission).			
<b>5. DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE:</b>			
Name of the Design Professional In General Responsible Charge: Matt Buchanan			
Professional License Number: C-26053		Discipline: Architect	
<b>Design Professional in General Responsible Charge Statement:</b> The attached post-approval documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. They are acceptable for incorporation into the construction of the project.			
Signature: <u>Matt Buchanan</u>			
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE			
<b>6. CONFIRMATION, DESCRIPTION AND LISTING OF DOCUMENTS:</b>			
For addenda, revisions, or CCDs: CHECK THIS BOX <input checked="" type="checkbox"/> to confirm that all post-approval documents have been stamped and signed by the Responsible Design Professional listed on form DSA 1: Application for Approval of Plans and Specifications for this project. (For Deferred Submittals, refer to IR A-18: Use of Construction Documents Prepared by Other Professionals, and IR A-19: Design Professional's Signature and Seal (Stamp) on Construction Documents, when applicable, for signature and seal requirements.)			
Provide a brief description of construction scope for this post-approval document (attach additional sheets if needed): Providing Outdoor Dining Furniture Plan and detail for dining table installation.			
List of DSA-approved drawings affected by this post-approval document: N/A			

DSA USE ONLY		
	Returned	DSA STAMP
SSS <u>DC</u> Date <u>01/26/2025</u> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Not Required	Date:	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>APPROVED</p> <p>DIV. OF THE STATE ARCHITECT</p> <p>APP: 03-122536 INC:</p> <p>REVIEWED FOR</p> <p>SS <input checked="" type="checkbox"/> FLS <input type="checkbox"/> ACS <input checked="" type="checkbox"/></p> <p>DATE: <u>01/26/2025</u></p> </div>
Comments:	By:	
FLS _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Not Required		
Comments:		
ACS <u>SC</u> Date <u>12/16/24</u> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Not Required		
Comments:		



LEGEND:

- 6-SEAT w/  
1 ADA TABLE (BELSON TRSP-463S-PS)
- 8-SEAT TABLE (BELSON TRSP-464S-PS)

TOTAL NO. TO TABLE:

- 6-SEAT TABLE w/ ADA = (5) X 7 = 35 STUDENTS
- 8-SEAT TABLE = (8) X 8 = 64 STUDENTS
- TOTAL OUTDOOR DINING SEATING = 99 STUDENTS

# OUTDOOR DINING AREA FURNITURE PLAN

SCALE : 1/16" = 1'-0"

PROJECT NUMBER :  
 SHEET NO. :  
 SHEET REFERENCE :

1  
CCDA5-1

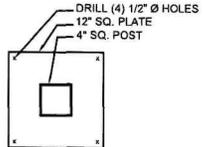
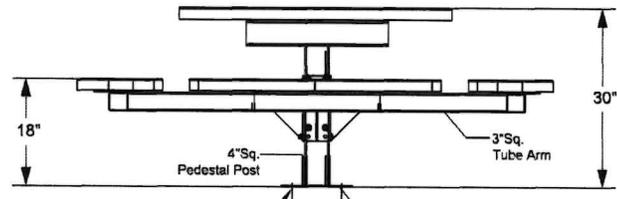
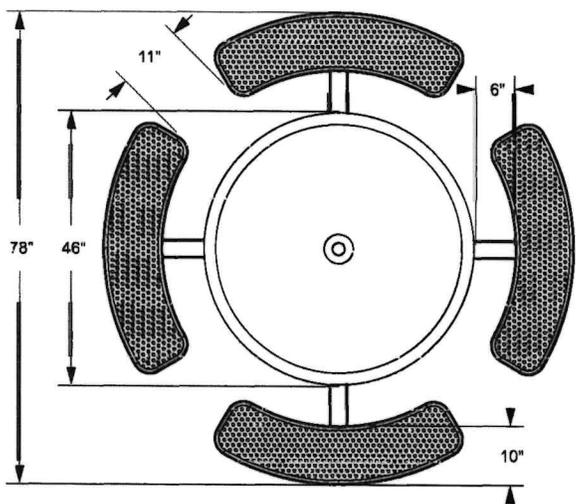
APPROVED  
 DIV. OF THE STATE ARCHITECT  
 APP: 03-122536 INC.  
 REVIEWER FOR  
 SS  FLS  ACS   
 DATE: 01/26/2025

FLEWELLIN architects// An Employee Owned Corporation  
 License # 33334-030 www.flewelling.com



OUTDOOR DINING PLAN  
 CCD-A NO. 5  
 ROSAMOND EARLY COLLEGE CAMPUS  
 for  
 SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
 ROSAMOND, CA 93550

Date: 12-13-2024  
 Job No. 2990  
 Sheet No. CCDA5-1



(4) 3/8" X 2-3/4" THREADED ROD  
 EMBEDDED 4" MIN. INTO SIMPSON EPOXY  
 'SET-3G' ICC-ES ESR-4057

4" THICK CONCRETE  
 SLAB WITH #3 AT 15"  
 O.C. E.W. (MIN. SIZE  
 4'-3" X 4'-3" X 4" THICK)

**OUTDOOR DINING TABLE**

SCALE : N.T.S.

PROJECT NUMBER =  
 DRAWING NO. =  
 SHEET NO. =

1  
 CCDAS-2

APPROVED  
 DIV OF THE STATE ARCHITECT  
 APP. 03-122538 INC.  
 REVIEWED FOR  
 SS  FLS  ACS   
 DATE: 01/26/2025

**FLEWELLIN**  
 architects for  
 An Employee Owned Corporation  
 10150 Wilshire Blvd., Suite 1000  
 Los Angeles, CA 90024  
 Tel: 310.441.8800  
 Fax: 310.441.8801  
 www.flewelling.com

LICENSED ARCHITECT  
 MATTHEW BUCHANAN  
 C-26053  
 Exp. 06/30/2025  
*Matthew Buchanan*

OUTDOOR DINING PLAN  
 CCD-A NO. 5  
 ROSAMOND EARLY COLLEGE CAMPUS  
 for  
 SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
 ROSAMOND, CA 93560

Date: 12-13-2024  
 Job No.: 2990  
 Sheet No.: CCDAS-2



# PCO APPROVAL COVERSHEET

#47 (PCO#51)  
Date: 03/24/25

**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 4<sup>th</sup> St. East Lancaster. CA 93535

**ARCHITECT:** *(name and address)*  
Flewelling & Moody  
1035 West Lancaster Boulevard  
Lancaster, CA 93534,

**CONSTRUCTION MANAGER:** *(name and address)*  
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 response to RFI #159, the Contractor to replace three 20A breakers with 15A breakers in panel LA.

