

2025-2026
SOUTHERN KERN UNIFIED SCHOOL DISTRICT
2601 Rosamond Blvd., Rosamond, CA 93560 (661) 256-5000

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

Wednesday,
January 21, 2026

Meeting Location:
2601 W. Rosamond Blvd., Rosamond, CA 93560
Closed Session 5:00 p.m., Open Session 7:00 p.m.

Board of Trustees

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

Superintendent

Barbara Gaines

SOUTHERN KERN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

Wednesday, January 21, 2026

Closed Session: 5:00 p.m., Open Session 7:00 p.m.

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

I. Call to order – (time)

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

II. Closed session

ACTION

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez

SECOND: Vincelette, Hepburn, Wright, Rendon, Gutierrez

VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ TIME: _____

A. Reinstate Expulsion for Student #49-24-25 5:00 p.m.

B. Reinstate Expulsion for Student #39-24-25 5:30 p.m.

C. Unpaid Leave of Absence (LOA) KP #3686

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: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch

SECOND: Vincelette, Hepburn, Wright,

VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ TIME: _____

Rendon, Gutierrez, Finch

IV. Action determined in closed session:

A. Student Petition for Reinstatement #49-24-25

_____ to deny re-instatement

_____ to permit re-instatement

_____ to permit conditional enrollment in a traditional school program or another education program

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez

SECOND: Vincelette, Hepburn, Wright, Rendon, Gutierrez

VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___

B. Student Petition for Reinstatement #39-24-25

_____ to deny re-instatement

_____ to permit re-instatement

_____ to permit conditional enrollment in a traditional school program or another education program

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez

SECOND: Vincelette, Hepburn, Wright, Rendon, Gutierrez

VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___

C. Unpaid Leave of Absence (LOA) KP #3686 ACTION

Approve

Deny

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez

SECOND: Vincelette, Hepburn, Wright, Rendon, Gutierrez

VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___

VIII. Curriculum and Instruction

- A. Accept Quarterly Report (October, November, December 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: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch SECOND: Vincelette, Hepburn, Wright, Rendon,
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ Gutierrez, Finch

- B. Approve 2024-2025 School Accountability Report Card (SARC) – *Dr. Mendez* ACTION

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

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch SECOND: Vincelette, Hepburn, Wright, Rendon,
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ Gutierrez, Finch

IX. Business and Operations

- A. Approve E-Rate Contract Award to BorderLAN for the Southern Kern Unified School District Network Electronics E-Rate Year 29 (2026-2027) RFP No. 2026-02 470#260006512 – *Wexler* ACTION

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch SECOND: Vincelette, Hepburn, Wright, Rendon,
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ Gutierrez, Finch

- B. Approve E-Rate Contract Award to SHI for the Southern Kern Unified School District Network Electronics E-Rate Year 29 (2026-2027) RFP No. 2026-02 470#260006512 – *Wexler* ACTION

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch SECOND: Vincelette, Hepburn, Wright, Rendon,
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ Gutierrez, Finch

- C. First content review and reading only of the 2025-2026 Comprehensive School Safety Plan (CSSP) – *Irving* INFORMATIONAL

The Comprehensive School Safety Plan (CSSP) developed in accordance to California Education Code 32286, which requires Rosamond Elementary School, Westpark Elementary School, Tropico Middle School, Rosamond High Early College Campus, Rare Earth High School, and Abraham Lincoln Independent Study School to review and update its school safety plan annually.

- D. Approve retirement incentive for employees in positions covered by the bargaining agreement with the Rosamond Teacher’s Association. Employees that have submitted a written notification of their retirement at the conclusion of the 2025-2026 school year to the Human Resources Department by February 20, 2026, will receive a one-time payment of \$1,000 on the June 30, 2026 payroll. – *Hargus* ACTION

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

X. Personnel Items

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

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

XI. Adjournment

ACTION

MOTION: Vincelette, Hepburn, Wright, Rendon, Gutierrez, Finch SECOND: Vincelette, Hepburn, Wright,
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ STUDENT ADVICE ___ TIME: ___ Rendon, Gutierrez, Finch

I. The meeting was called to order by Board President Mario Gutierrez at 6:01 p.m.

1. **Comments from the public pertaining to closed session items:** None

#113→**II.** Motion by Vincelette, seconded by Wright to go into closed session at 6:01 p.m., unanimous.

A. **Conference with Labor Negotiator; District Negotiator:** Barbara Gaines, Robert Irving
Employee Organization: California School Employee Association / Rosamond Teacher Association

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

C. **Public Employment; Certain Personnel Matters:** Government Code § 54957.1(a)(5)
DISCIPLINE/Dismissal/Employment/Release/Assignment/Reassignment/Complaint

#114→**III.** Motion by Vincelette, seconded by Hepburn to reconvene into open session at 7:06 p.m., unanimous.

IV. Action determined in closed session: None

V. Procedural Issues: A recording of this meeting was made and shall be kept for 30 days as a public record.

A. Pledge of Allegiance led by: Aliyah Finch

B. **Roll Call** - Members Present: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Student Board Member Finch Present

#115→C. Motion by Hepburn, seconded by Wright to approve the agenda with the correction to Personnel items – correction to sites for Ruth Saucedo and Tracy Lethgo from TMS to WES, unanimous, student vote: aye.

VI. Reports and Communications

A. RTA report: *Absent* CSEA report: Jeromy Azevedo stated the following: We have two MOUs on the agenda tonight. I was hoping to have three. Unfortunately, we didn't get it back in time to get them ratified. Hopefully, we can get that done in our next chapter meeting next week to have it on the next board agenda. Other than that, we continue to have our monthly labor meeting with Superintendent Gaines, which we had one today, which is always a pleasure.

B. Student Board Member: Aliyah Finch stated the following: RHECC had their homecoming dance on Saturday. It went really well. We have a drama improv show on the 29th at 7 p.m., and then we also have our spirit week this week. Rare Earth, they are very excited to announce that we have another student graduate from Alternative Education, so there will be three from Rare Earth and one from Abraham Lincoln this school year. RES has spirit week next week for Halloween. Second grade students went to the Knoxville History Museum today, and then they had a net assembly for the students; it was very engaging for all the students. RES recognized over 50 students for student of the month. The next student of the month is November 4th. PTA movie night is November 7th. PTA held a Halloween dance last Friday, and it was very well attended. ASB meets twice a month with Ms. Borne. There are six visual members who regularly attend meetings. TMS, they will celebrate Red Ribbon Week next week with different activities each day. The landscaping project is making great progress, and parent-teacher conferences are Thursday from 12 p.m. to 7 p.m. Basketball tryouts are this week. Westpark, PIQE started October 15th, and a tremendous support from our parents. PTA had a movie night on Friday, October 10th. On October 25th, PTA will be hosting a trunk or treat at RHECC parking lot for RES and Westpark. Parent-teacher conferences are October 23rd from 12 p.m. to 7 p.m., and the Westpark band is going well, and students are excited about learning it. Dr. Doug Fisher visited Westpark on October 14th, and his observations are always so supportive. He was very impressed with the classrooms, and he was impressed with the pace of the lessons he observed. We will be participating in Red Ribbon Week October 27th through the 31st.

VI. Reports and Communications (Continued)

- C. CBO Report: Robert Irving reported the following: It's been a busy couple of weeks. We have auditors out here currently going over the end of the year for 2024-2025 and the start of this year. So, it is always super fun. Construction continues at all the sites. On the board agenda is the bid for the locker room project for board approval, which we're looking at starting before the end of November. There are MOUs on this agenda that have been a couple meetings and months' worth of back-and-forth to get settled with the CSEA and all that fun stuff. Community school grant conference is in New York next week. We'll have both district employees and board members from each side of the board attending that, as well as district office staff. I think that is about it. Thank you.
- D. Assistant Superintendent, Instruction and Curriculum: Dr. Larry Mendez – *Absent*
- E. Assistant Superintendent, Special Education, Pupil Personnel: Sheryl Taylor reported the following: Hello, everybody. In our department, we have been working on a lot of reports for the last week. So, we submitted our part two of our SIM plan, which is our state report that we have to do. I just got an email today that they not only received it, but that they've accepted it and approved it. So that was exciting. We've also been working on our CALPADS reporting and our Medi-Cal funding reports. That's it. Thank you.
- F. Associate Superintendent, Human Resources: Leanne Hargus stated the following: Good evening, everyone. I don't have too much today. We're just constantly busy. Busy, busy, busy. That's it for me.
- G. Superintendent Report: Barbara Gaines welcomed everyone present and those watching from home. Reminder to parents that Parent Teacher Conferences are tomorrow from 12-4 p.m., break from 4-5 p.m., and resume from 5-7 p.m. The ground-breaking ceremony for RHECC girls' and boys' locker rooms will be at the end of November. Today she met with CSEA, Jeromy and Gary. Negotiations will take place soon.
- H. Board Member Communications: Robert Vincelette announced the seniors won Powderpuff. The Cadet referees did a good job at Powderpuff. The football season is almost over. Sunni Hepburn announced the Westpark movie night will be showed the Nightmare before Christmas. The trunk or treat will take place at RHECC. Adrienne Rendon encouraged all parents to attend the Parent Teacher Conferences tomorrow. She encourages students to make smart choices. Justin Wright is looking forward to discussing the items on the agenda. Mario Gutierrez thanked everyone present and those individuals joining from home. He is looking forward to negotiations.
- I. Sub-Committee Communications/Updates: There were no updates to report.

Comments from the Public: None

#116→**VII.** Motion by Vincelette, seconded by Wright to approve consent items A-L, unanimous, student vote: aye.

- A. Ratified October MIDA \$371,540.39
- B. Approved Purchase Orders 260403-260473, Purchase Vouchers 260447-260506
- C. Approved Donation of Pumpkins Valued at \$25 to WES TK – *Vons*
- D. Approved Donation of Toys & Books Valued at \$500 to Parent & Community Center – *Mark & Krystal Bailey*
- E. Approved Donation of \$56 to RES – *Multiple Parents*
- F. Approved Donation of \$100 to RHECC ASB – *Rachael & Savannah Wiggins*
- G. Approved TMS & RHECC CERT & RECONDO Training October 30 – November 2, 2025
- H. Approved United States University College of Education MOU & Agreement to Provide Student Teachers
- I. Approved Point Loma Nazarene University Student Teaching/Clinical Practice Partnerships Agreement
- J. Approved KCSOS MOU Credentialing Programs
- K. Approved RHECC Cross Country Meet in Mammoth, CA November 5-7, 2025
- L. Certified of Election Results for Measure H

VIII. General

#117→A. Motion by Vincelette, seconded by Hepburn to Adopt Resolution 25-26-01 Intent to Institute By-Trustee Area Elections, unanimous (roll call vote).

IX. Business and Operations

#118→A. Motion by Hepburn, seconded by Wright to approve Memorandum of Understanding (MOU) between California School Employees Association (CSEA) and the Southern Kern Unified School District (SKUSD) Creation of New Classified Bargaining Unit Positions, unanimous, student vote: aye.

#119→B. Motion by Vincelette, seconded by Wright to approve Memorandum of Understanding (MOU) between California School Employees Association (CSEA) and the Southern Kern Unified School District (SKUSD) Effects of the New Centegix Badging System, unanimous, student vote: aye.

#120→C. Motion by Hepburn, seconded by Wright to approve the Cap, Gown, and Tassel Purchase for \$43.29 per student, unanimous, student vote: aye.

D. Hearing and public comment of the Sunshine Proposal dated October 17, 2025 to the California School Employees Association

Initial proposal of the Southern Kern Unified School District Public-School Employer to the California School Employees Association for the 2025-2026 Collective Bargaining Negotiations.

#121→Motion by Vincelette, seconded by Wright to Recess the Business Meeting and **Open** the Public Hearing at 7:58 p.m., unanimous, student vote: aye.

Public Hearing Comments: None

#122→Motion by Vincelette, seconded by Wright to **Close** the Public Hearing and Reconvene into Regular Session at 7:58 p.m., unanimous, student vote: aye.

#123→E. Motion by Wright, seconded by Vincelette to approve the award of Contract with Medallion Contracting, Inc. for the Locker Room Building Addition at Rosamond High Early College Campus Southern Kern Unified School District Flewelling & Moody Project No. 3140 in the amount of \$1,626,136.00, unanimous.

On Tuesday, October 14, 2025, bids were opened for the Locker Room Building Addition at Rosamond High Early College Campus Southern Kern Unified School District Flewelling & Moody Project No. 3140.

Two (2) general contractors attended the mandatory job walk. Both submitted a sealed bid.

The Uniform Public Construction Cost Accounting Act (the “Act”) adopted on September 16, 2008 (BSA-23-08/09, Resolution No. 15-2008/09) provides an alternative method for public agencies to obtain bids and perform public projects. For projects of more than \$200,000, formal bidding procedures will be followed (PCC 22032(c)). If no bids are received, the District may negotiate a contract or use their own workforce. The award of contract and use of own workforce “force account” is still subject to approval by the Board of Trustees.

It is recommended that the Board of Trustees approve the contract to the lowest responsive bidder, Medallion Contracting, Inc.

X. Personnel Items

#124→A. Motion by Vincelette, seconded by Wright to approve Resolution #25-26-05 Teaching outside of credential in accordance with Ed. Code 44263, Teacher: Janessa Vogenthaler, unanimous.

#125→B. Motion by Wright, seconded by Rendon to approve the following listed personnel items with the correction to Personnel items - correction to sites for Ruth Saucedo and Tracy Lethgo from TMS to WES, unanimous.

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

<u>CLASSIFIED/CONFIDENTIAL EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Mizrahi, Katherine	9/4/2025	---	ASES Instructor	WES	Resign
Gil Haro, Elizabeth	11/3/2025	---	Licensed Vocational Nurse	TMS	Resign
Serrano, Brianna	10/10/2025	---	Paraeducator, SPED	WES/RHECC	Transfer
Lomeli, Dezirea	10/21/2025	----	Campus Safety Officer	RES/WES	Transfer

<u>CLASSIFIED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Andreatta, Linda	10/15/2025	3% \$1,733.31	Oral Language Coordinator	WES	Hire
Tilton, Ethan	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	RHECC	Hire

<u>CLASSIFIED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Vermillion, Cassondra	10/23/2025	Hire
Soriano, Samuel	10/23/2025	Hire
Flowers, Amber	10/23/2025	Hire
Bravo, Sara	10/23/2025	Hire

<u>CERTIFICATED/ADMINISTRATIVE EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Montoya, Melissa	09/01/2025	C4/S4 \$68,470.06 (Prorated)	2 nd Grade Teacher	WES	Column Increase
Gonzalez, Dianna	10/01/2025	C1/S1 \$43,054.49 (Prorated)	SDC Pre-K	RES	Hire

<u>CERTIFICATED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Gonzalez, Karen	9/30/2025	\$70/HR	Afterschool Academy	RES	Hire
Long, Tania	9/30/2025	2% \$1,155.54	Drama Club	RES	Hire
Ament, Cody	10/15/2025	\$70/HR	Saturday School	WES	Hire

X. Personnel Items (Continued)

<u>CERTIFICATED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Liwag-Vigil, Sandra	10/1/2025	2% \$1,155.54	Mentor Teacher	WES	Hire
Kirk, Velda	10/13/2025	12% \$6,933.24	Stipend	TMS	Hire
Saucedo, Ruth	10/13/2025	12% \$6,933.24	Stipend	TMS WES	Hire
Lethgo, Tracy	10/13/2025	12% \$6,933.24	SST Coordinator	TMS WES	Hire
Rico, Sophia	10/14/2025	\$70/HR	Afterschool Academy-Substitute	RES	Hire
Alexander, Ashley	10/14/2025	\$70/HR	Afterschool Academy-Substitute	RES	Hire
Lewis, Stephen	10/23/2025	\$13,000	Prep Buyout	ALIS	Hire
Shemenski, Meagan	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	TMS	Hire
Collins, Genevieve	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	WES	Hire
Torres, Jennifer	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	WES	Hire
Espalabra, Ana Regina	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	RHECC	Hire
Avergonzado, Rosell	10/23/2025	4% \$2,311.08	Dance Force Instructor (Ballroom)	TMS	Hire
Campbell, Edward	10/23/2025	2% \$1,155.54	JV Assistant Coach -Boys Basketball	RHECC	Hire
Ferrandini, Judith	10/23/2025	4% \$2,311.08	Flag Coach	TMS	Hire
Lethgo, Tracy	10/23/2025	1% \$577.77	Spelling Bee Coordinator	WES	Hire
Vogenthaler, Janessa	10/23/2025	2% \$1,155.54	Asst. Coach – Cross Country	TMS	Hire

<u>CERTIFICATED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Cathcart, Evangelina	10/23/2025	Hire
Onochie, Veronica	10/23/2025	Hire
Godbee, Shannon	10/23/2025	Hire
Haney, Delme	10/23/2025	Hire
Swaney, Daniel	10/23/2025	Hire
Mitchell, Carole	10/23/2025	Hire

The following certificated employees are presented for Board approval to be hired for the 2025/2026 school year utilizing a Provisional Intern Permit (PIP) or Waiver:

<u>EMPLOYEE</u>	<u>DATE</u>	<u>POSITION</u>	<u>CREDENTIAL TYPE</u>
Gonzalez, Dianna	10/01/2025	SDC Pre K	PIP

X. Personnel Items (Continued)

<u>VOLUNTEERS FOR 2025-2026 SCHOOL YEAR</u>			
Katherine Breitback	Kym Ellis Anderson	Rochelle E. Schneider	Leslie Lopez
Lauren A. Hernandez	Diego Pina Meza	Gonzalo Serrano	Stacy Garcia
Karen Burgess	Maxine Allison	Kelsey Kiefer	Carol Angulo
Janet Uitz Arango	Evelyn Bello	Jazmin Grillo	Isaac Junker
Felvin Navarro	Brian Godinez	Melissa Santos	Kevin Guild
Rebecca Alvarez	Alfredo Zaragoza	Maria Coupland	Jessica Gonzalez
Richard Salazar	Alfonso Valtierra	Quinn Pleitez	Jamie Doran
Samantha Salazar	Gabriella Rosado	Monica Nanranjo	Leslie Tellez
Adrienne Schuler	Brianna Rodriguez	Cassandra Keeney	Julia Allred
Xochil Valtierra	Ana Mercado	Vincent Mercado	Jennifer Alvarado

#126→**XI.** Motion by Finch, seconded by Hepburn to adjourn the meeting at 8:05 p.m., unanimous, student vote: aye.

Approved: _____
Barbara Gaines, Superintendent

Approved: _____
Sunni Hepburn, Clerk of the Board

-
- I. The meeting was called to order by Board President Mario Gutierrez at 5:26 p.m.
- II. **Procedural Issues:** A recording of this meeting was made and shall be kept for 30 days as a public record.
- A. **Pledge of Allegiance** led by: Mario Gutierrez
 - B. **Roll Call** – Members Present: Gutierrez, Vincelette, Hepburn, Wright, 1 Absent (Rendon)

#127→C. Motion by Hepburn, seconded by Vincelette to approve the agenda, 4 yeas, 1 Absent (Rendon).

1. **Comments from the public pertaining to closed session items:** None

#128→III. Motion by Vincelette, seconded by Hepburn to go into closed session at 5:27 p.m., 4 yeas, 1 Absent (Rendon).

- A. **Expulsion Hearing for Student #02-25-26**
- B. **Expulsion Hearing for Student #15-25-26**
- C. **Expulsion Hearing for Student #13-25-26**
- 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

#129→IV. Motion by Hepburn, seconded by Wright to reconvene into open session at 9:04 p.m., 4 yeas, 1 Absent (Rendon).

V. **Action determined in closed session:**

#130→A. Motion by Vincelette, seconded by Wright to postpone Student Expulsion Hearing #02-25-26 action for consideration of violation of the California Education Code section(s) 48900(b), 48900(c), 4 yeas, 1 Absent (Rendon).

#131→B. Motion by Vincelette, seconded by Wright to expel Student #15-25-26 and then suspend the expulsion order with conditions, action for consideration of violation of the California Education Code section(s) 48900(c), and in addition, 48915(b)(1) states: that due to the nature of the violation other means of correction are not feasible or have repeatedly failed to bring about proper conduct, 3 yeas, 1 nay, 1 Absent (Rendon).

#132→C. Motion by Vincelette, seconded by Hepburn to expel Student #13-25-26 and then suspend the expulsion order with conditions, action for consideration of violation of the California Education Code section(s) 48900(c), 4 yeas, 1 Absent (Rendon).

#133→VI. Motion by Vincelette, seconded by Hepburn to adjourn the meeting at 9:06 p.m., 4 yeas, 1 Absent (Rendon).

Approved: _____
Barbara Gaines, Superintendent

Approved: _____
Sunni Hepburn, Clerk of the Board

I. The meeting was called to order by Board President Mario Gutierrez at 3:40 p.m.

1. **Comments from the public pertaining to closed session items:** None

#134→II. Motion by Hepburn, seconded by Vincelette to go into closed session at 3:41 p.m., unanimous.

A. **Expulsion Hearing for Student #02-25-26**

B. **Expulsion Hearing for Student #12-25-26**

C. **Conference with Labor Negotiator; District Negotiator:** Barbara Gaines, Robert Irving
Employee Organization: California School Employee Association / Rosamond Teacher Association

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

E. **Public Employment: Certain Personnel Matters:** Government Code § 54957.1(a)(5)
DISCIPLINE/Dismissal/Employment/Release/Assignment/Reassignment/Complaint

#135→III. Motion by Vincelette, seconded by Hepburn to reconvene into open session at 7:07 p.m., unanimous, student vote: aye.