### PROPOSED ADJUSTMENTS

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

- Lump Sum increase of **\$643.18**
- 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

3/26/25  
DATE

HPLE, Inc.

CONSTRUCTION MANAGER *(Firm name)*

SIGNATURE

Rodrigo Mejia  
PRINTED NAME AND TITLE

3/26/25  
DATE

Flewelling and Moody

ARCHITECT *(Firm name)*

SIGNATURE

Matt Buchanan  
PRINTED NAME AND TITLE

3/26/25  
DATE

END



**Request for Information**

Project: Rosamond High Cafeteria      Date: \_\_\_\_\_ 11-13-24 \_\_\_\_\_ RFI NO159 \_\_\_\_\_

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 #44 from Coast Construction Group regarding the 14 GA.

manufacturers wiring at Dry Storage/Cooler/Freezer and 20A breaker call outs. Please advise.

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Response: Replacing the 20A breakers to 15A is acceptable.

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11-20-2024

## Request For Information (RFI)

**PROJECT TITLE:**

Rosamond High Early College Campus Cafeteria

**CONTRACTOR:**

Coast Construction Group

**DATE:**

11/11/2024

RFI #44

**RE:**

Flewelling &amp; Moody Job #2990

**SPEC. SECTIONS:**

DIV 26

**DISCIPLINE:**

Electrical

**REFERENCE:**

FREEZER/COOLER/DRY STORAGE UNIT

**Issue:**

Prewired circuits for lighting in the above unit were installed with #14 wire.

Per sheet E103 panelboard "LA" circuits 13-15-17 indicate 20A breakers and was purchased as such.

Contractor suggests changing these three breakers to 15A.

Please advise.

Rick Sawyer, Estimator

11/11/2024



A/E ANSWER REQUIRED



CONT. AS-BUILT REQUIRED

ANSWERED BY:

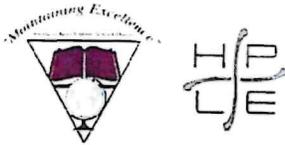
TITLE:

DATE:

APPROVED BY:

TITLE:

DATE:



# PCO APPROVAL COVERSHEET

#48 (PCO#52)  
Date: 03/24/25

<b>PROJECT:</b> <i>(name and address)</i> SKUSD- New Cafeteria at Rosamond High Early College Campus 2925 Rosamond Blvd., Rosamond, CA 93560	<b>CONTRACT INFORMATION:</b> Contract For: SKUSD-RHECC-NCB Contract Date: 08/04/23	<b>OWNER:</b> <i>(name and address)</i> Southern Kern Unified School District 2601 Rosamond Blvd., Rosamond, CA 93560
<b>CONTRACTOR:</b> <i>(name and address)</i> Medallion Contracting 42424 4 <sup>th</sup> St. East Lancaster, CA 93535	<b>ARCHITECT:</b> <i>(name and address)</i> Flewelling & Moody 1035 West Lancaster Boulevard Lancaster, CA 93534.	<b>CONSTRUCTION MANAGER:</b> <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 response to RFI #169, the Contractor to replace receptacles and breakers to provide 15 Amps and 240 Volts to both self-service cases at the serving line.

**PROPOSED ADJUSTMENTS**

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

- Lump Sum increase of \$861.85
- 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**  
 3/26/25  
**DATE**

HPLE, Inc.  
**CONSTRUCTION MANAGER** *(Firm name)*  
  
**SIGNATURE**  
 Rodrigo Meira  
**PRINTED NAME AND TITLE**  
 3/26/25  
**DATE**

Flewelling and Moody  
**ARCHITECT** *(Firm name)*  
  
**SIGNATURE**  
 Matt Buchanan  
**PRINTED NAME AND TITLE**  
 3/26/25  
**DATE**

END



## Request For Information (RFI)

**PROJECT TITLE:**

Rosamond High Early College Campus Cafeteria

**CONTRACTOR:**

Coast Construction Group

**DATE:**

02/25/2025

RFI #50

**RE:**

Flewelling &amp; Moody Job #2990

**SPEC. SECTIONS:**

DIV 26

**DISCIPLINE:**

Electrical

**REFERENCE:**

Sheets E103, E501 &amp; FS2.0

**Issue:**

In reference to our RFI 49 and Medallion RFI 168 engineer's response directive we noted on the equipment that the maximum overcurrent protection was 15 amps. The equipment has cords with a NEMA 615P molded plug attached. A picture of what was noted on the equipment is included with this RFI.

Please advise

Rick Sawyer, Estimator

02/25/2025



A/E ANSWER REQUIRED



CONT. AS-BUILT REQUIRED

ANSWERED BY:

TITLE:

DATE:

APPROVED BY:

TITLE:

DATE:

# Structural Concepts® Reveal

888 E. Porter Road - Muskegon, MI 49441



Intertek

3048256



Intertek

3048256

Conforms to UL Std. 471  
 Conforms to NSF/ANSI Stds. 2&7  
 CERTIFIED TO CAN/CSA  
 STD C22.2 NO 120

THIS EQUIPMENT IS INTENDED FOR STORAGE AND DISPLAY OF  
 HAZARDOUS/INON-HAZARDOUS PACKAGED PRODUCTS ONLY

ELECTRICAL RATING  
 REFRIGERANT  
 DESIGN PRESSURE  
 MINIMUM CIRCUIT AMPACITY  
 MAXIMUM OVERCURRENT

220/1/60 12 A  
 R613A AMOUNT 3 LB 10 OZ  
 HIGH 186 LOW 88  
 15A  
 15A

MODEL NR6055R5SV  
 SERIAL NO. 07202400013906

Super Heat Temp  
 Defrost  
 Refer to Control Parameters for detailed settings.

6-8°F  
 6 defrosts per day, 45° F

FOR PARTS AND SERVICE CALL 1-800-433-9490

SCAN FOR PRODUCT LITERATURE



TYPE II DISPLAY REFRIGERATOR. THIS EQUIPMENT IS INTENDED FOR USE IN AN AREA WHERE  
 THE ENVIRONMENTAL CONDITIONS ARE CONTROLLED AND MAINTAINED SUCH THAT THE AMBIENT TEMPERATURE DOES NOT EXCEED 80°F (27°C)/95%RH.  
 TYPE II AFFICHAGE REFRIGERATEUR : CET EQUIPEMENT EST CONÇU POUR UNE UTILISATION DANS UNE REGION OÙ LES CONDITIONS  
 ENVIRONNEMENTALES SONT CONTRÔLÉES ET MAINTENUES TELS QUE LA TEMPERATURE AMBIANTE NE DÉPASSE PAS 80 ° F (27°C)/95%RH.