IV. Action determined in closed session:

#136→A. Motion by Vincelette, seconded by Wright to expel Student #02-25-26 from all schools and programs of the district, action for consideration of violation of the California Education Code section(s) 48900(b), 48900(c), 48900(a)(1), and in addition, 48915(b)(1) states: that due to the nature of the violation other means of correction are not feasible or have repeatedly failed to bring about proper conduct, unanimous.

#137→B. Motion by Hepburn, seconded by Vincelette to expel Student #12-25-26 and then suspend the expulsion order with conditions, action for consideration of violation of the California Education Code section(s) 48900(c), unanimous.

V. Procedural Issues: A recording of this meeting was made and shall be kept for 30 days as a public record.

A. Pledge of Allegiance led by: Suresh Bajnath

B. **Roll Call** - Members Present: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Student Board Member Finch Present

#138→C. Motion by Vincelette, seconded by Wright to approve the agenda, unanimous, student vote: aye.

VI. Reports and Communications

A. RTA report: Kim Schmidt stated RTA submitted their Sunshine Proposal today. CSEA report: Jeromy Azevedo thanked Human Resources for posting the ELOP positions. CSEA is ready for negotiations.

B. Student Board Member: Aliyah Finch

C. CBO Report: Robert Irving

D. Assistant Superintendent, Instruction and Curriculum: Dr. Larry Mendez mentioned there is an Oral Language Festival meeting this week. The local competition is on February 6th, regional is in Mojave on February 27th, and county is in Bakersfield on April 26th.

E. Assistant Superintendent, Special Education, Pupil Personnel: Sheryl Taylor stated her team took three trips to pickup Walmart donations. Her team also inventoried all items. Her team holds events at the Parent and Community Center to encourage parent involvement and to share knowledge. There are three Mental Health Therapists in Oregon this week for training. The Special Education department is working on finalizing state reports.

VI. Reports and Communications (Continued)

- F. Associate Superintendent, Human Resources: Leanne Hargus reported Human Resources is filling classified pool positions. There is campus safety officer, paraeducator, and custodian openings. Teacher vacancies are usually filled. The calendar committee will be meeting soon to work on the 2026-2027 calendar.
- G. Superintendent Report: Barbara Gaines attended the New York City conference from October 25-29, 2025. A total of 24 individuals attended the conference. Mike Tinich, CTE Coordinator, is currently working on the grant to meet the December 1st deadline. Cabinet team will be visiting RES tomorrow morning. *October Attendance Recognition: Best Elementary attendance recognition was awarded to Westpark. Best Secondary attendance was awarded to Tropico Middle School. Most Improved attendance recognition was awarded to Rare Earth High School.*
- H. Board Member Communications: Justin Wright expressed he had a great time in New York City. He visited a school and was impressed to hear the student's quote authors. Adrienne Rendon thinks Centegix is a great security measure. Sunni Hepburn also attended the conference in New York City. Her goal is to ensure everyone knows what a community school is. Robert Vincelette mentioned the football team is in the playoffs.
- I. Sub-Committee Communications/Updates: There were no updates to report.

Comments from the Public: None

#139→**VII.** Motion by Vincelette, seconded by Rendon to approve consent items A-F, unanimous, student vote: aye.

- A. Ratified October EOM \$3,164,418.42
- B. Approved Purchase Orders 260474-260502, Purchase Vouchers 260507-260540
- C. Approved SHI Quote #26763642 Low Voltage for 10 New TK-Kinder WES Classrooms – \$96,788.24
- D. Approved All Sites Asset Disposition Computer Equipment
- E. Approved RHECC New Locker Room Building Earth Systems Soil Testing – \$47,890.00
- F. Approved RHECC CETA High School Festival January 15-18, 2026

VIII. General

A. Initial Public Hearing Pursuant to Elections Code Section 10010(a)(1) to Receive Public Input Regarding the Composition of Proposed Trustee Areas (Attachment: Public Hearing Notice) – *Gaines* INFORMATIONAL

#140→Motion by Vincelette, seconded by Wright to Recess the Business Meeting and **Open** the Public Hearing at 7:54 p.m., unanimous, student vote: aye

Public Hearing Comments: Kim Schmidt and Sunni Hepburn questioned the zoning areas divisions and borders on the maps. Superintendent Gaines mentioned that there will potentially be a third elementary school.

#141→Motion by Vincelette, seconded by Hepburn to **Close** the Public Hearing and Reconvene into Regular the Session at 8:26 p.m., unanimous, student vote: aye.

IX. Business and Operations

#142→A. Motion by Wright, seconded by Vincelette to Approve Change in Contract with Medallion Contracting, Inc. for the SKUSD – Construction of Pre-K & T-K Classrooms at Westpark Elementary School Alternate Scope (SKUSD-WES-PKTK-AALT) Total Change of \$10,132.48, 4 yeas, 1 Abstain (Hepburn).

X. Personnel Items

#143→A. Motion by Hepburn, seconded by Vincelette to approve the following listed personnel items, unanimous.

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

<u>CLASSIFIED/CONFIDENTIAL EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Sickler, Alexandria	11/6/2025	S2 \$18.82	Paraeducator, SPED/Paraeducator, Classroom	TMS/RES	Transfer
Cornejo, Debbie	11/14/2025	---	Paraeducator, Classroom	WES	Resign

<u>CLASSIFIED STIPEND/EXTRA DUTY EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Newman, Merissa	11/6/2025	\$35/Hour	Expulsion & Reinstatement Administrative Assistant	DO	Hire

<u>CLASSIFIED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
McVey, Hannah	11/06/2025	Hire
Whelchel, Janel	11/6/2025	Hire
James, Raye	11/6/2025	Hire
Cruz, Daniel	11/6/2025	Hire
Ledesma, Norma	11/6/2025	Hire
Uribe, Yesenia	11/6/2025	Hire
Ponce Gudino, Carolina	11/6/2025	Hire
Jorgensen, Jon	11/6/2025	Hire

<u>CERTIFICATED/ADMINISTRATIVE EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Higgins, Margaret	08/04/25	C4/S2 \$66,969	English Teacher	TMS	Salary Increase
Pikkel, Landon	10/17/2025	---	Math Teacher	TMS	Terminated

<u>CERTIFICATED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Adams, Colby	11/6/2025	Hire
Twyman, Melanie	11/6/2025	Hire
Byer, Jeannine	11/6/2025	Hire
Salazar, Nayeli	11/6/2025	Hire

X. Personnel Items (Continued)

<u>VOLUNTEERS FOR 2025-2026 SCHOOL YEAR</u>			
Lorena Segura	Ramona Segura	Christina Goit	Cesar Renteria
Quinten Pierce	Olivia Camargo	Diana Hernandez	Alma Marcial
Shirella Bird	Courtney Gardner	Sophia Rico	Courtne Mauldin
Siomara Solis	Melissa Olmos	Bre-anna Perez	Matthew Neild
Patricia Galindo	Ana Arias	Erika Chavez	Justine Neild
Deborah McVey	Alicia Munoz		

#144→**XI.** Motion by Finch, seconded by Hepburn to adjourn the meeting at 8:35 p.m., unanimous, student vote: aye.

Approved: _____
Barbara Gaines, Superintendent

Approved: _____
Sunni Hepburn, Clerk of the Board

Date: 00/00/0000 - 99/99/9999
 PO#: 260586 - 260625

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			
260586	000658/00	U S A DANCE	A.V. 4037	000000000	12/12/2025	Ballroom Program TMS & RHECC	12/12/2025	12/16/2025	Y
	1.	01-6332-0-5800.00-1110-1000-040-00-000-0000			700.00	F			
	2.	01-6332-0-5800.00-1110-1000-020-00-000-0000			700.00	F			
		TOTAL AMOUNT			1,400.00*				
		TOTAL FOR 12/12/2025			1,400.00***				
260587	001422/00	AMAZON.COM		000000000	12/15/2025	Nurse Supplies TMS	12/15/2025	01/12/2026	Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			260.22	F			
		TOTAL AMOUNT			260.22*				
260588	001422/00	AMAZON.COM		000000000	12/15/2025	Office Supplies - Alt. Ed	12/15/2025	01/12/2026	Y
	1.	01-1100-0-4300.00-0000-2700-095-00-000-0000			176.20	F			
		TOTAL AMOUNT			176.20*				
260589	003677/00	BUENA VISTA MUSEUM OF NATURA		770401050	12/15/2025	3rd Gr. Field Trip WES	12/15/2025		Y
	1.	01-1100-0-5800.00-1110-1000-030-00-000-0000			810.00				
		TOTAL AMOUNT			810.00*				
260590	003561/00	LOS ANGELES ZOO		000000000	12/15/2025	Achiever Trip TMS 1/17/26	12/15/2025		Y
	1.	01-0000-0-5800.00-1110-1000-040-72-212-0000			7,530.00				
		TOTAL AMOUNT			7,530.00*				
260591	003400/00	CALM		12/15/2025	Achiever Trip TMS 5/2/26		12/15/2025		Y
	1.	01-0000-0-5800.00-1110-1000-040-72-212-0000			3,549.00				
		TOTAL AMOUNT			3,549.00*				
		TOTAL FOR 12/15/2025			12,325.42***				
260592	001130/00	WAXIE ENTERPRISES INC.		942647607	12/16/2025	Kleenex for Classrooms	12/16/2025	01/12/2026	Y
	1.	01-6762-0-4300.00-1110-1000-003-00-000-0000			3,324.89	P			
		TOTAL AMOUNT			3,324.89*				

Date: 00/00/0000 - 99/99/9999
 PO#: 260586 - 260625

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			
260593	001422/00	AMAZON.COM		000000000	12/16/2025	Hand Sanitizer for Classrooms	12/16/2025		Y
	1.	01-6762-0-4300.00-1110-1000-003-00-000-0000			1,130.30	F			
		TOTAL AMOUNT			1,130.30*				
260594	002124/00	CCEA		000000000	12/16/2025	2026 CCEA Conference	12/16/2025		Y
	1.	01-3182-0-5200.00-3200-1000-095-00-000-0000			3,646.00				
		TOTAL AMOUNT			3,646.00*				
260595	003678/00	SHELDON MANUFACTURING INC		930581180	12/16/2025	Composite Oven Controler	12/16/2025		Y
	1.	01-0000-0-4400.00-1110-1000-020-72-105-0000			2,863.86				
		TOTAL AMOUNT			2,863.86*				
260596	002552/00	JONES SCHOOL SUPPLY CO INC			12/16/2025	Award Certs. & Pencils WES	12/16/2025		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-201-0000			3,193.85				
		TOTAL AMOUNT			3,193.85*				
260597	001323/00	STAPLES ADVANTAGE		000000000	12/16/2025	Printer Ink WES (Goss)	12/16/2025	01/12/2026	Y
	1.	01-0000-0-4300.00-1110-1000-030-72-201-0000			559.60	F			
		TOTAL AMOUNT			559.60*				
		TOTAL FOR 12/16/2025			14,718.50***				
260598	001079/00	GOPHER SPORT			12/17/2025	Ball Cart for PE RHECC	12/17/2025		Y
	1.	01-1100-0-4300.00-1110-1000-020-00-000-0000			468.21				
		TOTAL AMOUNT			468.21*				
260599	001422/00	AMAZON.COM		000000000	12/17/2025	Volleyballs PE RHECC	12/17/2025		Y
	1.	01-1100-0-4300.00-1110-1000-020-00-000-0000			974.03				
		TOTAL AMOUNT			974.03*				

PO #	Req #	Ln	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid
					AMOUNT	STATUS		AP
260600	003304/00		LTJ HEATING & AIR		12/17/2025	Install Gas Regulators TMS	12/17/2025	Y
		1.	01-8150-0-5800.00-1110-8100-010-00-000-0000		9,750.00			
			TOTAL AMOUNT		9,750.00*			
			TOTAL FOR 12/17/2025		11,192.24***			
260601	000545/00		JORONCO RENTALS		000000000	12/18/2025 Rentals for AVSBA Dinner Mtg.	12/18/2025	Y
		1.	01-1100-0-5600.00-0000-7100-000-00-000-0000		1,418.15			
			TOTAL AMOUNT		1,418.15*			
260602	000117/00		SCHOOL SPECIALTY		852162684	12/18/2025 Items for PE RHECC	12/18/2025	Y
		1.	01-1100-0-4300.00-1110-1000-020-00-000-0000		3,623.92			
			TOTAL AMOUNT		3,623.92*			
260603	000039/00		CURRICULUM ASSOCIATES		263954988	12/18/2025 Workbooks Reading Acad. RES	12/18/2025	Y
		1.	01-2600-0-4300.00-1110-1000-050-00-000-0000		296.42			
			TOTAL AMOUNT		296.42*			
260604	001422/00		AMAZON.COM		000000000	12/18/2025 Items for Special Oympics	12/18/2025	Y
		1.	01-9010-0-4300.00-0000-3140-005-56-000-0000		275.67	F		
			TOTAL AMOUNT		275.67*			
260605	001422/00		AMAZON.COM		000000000	12/18/2025 Items for Film Prod.	12/18/2025	Y
		1.	01-3550-0-4300.00-3800-1000-020-00-000-0000		4,190.80			
			TOTAL AMOUNT		4,190.80*			
260606	001881/00		B&H		12/18/2025	Blackmagic Camera Kit RHECC	12/18/2025	Y
		1.	01-3550-0-4400.00-3800-1000-020-00-000-0000		3,733.54			
		2.	01-3550-0-4300.00-3800-1000-020-00-000-0000		369.44			
			TOTAL AMOUNT		4,102.98*			
			TOTAL FOR 12/18/2025		13,907.94***			

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			
260607	001422/00	AMAZON.COM	000000000	12/19/2025	ELOP Winter Iintersession		12/19/2025		Y
	1.	01-2600-0-4300.00-1110-1000-003-00-000-0000			880.68	P			
		TOTAL AMOUNT			880.68*				
		TOTAL FOR 12/19/2025			880.68***				
260608	003512/00	NAPA COUNTY SUPT. OF SCHOOLS	946002406	12/22/2025	2026 Educating for Careers		12/22/2025	01/12/2026	Y
	1.	01-0000-0-5200.00-1110-1000-020-72-105-0000			3,375.00	F			
		TOTAL AMOUNT			3,375.00*				
260609	000819/00	EARTH SYSTEMS CONSULTANTS	770521790	12/22/2025	Services - Locker Room RHECC		12/22/2025		Y
	1.	35-9010-0-5800.00-0000-8500-020-00-000-0000			47,890.00				
		TOTAL AMOUNT			47,890.00*				
		TOTAL FOR 12/22/2025			51,265.00***				
260610	000819/00	EARTH SYSTEMS CONSULTANTS	770521790	12/30/2025	Services - CTE Bldg. RHECC		12/30/2025	01/12/2026	Y
	1.	21-0000-0-5800.00-0000-8500-020-00-000-0000			28,776.00	P			
		TOTAL AMOUNT			28,776.00*				
260611	001323/00	STAPLES ADVANTAGE	000000000	12/30/2025	Colored Paper - Trans.		12/30/2025	01/12/2026	Y
	1.	01-0000-0-4300.00-1110-3600-070-72-209-0000			48.20	F			
		TOTAL AMOUNT			48.20*				
		TOTAL FOR 12/30/2025			28,824.20***				
260612	000206/00	FLEWELLING & MOODY	000000000	01/06/2026	CTE Building RHECC		01/06/2026	01/12/2026	Y
	1.	21-0000-0-5800.00-0000-8500-020-00-000-0000			912,500.00	P			
		TOTAL AMOUNT			912,500.00*				
		TOTAL FOR 01/06/2026			912,500.00***				

Date: 00/00/0000 - 99/99/9999
 PO#: 260586 - 260625

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
260613	001422/00	AMAZON.COM	AMAZON.COM	000000000	01/08/2026	Folding Machine - TMS	01/08/2026		Y
	1.	01-1100-0-4400.00-1110-1000-040-00-000-0000			621.84				
		TOTAL AMOUNT			621.84*				
260614	000217/00	OFFICE DEPOT	OFFICE DEPOT	000000000	01/08/2026	Laminating Rolls & Paper WES	01/08/2026		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-121-0000			177.50				
	2.	01-1100-0-4300.00-1110-1000-030-00-000-0000			113.44				
		TOTAL AMOUNT			290.94*				
260615	000039/00	CURRICULUM ASSOCIATES	CURRICULUM ASSOCIATES	263954988	01/08/2026	Testing Kit SDC Preschool	01/08/2026		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			423.12				
		TOTAL AMOUNT			423.12*				
260616	001422/00	AMAZON.COM	AMAZON.COM	000000000	01/08/2026	Items for SpEd Students	01/08/2026		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			664.76				
		TOTAL AMOUNT			664.76*				
260617	001422/00	AMAZON.COM	AMAZON.COM	000000000	01/08/2026	Item for OT	01/08/2026		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			70.26				
		TOTAL AMOUNT			70.26*				
260618	001323/00	STAPLES ADVANTAGE	STAPLES ADVANTAGE	000000000	01/08/2026	Printer Ink for Nurse TMS	01/08/2026		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000			45.45				
		TOTAL AMOUNT			45.45*				
		TOTAL FOR 01/08/2026			2,116.37***				
260619	000117/00	SCHOOL SPECIALTY	SCHOOL SPECIALTY	852162684	01/09/2026	Kraft Paper Rolls TMS	01/09/2026		Y
	1.	01-1100-0-4300.00-1110-1000-040-00-000-0000			615.16				
		TOTAL AMOUNT			615.16*				

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			
260620	003251/00	SCHOOL LIFE		200818858	01/09/2026	SOM Decals WES	01/09/2026		Y
	1.	01-0000-0-4300.00-1110-1000-030-72-201-0000			357.23				
		TOTAL AMOUNT			357.23*				
260621	001422/00	AMAZON.COM		000000000	01/09/2026	Library Books RHECC	01/09/2026		Y
	1.	01-0000-0-6300.00-1110-2420-020-72-121-0000			88.13				
		TOTAL AMOUNT			88.13*				
260622	001323/00	STAPLES ADVANTAGE		000000000	01/09/2026	Envelopes & Supplies TMS	01/09/2026		Y
	1.	01-0000-0-4300.00-0000-2700-040-00-000-0000			472.16				
		TOTAL AMOUNT			472.16*				
260623	001422/00	AMAZON.COM		000000000	01/09/2026	Radios for RES Kinder	01/09/2026		Y
	1.	01-6762-0-4300.00-1110-1000-003-00-000-0000			200.52				
		TOTAL AMOUNT			200.52*				
		TOTAL FOR 01/09/2026			1,733.20***				
260624	001323/00	STAPLES ADVANTAGE		000000000	01/13/2026	Printer Ink RSP WES	01/13/2026		Y
	1.	01-6500-0-4300.00-5770-1120-005-00-000-0000			173.45				
		TOTAL AMOUNT			173.45*				
260625	002834/00	WOOTER APPAREL INC		01/13/2026	Baseball & Softall Uniforms	01/13/2026			Y
	1.	01-0000-0-4300.03-1110-4200-020-72-205-0000			16,237.50				
		TOTAL AMOUNT			16,237.50*				
		TOTAL FOR 01/13/2026			16,410.95***				
		GRAND TOTAL			1,067,274.50*****				

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

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-Rate		UT-Amount
260729	000277/00	JIM QUELLMAN	000000000	12/12/2025	12/12/2025		12/16/2025	23		Medicare Prem. Jan-March 2
		1. 01-0000-0-3701.00-0000-7200-000-00-000-00000		608.70	N					N
		Medicare Prem. Jan.-Oct. 2026								
260730	002784/00	MAXIM HEALTHCARE SERVICES INC	833043570	12/08/2025	12/12/2025		12/16/2025	23		LPN Services Nov.
		1. 01-6500-0-5800.00-5770-1120-005-00-000-00000		429.00	N					N
		Inv. V28920643 LPN Nov.								
260731	002958/00	NORTH AMERICAN TECH. SERV. INC		11/24/2025	12/12/2025		12/16/2025	23		In-Plant Inspections WES P
		1. 35-0000-0-5800.00-0000-8500-030-00-000-9303		40,000.00	N					N
		Inv. 25223 WES Pre-K/TK								
260732	000533/00	AMERICAN EXPRESS		12/12/2025	12/12/2025		12/16/2025	23		Amex 21004
		1. 01-6332-0-5200.00-8100-5900-003-00-000-00000		373.21	N					N
		Community Schools Conf.								
		2. 01-0000-0-5800.00-1110-1000-020-72-212-0000		3,096.00	N					N
		Universal Studios Cadets RHECC								
		3. 01-0000-0-5800.00-0000-7100-000-000-00000		549.44	N					N
		Expulsion Hearings								
		4. 01-6266-0-5200.00-1110-1000-040-00-000-00000		2,111.80	N					N
		CMC Math Conference								
		5. 01-9010-0-5200.00-5001-3120-005-56-000-00000		3,654.06	N					N
		Sunset Counseling SpEd								
		6. 01-0000-0-5800.00-1110-1000-020-72-212-00000		1,483.35	N					N
		Achiever Trip RHECC								
		Total amount		11,267.86 *				0.00 *		
260733	000533/01	AMERICAN EXPRESS		11/28/2025	12/12/2025		12/16/2025	23		Amex 83004, 52001
		1. 01-0000-0-5800.00-1110-1000-020-72-212-00000		1,710.00	N					N
		Indoor Skydiving - Cadets								
		2. 01-1100-0-4300.00-1110-1000-003-00-000-00000		496.15	N					N
		Coolers for Field Trips								
		3. 01-8150-0-5800.00-1110-8100-010-00-000-00000		690.53	N					N
		Elevator Compliance								
		4. 01-0000-0-5200.00-1110-2700-040-72-125-00000		497.00	N					N
		Squabbles Training TMS								
		5. 01-1100-0-4300.00-1110-1000-020-00-000-00000		286.84	N					N
		Printer RHECC ASB								
		6. 01-0000-0-4300.00-0000-7100-000-00-000-00000		298.98	N					N
		Supplies - Supt./Board								
		Total amount		3,979.50 *				0.00 *		