**WARNING:** This product can expose you to  
 chemicals, including Urethane (Ethyl Carbamate),  
 which are known to the state of California to cause  
 cancer and birth defects or other reproductive harm.  
 For more information go to P65Warnings.ca.gov.

P/N 21-03477

Control	Thermostat Settings	Application Setting
Model	NR6055R5SV REAR DOOR	
HotKey	EZY	Ph
Set Point	32.00	1
St. Temperature Set Point (Deg F°)	32.00	1
rd: Control delta (Deg F°)	1.00	22
r1: Minimum Set Point Value (Deg F°)	30.00	11
r2: Maximum Set Point Value (Deg F°)	34.00	18
r4: night-time set point delta CR (3: direct/verse)	2.00	28
c2: Minimum Compressor Off Time (mins)	5	
c3: Minimum Compressor On Time (mins)	5	
di: Interval between defrosts (hrs)	4	
dt: End Defrost Temperature (Deg F°)	45	
dp: Maximum Defrost Duration (mins)	45	
dd: Dripping Time After Defrost (mins)	0	



# PCO APPROVAL COVERSHEET

#45 (PCO#53)  
Date: 03/24/25

**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 4<sup>th</sup> St. East Lancaster, CA 93535

**ARCHITECT:** *(name and address)*  
Flewelling & Moody  
1035 West Lancaster Boulevard  
Lancaster, CA 93534,

**CONSTRUCTION MANAGER:** *(name and address)*  
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 #13, Contractor to install vinyl graphic at Northern wall of Dining Room.**

### PROPOSED ADJUSTMENTS

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

- Lump Sum increase of **\$23,964.33**
- 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 + 2 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

Rowley Davis

PRINTED NAME AND TITLE

3/26/25

DATE

HPLE, Inc.

**CONSTRUCTION MANAGER** *(Firm name)*

SIGNATURE

Rodrigo Mejia

PRINTED NAME AND TITLE

3/26/25

DATE

Flewelling and Moody

**ARCHITECT** *(Firm name)*

SIGNATURE

Matt Buchanan

PRINTED NAME AND TITLE

3/26/25

DATE

END



# INSTRUCTIONAL BULLETIN

---

<input type="checkbox"/> <b>Los Angeles Office</b> 815 Colorado Blvd., Suite 200 Los Angeles, California 90041 323.543.8300	<input checked="" type="checkbox"/> <b>Lancaster Office</b> 1035 West Lancaster Boulevard. Lancaster, CA 93534 661.949.0771
--	--

---

**IB No. 13**

Project: RHECC Cafeteria Bldg.

Job Number: 2990

Date: April 16, 2024

Reference A5.04

**As per District’s request, provide a cost for labor and material for the design and installation of a graphic wall design for the north wall of the dining hall. See attached sheet A5.04 for reference.**

**ACTION TO BE TAKEN:**

- 
1.  A price change request is made for the listed items. Do not proceed with the work until written approval is received.

---

  2.  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.  Information for clarification only, is hereby submitted. A change in project cost or time is not anticipated.

---

  4.  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

---

APPROVED  
BY THE STATE ARCHITECT  
APP. 03-122536 INC. 0  
REVIEWED FOR  
SSE PLSD ACSB  
DATE 12/28/23



**FLEWELLING & MOODY**  
ARCHITECTS

HEADQUARTERS OFFICE:  
811 Colorado Blvd, Suite 200  
3300 West 10th Ave, Suite 100  
E-1601  
Boulder, CO 80502  
Phone: 303.440.8800  
Email: info@flewellingmoody.com

ANTELOPE VALLEY OFFICE:  
103 West 10th Street, Suite 100  
400 West 10th Street, Suite 100  
E-1601  
Boulder, CO 80502  
Phone: 303.440.8800  
Email: info@flewellingmoody.com



ARCHITECT  
CONSULTANT

Drawn By:	Designer:
Checked By:	Architect:
Revised:	Date:
Scale:	Sheet No.:

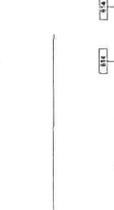
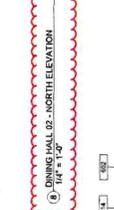
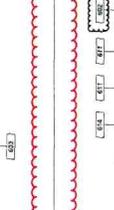
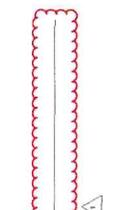
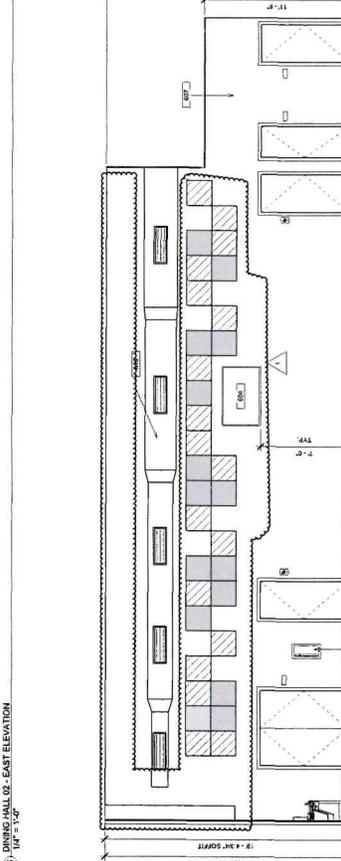
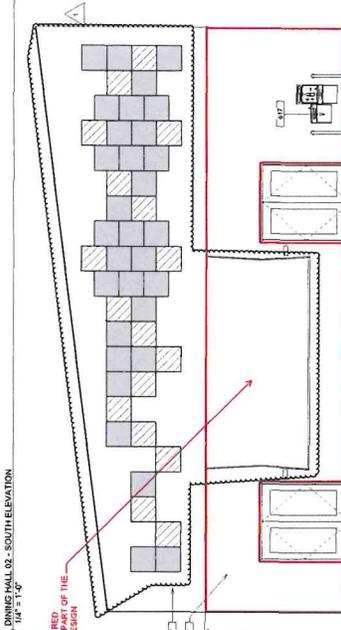
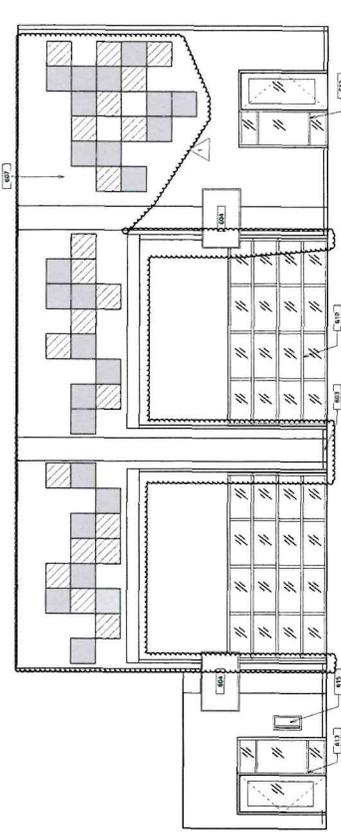
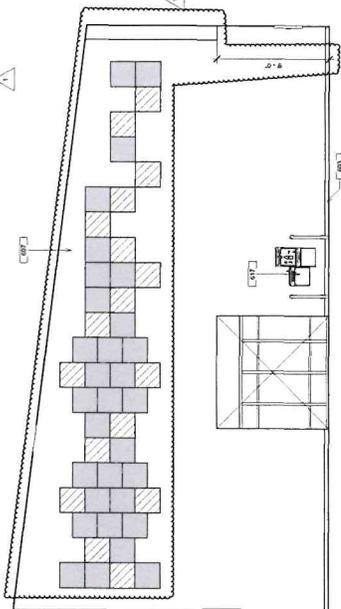
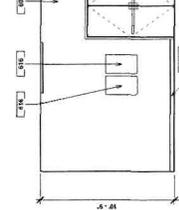
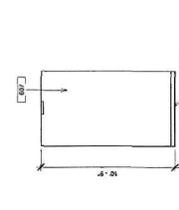
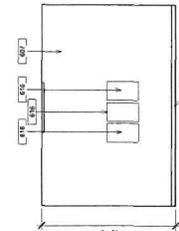
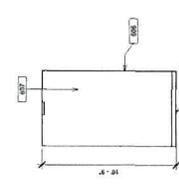
**SOUTHERN KERN UNIFIED  
SCHOOL DISTRICT**  
**ROSEMOUND HIGH EARLY  
COLLEGE CAMPUS**  
202 WEST ROSAMOND BLVD.  
ROSEMOUND, CA 95450

**INTERIOR  
ELEVATIONS**

Sheet No. **A5.04**  
Job No. 2390 000  
Date 01.30.2023

- INTERIOR ELEVATION LEGEND**
- 601 FINISH TO BE SELECTED BY ARCHITECT.
  - 602 FINISH TO BE SELECTED BY ARCHITECT.
  - 603 FINISH TO BE SELECTED BY ARCHITECT.
  - 604 FINISH TO BE SELECTED BY ARCHITECT.
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  - 618 FINISH TO BE SELECTED BY ARCHITECT.
  - 619 FINISH TO BE SELECTED BY ARCHITECT.
  - 620 FINISH TO BE SELECTED BY ARCHITECT.

- TECHNICAL LEGEND**
- TECHNICAL SYMBOLS: ARCHITECT TO SELECT FROM FINISHING COLOR, TOTAL 105 PANELS
  - TECHNICAL SYMBOLS: ARCHITECT TO SELECT FROM FINISHING COLOR, TOTAL 15 PANELS



NOTE: THE INTENT OF THIS DRAWING IS TO  
SHALL REMAIN UNCHANGED PER DSA  
DATED 03/24/2023.

ALL PROMOTIONS, ETC.  
41758 12th Street West, Unit A  
Palmdale, Ca. 93551  
Tel 661.723.1320

March 26, 2024

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

Attn: Barbara Gaines

Subject : Graphic Design Services  
Rosamond High School

Thank you for the opportunity to provide Design Services for the proposed dining area  
of Rosamond High School

Item 2

Wall Mural Graphic Design

Dining Hall- North Wall

Approximate Area 8'-6" Height x 40' Length

Provide Conceptual Design as per clients initial design request

Revise Conceptual Design (maximum 4 written requests for changes)

Complete Final design - Provide client with digital rasterized file

\$1,260.00

**Approved by:**

**Name** \_\_\_\_\_

**Title** \_\_\_\_\_

PRICE PROVIDED BY ALL  
PROMOTIONS FOR GRAPHIC DESIGN  
ONLY





# PCO APPROVAL COVERSHEET

#46 (PCO#54r)  
Date: 03/24/25

**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 4<sup>th</sup> St. East Lancaster, CA 93535

**ARCHITECT:** (name and address)  
Flewelling & Moody  
1035 West Lancaster Boulevard  
Lancaster, CA 93534,

**CONSTRUCTION MANAGER:** (name and address)  
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 to RFI #171, Contractor to rewire the kitchen hood control panel, Ansul system, and gas valve such that all are on the same circuit and can completely shut off properly in the event of an emergency.

### PROPOSED ADJUSTMENTS

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

- Lump Sum increase of \$2,177.57
- 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

3/26/25  
DATE

HPLE, Inc.  
CONSTRUCTION MANAGER (Firm name)

SIGNATURE

Rodrigo Mejia  
PRINTED NAME AND TITLE

3/26/25  
DATE

Flewelling and Moody  
ARCHITECT (Firm name)

SIGNATURE

Matt Buchner  
PRINTED NAME AND TITLE

3/26/25  
DATE

END



## Request for Information

Project: Rosamond High Cafeteria      Date: \_\_\_\_\_ 3-4-25 \_\_\_\_\_ RFI NO. 171 \_\_\_\_\_

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: XX

**Information Needed:** See attached RFI #51 from Coast Construction Group regarding site visit on Friday 2-28-25 at 9:00 AM. The items listed on Coast Construction Group, RFI #51, was what we discussed on site. Please confirm so we can move forward with pricing and schedule.

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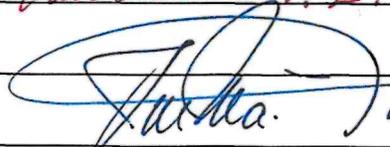
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Response: Proposed is acceptable.

3/4/25 Mike Mundschum P.E.