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

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
260734	000206/00	FLEWELLING & MOODY	000000000	9/30/2025	12/12/2025	12/16/2025	23	Prof. Serv. New Elementary
		1. 21-0000-0-5800.00-0000-8500-001-00-000-0000		11,385.00	N			
		Inv. 49727 New S.Kern ES						
260735	002751/00	ACELLUS	431499372	10/09/2025	12/12/2025	12/16/2025	23	Additional Licenses ALIS
		1. 01-0000-0-5800.00-3300-1000-090-00-000-0000		6,320.00	N			
		Inv. 109286						
		Total for 12/12/2025		73,990.06	***			0.00 ***
260736	001383/00	DIVISION OF STATE ARCHITECT		12/22/2025	12/22/2025	1/12/2026	25	Plan Ck Fees RHECC CTE Bld
		1. 21-0000-0-5800.00-0000-8500-020-00-000-0000		188,000.00	N			
		CTE Bldg. RHECC						
		Total for 12/22/2025		188,000.00	***			0.00 ***
260737	000813/00	CYNTHIA LITCHKO	000000000	12/30/2025	12/30/2025	1/12/2026	25	Medicare Prem. Jan. 2026
		1. 01-0000-0-3701.00-0000-7200-000-00-000-0000		206.50	N			
		Medicare Prem. Jan. 2026						
260738	000886/00	CHRISTINE DORMAN		12/30/2025	12/30/2025	1/12/2026	25	Medicare Prem. Dec. 2025
		1. 01-0000-0-3701.00-0000-7200-000-00-000-0000		185.00	N			
		Medicare Prem. Dec. 2025						
260739	000819/00	EARTH SYSTEMS CONSULTANTS	770521790	12/30/2025	12/30/2025	1/12/2026	25	Services - TMS Landscape
		1. 01-0000-0-5800.00-0000-8500-040-00-000-0040		2,572.79	N			
		Inv. 857450 TMS Landscape						
		2. 01-0000-0-5800.00-0000-8500-040-00-000-0040		100.00	N			
		Inv. 858067 TMS Landscape						
		Total amount		2,672.79	*			0.00 *
		Total for 12/30/2025		3,064.29	***			0.00 ***

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	Entered	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-Amount	UT-Amount
260740	001316/01	U. S. BANK TRUST		1/06/2026	1/06/2026	1/12/2026	25	GO Bonds Annual	Paying Age
		1. 01-0000-0-5800.00-0000-7200-000-0000-0000		5,610.00	N				N
		Inv. 7981211							
		2. 01-0000-0-5800.00-0000-7200-000-0000-0000		1,320.00	N				N
		Inv. 7981372							
		3. 01-0000-0-5800.00-0000-7200-000-0000-0000		1,870.00	N				N
		Inv. 7976492							
		Total amount		8,800.00 *				0.00 *	
260741	003649/00	NIELSEN MERKSAMER		1/06/2026	1/06/2026	1/12/2026	25	Legal Services -	November
		1. 01-0000-0-5800.00-0000-7100-000-0000-0000		7,050.00	N				N
		Inv. 298392 nov.							
260742	000206/00	FLEWELLING & MOODY		1/06/2026	1/06/2026	1/12/2026	25	Services July -	RHECC Cafet
		1. 35-9010-0-5800.00-0000-8500-020-00-000-0000		4,499.70	N				N
		Inv. 49447 RHECC Cafeteria							
260743	000206/00	FLEWELLING & MOODY		1/06/2026	1/06/2026	1/12/2026	25	July-Sept. TMS	Landscape I
		1. 01-0000-0-5800.00-0000-8500-040-00-000-0040		2,840.50	N				N
		Inv. 49509 TMS Landscape Imp.							
		2. 01-0000-0-5800.00-0000-8500-040-00-000-0040		506.00	N				N
		Inv. 49621 TMS Landscape Imp.							
		3. 01-0000-0-5800.00-0000-8500-040-00-000-0040		253.00	N				N
		Inv. 49733 TMS Landscape Imp.							
		Total amount		3,599.50 *				0.00 *	
260744	000206/00	FLEWELLING & MOODY		1/06/2026	1/06/2026	1/12/2026	25	July-Nov.-	WES Pre-K/TK
		1. 35-0000-0-5800.00-0000-8500-000-00-000-9303		9,017.25	N				N
		Inv. 49449 WES Pre-K/TK							
		2. 35-0000-0-5800.00-0000-8500-000-00-000-9303		6,120.80	N				N
		Inv. 49622 WES Pre-K/TK							
		3. 35-0000-0-5800.00-0000-8500-000-00-000-9303		8,306.80	N				N
		Inv. 49731 WES Pre-K/TK							
		4. 35-0000-0-5800.00-0000-8500-000-00-000-9303		4,235.00	N				N
		Inv. 49904 WES Pre-K/TK							
		5. 35-0000-0-5800.00-0000-8500-000-00-000-9303		7,213.80	N				N
		Inv. 49857 WES Pre-K/TK							
		6. 35-0000-0-5800.00-0000-8500-000-00-000-9303		61,317.30	N				N
		Inv. 49978 WES Pre-K/TK							
		Total amount		96,210.95 *				0.00 *	

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	PV amount	Entered UT	UT-Obj	Paid	Batch UT-Rate	Description
260745	000081/00	KERN CO SUPT OF SCHOOLS	956000941	12/03/2025	1/06/2026	1/12/2026	25	PLC for Alternative Sett		
		1. 01-3182-0-5200.00-3200-1000-095-00-000-0000			300.00	N				
		Inv. 601386								
260746	001784/00	THOMSON REUTERS WEST		1/01/2026	1/06/2026	1/12/2026	25	CA ED Code 2026		
		1. 01-0000-0-4300.00-0000-7100-000-00-000-0000			333.42	N				
		Inv. 853086263								
		Total for 01/06/2026			120,793.57	***				0.00 ***
260747	000587/00	GRAINGER INC		1/05/2026	1/07/2026	1/12/2026	25	Wire Cages for Fire Alarms		
		1. 01-8150-0-4300.00-1110-8100-010-00-000-0000			245.77	N				
		Inv. 845351097								
260748	001323/00	STAPLES ADVANTAGE	000000000	8/12/2024	1/07/2026	1/12/2026	25	Folding Table RES PO 24093		
		1. 01-1100-0-4300.00-1110-1000-050-72-308-0000			182.17	N				
		Inv. 6009154897								
260749	001801/00	SODEXO AMERICA	000000000	8/05/2025	1/07/2026	1/12/2026	25	Consulting - New Cafeteria		
		1. 13-5310-0-5800.00-0000-3700-000-00-000-0000			1,632.27	N				
		Inv. 257003								
260750	000533/01	AMERICAN EXPRESS		12/28/2025	1/07/2026	1/12/2026	25	Amex 83004, 52001		
		1. 01-0000-0-4300.00-0000-7200-001-00-000-0000			134.76	N				
		Ink for Postage Machine								
		2. 01-1100-0-4300.00-1110-1000-030-00-000-0000			459.70	N				
		Reading Ribbons WES								
		3. 01-0000-0-4300.00-1110-1000-050-72-201-0000			957.35	N				
		PBIS Incentives RES								
		4. 01-8150-0-5800.00-1110-8100-010-00-000-0000			255.76	N				
		Elevator Conveyance								
		5. 01-8150-0-4300.00-1110-8100-010-00-000-0000			254.06	N				
		Alarm Bells								
		6. 01-0000-0-4300.00-0000-7100-000-00-000-0000			449.49	N				
		Misc. Supplies - Supt./Board								
		7. 13-5310-0-4300.00-0000-3700-000-00-000-0000			142.46	N				
		Fruit - Child Nut.								
		Total amount.			2,653.58	*				0.00 *

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	Batch	Description
260758	003680/00	DAVID FARRELL				1/08/2026	1/08/2026	1/13/2026	26	Reimb - Supplies		
		1. 01-0000-0-4300.00-1110-1000-040-00-000-0000				28.00	N					N
		Reimb - Supplies										
260759	002652/00	ELIXALEN VALLADARES		623834279		1/08/2026	1/08/2026	1/13/2026	26	25-26 Shoe Reimb		
		1. 01-8150-0-4300.00-1110-8100-010-00-000-0000				170.18	N					Y
		25-26 Shoe Reimb										
260760	003585/00	FELECIA TOLLIVER				1/08/2026	1/08/2026	1/13/2026	26	Mileage 12/2-17		
		1. 01-0000-0-5200.00-0000-7200-003-00-000-0000				123.34	N					N
		Mileage 12/2-17										
260761	003334/00	GURPREET HUNDAL				1/08/2026	1/08/2026	1/13/2026	26	Mileage - Nov		
		1. 01-6500-0-5200.00-5770-1120-005-00-000-0000				69.65	N					N
		Mileage - Nov										
260762	003679/00	KEYMON FOWLER				1/08/2026	1/08/2026	1/13/2026	26	25-26 Shoe Reimb		
		1. 01-8150-0-4300.00-1110-8100-010-00-000-0000				66.83	N					N
		25-26 Shoe Reimb										
260763	003277/00	LARRY MENDEZ				1/08/2026	1/08/2026	1/13/2026	26	Mileage - Math Adopt Fair		
		1. 01-0000-0-5200.00-1110-1000-003-72-125-0000				105.00	N					N
		Mileage - Math Adopt Fair										
260764	002896/00	MARI ROTH		000000000		1/08/2026	1/08/2026	1/13/2026	26	Reimb - 2 Pigs		
		1. 01-0000-0-4400.00-1110-1000-020-00-000-3276				1,000.00	N					N
		Reimb - 2 Pigs										
260765	003124/00	MARILOU BASILIO				1/08/2026	1/08/2026	1/13/2026	26	Travel - Math 12/11-12		
		1. 01-0000-0-5200.00-1110-1000-003-72-125-0000				300.00	N					N
		Travel - Math 12/11-12										
260766	003097/00	MICHAEL ESCOBAR				1/08/2026	1/08/2026	1/13/2026	26	Travel - PLC 12/16		

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

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 Description UT-Amount 1099

260766 (CONTINUED)

1. 01-0000-0-5200.00-1110-1000-003-72-101-0000 149.72 N
 Travel - PLC 12/16

260767 003311/00 NATALIE DRESSER 1/08/2026 1/08/2026 1/13/2026 26 Travel - Math 11/20/25
 1. 01-0000-0-5200.00-1110-1000-050-72-125-0000 150.00 N
 Travel - Math 11/20/25

260768 003311/00 NATALIE DRESSER 1/08/2026 1/08/2026 1/13/2026 26 Travel - Math 12/11-12
 1. 01-0000-0-5200.00-1110-1000-050-72-125-0000 300.00 N
 Travel - Math 12/11-12

260769 003205/00 RINA IGUIRON 1/08/2026 1/08/2026 1/13/2026 26 Travel - Bridges Lang Lit
 1. 01-6266-0-5200.00-1110-1000-040-00-000-0000 305.04 N
 Travel - Bridges Lang Lit

260770 002211/00 RHONDA DEAL 1/08/2026 1/08/2026 1/13/2026 26 Travel - KCSOS Math 12/11
 1. 01-0000-0-5200.00-1110-1000-003-72-125-0000 149.44 N
 Travel - KCSOS Math 12/11

260771 003031/00 ROBERT VINCELETTE 1/08/2026 1/08/2026 1/13/2026 26 Travel - CSBA
 1. 01-0000-0-5200.00-0000-7100-000-000-0000 649.40 N
 Travel - CSBA

260772 001593/00 RUTH K. SAUCEDO 1/08/2026 1/08/2026 1/13/2026 26 Mileage - Dec
 1. 01-6500-0-5200.00-5770-1120-005-00-000-0000 65.03 N
 Mileage - Dec

260773 000164/00 STACY POTTER 1/08/2026 1/08/2026 1/13/2026 26 Travel - PLC 9/16/25
 1. 01-0000-0-5200.00-1110-1000-003-72-101-0000 149.72 N
 Travel - PLC 9/16/25

260774 000164/00 STACY POTTER 1/08/2026 1/08/2026 1/13/2026 26

Pay Voucher Transactions
 Date: 00/00/0000 - 99/99/9999
 PV#: 260729 - 260776

PV NO Vendor/Addr Name LN FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 Tax ID Inv Date PV amount UT Entered UT UT-Obj Paid UT-Rate Batch Description UT-Amount 1099

260774 (CONTINUED)

1. 01-0000-0-5200.00-1110-1000-003-72-101-0000
 Travel - PLC 10/21/25 149.72 N

260775 000164/00 STACY POTTER 000000000 1/08/2026 1/08/2026 1/13/2026 26 Travel - PLC 12/16/25
 1. 01-0000-0-5200.00-1110-1000-003-72-101-0000
 Travel - PLC 12/16/25 150.00 N

260776 003480/00 MARIA PRUDENCIA RUIZ 1/08/2026 1/08/2026 1/13/2026 26 25-26 Shoe Reimb
 1. 13-5310-0-4300.00-0000-3700-000-00-000-0000
 25-26 Shoe Reimb 125.00 N

Total for 01/08/2026

5,528.14 *** 0.00 ***

Grand total

403,825.72 *****

0.00 *****



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Agreement/Contract Coversheet

Vendor/Contractor Name	Date Contract Received	Board Date
IRS	1/13/2026	1/21/2026

Contract Title/Name	Contract Effective Dates	
2026 Business Standard Mileage	From 1/1/2026	Final Contract to Superintendent's Secretary By: 1/14/2026
	Until 12/31/2026	

Description of Agreement

This IRS has published the 2026 business standard mileage rate at 72.5 cents per mile, up 2.5 cents from 2025.

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

Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year
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Budget String/Comments

Business Services

Overview

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

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 1/14/2026
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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 1/14/2026
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[Here's how you know](#)



IRS sets 2026 business standard mileage rate at 72.5 cents per mile, up 2.5 cents

IR-2025-128, Dec. 29, 2025

WASHINGTON — The Internal Revenue Service today announced that the optional standard mileage rate for business use of automobiles will increase by 2.5 cents in 2026, while the mileage rate for vehicles used for medical purposes will decrease by half a cent, reflecting updated cost data and annual inflation adjustments.

Optional standard mileage rates are used to calculate the deductible costs of operating vehicles for business, charitable, and medical purposes. Additionally, the optional standard mileage rate may be used to calculate the deductible costs of operating vehicles for moving purposes for certain active-duty members of the Armed Forces, and now, under the One, Big, Beautiful Bill, certain members of the intelligence community.

Beginning Jan. 1, 2026, the standard mileage rates for the use of a car, van, pickup or panel truck will be:

- 72.5 cents per mile driven for business use, up 2.5 cents from 2025.
- 20.5 cents per mile driven for medical purposes, down a half cent from 2025.
- 20.5 cents per mile driven for moving purposes for certain active-duty members of the Armed Forces (and now certain members of the intelligence community), reduced by a half cent from last year.
- 14 cents per mile driven in service of charitable organizations, equal to the rate in 2025.

The rates apply to fully-electric and hybrid automobiles, as well as gasoline and diesel-powered vehicles.

While the mileage rate for charitable use is set by statute, the mileage rate for business use is based on an annual study of the fixed and variable costs of operating an automobile. The rate for medical and moving purposes, meanwhile, is based on only the variable costs from the annual study.

Under the law, taxpayers cannot claim a miscellaneous itemized deduction for unreimbursed employee travel expenses, except for certain educator expenses. However, deductions for expenses that are deductible in determining adjusted gross income remain allowable, such as for certain members of a reserve component of the Armed Forces, certain state and local government officials, certain performing artists, and eligible educators. Alternatively, eligible educators may claim an itemized deduction for certain unreimbursed employee travel

expenses. In addition, only taxpayers who are members of the military on active duty or certain members of the intelligence community may claim a deduction for moving expenses incurred while relocating under orders to a permanent change of station.

Use of the standard mileage rates is optional. Taxpayers may instead choose to calculate the actual costs of using their vehicle.

Taxpayers using the standard mileage rate for a vehicle they own and use for business must choose to use the rate in the first year the automobile is available for business use. Then, in later years, they can choose to use the standard mileage rate or actual expenses.

For a leased vehicle, taxpayers using the standard mileage rate must employ that method for the entire lease period, including renewals.

Notice-2026-10  contains the optional 2026 standard mileage rates, as well as the maximum automobile cost used to calculate mileage reimbursement allowances under a fixed-and variable rate plan. The notice also provides the maximum fair market value of employer-provided automobiles first made available to employees for personal use in 2026 for which employers may calculate mileage allowances using a cents-per-mile valuation rule or the fleet-average-valuation rule.

 *News items may not be updated after their release. Please verify the date before relying on the language.*



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Field Trip

Site	Date Received	Board Date
Rosamond High School	12/22/2025	1/21/2026

Field Trip	Effective Dates	Final Contract to Superintendent's Secretary By:				
Advanced Leadership Academy (FFA Leadership Conference)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">From</td> <td style="width: 20%;">1/30/2026</td> </tr> <tr> <td>Until</td> <td>1/31/2026</td> </tr> </table>	From	1/30/2026	Until	1/31/2026	1/14/2026
From	1/30/2026					
Until	1/31/2026					

Description

This trip is for certain FFA students to attend the Made for Excellence Advanced Leadership Academy in Onterio, CA .

Renewal Clause	Automatic Renewal	
Payment Terms:	Termination Clause	Budgeted Item
	N/A	N/A

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

Budget String/Comments

Business Services

Overview

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

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 1/14/2026
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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 1/14/2026
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SOUTHERN KERN UNIFIED SCHOOL DISTRICT

FIELD TRIP TRANSPORTATION REQUEST

Trip Date: 01/30/2026 School Site: Rosamond High Early College Campus Today's Date: 12/19/2025

Contact Person: Mari Roth

Contact Number:

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

Destination: Ontario - Double Tree (222 N. Vineyard Avenue, Ontario, CA 91764)

Purpose: Made for Excellence / Advanced Leadership Academy (FFA Leadership Conferences)

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?: No

Departure Date: 01/30/2026

Return Date: 01/31/2026

Departure Time: 9:00 AM

Return Time: 3:30 PM

Requesting a Bus to drop us off at conference on Friday 1/30 (Leave Rosamond at 9:00AM - Arrive at Conference by 12:00PM (drop off kids) - Bus leave Ontario by 12:30 PM and return to Rosamond by 3:30PM)
Requesting a Bus to pick us up at conference on Saturday 1/31 (Leave Rosamond around 9:00AM - Arrive at Conference by 12:00PM (pick up kids) - Bus leave Ontario by 12:30 PM and return to Rosamond by 3:30PM)

Notes:

Vehicle Type Requested

Van

No. Vans Requested: 0

No. Passengers: 0

(9 Passengers MAX Per Van)

Persons Driving:

Additional Stops:

Approximate Miles:

Fuel per Mile:

Total Fuel Cost:

Bus

No. Buses Requested: 1

No. Passengers: 13

(Elementary 78 Passengers MAX Per Bus)

(Secondary 54 Passengers MAX Per Bus)

Additional Stops: NA

Approximate Miles: 384

Fuel per Mile: \$4.19

Total Fuel Cost: 1,608.96

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: Mari Roth

Classroom Number: 435

Total Number of Student Eating: 0

Number of Adults Eating: 0

Cost of Adult Meal \$5.00 per person

Date Needed By: 01/30/2026

Time Needed By: 9:00 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: 12/19/2025

Superintendent Approval: Barbara Gaines Date: 12/22/2025

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

Transportation Approval: Dezera Castro Date: 12/19/2025

Child Nutrition Approval: Rosie Robles Date: 12/22/2025

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:
				Total Van Cost
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:
				Total Bus Cost

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:

MADE FOR EXCELLENCE | ADVANCED LEADERSHIP ACADEMY

2026 Conference Hotel Costs

<u>SITE</u>	<u>HOTEL ROOM COST PER NIGHT</u>
Monterey	\$219+tax
Sacramento	\$129+tax
Sonoma	\$150+tax
Redding	\$125+ tax
Ontario	\$209+tax
Modesto	\$165+tax
Visalia	\$99+tax

ADVANCED LEADERSHIP ACADEMY
2026 Conference Schedule

Day 1

12:00 – 12:50 pm **CONFERENCE REGISTRATION (OFFICIAL DRESS)**

Shirts are available immediately for pick up at registration. Rooming is done by the chapters and keys can be picked up at the front desk to be passed out after dinner.

1:00 pm Session 1

2:00 pm Session 2

3:30 pm Session 3

5:00 pm Session 4

6:00 pm **DINNER (OFFICIAL DRESS)**

7:15 pm Session 5

8:30 pm **HOTEL ROOM BREAK / CHANGE FOR THE DANCE**

FFA / chapter t-shirts recommended

9:00 pm **DANCE ~ 90 minutes**

11:00 pm **CURFEW**

Day 2

7:00 am **BREAKFAST (CONFERENCE T-SHIRTS)**

Luggage should be moved out of rooms prior to session 6 starting

8:15 am Session 6

10:30 am Session 7

11:15/30 am **ADJOURN**





CALIFORNIA ASSOCIATION OF THE FUTURE FARMERS OF AMERICA

TO: FFA Chapter Advisors

FROM: Mrs. Jasmine Standridge, State FFA Leadership Development Coordinator
Mrs. Trisha Chapman, State FFA Membership Services Director
Mr. Hugh Mooney, Assistant State FFA Advisor

SUBJECT: 2026 ADVANCED LEADERSHIP ACADEMY CONFERENCES

Once again, we are pleased to offer the third program in our leadership and personal growth continuum, Advanced Leadership Academy (ALA) for our third-year members. Students must be enrolled in an agricultural education course to participate in this program, which targets high school juniors.