 Mike Mundschum P.E. 3/11/25

## Request For Information (RFI)

PROJECT TITLE: Rosamond High Early College Campus Cafeteria		
CONTRACTOR: Coast Construction Group	DATE: 03/04/2025	RFI #51
RE: Flewelling & Moody Job #2990	SPEC. SECTIONS: DIV 26	
DISCIPLINE: Electrical	REFERENCE: Captivaire Hood Control Panel	

Please confirm the following items required for completion of the hood control panel per the site meeting which took place on 02/28/2025.

1-Remove circuit LA-29 from hood control panel achieving a single source connection.

2-Circuit LB-32 will now be used for the following:

- Power to hood control panel.
- Power to Ansul panel.
- Control circuit for equipment shutoff as indicated on sheet FA102 detail 8.
- Control for gas valve.

3-Wire duct temperature sensors in series.

4-Run conduit from pull station to hood control panel.

Rick Sawyer, Estimator		03/04/2025
------------------------	--	------------

A/E ANSWER REQUIRED     
  CONT. AS-BUILT REQUIRED

ANSWERED BY:	TITLE:	DATE:
APPROVED BY:	TITLE:	DATE:



# AIA® Document G701® – 2017

## Change Order

**PROJECT:** *(Name and address)*  
After School Program at  
Rosamond Elementary School  
3082 Glendower Street  
Rosamond, CA 93560

**CONTRACT INFORMATION:**  
Contract For: General Construction  
  
Date: October 3, 2024

**CHANGE ORDER INFORMATION:**  
Change Order Number: 002  
  
Date: March 27, 2025

F&M Job No. 3000.150

**OWNER:** *(Name and address)*  
Southern Kern Unified School District  
2601 Rosamond Blvd.  
Rosamond, CA 93560

**ARCHITECT:** *(Name and address)*  
Flewelling & Moody, Inc.  
1035 West Lancaster Blvd.  
Lancaster, CA 93534

**CONTRACTOR:** *(Name and address)*  
Coast Construction Group  
530 West Avenue L  
Lancaster, CA 93534

### THE CONTRACT IS CHANGED AS FOLLOWS:

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*

See attached sheets for explanation.

The original Contract Sum was	\$	3,183,129.47
The net change by previously authorized Change Orders	\$	27,000.76
The Contract Sum prior to this Change Order was	\$	3,210,130.23
The Contract Sum will be increased by this Change Order in the amount of	\$	73,483.66
The new Contract Sum including this Change Order will be	\$	3,283,613.89

The Contract Time will be unchanged by zero (0) days.  
The new date of Substantial Completion will be unchanged.

### NOTE:

This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that 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.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

**ARCHITECT** *(Signature)*

BY: Matt Buchanan, VP, C-26053  
*(Printed name, title, and license number if required)*

3/27/25

Date

**CONTRACTOR** *(Signature)*

BY: ~~Trevor Gaskin, CEO/President~~  
Kathy Demors, CFO  
*(Printed name and title)*

3-27-25

Date

**OWNER** *(Signature)*

BY: Barbara Gaines, Superintendent  
*(Printed name and title)*

Date



**After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.150**

**CHANGE ORDER NO. 2**

March 27, 2025

**ITEM NO. 1 (COR No. 11R6)**

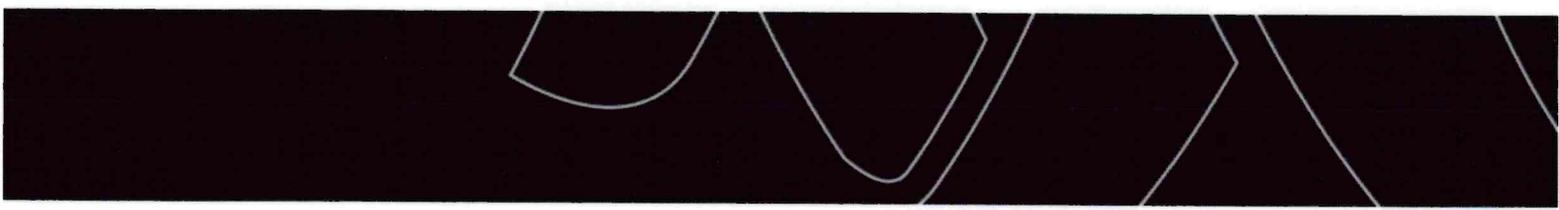
Description: Provide all labor and material necessary for removal and replacement of old electrical switchgear that serves old Rosamond Elementary School campus.

Requested By: District

Reason: Existing electrical switchgear's base has deteriorated and is leaning forward. Re-routing power supply of old Rosamond Elementary School campus to existing main switchgear so new campus and old campus will be under one Edison service. This is additional scope of work requested by the District.

Cost: \$73,483.66

Time Extension: 0 days



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

Project Name: Rosamond Elementary School Modernization  
 Building SF: -  
 Current Date: 3/26/2025  
 Change Order: 11  
 Project Number: 24149  
 Contract Date: 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 1,699.50	\$ 1,699.50	-	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	-	Project Management - Steven Navarro (PM /Estimator) * One (1) HR @ \$130PH * For Task Code Tracking Purposes
1380.000	PROJECT MANAGER	18	HR	\$ 90.00	\$ 1,620.00	-	* See Labor/Fringe/Burden Rates by Classification in Header Electrical Project Management - Rick Sawyer (Electrical PM/Estimator) * Eighteen (18) HRS @ \$90.00PH
1400.000	SUPERINTENDENT	1	HR	\$ 107.39	\$ 107.39	-	See Labor/Fringe/Burden Rates by Classification in Header Overall Project Superintendent - Dave Pugh * One (1) HR @ \$107.39PH
1690.000	EQUIPMENT RENTALS	1	LS	\$ 3,055.53	\$ 3,055.53	-	* For Task Code Tracking Purposes * See Labor/Fringe/Burden Rates by Classification in Header Equipment Rentals * Backhoe (Greenbelt) * Min-Excavator (Greenbelt) * Equipment Transportation Costs (Time & Fuel) * See Spreadsheet
<b>TOTAL DIVISION 1</b>						<b>\$ 6,612.42</b>	<b>\$ 0.00</b>