Advanced Leadership Academy

ALA is all about a student understanding who they are on a team, how to collaborate with others, and the value of collaboration. "WE: knowing that leadership starts by first believing in ourselves in order to build our confidence to then work efficiently with others."

Who: Juniors

When: 9 Conferences in January and February

Dress: Day 1 – CA FFA Official Dress; Day 2 – Conference T-shirt

What: Each student will:

- Establish how to work effectively on a team
- Take responsibility for own actions
- Practice conflict resolution strategies
- Create a plan of action for improvement
- Discover methods of establishing buy-in (WIIFM) and building support for their chapter project
- Walk away with new chapter ideas and ways to incorporate agriculture into any chapter event

Hotel Reservations: FFA advisors are responsible for booking hotel rooms needed directly with the hotel. California FFA has organized a block of rooms for each conference on a first-come, first-served basis. Hotel block information is sent out to each group by the Leadership Development Coordinator once the conference is full or by 4:00 PM on the day registration opens. After the first day of registration, all hotel booking information will be added on each of the conference's individual registration page on calaged.org. Once the hotel block is full, chapters will need to look for lodging at neighboring hotels.

A few benefits of advisors booking their own rooms include:

- FFA Advisors are not required to identify student names when registering
- FFA Advisors will have more control of their own rooming lists

Electronic Check-In/ Registration. Computer-based check in for chapters on site with the Leadership Development Coordinator or designated state staff member. Please know how many students you brought for each conference and how many advisors; you do not need student names.

Registration:

Conferences for 2026 will be hosted at 7 locations, delivering 9 conferences throughout the state (the list of sites and dates are on Calaged.org > Events > Integrated Leadership Conferences > Advanced Leadership Academy.)

To qualify for the EARLY registration cost of \$110 (includes a Judging Card fee per participant), an advisor must register online via Judging Card by November 30, 2025. Registrations submitted after the early registration deadline will pay the full registration cost of \$135 per student which includes the \$25 late fee from California FFA. Advisors and chaperones are \$80 per registration and will not incur a late fee for registration at any time. Registration opens Wednesday, November 5, 2025, at 7:00 AM PST via Judging Card; all registration closes December 19, 2025, by 11:59 PM.

A maximum of 200-240 seats, depending on location, will be available at each conference. To be certain you secure the number of seats you need, complete the registration materials promptly. Each conference will begin promptly at 1:00 pm and conclude no later than 11:30 am the next day. All conferences will include dinner and breakfast.

ALL REGISTRATION IS HANDLED ON A FIRST-COME BASIS.

One week prior to your registered conference, you will receive an email with additional instructions. The certificates will be available on calaged.org > Events > Integrated Leadership Conferences > Advanced Leadership Academy).

Teacher Expectations:

Registration will begin at 12 noon through 12:50 pm. Please arrive between those times knowing how many students and chaperones you brought and your students t-shirt sizes (small-4xl). Shirts will be laid out for advisors to grab after checking in at registration along with certificate folders. Following the start of the conference there will be an **advisor/chaperone meeting around 1:15 - 1:30pm, or after all students have entered the conference rooms.**

Advisors will be expected to supervise students and be present with them during breaks and be available on site in the event of an emergency or for student management. A school staff member/chaperone must always be present on site and in supervision while students are in participation at an out-of-school sponsored event. At some locations, staff will have informal meetings coordinated by their regional supervisors or CATA leadership.

Liability Waiver - California FFA is not directly responsible for students, advisors or chaperones attending events sanctioned by the state association. Local school districts and designated advisors/chaperones are responsible for the oversight and management of themselves and their students. Local management also includes securing proper insurance and medical waivers as designated by a chapter's local school board.

Multimedia Recording and Usage Policy – The California Department of Education & The California Association of FFA staff and its designees may capture photos, video and other recordings of participants before, during and after events at events sanctioned by the state association. Please be aware that all recorded media may be used by the California Association of FFA in future print materials, online materials (including FFA websites and official social media accounts) signage, slideshows, podcasts, videos and other uses in physical and digital forms. Attendance at events sanctioned by the state association implies your consent to be photographed, videotaped and otherwise recorded for these purposes.

Made for Excellence
2026 Conference Schedule

Day 1

12:00 – 12:50 pm **CONFERENCE REGISTRATION (OFFICIAL DRESS)**

Shirts are available immediately for pick up at registration. Rooming is done by the chapters and keys can be picked up at the front desk to be passed out after dinner.

1:00 pm Session 1

2:00 pm Session 2

3:30 pm Session 3

5:00 pm Session 4

6:00 pm **DINNER (OFFICIAL DRESS)**

7:15 pm Session 5

8:30 pm **HOTEL ROOM BREAK / CHANGE FOR THE DANCE**

FFA / chapter t-shirts recommended

9:00 pm **DANCE ~ 90 minutes**

11:00 pm **CURFEW**

Day 2

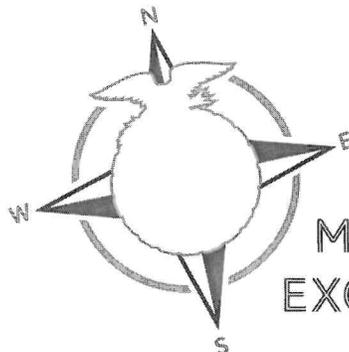
7:00 am **BREAKFAST (CONFERENCE T-SHIRTS)**

Luggage should be moved out of rooms prior to session 6 starting

8:15 am Session 6

10:30 am Session 7

11:30 am **ADJOURN**





CALIFORNIA ASSOCIATION OF THE FUTURE FARMERS OF AMERICA

TO: FFA Chapter Advisors

FROM: Mrs. Jasmine Standridge, State FFA Leadership Development Coordinator
Mrs. Trisha Chapman, State FFA Membership Services Director
Mr. Hugh Mooney, Assistant State FFA Advisor

SUBJECT: 2026 MADE FOR EXCELLENCE CONFERENCES

Once again, we are pleased to offer the second program in our leadership and personal growth continuum, Made for Excellence (MFE) for our second-year members. Students must be enrolled in an agricultural education course to participate in this program, which targets high school sophomores.

Made For Excellence

MFE is all about a student understanding who they are and how they can build trust, show vulnerability, and give empathy to develop relationships to ultimately influence those around them. This conference is about "WE: knowing that leadership starts by first believing in ourselves in order to build our confidence to then serve others."

Who: Sophomores

When: 9 Conferences in January and February

Dress: Day 1 – CA FFA Official Dress; Day 2 – Conference T-shirt

What: Each student will:

- Define leadership and six different leadership truths
- Develop five core values to help guide life decisions
- Explore how to continually build leadership as a skill over time
- Evaluate and improve self-integrity
- Practice three ways to build lasting relationships
- Evaluate the message the agriculture industry portrays through different forms of media
- Walk away with three specific practices to implement after MFE

Hotel Reservations: FFA advisors are responsible for booking hotel rooms needed directly with the hotel. California FFA has organized a block of rooms for each conference on a first-come, first-served basis. Hotel block information is sent out to each group by the Leadership Development Coordinator once the conference is full or by 4:00 PM on the day registration opens. After the first day of registration, all hotel booking information will be added on each of the conference's individual registration page on calaged.org. Once the hotel block is full, chapters will need to look for lodging at neighboring hotels.

A few benefits of advisors booking their own rooms include:

- FFA Advisors are not required to identify student names when registering
- FFA Advisors will have more control of their own rooming lists

Electronic Check-In/ Registration. Computer-based check in for chapters on site with the Leadership Development Coordinator or designated state staff member. Please know how many students you brought for each conference and how many advisors; you do not need student names.

Registration:

Conferences for 2026 will be hosted at 7 locations, delivering 9 conferences throughout the state (the list of sites and dates are on Calaged.org > Events > Integrated Leadership Conferences > Made for Excellence.)

To qualify for the EARLY registration cost of \$110 (includes a Judging Card fee per participant), an advisor must register online via Judging Card by November 30, 2025. Registrations submitted after the early registration deadline will pay the full registration cost of \$135 per student which includes the \$25 late fee from California FFA. Advisors and chaperones are \$80 per registration and will not incur a late fee for registration at any time. Registration opens Wednesday, November 5, 2025, at 7:00 AM PST via Judging Card; all registration closes December 19, 2025, by 11:59 PM.

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ALL REGISTRATION IS HANDLED ON A FIRST-COME BASIS.

One week prior to your registered conference, you will receive an email with additional instructions. Conference certificates will be available on Calaged.org > Events > Integrated Leadership Conferences > Made for Excellence).

Teacher Expectations:

Registration will begin at 12 noon through 12:50 pm. Please arrive between those times knowing how many students and chaperones you brought and your students t-shirt sizes (small-4xl). Shirts will be laid out for advisors to grab after checking in at registration along with certificate folders. Following the start of the conference there will be an **advisor/chaperone meeting around 1:15 - 1:30pm, or after all students have entered the conference rooms.**

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Liability Waiver - California FFA is not directly responsible for students, advisors or chaperones attending events sanctioned by the state association. Local school districts and designated advisors/chaperones are responsible for the oversight and management of themselves and their students. Local management also includes securing proper insurance and medical waivers as designated by a chapter's local school board.

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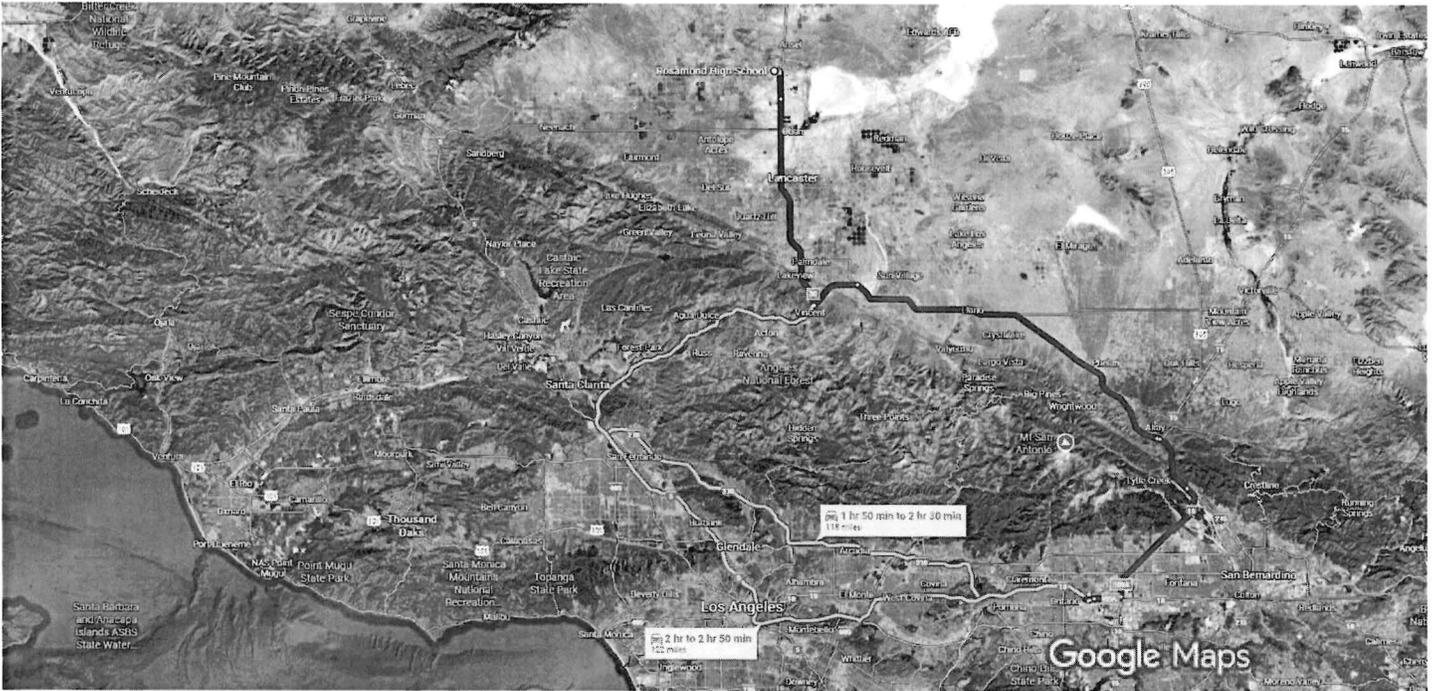
MADE FOR EXCELLENCE | ADVANCED LEADERSHIP ACADEMY
2026 Conference Dates and Locations

<u>DATE</u>	<u>SITE</u>	<u>REGISTRATION DEADLINES</u>
Fri, Jan. 9 – Sat, Jan. 10, 2026 Sun, Jan. 11 – Mon, Jan. 12, 2026	Monterey – Embassy Suites 1441 Canyon Del Rey Blvd Seaside, CA 93955	Early – Nov. 30, 2025 Full – Dec. 19, 2025
Fri, Jan. 16 – Sat, Jan. 17, 2026	Sacramento – Hilton Arden West 2200 Harvard Street Sacramento, CA 95815	Early - Nov. 30, 2025 Full - Dec. 19, 2025
Sun, Jan. 18 – Mon, Jan. 19, 2026	Sonoma – Double Tree One DoubleTree Rohnert Park, CA 94928	Early – Nov. 30, 2025 Full – Dec. 19, 2025
Fri, Jan. 23 – Sat, Jan. 24, 2026	Redding – Holiday Inn 1900 Hilltop Drive Redding, CA 96002	Early – Nov. 30, 2025 Full – Dec. 19, 2025
Fri, Jan. 30 – Sat, Jan. 31, 2026	Ontario – Double Tree 222 N. Vineyard Avenue Ontario, CA 91764	Early – Nov. 30, 2025 Full – Dec. 19, 2025
Fri, Feb. 6 – Sat, Feb. 7, 2026	Modesto – DoubleTree 1150 9 th Street Modesto, CA 95354	Early – Nov. 30, 2025 Full – Dec. 19, 2025
Fri, Feb. 13 – Sat, Feb. 14, 2026 Sun, Feb. 15 - Mon, Feb. 16, 2026	Visalia – Wyndham 9000 Airport Drive Visalia, CA 93277	Early – Nov. 30, 2025 Full – Dec. 19, 2025

Contact/ Questions:

*JudgingCard - Mrs. Alyssa Ewell, info@JudgingCard.com
Programming/Registration – Mrs. Jasmine Standridge, 209/ 744-1600, jstandridge@californiaffa.org*

Rosamond High School, Drive 96.0 miles, 1 hr 30 min to 2 hr 10 min
2925 Rosamond Blvd, Rosamond, CA 93560 to DoubleTree by Hilton
Hotel Ontario Airport, 222 N Vineyard Ave, Ontario, CA 91764



Imagery ©2025, Map data ©2025 Google 5 mi

Rosamond High School

2925 Rosamond Blvd, Rosamond, CA 93560

Get on CA-14 S from W Rosamond Blvd

- ↑ 1. Head east toward W Rosamond Blvd 3 min (0.8 mi)
- ↶ 2. Turn left toward W Rosamond Blvd 184 ft
- ↶ 3. Turn left toward W Rosamond Blvd 466 ft
- ↶ 4. Turn left onto W Rosamond Blvd 49 ft
- ⤴ 5. Use the right lane to merge onto CA-14 S via the ramp to Los Angeles 0.5 mi
- ↶ 6. Turn left onto CA-14 S 0.2 mi

Follow CA-14 S to Pearblossom Hwy/Sierra Hwy in Los Angeles County. Take exit 30 from CA-14 S

- ⤴ 6. Merge onto CA-14 S 23 min (25.8 mi)
- ↶ 7. Slight right to stay on CA-14 S 2.7 mi

- 8.1 mi
- ↶ 8. Keep left to stay on CA-14 S
- 14.6 mi
- ↷ 9. Take exit 30 toward Angeles Forest Hwy
- 0.4 mi

Get on I-15 S in San Bernardino County

- 49 min (44.3 mi)
- ↶ 10. Turn left onto Pearblossom Hwy/Sierra Hwy
- Continue to follow Pearblossom Hwy
- 5.5 mi
- ↷ 11. Turn right onto CA-138 E
- 38.5 mi
- ⬆ 12. Merge onto I-15 S via the ramp to San Bernardino
- 0.3 mi

Continue on I-15 S to Ontario. Take exit 55A from I-10 W

- 23 min (24.7 mi)
- ⬆ 13. Merge onto I-15 S
- 6.4 mi
- ↶ 14. Slight left to stay on I-15 S
- 14.8 mi
- ↷ 15. Use the right 2 lanes to take exit 109A to merge onto I-10 W toward Los Angeles
- 2.0 mi
- ↷ 16. Use the right lane to stay on I-10 W
- 1.0 mi
- ↷ 17. Take exit 55A for Holt Blvd
- 0.6 mi

Drive to E Convention Center Way

- 59 sec (0.4 mi)
- ⬆ 18. Continue onto E Holt Blvd
- 0.1 mi
- ↷ 19. Turn right onto E Convention Center Way
- 0.3 mi

DoubleTree by Hilton Hotel Ontario Airport
222 N Vineyard Ave, Ontario, CA 91764



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Field Trip

Site	Date Received	Board Date
Rosamond High School/Tropico Middle School	12/22/2025	1/21/2026

Field Trip	Effective Dates	Final Contract to Superintendent's Secretary By:
Individual Major Awards Competition	From 1/23/2026	1/14/2026
	Until 1/25/2026	

Description

This trip is for RHS and TMS Cadets to attend the Major Awards Competition in San Luis Obispo.

Renewal Clause	Automatic Renewal
Payment Terms:	Termination Clause
	N/A
	Budgeted Item
	N/A

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

Initial Review Complete

Signature	Date
Robert Irving	1/14/2026

Purchase Order Prepared

Signature	Date

Ready for Board Agenda

Signature	Date
Camie Davies	1/14/2026

SOUTHERN KERN UNIFIED SCHOOL DISTRICT

FIELD TRIP TRANSPORTATION REQUEST

Trip Date: 01/23/2026 School Site: Tropic Middle School

Today's Date: 12/09/2025

Contact Person: Cinthia Ariana Galdamez/ Charles Wallis

Contact Number:

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

Destination: 10 Sonoma ave San Luis Obispo CA 93405

Purpose: Individual Major Awards Competition

Overnight*: Yes

Out of State*: Yes

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: 01/23/2026

Return Date: 01/25/2026

Departure Time: 8:00 AM

Return Time: 7:00 PM

This event is for both Rosamond Early College Campus and for Tropic Middle School California Cadet Corps. In order to compete at this State level, cadets must place 1st or 2nd place in the regional (brigade level)

Notes:

Vehicle Type Requested

Van

No. Vans Requested: 2

No. Passengers: 10

(9 Passengers MAX Per Van)

Persons Driving: Cinthia Ariana Galdamez/ Charles Wallis/ Johny Padilla

Additional Stops:

Approximate Miles: 208

Fuel per Mile: \$3.91

Total Fuel Cost: 813.28

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: Cinthia Ariana Galdamez/ Charles Wallis

Classroom Number: 61

Total Number of Student Eating: 0

Number of Adults Eating: 0

Cost of Adult Meal \$5.00 per person

Date Needed By: 01/23/2026

Time Needed By: 8:00 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: 12/11/2025

Superintendent Approval: Barbara Gaines Date: 12/13/2025

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

Transportation Approval: Dezera Castro Date: 12/10/2025

Child Nutrition Approval: Rosie Robles Date: 12/12/2025

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:
				Total Van Cost
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:
				Total Bus Cost

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

Agreement / Contract Coversheet

Vendor/Contractor Name	Date Contract Received	Board Date
Lamar	1/13/2026	1/21/2026

Contract Title/Name	Contract Effective Dates	Final Contract to Superintendent's Secretary By:
Contract # 5372856	From 3/16/2026 Until 8/30/2026	

Description of Agreement

This contract is for the placement of employment recruiting billboard located at AV FWY 14 and Ave I.

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

Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year	\$18,000.00
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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	1/14/2026

Purchase Order Prepared

	Signature	Date

Ready for Board Agenda

	Signature	Date
	Camie Davies	1/14/2026

Lancaster
P.O. Box 829
Lancaster, CA 93584
Phone: 661-948-0721
Fax: 661-948-1631



CONTRACT # 5372856

Date: 1/5/2026
New/Renewal: RENEWAL
Account Executive: Bruce Haney, Jr
Phone: 661-948-0721

CONTRACTED DIRECTLY BY ADVERTISER	
Customer #	800011-0
Name	SOUTHERN KERN UNIFIED SCHOOL DISTRICT
Address	2601 ROSAMOND BOULEVARD
City/State/Zip	ROSAMOND, CA 93560
Contact	Leanne Hargus
Email Address	lhargus@skusd.k12.ca.us
Phone #	(661) 256-5000
Fax #	
P.O./ Reference #	
Advertiser/Product	SOUTHERN KERN UNIFIED SCHOOL DISTRICT
Campaign	SO. Kern Unified School District Panel 3852

Space										
# of Panels: 1									Billing Cycle: Every 4 weeks	
Panel # TAB ID	Market	Location	Illum	Media Type	Size	Misc	Service Dates	# Service Periods	Invest Per Period	Cost
3852 350483	256-LANCASTER, CA	AV FWY 14 WL 2100' N/O AVENUE I	Yes	Perm Bulletin	14' 0" x 48' 0"		03/16/26-08/30/26	6	\$3,000.00	\$18,000.00
Total Space Costs:									\$18,000.00	

Special Considerations: Client is being offered a 60 day right of first refusal. The ROFR must be exercised at least 60 days before the end date of the contract.

Advertiser authorizes and instructs The Lamar Companies (Lamar) to display in good and workmanlike manner, and to maintain for the terms set forth above, outdoor advertising displays described above or on the attached list. In consideration thereof, Advertiser agrees to pay Lamar all contracted amounts within thirty (30) days after the date of billing. Advertiser acknowledges and agrees to be bound by the terms and conditions on all pages of this contract.

The Agency representing this Advertiser in the contract executes this contract as an agent for a disclosed principal, but hereby expressly agrees to be liable jointly and severally and in solidio with Advertiser for the full and faithful performance of Advertiser's obligations hereunder. Agency waives notice of default and consents to all extensions of payment.

The undersigned representative or agent of Advertiser hereby warrants to Lamar that he/she is the Associate Superintendent

(Officer/Title)

of the Advertiser and is authorized to execute this contract on behalf of the Advertiser.

Customer:	SOUTHERN KERN UNIFIED SCHOOL DISTRICT
Signature:	(signature above)
Name:	(print name above)
Date:	(date above)

THE LAMAR COMPANIES	This contract is NOT BINDING UNTIL ACCEPTED by a Lamar General Manager.	
ACCOUNT EXECUTIVE: Bruce Haney, Jr	GENERAL MANAGER	DATE

STANDARD CONDITIONS

1. Late Artwork: The Advertiser must provide or approve art work, materials and installation instructions ten (10) days prior to the initial Service Date. In the case of default in furnishing or approval of art work by Advertiser, billing will occur on the initial Service Date.

INITIALS _____



Lancaster
P.O. Box 829
Lancaster, CA 93584
Phone: 661-948-0721
Fax: 661-948-1631



Date: 1/5/2026
New/Renewal: RENEWAL
Account Executive: Bruce Haney, Jr
Phone: 661-948-0721

2. Copyright/Trademark: Advertiser warrants that all approved designs do not infringe upon any trademark or copyright, state or federal. Advertiser agrees to defend, indemnify and hold Lamar free and harmless from any and all loss, liability, claims and demands, including attorney's fees arising out of the character contents or subject matter of any copy displayed or produced pursuant to this contract.

3. Payment Terms: Lamar will, from time to time at intervals following commencement of service, bill Advertiser at the address on the face hereof. Advertiser will pay Lamar within thirty (30) days after the date of invoice. If Advertiser fails to pay any invoice when it is due, in addition to amounts payable thereunder, Advertiser will promptly reimburse collection costs, including reasonable attorney's fees plus a monthly service charge at the rate of 1.5% of the outstanding balance of the invoice to the extent permitted by applicable law. Delinquent payment will be considered a breach of this contract. Payments will be applied as designated by the Advertiser; non designated payments will be applied to the oldest invoices outstanding.

4. Service Interruptions: If Lamar is prevented from posting or maintaining any of the spaces by causes beyond its control of whatever nature, including but not limited to acts of God, strikes, work stoppages or picketing, or in the event of damage or destruction of any of the spaces, or in the event Lamar is unable to deliver any portion of the service required in this contract, including buses in repair, or maintenance, this contract shall not terminate. Credit shall be allowed to Advertiser at the standard rates of Lamar for such space or service for the period that such space or service shall not be furnished or shall be discontinued or suspended. In the case of illumination, should there be more than a 50% loss of illumination, a 20% pro-rata credit based on four week billing will be given. If this contract requires illumination, it will be provided from dusk until 11:00p.m. Lamar may discharge this credit, at its option, by furnishing advertising service on substitute space, to be reasonably approved by Advertiser, or by extending the term of the advertising service on the same space for a period beyond the expiration date. The substituted or extended service shall be of a value equal to the amount of such credit.

5. Entire Agreement: This contract, all pages, constitutes the entire agreement between Lamar and Advertiser. Lamar shall not be bound by any stipulations, conditions, or agreements not set forth in this contract. Waiver by Lamar of any breach of any provision shall not constitute a waiver of any other breach of that provision or any other provision.

6. Copy Acceptance: Lamar reserves the right to determine if copy and design are in good taste and within the moral standards of the individual communities in which it is to be displayed. Lamar reserves the right to reject or remove any copy either before or after installation, including immediate termination of this contract.

7. Termination: All contracts are non-cancellable by Advertiser without the written consent of Lamar. Breach of any provisions contained in this contract may result in cancellation of this contract by Lamar.

8. Materials/Storage: Production materials will be held at customer's written request. Storage fees may apply.

9. Installation Lead Time: A leeway of five (5) working days from the initial Service Date is required to complete the installation of all non-digital displays.

10. Customer Provided Production: The Advertiser is responsible for producing and shipping copy production. Advertiser is responsible for all space costs involved in the event production does not reach Lamar by the established Service Dates. These materials must be produced in compliance with Lamar production specifications and must come with a 60 day warranty against fading and tearing.

11. Bulletin Enhancements: Cutouts/extensions, where allowed, are limited in size to 5 feet above, and 2 feet to the sides and 1 foot below normal display area. The basic fabrication charge is for a maximum 12 months.

12. Assignment: Advertiser shall not sublet, resell, transfer, donate or assign any advertising space without the prior written consent of Lamar.

INITIALS





Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Proposal/Estimate Cover Sheet

Vendor/Contractor Name or Event Name	Date Received	Board Date
Tel-Tec	1/13/2026	1/21/2026

Proposal Title/Name	Effective Dates	Final Contract to Superintendent's Secretary By:
Proposal for Cell Upgrade from Version One Single Cell to Version Two Multi-Cell Communicator	From	1/14/2026
	Until	

Description
This proposal is for Cell Upgrade from Version One Single Cell to Version Two Multi-Cell Communicator. Tel-Tec will remove version one single cell communicator and install a new version of two multi-cell communicator. The reason is to avoid communication loss and avoid alarm trouble notifications and call outs to staff. This includes a two year warranty and service agreement. This is for multiple district sites.

Renewal Clause	Automatic Renewal
No	NO

Payment Terms:	Termination Clause	Budgeted Item
	7 day written notice	N/A

Fixed/Startup Costs	N/A	Total Cost (not to exceed)	\$32,531.71
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Budget String/Comments
Business Services

Overview

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

<input checked="" type="checkbox"/> Initial Review Complete	Signature	Date
	Robert Irving	1/14/2026

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

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature	Date
	Camie Davies	1/14/2026



**Southern Kern Unified School District
PO Box Drawer CC
Rosamond, CA 93560**

**Attn: Rawley Davis
(661) 810-0739
rdavis@skusd.k12.ca.us**

January 6, 2026

Proposal

For

Cell Upgrade from Version One Single Cell to Version Two Multi-Cell Communicator

at

**Various Sites
Rosamond, CA 93560**

CONFIDENTIAL

Scope of Work: Tel-Tec to remove version one single cell communicator and install a new version two multi-cell communicator. The reason is to avoid communication loss and avoid alarm trouble notifications and call outs to the staff. Upon completion, Tel-Tec to check and test system to ensure proper operation to Tel-Tec Monitoring.

Cost Breakdown

Cell Upgrade from Version One Single Cell to Version Two Multi-Cell Communicator

Item	Location	Installation Cost
Item 1	Rosamond Elementary School	\$1,049.41
Item 2	Transportation Yard: Office	\$1,049.41
Item 3	Transportation Yard: Shop	\$1,049.41
Item 4	Tropico Middle School: Gym	\$1,049.41
Item 5	Tropico Middle School: PE/Music/Band Room	\$1,049.41
Item 6	Tropico Middle School: Resource Room	\$1,049.41
Item 7	Tropico Middle School: Office/Teachers Lounge	\$1,049.41
Item 8	Tropico Middle School: Classrooms A-G	\$1,049.41
Item 9	Early Childhood Development Center: Office	\$1,049.41
Item 10	Abe Lincoln Rare Earth	\$1,049.41
Item 11	Rosamond District Office: District Office	\$1,049.41
Item 12	Rosamond District Office: Special Education	\$1,049.41
Item 13	Rosamond High School: Office	\$1,049.41
Item 14	Rosamond High School: Library	\$1,049.41
Item 15	Rosamond High School: Gym	\$1,049.41
Item 16	Rosamond High School: Food Services	\$1,049.41
Item 17	Rosamond High School: Computer Lab 318	\$1,049.41
Item 18	Rosamond High School: Room 217	\$1,049.41
Item 19	Rosamond High School: Computer Labs 102 & 103	\$1,049.41
Item 20	Rosamond High School: Credit Recovery/ Academy	\$1,049.41
Item 21	Rosamond High School: Career Center	\$1,049.41
Item 22	Rosamond High School: Band Room/Student Store	\$1,049.41
Item 23	Rosamond High School: Computer Lab 213	\$1,049.41
Item 24	Rosamond High School: Computer Lab 212	\$1,049.41
Item 25	Rosamond High School: Computer Lab 210	\$1,049.41
Item 26	Rosamond High School: Computer Lab 209	\$1,049.41
Item 27	Rosamond High School: Admin	\$1,049.41
Item 28	Rosamond High School: Maintenance Shop	\$1,049.41
Item 29	Rosamond High School: Rooms 426,427,434,436,703	\$1,049.41
Item 30	Rosamond High School: West Park Elementary	\$1,049.41
Item 31	Rosamond High School 2800 W. Rosamond Blvd.	\$1,049.41
Totals		\$32,531.71

We are Paperless for All Invoices and Statements:

Please provide an email address for invoices and statements.

Email:

The above email address is intended for billing purposes only. All existing information on file will remain unchanged.

Payment Terms:

1. Once job is scheduled 100% material cost will be billed to the customer.
2. Unless otherwise negotiated and stated below, all labor cost will be progressively billed as follows, 50% at prewire and 50% upon completion.

Notes:

1. Warranty and service agreement on the system shall be for two (2) years.
2. This proposal is valid for ninety (90) days.
3. The foregoing bid / proposal excludes all extraordinary costs or expenses incurred by Tel-Tec resulting from job site requirements or restrictions imposed by customer, including, but not limited to, scheduled endorsements requiring additional costs, additional insurance premiums resulting from any requirement to name customer as an additional insured or employer, or due to subrogation or indemnification provisions. Any such additional costs shall be added to the bid amount provided such costs are approved by both parties pursuant to a signed addendum to this bid / proposal.
4. Camera surveillance systems should be used in accordance with state privacy laws. Any questions or concerns regarding these laws should be referred to an attorney.
5. There are specific laws regarding audio recordings in California. Tel-Tec Security Systems Inc will not activate the audio recordings on the camera systems and is released from all liability and damages in relation to this feature. Tel-Tec Security highly recommends customers contact legal representation before considering an audio recording feature.
6. Subscriber acknowledges that additional protection may be obtained over and above that provided herein at an additional cost.
7. Software provided may not be compatible with all customer owned devices and/or configurations. Customer responsible for troubleshooting customer owned devices.
8. Fire Suppression Systems must be bypassed or disconnected by the owning party prior to work or testing. Tel-Tec Security accepts no liability for any accidental activations of Suppression Systems.

Tel-Tec Security Systems, Inc.



Morgan Clayton

Southern Kern Unified School District

Signature

Date

P.O. # _____



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560

Donation

Site	Date Received	Board Date
Rosamond High School	1/15/2026	1/21/2026

Donation	Effective Dates	Final Contract to Superintendent's Secretary By:				
Class of 70-79	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">From</td> <td style="text-align: center;">1/22/2026</td> </tr> <tr> <td>Until</td> <td></td> </tr> </table>	From	1/22/2026	Until		1/15/2026
From	1/22/2026					
Until						

Description

This donation of \$3,150.00 is to award scholarships to 2-3 students who are interested in the trades and planning on attending trade school.

Renewal Clause	Automatic Renewal
Payment Terms:	Termination Clause
	N/A
	Budgeted Item
	N/A

Fixed/Startup Costs	N/A	Total Cost (not to exceed)	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 1/15/2026
---	-----------------------------------	--------------------------

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

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 1/15/2026
--	----------------------------------	--------------------------



**Southern Kern Unified School District
Rosamond High School
Early College Campus
Associated Student Body**

**Donation
Form**

Name of Donor: Class of 70-79
 Street Address: _____
 City, State, & ZIP: _____
 Telephone: _____ Email: _____

Description of the donation: (If cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number, estimated value, color, etc...)

Two checks of \$1575.00 for scholarships

Donation for: ASB CLUB School Site District

ASB Club name: _____

Purpose of the donation:

To award 2 or 3 seniors who are interested in the
Travel - Going to attend a trade school

Donor: [Signature] Class of 71 11/19/25
 (Signature, Title and Date)

Student Club Representative: _____
 (Signature, Title and Date)

Club Advisor: _____
 (Signature, Title and Date)

ASB Bookkeeper Verified: Nannie [Signature] 1/14/26
 (Signature and Date)

Approved Declined Hold - More information needed

ASB Officer Signature: [Signature] Title: President
 ASB Director Signature: [Signature] Date Recorded in ASB minutes: 1-14-24
 Administrator Signature: [Signature]

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

District: Southern Kern Unified School District

Person completing this form: Dr. Larry Mendez

Title: Assistant Superintendent of Educational Services

Quarterly Report Submission Date:
(Check one)

- April 2025 (for period Jan 1-Mar 31)
 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:

- April 02, 2025 (for period Jan 1-Mar 31, 2025)
 July 16, 2025 (for period Apr 1-Jun 30, 2025)
 Oct. 01 2025 (for period Jul 1 - Sep 30, 2025)
 Jan. 21, 2026 (for period Oct 1- Dec 31, 2025)

Please check the box that applies:

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

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

Dr. Larry Mendez

Dr. Larry Mendez

Signature of District Assistant Superintendent

Abraham Lincoln Alternative School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

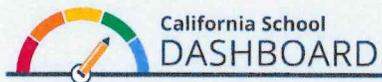
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Abraham Lincoln Alternative School
Street	2601 W Rosamond Blvd
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	4-12
County-District-School (CDS) Code	15-63776-1530377

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

Abraham Lincoln Independent Study (ALIS) is part of the Southern Kern Unified School District, which serves TK–12 students across two elementary schools, one middle school, one comprehensive high school, an independent study school, and a continuation high school. ALIS provides an alternative educational pathway for students in grades 4–12 who benefit from a flexible, personalized learning environment.

ALIS is designed for students who may face challenges in a traditional or continuation school setting or who thrive in a more

2025-26 School Description and Mission Statement

self-directed instructional model. Students assume greater responsibility for managing their coursework, demonstrating self-discipline, and attending regular appointments with assigned teachers for academic support and progress monitoring. Parent and guardian involvement is also an essential component of the program and often requires a higher level of engagement than in a traditional school setting.

High school students enrolled in ALIS must meet the same 230-credit graduation requirements as those attending the district's comprehensive high school. During the 2024–25 school year, ALIS served 71 students in grades 4–12, providing a structured yet flexible academic option that supports individualized learning needs and prepares students for postsecondary success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	2
Grade 7	3
Grade 8	8
Grade 9	12
Grade 10	8
Grade 11	14
Grade 12	21
Total Enrollment	71

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Black or African American	8.5
Hispanic or Latino	63.4
Two or More Races	2.8
White	23.9
English Learners	9.9
Homeless	4.2
Socioeconomically Disadvantaged	67.6
Students with Disabilities	35.2

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	21.4	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	59	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	0.9	19.4	6.8	4.02	15831.9	5.67
Total Teaching Positions	5	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.9	22.75	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	19.5	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	57.25	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	4	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	17.8	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	15.2	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	66.6	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.1	4.84	13705.8	4.91
Total Teaching Positions	5	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.7	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.7	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.90	2.2	3.3
Total Out-of-Field Teachers	2.90	2.2	3.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	31.2	23
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, and Availability of Instructional Materials

Abraham Lincoln Independent Study

September 2025, the Southern Kern Unified School District conducted a public hearing and determined that all schools within the district, including Abraham Lincoln Independent Study, have sufficient and high-quality textbooks, instructional materials, and science laboratory equipment, in compliance with the Williams v. State of California settlement. This represents the most recent instructional materials sufficiency determination made by the district.

All students at Abraham Lincoln Independent Study, including English learners, are provided with access to standards-aligned textbooks and instructional materials in core subject areas, including English language arts, mathematics, science, and history-social science. Instructional materials are provided for use during instruction and for independent work at home, ensuring equitable access for all students enrolled in the program.

Textbooks and instructional materials are adopted following review cycles established by the California Department of Education to ensure alignment with state standards and curriculum currency. Materials approved by the state are reviewed by teachers and administrators and recommended to the Board of Trustees by a selection committee. Prior to adoption, all recommended instructional materials are made available for parent and community review at the district office.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus Adopted 2019	0.0%
Mathematics	Acellus Adopted 2019	0.0%
Science	Acellus Adopted 2019	0.0%
History-Social Science	Acellus Adopted 2019	0.0%
Foreign Language	Acellus Adopted 2019	0.0%
Health	Acellus Adopted 2019	0.0%
Visual and Performing Arts	Acellus Adopted 2019	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Abraham Lincoln Independent Study is comprised of three classrooms and one administrative office. The facility supports teaching and learning through adequate classroom space.

Cleaning Process

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

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good condition and in proper working order are completed in a timely manner. A work order system is used to ensure efficient service, with emergency repairs receiving the highest priority. At the time of publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report

12/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	19	28	30	47	48
Mathematics (grades 3-8 and 11)	5	0	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	48	90.57	9.43	18.75
Female	20	18	90.00	10.00	33.33
Male	33	30	90.91	9.09	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	27	87.10	12.90	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.91	9.09	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	6.25

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	48	90.57	9.43	0.00
Female	20	18	90.00	10.00	0.00
Male	33	30	90.91	9.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	28	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.91	9.09	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.5	2.56	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	57	91.94	8.06	3.51
Female	23	22	95.65	4.35	4.55
Male	39	35	89.74	10.26	2.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	37	90.24	9.76	2.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	32	88.89	11.11	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

2024-25 Career Technical Education Programs

Career Technical Education (CTE) Programs

Abraham Lincoln Independent Study offers students access to a selection of career-focused courses delivered through Acellus, an online instructional platform aligned to California model curriculum standards adopted pursuant to Education Code Section 51226. These courses are designed to provide students with exposure to a variety of career fields and to support career exploration while maintaining the flexibility required for an independent study setting. Current career-related courses available to ALIS students include Introduction to Business, Medical Terminology, Hospitality and Tourism, Computer Applications, Coding Fundamentals, and Criminal Justice.

At this time, Abraham Lincoln Independent Study does not offer formal Career Technical Education (CTE) pathway sequences. All career-focused courses are provided through the district's Acellus program and are not part of a Regional Occupational Center or Program (ROC/P). While these courses do not constitute full CTE pathway sequences, they provide students with foundational knowledge and transferable skills that support college and career readiness.

Southern Kern Unified School District does not currently maintain a site-specific CTE advisory committee for Abraham Lincoln Independent Study. Therefore, there is no designated primary advisory representative or industry partner specific to ALIS CTE programming. The district continues to explore opportunities to expand career-focused offerings that align with student

2024-25 Career Technical Education Programs

interests, workforce needs, and the independent study instructional model.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	5.45
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parental Involvement at Abraham Lincoln Independent Study (ALIS)

Families are essential partners in student success at Abraham Lincoln Independent Study (ALIS). Parents and guardians are always welcome to attend School Site Council meetings, which are held regularly throughout the year and provide opportunities to learn about school programs, budgets, and goals. At the beginning of the school year, families are invited to Back to School Night to meet their child's teacher, review expectations, and become familiar with the independent study program. Parent-teacher conferences are typically held at the end of the first quarter to review academic progress and discuss supports for student success.

During the 2024–25 school year, parents actively participated in the WASC self-study and accreditation process, providing feedback through meetings, surveys, and review discussions. Their contributions played an important role in identifying strengths and setting goals for continued improvement at ALIS. Information about school events, parent meetings, and involvement opportunities is communicated regularly through ParentSquare.

Parents who are interested in volunteering or learning more about how to get involved may contact Principal Robyn Calzada at (661) 256-5090.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	36.4	17.6	26.9	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	63.6	82.4	69.2	83.6	90.4	86.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	18	69.2
Female	--	--	--
Male	16	11	68.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	11	78.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	26	18	69.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	159	117	47	40.2
Female	71	52	19	36.5
Male	87	65	28	43.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	14	2	14.3
Filipino	--	--	--	--
Hispanic or Latino	92	69	33	47.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	28	11	39.3
English Learners	20	12	7	58.3
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	126	94	40	42.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	40	20	50.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.66	0.63	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.63	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.63
Female	1.41	1.41
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.09	1.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	8.33	8.33
Socioeconomically Disadvantaged	0.79	0.79
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

Comprehensive School Safety Plan (ALIS)

Abraham Lincoln Independent Study's Comprehensive School Safety Plan (CSSP) was last updated in October 2025 and reviewed with staff in November 2025. The plan outlines procedures for ensuring the safety and well-being of students and staff, including policies related to emergency preparedness, crisis response, student supervision, and maintaining a positive school climate. The CSSP is reviewed annually and is available for staff and families to access upon request.

The Southern Kern Unified School District maintains a strong commitment to safe and orderly campuses through its Standards of Excellence, which require facilities to be secure, well-maintained, and conducive to high morale and academic success. Abraham Lincoln Independent Study upholds these standards and complies with all state and federal requirements related to school safety, including hazardous materials management, emergency preparedness, and earthquake safety.

Emergency procedures are practiced throughout the year in alignment with district policy and the requirements of the host campus where ALIS operates. The school's Disaster Preparedness Plan outlines protocols for evacuation, lockdown, communication, and staff responsibilities during crisis situations. Students are supervised during all on-campus appointments by teachers, administrators, and campus safety staff when present. All visitors are required to check in at the front office and follow district security procedures.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	2	1	0	0
4	3	2	0	0
5	1	2	0	0
6	3	7	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	3	1	0	0
5	2	2	0	0
6	2	12	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28	0	0
Mathematics	3	27	0	0
Science	4	14	0	0
Social Science	3	27	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	29		
Mathematics	2	29		
Science	3	13		
Social Science	2	33		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	1

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

Professional Development

Staff Development

Southern Kern Unified School District recognizes that high-quality staff development is essential to maintaining a positive, effective, and student-centered learning environment. Professional development opportunities are planned and implemented at the school site level and are aligned with Abraham Lincoln Independent Study's School Plan for Student Achievement (SPSA).