ITEM PROJECT TASK QTY UNIT UNIT COST SUBTOTAL COST PER SF DESCRIPTION

<b>DIV. 3 - Concrete</b>						
3030.000	MASS CONCRETE	1	LS	\$ 4,290.00	\$ 4,290.00	\$ -
Mass Concrete * Demo and Dispose of Existing Switch Gear Pad * Excavate and Compaction * Form and Rebar #4 * Pour, Level and Broom Finish * All Work Per Detail						
<b>TOTAL DIVISION 3</b>					<b>\$ 4,290.00</b>	<b>\$ 0.00</b>

<b>DIV. 16 - Electrical</b>						
16010.000	ELECTRICAL WORK	1	LS	\$ 21,944.51	\$ 21,944.51	\$ -
16010.000	ELECTRICAL WORK	408	HR	\$ 109.56	\$ 44,700.48	\$ -
16010.000	ELECTRICAL WORK	(1)	LS	\$ 19,456.08	\$ 19,456.08	\$ -
Electrical Materials * See Spreadsheet for Breakdown Electrical Labor - Jobsite Labor * 408 HRS @ \$109.56 PH * See Labor/Fringe/Burden Rates by Classification in Header Electrical Materials (CREDIT) * M Panels and HP 1-4 Revisions Credit * Original Credit Hours Based on 12/24 Rate of \$76.30 Kern County Wage * Revised Credit Hours Based on 1/25 Rate of \$79.39 Kern County Wage * Although this rate is correct, we will adjust to match credit for credit. * See Spreadsheet for Breakdown Subcontractor - Boring * Ventura Boring * See Spreadsheet for Breakdown						
16010.000	ELECTRICAL WORK	1	LS	\$ 8,712.00	\$ 8,712.00	\$ -
<b>TOTAL DIVISION 16</b>					<b>\$ 55,900.91</b>	<b>\$ 0.00</b>

<b>DIV. 20 - Overhead</b>						
20100.000	OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 6,680.33	\$ -
<b>TOTAL DIVISION 20</b>					<b>\$ 6,680.33</b>	<b>\$ 0.00</b>
<b>SUB TOTAL DIV 1-16</b>				<b>\$ 66,803.33</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>

<b>SUBTOTAL</b>	\$ 73,483.66	\$ 0.00
<b>PLUS WSST</b>	\$ 0.00	\$ 0.00
<b>TOTAL PROPOSAL</b>	\$ 73,483.66	\$ 0.00

Coast Construction Group.  
530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

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	3'X5' UG PULL BOX W/PARKWAY COVER	1		6,825.00	6825.00	16.000	\$ 79.39	1,270.24		0.00		8,095.24
2					0.00	0.000	\$ 79.39	0.00		0.00		0.00
3	200A EXO TO HP UNITS BLDGS A, B, G, & J				0.00	0.000	\$ 79.39	0.00		0.00		0.00
4	1-1/2 GRC	80		7.17	573.60	0.090	\$ 79.39	571.61		0.00		1,145.21
5	1-1/2 GRC ELL 90	12		19.74	236.88	0.650	\$ 79.39	619.24		0.00		856.12
6	1-1/2 GRC COUP	12		6.39	76.68	0.100	\$ 79.39	95.27		0.00		171.95
7	1-1/2 GRC THREADLESS CONN	4		18.83	75.32	0.700	\$ 79.39	222.29		0.00		297.61
8	1-1/2 GRC STRUT STRAP	16		1.72	27.52	0.040	\$ 79.39	50.81		0.00		78.33
9	1-5/8 STRUT	30		2.81	84.30	0.200	\$ 79.39	476.34		0.00		560.64
10					0.00	0.000	\$ 79.39	0.00		0.00		0.00
11					0.00	0.000	\$ 79.39	0.00		0.00		0.00
12	FEEDER CONDUIT RD/DP/MA/MB/MG/MJ				0.00	0.000	\$ 79.39	0.00		0.00		0.00
13	2" PVC SCH 40 CONDUIT	780		1.37	1068.60	0.045	\$ 79.39	2,786.59		0.00		3,855.19
14	2"X90"X24" RADIUS PVC SWEEP	15		9.67	145.05	0.500	\$ 79.39	595.43		0.00		740.48
15	2"X22"X24" RADIUS PVC SWEEP	16		9.67	154.72	0.500	\$ 79.39	635.12		0.00		789.84
16	2" PVC COUP	50		0.95	47.50	0.150	\$ 79.39	595.43		0.00		642.93
17	2" PVC FA	8		1.32	10.56	0.300	\$ 79.39	190.54		0.00		201.10
18	2" BELL END	8		5.47	43.76	0.150	\$ 79.39	95.27		0.00		139.03
19	2" GRC	20		7.61	152.20	0.110	\$ 79.39	174.66		0.00		326.86
20	2" X 12" GRC NIPPLE	8		28.68	229.44	0.900	\$ 79.39	571.61		0.00		801.05
21	2" GRC COUP	8		11.06	88.48	0.100	\$ 79.39	63.51		0.00		151.99
22	2" STRUT STRAP	8		1.94	15.52	0.040	\$ 79.39	25.40		0.00		40.92
23	2" GROUND BUSHING	4		8.00	32.00	0.280	\$ 79.39	88.92		0.00		120.92
24	2" MYERS HUB	4		17.16	68.64	0.850	\$ 79.39	269.93		0.00		338.57
25	2" LOCKNUT	8		0.75	6.00	0.270	\$ 79.39	171.48		0.00		177.48
26					0.00	0.000	\$ 79.39	0.00		0.00		0.00
27					0.00	0.000	\$ 79.39	0.00		0.00		0.00
28					0.00	0.000	\$ 79.39	0.00		0.00		0.00
29					0.00	0.000	\$ 79.39	0.00		0.00		0.00
30					0.00	0.000	\$ 79.39	0.00		0.00		0.00
31					0.00	0.000	\$ 79.39	0.00		0.00		0.00
32					0.00	0.000	\$ 79.39	0.00		0.00		0.00
33					0.00	0.000	\$ 79.39	0.00		0.00		0.00
34					0.00	0.000	\$ 79.39	0.00		0.00		0.00
35					0.00	0.000	\$ 79.39	0.00		0.00		0.00
36					0.00	0.000	\$ 79.39	0.00		0.00		0.00
37					0.00	0.000	\$ 79.39	0.00		0.00		0.00
38					0.00	0.000	\$ 79.39	0.00		0.00		0.00
39					0.00	0.000	\$ 79.39	0.00		0.00		0.00
40					0.00	0.000	\$ 79.39	0.00		0.00		0.00
<b>Totals</b>					\$ 9,961.77			9,569.67	\$0.00	0.00	0.00	19,531.44