Professional Development

Staff members are encouraged to participate in a variety of professional learning opportunities, including workshops, conferences, and webinars that reflect current research, instructional best practices, and the unique needs of independent study students. Professional development topics commonly include writing strategies, intervention supports, instructional differentiation, assessment practices, and strategies for supporting at-risk and credit-deficient students. Monthly staff meetings provide dedicated time for in-service training and collaborative planning.

The district supports the use of Professional Learning Communities (PLCs) to strengthen instructional practice and collaboration. ALIS staff engage in PLC discussions focused on curriculum alignment, instructional strategies, student progress monitoring, and procedures specific to the independent study program. Teachers collaborate regularly to analyze student data, share effective practices, and ensure consistency in instructional expectations.

District and site-based professional development has included training in the following areas:

- Teacher Clarity (Dr. Doug Fisher)
- English Language Development (Dr. Kate Kinsella)
- Effective Grading Practices (Ken O'Connor)

In addition to district-led training, staff have participated in external professional development opportunities that support alternative education and student engagement. These trainings have provided strategies to address the academic, social-emotional, and behavioral needs of students enrolled in independent study programs.

To further support professional growth, teachers have access to mentoring, peer collaboration, and instructional guidance from site administration. The principal serves as an ongoing instructional resource, providing support related to curriculum implementation, instructional practices, and student support systems.

Through a combination of site-based training, collaborative PLC work, external professional development, and ongoing administrative support, Southern Kern Unified School District ensures that Abraham Lincoln Independent Study educators are well prepared to implement effective instructional practices and support student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rare Earth High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Rare Earth High School
Street	2601 W Rosamond Blvd
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	10-12
County-District-School (CDS) Code	15-63776-1530039

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District serves students through two elementary schools, one middle school, one comprehensive high school, an independent study program, and a continuation high school. Rare Earth High School operates as the district's continuation high school, providing an alternative educational setting for students who are credit deficient or who have experienced academic, attendance, or behavioral challenges in a traditional comprehensive high school environment.

2025-26 School Description and Mission Statement

Rare Earth High School offers a small, supportive learning environment designed to promote student engagement, accountability, and academic progress toward graduation. Instruction is delivered through a combination of teacher-led instruction, small-group support, and individualized academic assistance, allowing staff to address the unique needs of each student. Students are required to attend a minimum of six hours and thirty-five minutes each instructional day, consistent with continuation education requirements. The school maintains the same 230-credit graduation requirement as the district's comprehensive high school.

During the 2023–2024 school year, Rare Earth High School served a small student population consisting primarily of students in grades eleven and twelve. Enrollment levels allow staff to build strong relationships with students, monitor progress closely, and provide targeted academic and social-emotional supports aligned with the school's mission of re-engaging students and supporting successful graduation outcomes.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	24
Grade 12	22
Total Enrollment	49

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	2
Black or African American	6.1
Hispanic or Latino	67.3
Two or More Races	4.1
White	20.4
English Learners	16.3
Foster Youth	2
Homeless	18.4
Socioeconomically Disadvantaged	85.7
Students with Disabilities	24.5

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	15.25	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	5.5	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.1	78.75	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.8	4.02	15831.9	5.67
Total Teaching Positions	4	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	20.75	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.1	79	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	4	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	21.63	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	72.1	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0.2	6.27	9.1	4.84	13705.8	4.91
Total Teaching Positions	3.1	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.10	3.1	2.3
Total Out-of-Field Teachers	3.10	3.1	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.4	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, and Availability of Instructional Materials

September 2025, the Southern Kern Unified School District conducted a public hearing and determined that all schools within the district, including Rare Earth High School, have sufficient and high-quality textbooks, instructional materials, and science laboratory equipment, in compliance with the Williams v. State of California settlement.

All students at Rare Earth High School, including English learners, are provided with standards-aligned textbooks and instructional materials for use both in the classroom and at home. Instructional materials are available in all core subject areas, including English language arts, mathematics, science, and history–social science, ensuring equitable access to required learning resources.

Textbooks and instructional materials are adopted following review cycles established by the California Department of Education to ensure curriculum currency and alignment with state standards. Materials are reviewed by teachers and administrators and recommended to the Board of Trustees by a selection committee. Prior to adoption, all recommended instructional materials are made available for parent and community review at the district office.

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus adopted 2019	0.0%
Mathematics	Acellus adopted 2019	0.0%
Science	Acellus adopted 2019	0.0%
History-Social Science	Acellus adopted 2019	0.0%
Foreign Language	Acellus adopted 2019	0.0%
Health	Acellus adopted 2019	0.0%
Visual and Performing Arts	Acellus adopted 2019	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Facilities and Maintenance

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

Cleaning Process

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

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good condition and in proper working order are completed in a timely manner. A work order system is used to streamline service requests and to prioritize emergency repairs to maintain campus safety and functionality.

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

Year and month of the most recent FIT report

12/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	: Room 10: Floor is starting to Raise Up
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Cafeteria Room 5: Floors are scratched.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	17	28	30	47	48
Mathematics (grades 3-8 and 11)	0	0	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	24	96.00	4.00	16.67
Female	12	11	91.67	8.33	27.27
Male	13	13	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	20	95.24	4.76	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	23	92.00	8.00	0.00
Female	12	10	83.33	16.67	--
Male	13	13	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	24	92.31	7.69	0.00
Female	14	13	92.86	7.14	0.00
Male	12	11	91.67	8.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	17	89.47	10.53	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career Technical Education (CTE) Programs (Grades 9–12)

Rare Earth High School provides students with career exploration and career-focused coursework through Acellus, an online instructional platform integrated into the school's instructional program. These courses are aligned to California model curriculum standards adopted pursuant to Education Code Section 51226 and support college and career readiness. Rare Earth High School does not offer on-campus, in-person CTE courses or formal CTE pathway sequences.

Career-related courses available through Acellus include Introduction to Business, Medical Terminology, Hospitality and Tourism, Computer Applications, Coding Fundamentals, and Criminal Justice. While these offerings are not structured as formal CTE pathways, they provide students with flexible opportunities to explore career interests and develop foundational, transferable skills.

In addition, Rare Earth High School students may choose to dual enroll in in-person CTE courses offered at the Rosamond High School Early College Campus (RHECC), subject to eligibility, availability, and scheduling. These courses are conducted by the school district and provide students with access to hands-on CTE experiences beyond the Rare Earth campus. Rare Earth High School does not currently maintain a site-based CTE advisory committee; CTE planning and advisory oversight, when applicable, occur at the district level.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	14.29
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

2025–26 Opportunities for Parental Involvement
Parental Involvement at Rare Earth High School

2025-26 Opportunities for Parental Involvement

Parents and guardians are always welcome at Rare Earth High School and are encouraged to take an active role in supporting student success. Organized opportunities for involvement include participation in the School Site Council (SSC), which meets regularly to review school goals, student data, and site priorities. Families are invited to attend SSC meetings, share input, and provide feedback to strengthen the school program and climate.

At the beginning of each school year, parents are invited to attend Back-to-School Night as an opportunity to meet teachers, learn about course expectations, and better understand available supports. Parent-teacher conferences are also offered annually to review student progress, graduation status, and strategies for continued improvement. Communication about school events, student progress, and involvement opportunities is shared regularly through ParentSquare to ensure families receive timely information.

Rare Earth High School is accredited by the Western Association of Schools and Colleges (WASC), and parents are invited to participate in WASC planning and stakeholder meetings. Families interested in volunteering, participating in school committees, or learning more about involvement opportunities may contact Principal Robyn Calzada at 661-256-5090.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	32	24	29.6	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	64	72	66.7	83.6	90.4	86.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	18	66.7
Female	--	--	--
Male	18	11	61.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	17	13	76.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	27	18	66.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	89	75	65	86.7
Female	45	37	34	91.9
Male	43	38	31	81.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	54	48	88.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	11	8	72.7
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	13	11	9	81.8
Socioeconomically Disadvantaged	79	67	58	86.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	18	17	94.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15	15.79	14.61	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	5.62	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.61	5.62
Female	13.33	11.11
Male	16.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.33	8.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	20.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	23.08	7.69
Socioeconomically Disadvantaged	13.92	3.80
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.74	0.00

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

2025-26 School Safety Plan

2025–26 School Safety Plan

Comprehensive School Site Safety Plan

Rare Earth Continuation High School's Comprehensive School Site Safety Plan (CSSP) was most recently reviewed and updated in October 2025 by school administrators and staff representatives, with input from the School Site Council (SSC). The plan was discussed with school staff and a student representative and submitted to the Southern Kern Unified School District Board of Trustees for approval. The CSSP is designed to ensure the safety and protection of students, staff, and school property while promoting a safe and supportive learning environment.

The CSSP includes procedures for emergency preparedness and response, disaster response protocols, school discipline policies, and campus supervision. The school complies with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, and earthquake drills are conducted quarterly in accordance with state requirements. Emergency procedures and expectations are reviewed annually with staff, and the safety plan is accessible to parents and staff.

Students are supervised throughout the school day by administrators, teachers, and campus security personnel. All visitors are required to check in at the school office and are escorted while on campus. Rare Earth Continuation High School operates in alignment with the Southern Kern Unified School District's Standards of Excellence, which emphasize maintaining safe, secure, and well-maintained campuses that support student learning and well-being.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	20	0	0
Mathematics	2	28	0	0
Science	2	18	0	0
Social Science	2	34	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	26		
Mathematics	2	23		
Science	2	18		
Social Science	2	25		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

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

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

Professional Development

Professional Development

The Southern Kern Unified School District recognizes that ongoing professional development is essential to maintaining a positive, effective learning environment for students. Professional development opportunities are planned and implemented at the school site level and are aligned with Rare Earth High School's instructional priorities and student needs. Staff development focuses on supporting continuation education students through effective instructional practices, intervention strategies, and relationship-based approaches that promote engagement and academic progress.

Teachers at Rare Earth High School participate in a variety of professional learning opportunities, including workshops, conferences, webinars, and monthly in-service training during staff meetings. Professional development topics have included teacher clarity, English language development, visible learning strategies for mathematics, and effective grading practices. The district also supports Professional Learning Communities (PLCs), and Rare Earth staff engage in regular PLC meetings to collaborate on curriculum, instructional strategies, student progress monitoring, and procedural updates specific to continuation education.

In addition to site-based collaboration, staff have access to external professional development opportunities that support alternative education and community-based practices. Teachers and administrators have participated in training provided by organizations such as Solution Tree and the California Continuation Education Association (CCEA), as well as conferences focused on community school strategies. To further support professional growth, teachers have access to mentoring, peer collaboration, and instructional guidance from site administration, ensuring ongoing support for effective teaching and student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

Rosamond High Early College Campus

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Rosamond High Early College Campus
Street	2925 Rosamond Blvd.
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5220
Principal	Suresh Bajnath
Email Address	sbajnath@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	15-63776-1534957

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

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

Rosamond High Early College Campus is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). In October 2019, RHECC completed their WASC visit. We were granted a 6 year term with a mid-cycle review. On October 17-18, 2022, WASC completed a mid-cycle review. On April 8-9, 2024, RHECC completed their progress report. The school is in good standing for the remainder of the 6-year cycle as e approach

2025-26 School Description and Mission Statement

the end of the 6-years. The next WASC Visit for a Self-Study and to renew another accreditation cycle is March 9-11, 2026. Students, parents, and community believe that the primary role of RHECC is to serve the community by being the center of learning and growth and to transition into a true community school. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions-Student Learner Outcomes (SLO) referred to as the Roadrunner Way.

District Vision Statement

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

District Mission Statement

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

RHECC Mission Statement

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

RHECC Vision Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	263
Grade 10	244
Grade 11	233
Grade 12	187
Total Enrollment	927

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.8
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	0.6
Black or African American	11.1
Filipino	1.6
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.7
White	22.7
English Learners	11.1
Foster Youth	1.1
Homeless	8.3
Socioeconomically Disadvantaged	79.9
Students with Disabilities	18.9

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.1	75.85	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	1.7	4.45	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	8.48	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	6.34	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	1.9	4.83	6.8	4.02	15831.9	5.67
Total Teaching Positions	39.7	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	78.15	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	18.88	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.89	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.03	0.7	0.46	14303.8	5.15
Total Teaching Positions	39.7	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.2	71.81	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	0.3	0.82	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8	17.32	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	4.38	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	2.6	5.62	9.1	4.84	13705.8	4.91
Total Teaching Positions	46.3	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.90	2.1	2.8
Misassignments	1.40	5.3	5.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.30	7.5	8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.7	1.6
Local Assignment Options	2.50	0	0.4
Total Out-of-Field Teachers	2.50	0.7	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	17.6	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	5.3	3.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bedford Foundations of Language and Literature- adopted 2021 Bedford- Advanced Language and Literature-adopted 2021 Bedford American Literature and Rhetoric- adopted 2021 Bedford Literature and Composition- adopted 2021 The Language of Composition (AP 11th grade English) - adopted 2021 Literature and Composition (AP 12th grade English) - adopted 2021	0.0%
Mathematics	CA Common Core Algebra 2015/ adopted 2014 CA Common Core Algebra 2 2015/ adopted 2014 CA Common Core Geometry 2015/ adopted 2014 Sullivan, Algebra and Trigonometry 2015 Common Core Edition/ adopted 2014 AP Calculus 2nd edition adopted 2020	0.0%
Science	Miller and Levine Biology 2014 / adopted 2014 Pearson Chemistry 2012/ adopted 2014 Pearson Earth Science 2017 / adopted 2019 Pearson Health 2014/ adopted 2020 Cengage Modern Livestock& Poultry Production 2011/ adopted 2019	0.0%

Cengage Veterinary Assisting Fundamentals and Applications
2011/ adopted 2019

History-Social Science	<p>Mc Graw Hill CA IMPACT- World History, Culture, & Geography: The Modern World- adopted 6/2022</p> <p>Mc Graw Hill CA IMPACT- United States History & Geography: Continuity & Change- adopted 6/2022</p> <p>Mc Graw Hill CA IMPACT- Principles of Economics- adopted 6/2022</p> <p>Mc Graw Hill CA IMPACT- Principles of American Democracy- adopted 6/2022</p> <p>Bentley, Traditions, & Encounters, AP Edition 7e- adopted 6/2022</p> <p>Harrison, American Democracy Now, AP Edition, 16e- adopted 6/2022</p> <p>McConnell, Economics AP Edition, 22e- adopted 6/2022</p> <p>Sociology 14th edition adopted 2020</p> <p>Psychology 2nd edition adopted 2020</p>	0.0%
Foreign Language	<p>Avencemos 2013 Level 1</p> <p>Avencemos 2013 Level 2</p> <p>Avencemos 2013 Level 3</p> <p>Avencemos 2013 Level 4</p>	0.0%
Health	Pearson Health 2014/ adopted 2020	0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition	0.0%
Science Laboratory Equipment (grades 9-12)	<p>Miller and Levine Biology 2014/ adopted 2014</p> <p>Pearson Chemistry 2012/ adopted 2014</p> <p>Pearson Earth Science 2017/ adopted 2019</p>	0.0%

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

School Facility Conditions and Planned Improvements

Rosamond High Early College Campus is comprised of 55 classrooms, a cafeteria, a College Center, Media Center, Student Center, a gym, a staff room, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

Cleaning Process

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

Maintenance and Repair

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

Year and month of the most recent FIT report

12/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X	:	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>300: Uneven asphalt, crack in asphalt Restroom 600: Concrete sidewalk raised Restroom, 400: Safety trip hazard, rolled asphalt and concrete raised. Small area between 400 and auto shop has crumbling asphalt.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	33	28	30	47	48
Mathematics (grades 3-8 and 11)	16	10	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	212	98.60	1.40	33.02
Female	98	98	100.00	0.00	36.73
Male	117	114	97.44	2.56	29.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	31.58
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	29.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	40.00
English Learners	21	19	90.48	9.52	0.00
Foster Youth	0	0	0	0	0
Homeless	16	14	87.50	12.50	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	107	97.27	2.73	26.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	10.53

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	214	99.53	0.47	10.28
Female	98	98	100.00	0.00	9.18
Male	117	116	99.15	0.85	11.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	132	132	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	12.00
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	109	99.09	0.91	8.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	2.63

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.22	19.73	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	431	421	97.68	2.32	17.81
Female	202	196	97.03	2.97	16.33
Male	228	224	98.25	1.75	19.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	48	47	97.92	2.08	6.38
Filipino	--	--	--	--	--
Hispanic or Latino	265	258	97.36	2.64	15.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	14.29
White	92	90	97.83	2.17	26.67
English Learners	51	51	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	48	47	97.92	2.08	14.89
Military	14	14	100.00	0.00	7.14
Socioeconomically Disadvantaged	231	227	98.27	1.73	12.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	5.77

2024-25 Career Technical Education Programs

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

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

2025-26 SCHOOL YEAR 1 = Concentrator 2 = Capstone (completer)

1. Residential & Commercial Construction

Construction 1, Construction 2

2. Machining & Forming Technologies

Manufacturing 1, Manufacturing 2

3. Patient Care - OPEN

(2) Anatomy (1) Patient Care Tech (1) Physiology

4. Agriscience 102

(1) Ag Bio, (2) Ag Chem

2024-25 Career Technical Education Programs

- 5. Animal Science 103
Animal Science, Vet Science
- 6. Design, Visual & Media Arts
Video Production 1, Video Production 2
Intermediate Information Support Services 1, Advanced Information Support Services 2
- 7. Welding and Materials Joining
Welding, Advanced Welding
- 8. Systems Diagnostics Services & Repair
Small Engine Repair, Auto Tech, Advanced Auto
- 9. Public Safety
Cadet Corps
Advanced Cadet Corps
- 10. Mental and Behavioral Health
Hope Squad
- 11. Arts Media Entertainment Music Production
Arts Media Entertainment Music Production 1
Arts Media Entertainment Music Production 2
- 12. Information Support and Services
Intermediate Information Support Services1
Advanced Information Support Services 2
Arts Media Entertainment Music Production 1
Arts Media Entertainment Music Production 2
- 13. (New) Production and Managerial Arts
Stagecraft (9-12), Movie Magic (9-12), Film Production (11-12)
- 14. (New) Forensic Bio-Technology
Forensic Bio-Technology

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	621
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.1

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	93.48
Graduates Who Completed All Courses Required for UC/CSU Admission	18.18

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.2%	95.8%	88.4%	96.8%	96.8%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

There are multiple opportunities for parental involvement. At the beginning of the school year parents are invited to “Back to School Night” which provides an opportunity for parents to become familiar with their child’s school and teacher. During registration, parents are required to enroll in our Parent Portal, which provides parents the opportunity to check on their students grades and immediately contact teachers through email. Parent conferences are held each year at the end of the first quarter. Parents are welcome to visit classrooms with advanced arrangements. Committees such as School Site Council, District Advisory Committee (DAC), English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC), Parent Institute for Quality Education (PIQE), athletic volunteers, Band Boosters, and AVID nights are additional avenues for parental involvement. The school includes parents in fundraisers, assemblies, dances, performances, and sporting events. Southern Kern Unified School District (SKUSD) applied for the California Community Schools Partnership Program Implementation Grant. This grant allows us to transform our six public schools, including RHECC, which are low performing, high minority and high poverty TK – 12 schools into six high performing community schools. The transformation will improve all students’ academic achievement and mental health capacity by providing integrated student support and community partnerships. We will be able to invest in curriculum designed to meet the unique needs of each of our children.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	6.2	4.2	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	88.8	93.8	92.2	83.6	90.4	86.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	192	177	92.2
Female	92	87	94.6
Male	99	89	89.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	19	17	89.5
Filipino	--	--	--
Hispanic or Latino	124	116	93.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	38	34	89.5
English Learners	26	25	96.2
Foster Youth	--	--	--
Homeless	26	22	84.6
Socioeconomically Disadvantaged	176	163	92.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	31	83.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1034	965	263	27.3
Female	471	432	131	30.3
Male	562	532	132	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	123	112	34	30.4
Filipino	15	15	0	0.0
Hispanic or Latino	627	586	157	26.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	26	8	30.8
White	222	210	61	29.0
English Learners	125	113	32	28.3
Foster Youth	13	11	2	18.2
Homeless	105	91	35	38.5
Socioeconomically Disadvantaged	829	776	234	30.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	205	190	61	32.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.61	8.87	6.29	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0	2.42	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.29	2.42
Female	4.67	2.55
Male	7.65	2.31
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.82	5.69
Filipino	0.00	0.00
Hispanic or Latino	5.58	2.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.86	1.35
English Learners	4.80	3.20
Foster Youth	15.38	7.69
Homeless	6.67	3.81
Socioeconomically Disadvantaged	7.00	2.77
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.24	2.93

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

2025-26 School Safety Plan

Rosamond High Early College Campus Comprehensive School Site Safety Plan was last revised in December 2024, by school administrators and staff representatives. Then it went to School Site Council in February 2024 for approval, and then to the Board in February 2024 for approval. It was approved until the next renewal cycle. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Rosamond High School meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month while earthquake drills are held once a quarter. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by campus security officers and administrators. There is a designated area for student drop-off and pick-up. In 2024-25, RHECC added an Alternative to Suspension classroom to house students on the campus, and strengthened their PBIS and Restorative Practices in lieu of out-of-school suspensions as a targeted effort to decrease suspensions and therefore improve the CDE Dashboard. Visitors register at the office and receive identification badges from the Raptor System that must be displayed at all times.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	18	28	1
Mathematics	20	19	22	
Science	21	8	13	
Social Science	23	11	25	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	902

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,594.88	\$4,844.46	\$6,750.42	\$72,097.16
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	-0.9	-11.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-45.9	-19.5

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.1
--	------

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

Subject	Number of AP Courses Offered
Computer Science	2
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered	8

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

Professional Development

The Southern Kern Unified School District believe that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. The district has taken an active interest in facilitating professional development at all levels as demonstrated by implementation of 2 paid Professional Development days, prior to the start of the school year, in which the district sponsors all day workshops for all grade levels. After school and weekend Professional Development opportunities are also provided throughout the school year. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers with preliminary credentials participate in BTSA. New PIP, STP, and Intern teachers are provided with coaching from a Mentor Teacher. PLC meetings are held monthly in which each department reviews pertinent data and discusses areas of student achievement. Optional PLC meetings up to 2 hours weekly are offered to teachers pending protocols are followed such as answering the 4 essential PLC questions (what do we want students to learn, how do we know they have learned it, what to do if they get it, and what to do if they don't get it) and that there are a majority of teachers per PLC in attendance. Minutes and sign-in are required for each reported Optional PLC meeting. Teachers are encouraged to attend conferences within their discipline.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Tropico Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

2025-26 School Profile

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

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

- Work collaboratively and cooperatively with parents, pupils, staff, administration, and community to provide a safe and orderly school.