Tax \$ 1,021.08

**Summary**

Material Total \$10,982.85  
Labor Total \$ 9,569.67

530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

24149

CHANGE ORDER REQUEST #11

Item No.	Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1		"M" PANELS HP1-4 REVISIONS	0.00	0.000	\$ 79.39	0.00		0.00		0.00
2	4	ADD QOB3125VH BREAKER	378.02	1512.08	1.430	\$ 79.39	454.11	0.00		1,966.19
3	4	ADD VH324NR DISCONNECT	475.15	1900.60	8.500	\$ 79.39	2,699.26	0.00		4,599.86
4	12	ADD 125A CLASS RK5 FUSE	49.85	598.20	0.100	\$ 79.39	95.27	0.00		693.47
5			0.00	0.000	\$ 79.39	0.00		0.00		0.00
6			0.00	0.000	\$ 79.39	0.00		0.00		0.00
7	30	1-5/8 STRUT	2.81	84.30	0.200	\$ 79.39	476.34	0.00		560.64
8			0.00	0.000	\$ 79.39	0.00		0.00		0.00
9		FIRE ALARM EXTERIOR SPEAKER CONDUIT	0.00	0.000	\$ 79.39	0.00		0.00		0.00
10	160	3/4 EMT	0.75	120.00	0.050	\$ 79.39	635.12	0.00		755.12
11	16	3/4 EMT CONN	0.92	14.72	0.300	\$ 79.39	381.07	0.00		395.79
12	16	3/4 EMT COUP	0.88	14.08	0.140	\$ 79.39	177.83	0.00		191.91
13	20	3/4 EMT 1H STRAP	0.14	2.80	0.040	\$ 79.39	63.51	0.00		66.31
14	8	4SD BOX	1.68	13.44	0.300	\$ 79.39	190.54	0.00		203.98
15	8	4S BLANK	0.65	5.20	0.150	\$ 79.39	95.27	0.00		100.47
16			0.00	0.000	\$ 79.39	0.00		0.00		0.00
17		EXTERIOR LIGHT CIRCUIT	0.00	0.000	\$ 79.39	0.00		0.00		0.00
18	50	1/2 EMT	0.52	26.00	0.045	\$ 79.39	178.63	0.00		204.63
19	6	1/2 EMT RT CONN	0.63	3.78	0.250	\$ 79.39	119.09	0.00		122.87
20	5	1/2 EMT RT COUP	0.68	3.40	0.120	\$ 79.39	47.63	0.00		51.03
21	8	1/2 EMT 1H STRAP	0.11	0.88	0.040	\$ 79.39	25.40	0.00		26.28
22	1	1 GANG 1/2" THREE HUB BELL BOX	3.11	3.11	0.500	\$ 79.39	39.70	0.00		42.81
23	1	1 GANG BELL BOX BLANK	0.91	0.91	0.150	\$ 79.39	11.91	0.00		12.82
24	180	12 THHN SOLID WIRE	0.14	25.20	0.006	\$ 79.39	85.74	0.00		110.94
25			0.00	0.000	\$ 79.39	0.00		0.00		0.00
26		EXTERIOR LIGHTING CONTROL	0.00	0.000	\$ 79.39	0.00		0.00		0.00
27	3	TYPE "B" SURFACE ADAPTER WITH P/C	95.00	285.00	0.250	\$ 79.39	59.54	0.00		344.54
28	2	TYPE "C" SURFACE ADAPTER WITH P/C	95.00	190.00	0.250	\$ 79.39	39.70	0.00		229.70
29			0.00	0.000	\$ 79.39	0.00		0.00		0.00
30	1	VENTURA BORING	0.00	0.000	\$ 79.39	0.00		0.00	7,200.00	7,200.00
31	1	COAST CONST BORE LABOR	0.00	18,000	\$ 79.39	1,429.02		0.00		1,429.02
32	1	BACKHOE RENTAL SUNBELT WEEKLY RENTAL	0.00	0.000	\$ 79.39	0.00	1,650.00	1,650.00		1,650.00
33			0.00	0.000	\$ 79.39	0.00		0.00		0.00
34	1	TRENCH/BACKFILL/COMPACT BORE PITS	0.00	12,000	\$ 79.39	952.68		0.00		952.68
35	1	POTHOLE EXISTING UTILITIES	0.00	12,000	\$ 79.39	952.68		0.00		952.68
36	180	TRENCH AND BACKFILL LF	0.00	0.336	\$ 79.39	4,801.51		0.00		4,801.51
37	450	2" PVC SCH 40	1.37	616.50	0.045	\$ 79.39	1,607.65	0.00		2,224.15
38	520	4" PVC SCH 40	3.56	1851.20	0.055	\$ 79.39	2,270.55	0.00		4,121.75
39			0.00	0.000	\$ 79.39	0.00		0.00		0.00
40	1	DEMO 820' ROOFTOP 1-1/4" GRC AND WIRE	0.00	28,000	\$ 79.39	2,222.92		0.00		2,222.92
41			0.00	0.000	\$ 79.39	0.00		0.00		0.00
42	1	DEMO SOD AND SHRUBS	0.00	14,000	\$ 79.39	1,111.46		0.00		1,111.46
43	1	TRASH DUMPSTER DISPOSAL	0.00	0.000	\$ 79.39	0.00	700.00	700.00		700.00
44			0.00	0.000	\$ 79.39	0.00		0.00		0.00
45			0.00	0.000	\$ 79.39	0.00		0.00		0.00
46	23	DEMO F/A DEVICES WITH CONDUIT & WIRE	0.00	0.500	\$ 79.39	912.99		0.00		912.99
47	1	DEMO F/A ROOFTOP CONDUIT/BOXES/WIRE	0.00	8,000	\$ 79.39	635.12		0.00		635.12
48			0.00	0.000	\$ 79.39	0.00		0.00		0.00
49			0.00	0.000	\$ 79.39	0.00		0.00		0.00
50	1	TRANS FUEL RAM TRUCK (10) MPG (28) MILE R/T	0.00	0.000	\$ 79.39	0.00	427.75	427.75		427.75
			\$ 7,271.40			22,772.23	\$2,777.75	2,777.75	7,200.00	40,021.38
			Tax	\$ 745.32						

Summary

Material including sheets 2 thru 7	\$ 18,999.57
Material contingencies @ 5%	\$ 949.98
Jobsite labor including sheets 2 thru 7	\$ 32,341.90
Labor burden @ 38%	\$ 12,289.92
<b>Subtotal</b>	<b>\$ 64,581.37</b>
Equipment/Fuel total	\$ 2,777.75
Subcontractor /other total	\$ 7,200.00
Subcontractor /other O&P @ 10%	\$ 720.00
<b>Subtotal</b>	<b>\$ 75,279.12</b>
(1)% TOTAL LABOR OT PREMIUM @ (\$39.70) P/H	\$ 1,620.00
<b>Subtotal</b>	<b>\$ 76,899.12</b>
<b>Job subtotal</b>	<b>\$ 76,899.12</b>
Sheet 3 "M" panels & HP1-4 revisions credit	\$ (19,456.08)
<b>Job total</b>	<b>\$ 57,443.03</b>

	<b>SHEET 2</b>	<b>SHEET 3</b>	<b>SHEET 4</b>	
	\$ 10,982.85	\$ (6,832.79)	\$ -	CONCRETE SUB
	\$ 9,569.67	\$ (12,623.30)	\$ -	ASPHALT SUB
	<b>JOBSITE MAN HOURS</b>	<b>DAYS/2 MEN</b>	<b>WEEKS</b>	<b>CALENDAR DAYS</b>
	407.4	25.5	5.1	35.6
	(ENTER) HOURLY RATE	WORKING SUPERVISION		FIRE ALARM SUB
	\$90.00	18		
	<b>SHEET 5</b>	<b>SHEET 6</b>	<b>SHEET 7</b>	<b>DATA COMM SUB</b>
	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	

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	DELETE "M" PANELS CEILING FEEDERS				0.00	0.000	\$ 79.39	0.00		0.00		0.00
2	1-1/2 EMT	-140		2.85	-399.00	0.070	\$ 79.39	-778.02		0.00		-1,177.02
3	1-1/2 IMC	-30		5.45	-163.50	0.090	\$ 79.39	-214.35		0.00		-377.85
4					0.00	0.000	\$ 79.39	0.00		0.00		0.00
5	1-1/2 LB CONDULET	-4		14.74	-58.96	1.500	\$ 79.39	-476.34		0.00		-535.30
6	1-1/2 EMT STRUT STRAP	-18		1.72	-30.96	0.040	\$ 79.39	-57.16		0.00		-88.12
7	1-1/2 IMC/GRC STRUT STRAP	-4		1.84	-7.36	0.040	\$ 79.39	-12.70		0.00		-20.06
8	254I 1-1/2 EMT CONN	-8		4.26	-34.08	0.450	\$ 79.39	-285.80		0.00		-319.88
9	264 1-1/2 EMT COUP	-14		3.55	-49.70	0.250	\$ 79.39	-277.87		0.00		-327.57
10	1-5/8 STRUT	-10		2.81	-28.10	0.200	\$ 79.39	-158.78		0.00		-186.88
11	12124SCNK JUNCTION BOX	-4		24.54	-98.16	1.250	\$ 79.39	-396.95		0.00		-495.11
12	2 PORT #2 SPLICE	-16		26.43	-422.88	0.250	\$ 79.39	-317.56		0.00		-740.44
13					0.00	0.000	\$ 79.39	0.00		0.00		0.00
14	1-1/2X90 EMT ELL	-4		13.13	-52.52	0.400	\$ 79.39	-127.02		0.00		-179.54
15					0.00	0.000	\$ 79.39	0.00		0.00		0.00
16	#2 THHN WIRE	-760		1.58	-1200.80	0.017	\$ 79.39	-1,025.72		0.00		-2,226.52
17	#8 THHN WIRE	-190		0.43	-81.70	0.009	\$ 79.39	-135.76		0.00		-217.46
18					0.00	0.000	\$ 79.39	0.00		0.00		0.00
19	"M" PANELS HP1-4 REVISIONS				0.00	0.000	\$ 79.39	0.00		0.00		0.00
20					0.00	0.000	\$ 79.39	0.00		0.00		0.00
21	DELETE QOB350 BREAKER	-8		61.23	-489.84	0.850	\$ 79.39	-539.85		0.00		-1,029.69
22					0.00	0.000	\$ 79.39	0.00		0.00		0.00
23					0.00	0.000	\$ 79.39	0.00		0.00		0.00
24	DELETE VH322NRB DISCONNECT	-8		274.43	-2195.44	3.600	\$ 79.39	-2,286.43		0.00		-4,481.87
25					0.00	0.000	\$ 79.39	0.00		0.00		0.00
26					0.00	0.000	\$ 79.39	0.00		0.00		0.00
27	DELETE 50A CLASS RK5 FUSE	-24		8.52	-204.48	0.040	\$ 79.39	-76.21		0.00		-280.69
28					0.00	0.000	\$ 79.39	0.00		0.00		0.00
29	3/4 GRC	-100		2.42	-242.00	0.060	\$ 79.39	-476.34		0.00		-718.34
30	3/4 GRC THREADLESS CONN	-8		4.67	-37.36	0.400	\$ 79.39	-254.05		0.00		-291.41
31	3/4 GRC STRUT STRAP	-14		1.10	-15.40	0.040	\$ 79.39	-44.46		0.00		-59.86
32	1-5/8 STRUT	-10		2.81	-28.10	0.200	\$ 79.39	-158.78		0.00		-186.88
33	3/4 LT FLEX	-24		1.81	-43.44	0.050	\$ 79.39	-95.27		0.00		-138.71
34	3/4 LT FLEX CONN	-16		3.30	-52.80	0.180	\$ 79.39	-228.64		0.00		-281.44
35	3/4 CHASE NIPPLE	-8		0.96	-7.68	0.100	\$ 79.39	-63.51		0.00		-71.19
36	3/4 LOCKNUT	-8		0.16	-1.28	0.120	\$ 79.39	-76.21		0.00		-77.49
37	10THHN STR WIRE	-1050		0.24	-252.00	0.007	\$ 79.39	-583.52		0.00		-835.52
38					0.00	0.000	\$ 79.39	0.00		0.00		0.00
39					0.00	0.000	\$ 79.39	0.00		0.00		0.00
40					0.00	0.000	\$ 79.39	0.00		0.00		0.00
131					0.00	0.000	\$ -	0.00		0.00		0.00
<b>Totals</b>												
					\$	(6,197.54)						
					Tax	\$	(635.25)					

**Summary**

Material Total	\$ (6,832.79)
Labor Total Including 38% Labor Burden	\$ (12,623.30)
	<u>\$ (19,456.08)</u>