2025-26 School Description and Mission Statement

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

WE BELIEVE

That each day, we have the opportunity and responsibility to positively impact our students' academic, social-emotional, and behavioral growth.

That all students have the right to equitable access to learning and to be accepted, valued, and supported as individuals.

That every student can succeed when provided with high-quality, differentiated instruction, clear expectations, and meaningful opportunities to grow.

That Tropic Middle School is a welcoming, safe, and inclusive environment where all students, staff, and families are empowered to thrive through collaboration and shared responsibility.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	286
Grade 7	264
Grade 8	288
Total Enrollment	838

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.3
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	8.7
Filipino	0.9
Hispanic or Latino	66.5
Two or More Races	3.4
White	18.4
English Learners	20.2
Foster Youth	0.7
Homeless	9.1
Socioeconomically Disadvantaged	81.3
Students with Disabilities	16.4

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	75.7	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	2	5.41	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	12.78	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	2.24	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	1.4	3.78	6.8	4.02	15831.9	5.67
Total Teaching Positions	37	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.7	64.78	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0.3	1	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.3	26.54	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	6.61	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.03	0.7	0.46	14303.8	5.15
Total Teaching Positions	35.1	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	45.5	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	2	4.84	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.8	28.58	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	9.27	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	4.8	11.76	9.1	4.84	13705.8	4.91
Total Teaching Positions	41.3	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	2.7	5.8
Misassignments	2.70	6.5	5.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.70	9.3	11.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.3	3.8
Local Assignment Options	0.80	0	0
Total Out-of-Field Teachers	0.80	2.3	3.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	21.3	19.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.6	2.5	2.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing in September 2025 and determined that each school in the district had sufficient, high-quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams v. the State of California. All students, including English learners, receive standards-aligned textbooks or instructional materials, or both, in core subjects for classroom use and to take home. Textbooks and supplementary materials are adopted through a cycle developed by the California Department of Education, ensuring the school uses the most current available materials. Teacher teams review materials approved for state use, and a selection committee of teachers and administrators makes a recommendation to the School Board. All recommended materials are available for parent review at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of September 2025.

Year and month in which the data were collected

September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Learners: English 3D English/Language Arts: HMH into Literature 2020	0.0%
Mathematics	McGraw Hill Reveal Math Interactive Edition - 2020	0.0%
Science	TCI	0.0%
History-Social Science	National Geographic 2018	0.0%
Foreign Language	Spanish: Avancemos- 1a - 2010	0.0%

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

School Facility Conditions and Planned Improvements

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

Cleaning Process

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

School Facility Conditions and Planned Improvements

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority. At publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report

6/10/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	30	28	30	47	48
Mathematics (grades 3-8 and 11)	11	10	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	817	799	97.80	2.20	29.66
Female	413	404	97.82	2.18	32.18
Male	403	394	97.77	2.23	27.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	71	70	98.59	1.41	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	549	540	98.36	1.64	28.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	37.14
White	145	138	95.17	4.83	32.61
English Learners	164	161	98.17	1.83	9.32
Foster Youth	--	--	--	--	--
Homeless	89	86	96.63	3.37	17.44
Military	17	17	100.00	0.00	23.53
Socioeconomically Disadvantaged	465	452	97.20	2.80	23.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	127	96.95	3.05	8.66

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	817	802	98.16	1.84	9.85
Female	413	405	98.06	1.94	8.40
Male	403	396	98.26	1.74	11.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	71	70	98.59	1.41	2.86
Filipino	--	--	--	--	--
Hispanic or Latino	548	541	98.72	1.28	10.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100.00	0.00	5.56
White	146	139	95.21	4.79	9.35
English Learners	163	162	99.39	0.61	2.47
Foster Youth	--	--	--	--	--
Homeless	89	88	98.88	1.12	6.82
Military	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	465	454	97.63	2.37	7.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	127	96.95	3.05	3.15

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.31	12.29	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	246	236	95.93	4.07	12.29
Female	119	113	94.96	5.04	7.96
Male	126	122	96.83	3.17	16.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	160	155	96.88	3.12	8.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	48	90.57	9.43	22.92
English Learners	50	49	98.00	2.00	2.04
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	10.34
Military	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	141	134	95.04	4.96	6.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	96.3%	96%	96.3%	92.3%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

School Committees:

- *The School Site Council (SSC) meets monthly and offers parents a voice in school decisions.
 - *The English Language Advisory Committee (ELAC) also meets monthly, focusing on the needs of English learners.
 - *Volunteer Opportunities: Parents are encouraged to volunteer and participate in a variety of school activities throughout the year.
 - *Parent Portal: An online tool for monitoring student grades and attendance.
 - *ParentSquare: A communication platform enabling parents/guardians to stay informed and contact staff directly.
 - *Student Success Team (SST): A collaborative process involving parents to support students struggling with academics or behavior.
- *Events Throughout the Year:
- Monthly SSC and ELAC meetings
 - Two Band/Choir concerts
 - New Student Orientation in early August
 - Camp KEEP field trip
 - Awards ceremonies, including Student of the Month, Honor Roll, Academic Awards, and Athletic Awards
- Parents are encouraged to participate in these opportunities to build a stronger school community. For more information or to get involved, please contact the school office at 661-256-5040 or reach out to the Principal's Secretary at lwatts@skusd.k12.ca.us.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	865	229	26.5
Female	465	437	107	24.5
Male	453	427	121	28.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	90	80	28	35.0
Filipino	--	--	--	--
Hispanic or Latino	601	568	149	26.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	31	8	25.8
White	166	157	35	22.3
English Learners	192	183	59	32.2
Foster Youth	11	--	--	--
Homeless	113	102	45	44.1
Socioeconomically Disadvantaged	751	716	204	28.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	162	149	56	37.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
18.92	12.97	11.86	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	2.07	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.86	2.07
Female	6.88	1.29
Male	16.78	2.87
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.67	3.33
Filipino	0.00	0.00
Hispanic or Latino	8.65	1.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.13	3.23
White	14.46	3.61
English Learners	11.98	1.04
Foster Youth	18.18	0.00
Homeless	21.24	6.19
Socioeconomically Disadvantaged	13.32	2.40
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.90	1.23

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

2025-26 School Safety Plan

Tropico Middle School's Comprehensive School Safety Plan continues to be updated annually and has been reviewed and approved by the School Site Council. This plan includes MTSS Positive Behavior Intervention and Support systems, updated lock-down procedures, updated student accounting procedures, and updated emergency duty assignments. The purpose of the plan is to ensure the protection of students and staff, the school and school property, and to establish a climate conducive to learning. All staff members and parents have access to the updated plan, and staff members annually review the school site's safety policies.

Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Tropico Middle School met these standards.

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

Students are supervised throughout the day by nine Campus Safety Officers, three administrators, one social-emotional specialist, one guidance counselor, one School Psychologist, 45 teachers, and all other classified staff members at TMS. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times through our Centengix system.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	17	12	5
Mathematics	24	6	13	2
Science	29	2	10	4
Social Science	26	5	10	5

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	28	12	
Mathematics	21	14	12	
Science	26	1	17	
Social Science	23	4	18	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	15	1
Mathematics	21	14	13	
Science	24	6	14	2
Social Science	24	5	17	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	820

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,541.58	\$3,762.48	\$6,779.10	\$72,675.84
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	-0.5	-10.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-45.5	-18.7

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. Southern Kern Unified School District has provided professional development for teachers during the five days leading up to the start of the school year. In addition, the District has required each site to block out time for Professional Learning Communities each month. Throughout the last school year, there were regular opportunities for professional development in the following forms. Before the start of the 2025-2026 school year, a group from Tropicico attended a three-day AVID Summer Institute. Our teachers could attend a keynote address by Dr. Nancy Fry on August 11th, which focused on Teacher Clarity and rigor in the classroom. The school's Administrative team continues this work by meeting quarterly with Dr. Doug Fisher to discuss Teacher Clarity and RIGOR in the classroom at Tropicico Middle School. These meetings help the Administrative team determine the next steps for our Professional Development for Tropicico Middle. Also, this school year, we as a district have joined the Kern County Superintendent of Schools (KCSOS) to participate in the Integrated ELD program support and departmentalized professional development opportunities. In 2025-2026, our District office took a group of 63 staff members to Las Vegas, NV for a Solution Tree PLC conference for three days to help the staff dive deeper into the PLC process. With this training, the district allows cohorts/departments to meet weekly after school (for additional compensation) to PLC/PLT. For the 4th year, a large group of staff attended the AVID Institute this past summer to get more knowledge to bring back to campus and create a more established AVID learning environment.

The Tropicico-specific staff development focus has been developed at the school site, aligned with the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and conferences that provide the latest information and trends in their respective teaching areas.

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

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

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Westpark Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

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

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	200
Grade 1	128
Grade 2	153
Grade 3	175
Grade 4	137
Grade 5	159
Total Enrollment	952

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	5.4
Filipino	0.7
Hispanic or Latino	62.9
Two or More Races	4.4
White	24.1
English Learners	9
Foster Youth	0.8
Homeless	18.1
Socioeconomically Disadvantaged	73.1
Students with Disabilities	13.2

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36	85.71	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	1	2.38	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	7.14	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.38	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	1	2.38	6.8	4.02	15831.9	5.67
Total Teaching Positions	42	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35	79.55	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	6	13.64	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	6.82	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	44	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39	80.91	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	3	6.22	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	10.37	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	1.1	2.47	9.1	4.84	13705.8	4.91
Total Teaching Positions	48.2	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	1
Misassignments	2.00	1	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4	0	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders adopted 2016	0.0%
Mathematics	McGraw Hill My Math adopted 2014	0.0%
Science	Delta/Foss adopted June 2021	0.0%
History-Social Science	McGraw Hill Impact adopted June 2021	0.0%

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

School Facility Conditions and Planned Improvements

Westpark Elementary School is comprised of 52 classrooms, a cafeteria/multipurpose room, library, staff lounge, playground, and grass field/track. The facility strongly supports teaching and learning through its ample classroom and playground space.

Cleaning Process:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Explicit schedules have been made for each custodian to ensure that all areas of the school are maintained.

Maintenance and Repair:

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	39	28	30	47	48
Mathematics (grades 3-8 and 11)	30	27	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	472	98.33	1.67	38.98
Female	239	235	98.33	1.67	40.43
Male	241	237	98.34	1.66	37.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	303	298	98.35	1.65	38.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	31	96.88	3.12	38.71
White	104	102	98.08	1.92	43.14
English Learners	45	44	97.78	2.22	13.64
Foster Youth	--	--	--	--	--
Homeless	94	91	96.81	3.19	26.37
Military	39	37	94.87	5.13	45.95
Socioeconomically Disadvantaged	260	252	96.92	3.08	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	11.94

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	473	98.54	1.46	27.48
Female	239	235	98.33	1.67	22.98
Male	241	238	98.76	1.24	31.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	303	299	98.68	1.32	26.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	31	96.88	3.12	38.71
White	104	102	98.08	1.92	29.41
English Learners	45	45	100.00	0.00	17.78
Foster Youth	--	--	--	--	--
Homeless	94	92	97.87	2.13	15.22
Military	39	37	94.87	5.13	35.14
Socioeconomically Disadvantaged	260	253	97.31	2.69	20.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	7.46

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.53	28.13	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	160	98.77	1.23	28.13
Female	84	83	98.81	1.19	27.71
Male	78	77	98.72	1.28	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	30.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	38	38	100.00	0.00	26.32
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	33	32	96.97	3.03	18.75
Military	17	16	94.12	5.88	18.75
Socioeconomically Disadvantaged	81	79	97.53	2.47	13.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	15.38

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.8%	98.1%	96.3%	98.8%	83.3%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1060	1011	203	20.1
Female	507	487	85	17.5
Male	553	524	118	22.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	65	57	11	19.3
Filipino	--	--	--	--
Hispanic or Latino	672	643	144	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	12	27.3
White	248	236	32	13.6
English Learners	104	100	20	20.0
Foster Youth	12	--	--	--
Homeless	224	206	69	33.5
Socioeconomically Disadvantaged	805	767	184	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	175	164	39	23.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.75	0.96	0.94	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.00	0.00
Male	1.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.82	0.00
White	1.21	0.00
English Learners	1.92	0.00
Foster Youth	0.00	0.00
Homeless	2.23	0.00
Socioeconomically Disadvantaged	1.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.43	0.00

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

2025-26 School Safety Plan

Westpark Elementary School's Comprehensive School Site Safety Plan was last revised by a team of school administrators, parents, and staff representatives in February 10, 2024. The plan is to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Westpark Elementary meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lock-down drills are held regularly, with one each month on a rotating basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by administrators, teachers, para-educators, and campus safety officers. There is a designated area for student drop-off and pick-up. Visitors register at the office and ID's are checked regularly. Any parent or guest on campus have their ID's checked through our Raptor School Integrated Safety Software System. Once scanned guests on campus receive identification badges that must be displayed at all times. Our district approved volunteers wear a district volunteer badge while on campus. Westpark has security cameras throughout the campus.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	7	0
1	24	0	7	0
2	21	1	5	0
3	20	1	6	0
4	26	0	5	0
5	28	0	6	0
6	0	0	0	0
Other	16	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	6	0
1	22	0	7	0
2	24	0	7	0
3	23	0	6	0
4	26	0	6	0
5	20	2	3	0
6	0	0	0	0
Other	17	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,883.19	\$3,551.55	\$6,331.64	\$70,792.03
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	-7.3	-13.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-51.9	-21.3

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development at the school site is based on the school's annual Student Plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. During the 2023-2024 and 2024-2025 school year, our district offered and offers staff development for our staff multiple times during the school year within our district, as well as, allowed staff members to attend outside training or conferences. Many of our teachers at Westpark attended AVID summer institute in 2022 and 2023. The district has and is providing training opportunities in the following areas: teacher clarity, essential standards, MTSS, PBIS, PLCs, AVID, English 3D, and trainings through Kern County Superintendent of Schools. All teachers had 2 contractual PD days prior to the school year in which they received training. All new teachers receive 5 days of required trainings prior to the start of the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			

Rosamond Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

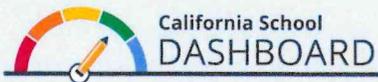
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District & School Profile

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

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

2025-26 School Description and Mission Statement

challenged to fulfill their potential.

During the 2025-2026 school year thus far, 800 students are enrolled in Transitional Kindergarten through fifth grade.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	171
Grade 1	125
Grade 2	117
Grade 3	147
Grade 4	131
Grade 5	131
Total Enrollment	822

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	11.6
Filipino	0.1
Hispanic or Latino	67.5
Two or More Races	7.2
White	12.3
English Learners	18.4
Foster Youth	1.3
Homeless	18.4
Socioeconomically Disadvantaged	88.3
Students with Disabilities	21

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.9	84.32	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	2	4.83	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	7.24	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	1.5	3.62	6.8	4.02	15831.9	5.67
Total Teaching Positions	41.4	100	169.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	69.05	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	3	7.14	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9	21.43	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.38	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	42	100	168.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33	74.51	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	4	9.03	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7	15.8	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.11	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0.2	0.56	9.1	4.84	13705.8	4.91
Total Teaching Positions	44.2	100	188.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	3
Misassignments	2.00	7	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	9	7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	17.9	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing in September 3, 2025, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All materials approved by the state are reviewed by teachers and administrators and recommendations are made by the school board selection committee.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adopted 2016	0.0%
Mathematics	McGraw-Hill Adopted 2014	0.0%
Science	FOSS Science Adopted 2021	0.0%
History-Social Science	McGraw Hill Kindergarten - 5th grade Adopted 2021	0.0%

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

07/18/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	
Interior: Interior Surfaces	X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	
Electrical	X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	Building D/2nd/3rd: Outdoor drinking fountain - Work Order Submitted Building E/4th/3rd/RSP K-3: Outdoor drinking fountain - Work Order Submitted
Safety: Fire Safety, Hazardous Materials	X	
Structural: Structural Damage, Roofs	X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	21	28	30	47	48
Mathematics (grades 3-8 and 11)	13	15	16	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	415	99.76	0.24	20.72
Female	219	219	100.00	0.00	23.74
Male	197	196	99.49	0.51	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	47	46	97.87	2.13	15.22
Filipino	--	--	--	--	--
Hispanic or Latino	276	276	100.00	0.00	21.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	16.22
White	53	53	100.00	0.00	26.42
English Learners	79	79	100.00	0.00	8.86
Foster Youth	--	--	--	--	--
Homeless	73	72	98.63	1.37	15.28
Military	26	26	100.00	0.00	26.92
Socioeconomically Disadvantaged	289	288	99.65	0.35	19.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	96	100.00	0.00	5.21

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	415	99.76	0.24	15.42
Female	219	219	100.00	0.00	13.70
Male	197	196	99.49	0.51	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	47	46	97.87	2.13	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	276	276	100.00	0.00	15.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	16.22
White	53	53	100.00	0.00	22.64
English Learners	79	79	100.00	0.00	11.39
Foster Youth	--	--	--	--	--
Homeless	73	72	98.63	1.37	12.50
Military	26	26	100.00	0.00	30.77
Socioeconomically Disadvantaged	289	288	99.65	0.35	14.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	96	100.00	0.00	4.17

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.82	8.53	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	129	100.00	0.00	8.53
Female	70	70	100.00	0.00	5.71
Male	59	59	100.00	0.00	11.86
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	10.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	15	15	100.00	0.00	6.67
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	7.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	118	117	118	119	117

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Rosamond Elementary. At the beginning of the school year, parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teacher. Parent conferences are held each year at the end of the first quarter to address the needs of students and inform parents. Parents are encouraged to be volunteers and are welcome to visit classrooms with advanced arrangements made at Rosamond Elementary School. Parent volunteers offer support for student centered activities during and after the school day. Invitations go out to parents for the student of the month, awards assemblies, and other assemblies. Parents receive monthly newsletters and weekly communications and have access to updated school information on the school's website. Parents can also find up-to-date information on our school's Twitter feed, Instagram, and other digital formats. Committees such as the School Site Council and English Learner Advisory Council are additional avenues for involvement.

There are many activities occurring during the school year that encourage and support parental involvement. Examples of these are PTA, School Site Council, English Learner Advisory Council, Community Schools, District Advisory Council, award assemblies, parent nights, and book fairs, dances, holiday celebrations/activities. Our active and engaged PTA is always in need of parents that are willing and eager to plan events for the students and families of Rosamond Elementary School. PTA offers a variety of family activities that are engaging, fun, and well attended.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	921	880	245	27.8
Female	470	446	126	28.3
Male	451	434	119	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	110	102	46	45.1
Filipino	--	--	--	--
Hispanic or Latino	621	591	147	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	15	23.1
White	112	109	31	28.4
English Learners	175	168	31	18.5
Foster Youth	20	14	5	35.7
Homeless	190	176	72	40.9
Socioeconomically Disadvantaged	825	787	229	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	218	210	66	31.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.37	1.81	2.82	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1	0	0	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.82	0.00
Female	2.34	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.77	0.00
White	3.57	0.00
English Learners	0.57	0.00
Foster Youth	5.00	0.00
Homeless	1.05	0.00
Socioeconomically Disadvantaged	2.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.59	0.00

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

2025-26 School Safety Plan

Rosamond Elementary School's Comprehensive School Site Safety Plan was last revised in December 2025. The revision process continues and the annual approval will take place in February of 2026 with the School Site Council. The Comprehensive School Safety Plan includes an anti-bullying plan, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. The plan was developed by administrators and staff. All staff members and parents have access to the plan. An annual review of the school site safety policies is conducted. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet District standards." Rosamond Elementary meets and exceeds these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held once a month. The drills include fire drills, lockdown drills, and earthquake drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by administrators, teachers, campus safety officers and Para-educators. There is a designated area for student drop-off and pick-up. Visitors register at the office through the Raptor system and receive identification badges that must be displayed at all times prior to admittance on campus.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	7	0
1	25	0	6	0
2	24	0	5	0
3	22	0	5	0
4	28	0	5	0
5	26	0	5	0
6	0	0	0	0
Other	12	5	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	5	0
1	18	6	0	0
2	23	0	6	0
3	20	4	2	0
4	19	1	5	0
5	20	2	5	0
6	0	0	0	0
Other	13	5	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	19	1	5	
2	20	2	3	
3	22		6	
4	23		5	
5	24		5	
Other	13	5		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,230	\$3,137	\$14,093	\$85,446
District	N/A	N/A	\$13,918	\$85,348
Percent Difference - School Site and District	N/A	N/A	1.2	0.1
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	23.4	-8.1

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site, based on the school's annual plan for Student Achievement and district LCAP goals. The focus for RES is regular Professional Learning Communities at each grade levels to work collaboratively, identifying essential standards, and creating and communicating learning intentions. Staff members are also encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. Current professional development initiatives include PLC, Grading Committee (to review and change the grading policy), Success For All, English Learner Development Coaching, AVID Summer Institute, Thinking Maps, and Essential Standards. Teachers are supported by teacher mentors, teacher-principal coaching, PLC coaches, and Induction support providers. The district has 2 professional development days built into the calendar in which all teachers participate and a total of 5 for our new teachers to the district.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

E-Rate Bid Evaluation Matrix
Funding Year

2026

District Name
 Bid # (if applicable)
 Form 470#

SOUTHERN KERN UNIFIED SCHOOL DIST
 RFP #2026-02
 260006512

Bid Due Date and Time 1/12/2026
 Allowable Contract Date 1/8/2026

For complete description of the products and services being requested, please refer to the District issued RFP for FY2026:
 RFP #2026-02 Network Electronics

Project or Service Description

Directions:

- Enter your Service Provider Name and E-rate eligible cost in order from lowest to highest.
- Each criteria has a Criteria Weight. Vendors are assigned points on how well they meet each factor, but cannot be assigned raw scores higher than the total number of responders.
- The entries for all factors are then totaled for each vendor. The winning bidder is the one with the highest score.
- The cost of E-Rate eligible services must be weighted most heavily to be in compliance with FCC rules.
- If NO bids are received, then indicate NO bids received under Winning Bidder and sign and date matrix.
- Keep this evaluation and all bids (winning and losing) in your permanent E-rate records.

of Responders: 2

2 is the best possible score

Service Provider Name:
 E-rate Eligible Cost:
 E-rate Ineligible Cost:
 Total Cost:

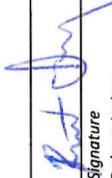
BorderLAN	SHI	SP#3	SP#4	SP#5
\$27,960.00	\$29,202.75			
\$17,040.00	\$18,655.25			
\$45,000.00	\$47,858.00	\$0.00	\$0.00	\$0.00
Lowest		Highest		

Selection Criteria	Criteria Weight*
Cost of eligible goods and services	40
Vendor quote meets district's minimum specifications	35
Experience with district	20
Ability to deliver service at start of funding year	5
	100

Score	Score	Score	Score	Score
2	1.914888153	#DIV/0!	#DIV/0!	#DIV/0!
2	2			
2	2			
2	2			

Overall Score	Score
BorderLAN	100
SHI	98
SP#3	#DIV/0!
SP#4	#DIV/0!
SP#5	#DIV/0!

Vendor Selected: BorderLAN

Approved By: 
 Signature
 Robert Irving
 Print Name
 CBO
 Title
 Date: 01/14/26

Comments:



Proposal

**Southern Kern Unified
School District**

RFP# 2026-02



Authorized E-rate Provider SPIN#143046384

Representing



Hereby submits this RFP to



Southern Kern Unified School District
2601 Rosamond Blvd
Rosamond, CA 93560
(661) 256-5000x1133
dwexler@skusd.k12.ca.us

RFP EQUIPMENT (2026-2027)
RFP # 2026-02
470 # 260006512

RFP Contact: Matt Killian matt@borderlan.com
(760) 232-4660
950 Boardwalk # 300
San Marcos, CA 92078
Main: (855) 945-8100
Fax (760) 736-8100

BorderLAN[®], Inc. hereby presents Fortinet and certifies receipt of all addendums and all amendments applicable to this RFP. **BorderLAN[®], Inc.** certifies that **BorderLAN[®], Inc.** and Fortinet can perform to the specifications of our response in full compliance with all requirements and terms as outlined in this RFP.

The **BorderLAN[®], Inc.** team shall remain intact through the duration of the project(s). If a team member must leave, the District reserves the right to approve that team member's replacement.

Craig Smith, BorderLAN[®], Inc., President

01/05/2026

Date



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INTRODUCTION

BorderLAN® Inc. Background

BorderLAN® Inc. is a certified value-added reseller and comprehensive solutions provider for the ever-increasing threats and challenges in the cybersecurity environment. Our solutions are comprised of the industry's leading brands, manufacturers, vendors, SaaS vendors, and cybersecurity software companies. BorderLAN® Inc. has two offices, one headquartered in San Marcos, CA and a remote office in Portland, OR.

BorderLAN® Inc. maintains a license in the State of California and all the states that we do business in. Since 2007, BorderLAN® Inc. customer database has grown to over 2,000 and continues to grow. BorderLAN® Inc. provides and maintains over 1,000 educational entities and hundreds of businesses throughout the United States with cybersecurity solutions.

BorderLAN® Inc. boasts an **A+** rating from the Better Business Bureau and has never had a report of non-performance and proudly maintains its zero complaints status. Our footprint of large educational customers and businesses has given us considerable experience in firewall deployments, switches, access points, E-rate process, web filtering, and data/configuration backup strategies. Our strong market position enables us to provide and assist in choosing the best and correct solution, while factoring in budgets and IT resources.

E-RATE BACKGROUND

E-rate is the federal financial assistance program for the education sector and is administered by Universal Service Administrative Company (USAC). BorderLAN® Inc. maintains a valid E-rate program SPIN number with USAC - **#143046384**. Over the course of 15 years, BorderLAN® Inc. has deployed hundreds of E-rate solutions ranging from firewalls, switches, access points, SaaS applications, software solutions, or a combination of all of these. BorderLAN® Inc., in conjunction with its partners, vendors, and manufacturers work to ensure the E-rate eligible product/service SKU's are USAC approved. BorderLAN® Inc. also helps educational entities with the billing and paperwork portion of the E-rate process incorporating either SPI or Bear options as needed.

Certain E-rate eligible products/services SKUs may only have partial percentage coverage or reserved funding as determined by USAC. Those product/service SKUs are published in an E-rate eligibility schedule. BorderLAN® Inc. supplies educational entities with the products/services based on these percentage coverages or reservations. BorderLAN® Inc. will separate invoices covered by the E-rate program schedule and those not covered by the E-rate program schedule. Invoices for the balance of the non-covered/non-reimbursed products/services are the financial responsibility of the educational entities.

E-RATE SCHEDULES, AND USAC CHANGES

Please refer to the **FEDERAL SCHOOLS AND LIBRARIES PROGRAM of the UNIVERSAL SERVICE FUND (E-RATE) AND UNIVERSAL SERVICE ADMINISTRATIVE COMPANY (USAC)** section of the **BORDERLAN® TERMS AND CONDITIONS** below.



BORDERLAN METHODOLOGY

Each customer is treated with white glove service. BorderLAN®, Inc. starts engagements with excellent pricing and introduces a team of key individuals who work to communicate, follow-through, and transfer knowledge to customers. During the term of the service contract, BorderLAN®, Inc stays in touch to ensure continual success.

Once a solution is installed, a BorderLAN® customer should expect to receive a monthly contact to ensure satisfaction and to provide support or manufacturer support as required. BorderLAN®, Inc. follow up methods help schools identify and solve issues early before they become catastrophic. This sets us apart from competitors who simply sell and move on.

MISSION STATEMENT:

BorderLAN® enhances cybersecurity defenses using a unique consultative approach that extends the capabilities of IT by incorporating effective and affordable products and services. BorderLAN® provides every customer with comprehensive concierge service ensuring continual cybersecurity success while establishing strong long-term relationships with all customers.

KEY PERSONNEL

Primary Bidding Contractor: BorderLAN®, Inc.

BorderLAN®, Inc. is located in North County San Diego. BorderLAN®'s corporate location is 950 Boardwalk #300, San Marcos, CA. Key employees, sub-contractors, and manufacturers have all come together to propose the correct solution and implementation experience.

- ❖ Primary Solution Contact: Matt Killian 760-232-4660 matt@borderlan.com
- ❖ Accounting Contact: Diane Rogers 760-736-8100 x500 diane@borderlan.com
- ❖ RFP Lead: Andy Lahm 760-736-8100 x510 andy@borderlan.com
- ❖ Engineering Director: Logan Harman 760-736-8100 x515 logan@borderlan.com
- ❖ President: Craig Smith 714-658-5428 craig@borderlan.com

BorderLAN hereby certifies:

1. We certify that the key members hold the qualifications relevant to the scope of services in this project.
2. BorderLAN®, Inc. is a reseller providing various solutions each with their own manufacturers' licensing.
3. BorderLAN®, Inc. maintains a license in the State of California for reselling solutions with license #101-539023.
4. BorderLAN®, Inc. certifies that the team shall remain intact through the duration of the Project(s). If a team member must leave, the organization reserves the right to approve that team member's replacement.
5. BorderLAN®, Inc. certifies that it maintains and currently has GreenLight Status with the FCC as of 01/05/2026

Show 102550100 entries

Search:

FRN	FRN Name	Red Light Status	Action
0024266751	BorderLAN Inc.	Green Light	View/Make Payments

Showing 1 to 1 of 1 entries
[Previous](#)[Next](#)



ACCOLADES, LICENSES, AND CERTIFICATIONS

TIN Number: 27-1887219

Sellers Permit/ License: 101-539023



Better Business Bureau (BBB): A+ Rating no complaints

<http://www.bbb.org/sdoc/business-reviews/computers-network-security/borderlan-inc-in-san-marcos-ca-172004463>

California Small Business Certified: SBA Certified via CA.GOV #1496620

DUNS #: 626513654 UEI #: JB1YHRZKJFL9

BorderLAN®, Inc. FCC Number: 0024266751



SCOPE OF WORK

BorderLAN,® Inc. is pleased to present our valued partner Fortinet to provide the solution for Southern Kern School District’s need for Fortinet Firewall Services. BorderLAN is only responding to the Firewall portion of the RFP and our proposal follows.

COST PROPOSAL

Item	Description	License/ Quantity	Unit Price	TOTAL	Estimated E-Rate Eligibility
1	FortiGate-1801F 1 Year SOCaaS: 24x7 cloud-based managed log monitoring, incident triage and SOC escalation service SKU: FC-10-F18F1-464-02-12 Electronic Delivery, Not Taxable	1	\$21,000.00	\$21,000.00	100%
2	FortiGate-1801F 1 Year Unified Threat Protection (UTP) (IPS, Advanced Malware Protection, Application Control, URL, DNS & Video Filtering, Antispam Service, and FortiCare Premium) SKU: FC-10-F18F1-950-02-12 Electronic Delivery, Not Taxable	1	\$24,000.00	\$24,000.00	29%
SUBTOTAL				\$45,000.00	
E-Rate Estimated Eligible SUBTOTAL				\$27,960.00	
E=Rate Estimated Ineligible SUBTOTAL				\$17,040.00	
Miscellaneous: Shipping				Included	
Sales Tax 0% on applicable hardware and services * Please provide tax exempt certificate if applicable				\$0.00	
TOTAL				<u>\$45,000.00</u>	

PLEASE NOTE:

- For current E-Rate eligibility of each line item SKUs, please reference the following site: <https://eligible.fundsforlearning.com/ProductEligibility/> The final E-Rate Eligible SUBTOTAL amount may change at the discretion of USAC, up and to the final distribution of funds. The educational organization is financially responsible for any and all balance differences affected by the changes to the final E-Rate Eligible SUBTOTAL amount. By entering this contract, the educational organization understands and agrees to pay the difference resulting from the final E-Rate Eligible SUBTOTAL change.
- Any section or line item quoted above can be omitted or purchased in any quantity the district requires. BorderLAN,® Inc. will honor the per unit cost as quoted.



E-RATE SUPPLEMENTAL TERMS AND CONDITIONS

Signed copy to be returned with bid response.

The Telecommunications Act of 1996 established a fund by which Schools and Libraries across the Country could access discounts on eligible telecommunications products and services. The program is commonly known as the E-rate Program. The eligibility for discounts on internet access, telecommunications products and services, internal connection products, services and maintenance is determined by the Federal Communications Commission (FCC). Funding is made available upon application approval by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC), which was established by the Act. The amount of discount is based on the numbers of students receiving free and reduced price meals.

1) E-RATE CONTINGENCY

The project herein may be contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. Even after award of contract(s) and/or E-rate funding approval is obtained, the Applicant may or may not proceed with the project, in whole or in part. Execution of the project, in whole or in part, is solely at the discretion of the Applicant.

2) SERVICE PROVIDER REQUIREMENTS

The Applicant expects Service Providers to make themselves thoroughly familiar with any rules or regulations regarding the E-rate program.

- a. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP.
- b. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website: <https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>
- c. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website: <https://fjallfoss.fcc.gov/coresWeb/publicHome.do>
- d. Service Providers are responsible for providing evidence of FCC Green Light Status at the time the bid is submitted. Any potential bidder found to be in Red Light Status must provide an explanation of the steps it is undertaking to be removed to Red Light Status and the expected timeframe for resolution. A Service Provider's sustained Red Light Status may be grounds for contract termination as it could prohibit the Service Provider from providing E-rate discounts in a timely manner which would cause harm to the Applicant. More information about FCC Red and Green Light Status may be found at this website: http://www.fcc.gov/debt_collection/welcome.html
- e. Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before July 1, 2025.
- f. Prices must be held firm for the duration of the associated E-rate Funding Year(s) or until all work associated with the project is complete (including any contract and USAC approved extensions).
- g. Goods and services provided shall be clearly designated as "E-rate Eligible". Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated" to show the percentage of eligible costs per SLD guidelines.
- h. For Category 2 equipment or services, within one (1) week of notification of award, the awarded Service Provider must provide the Applicant a bill of materials using a completed and most current and appropriate version of USACs "Bulk Upload Template" (formerly known as the Item 21 attachment) located at <https://www.usac.org/e-rate/applicant-process/applying-for-discounts/fcc-form-471-filing/>.



Subsequent schedules of values and invoices must match the Bulk Upload Template and approved Funding Request Line Items or subsequent approved service substitutions. If the service provider's proposal consisted of pricing per eligible location, a summary sheet and summary Bulk Upload Template must be provided to describe the cumulative amount for all sites.

- i. In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.
- j. The awarded Service Provider is required to send copies of all forms and invoices to the Applicant prior to invoicing USAC for pre-approval. Failure to comply with this requirement may result in the Applicant placing the vendor on an "Invoice Check" with the USAC <https://www.usac.org/e-rate/applicant-process/invoicing/invoice-check/>
- k. Services providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>.
- l. Service providers must not propose any equipment or services produced or provided by companies, their parents, affiliates, and subsidiaries, found to pose a national security threat to the integrity of communications networks or the communications supply chain as required by FCC rules. See <https://www.usac.org/about/reports-orders/supply-chain/>. Any proposed solution including Covered Equipment or Services as defined by the FCC will be disqualified. If, after award of the project it is found Covered Equipment or Services are included, the award and/or Agreement will be considered to be null and void. See <https://www.fcc.gov/supplychain> for further information on FCC requirements.
- m. SPAM and/or robotic responses will not be considered valid Proposals and will be disqualified from consideration.
- n. Any Service Provider proposals identifying contingency fees such as allocations for change orders, tariffs, or other speculative fees not specifically called out for in the scope and/or terms of the RFP/RFB/RFQ will automatically be included in the Proposal price and subject to evaluation unless otherwise specified in the RFP/RFB/RFQ. Contingency fees not pre-approved by the Applicant will not be allowed

3) SERVICE PROVIDER ACKNOWLEDGEMENTS

- a. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the district and a USAC service substitution approval with the exception of a Global Service Substitutions.
- b. The Service Provider acknowledges that all pricing and technology infrastructure information in its bid shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii).
- c. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>. Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.



- d. The Service Provider attests that its offer does not violate the FCC's Supply Chain certifications included in the FCC Form 473. Supply Chain requirements and certifications can be viewed at USAC's Website: [https://www.usac.org/about/reports- orders/supply-chain/](https://www.usac.org/about/reports-orders/supply-chain/).
- e. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/e-rate/applicant-process/competitive-bidding/free-services- advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

4) STARTING SERVICES/ADVANCE INSTALLATION – Category 1 Services

The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year. Regardless of the contract "effective date", E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2025 funding year (July 1, 2025). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1. However, NO INVOICING can take place prior to July 1 of the associated Funding Year.

EARLY FUNDING CONDITIONS

Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- *Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.*
- *The Category 1 service must depend on the installation of the infrastructure.*
- *The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.*
- *No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.*

For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02-3365 , released December 6, 2002). This FCC decision only applies to Priority 1 services (telecommunications services and Internet access).

The complete text can be found at the following URL:

<https://www.usac.org/e-rate/applicant-process/starting-services/advance-installation/>

Category 2

There are two conditions that allow USAC to provide support in a funding year for Category 2 installation costs incurred prior to that funding year.

- *Applicants may seek support for Category 2 eligible services purchased on or after April 1, three months prior to the start of funding year on July 1. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.*
- *No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year*

For more information, please refer to the FCC Report and Order and Further Notice of Proposed Rulemaking (FCC 14-99 , released July 23, 2014).



It is important to note NO FCC FORM 474 INVOICING can take place before the Funding Commitment Decision Letter is issued, the FCC Form 486 is approved, and/or prior to July 1 of the funding year.

5) INVOICING

- a. The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The Applicant will only be responsible for paying its non- discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the Applicant will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission, certification and USAC approval of Form 486, the Applicant shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the Applicant decide that it is in the best interest of the Applicant to file a Form 472, the Applicant will inform the Service Provider of its intent.
- b. The Service Provider agrees that it will not invoice USAC for equipment or services that have not been delivered to and accepted by the Applicant and installed. If equipment is being drop- shipped to the Applicant and the Applicant is responsible for installing the equipment, the Service Provider may not invoice USAC until equipment is received and accepted by the Applicant.
- c. All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the Applicant will only be responsible for paying its non-discounted share.

6) FCC/USAC AUDITS

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. Respondent hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP for ten (10) years after final payment. The Applicant its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Respondent and therefore shall have full access to and the right to examine any of said materials within a reasonable period of time during said period.

7) PROCUREMENT OF ADDITIONAL GOODS AND/OR SERVICES/COTERMINOUS EXPIRATION

During the term of any Agreement resulting from this RFP, the District may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the Applicant's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The Applicant shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

I, the undersigned, as an authorized agent of BorderLAN®, Inc. (Service Provider Name), hereby certify that I have read the E-rate Supplemental Terms and Conditions, am fully compliant and intend to cooperate with the E-rate process as outlined above.

Signature:  Title: President

Phone Number: 855-945-8100 Email: craig@borderlan.com

Service Provider Name: BorderLAN®, Inc.

Service Provider FCC Registration Number: 0024266751

Service Provider Identification Number: 143046384



BORDERLAN TERMS AND CONDITIONS

BorderLAN[®], Inc is a 3rd party provider of Original Equipment Manufacturer and Original Service Provider (hereinafter referred to OEM and OSP, respectively) products and services which are then value-added and re-sold. Unless specified as a BorderLAN[®], Inc specific product and/or service, the OEM and OSP products and services sold by BorderLAN are developed, created, manufactured, and solely supported by their respective OEM/OSP. All OEM, OSP, and BorderLAN[®], Inc. specific product and services will be hereinafter referred to as "Product(s)".

Upon purchase of any Products, you agree to the specific Products' END USER LICENSE AGREEMENT from their respective OEM/OSP of your purchase, whether such END USER LICENSE AGREEMENT was provided to you prior to or post purchase. By purchasing the Products, you are agreeing to the OEM's/OSP's Terms and Conditions. Please read them carefully.

PURCHASING OUR PRODUCTS

The Purchase of a Product(s) occurs when there is an issuance of a purchase order, payment via credit card, ACH, social payments (PayPal, Venmo, etc.), or request of an invoice by you, and is hereinafter referred to as "Purchase". As such, Purchase may not be cancelled once an order is placed unless it is specified otherwise in writing in a signed executed contract. Non-payment of any Purchase is not allowed and BorderLAN[®], Inc may pursue collection of non-paid debt. For this reason, we recommend that our customers evaluate Products prior to a Purchase commitment. Financed or multi-year payment contracts also may not be cancelled but may be accelerated with early payments.

FEDERAL SCHOOLS AND LIBRARIES PROGRAM of the UNIVERSAL SERVICE FUND (E-RATE) AND UNIVERSAL SERVICE ADMINISTRATIVE COMPANY (USAC)

The FCC is charged with the Schools and Libraries Program of the Universal Service Fund (E-rate) which provides financial assistance to schools and libraries for telecommunications and internet access. This program is administered by the Universal Service Administrative Company (USAC). Products presented in this RFP as E-rate eligible are based on expected percentage of coverage approvals as determined by USAC. These percentages are estimates only and do not guarantee the coverage of published estimates by USAC.

If awarded this bid, BorderLAN[®], Inc. will support and supply the educational entity with the Products as presented in this RFP. E-rate program funding however is usually contingent on funding availability and final approval is determined by USAC. USAC, at its discretion, may change eligibility schedules and percentage of coverage at any time, including up to distribution of final payments. **The educational entity is responsible for any portions of the proposed solutions not covered by E-rate eligibility schedules, changes in E-rate coverage, and/or distribution of final payments, as determined by USAC.** The educational entity shall issue a purchase order to BorderLAN[®], Inc to pay for the non-covered E-rate balances.

SHIPPING DELAYS AND EQUIPMENT AVAILABILITY

Due to the current global supply chain condition, especially with technology equipment, shipping delays OR partial/incomplete shipments ARE to be expected. Availability or status of availability of equipment and/or accessories from vendors are subject to availability of components. Shipping and equipment availability may change from acceptance of this RFP to the actual ordering of equipment items as presented in this RFP. In acceptance of this RFP, the customer recognizes and accepts the supply chain issues, inventory availabilities and status of availabilities are out of the control of BorderLAN[®], Inc. and its vendors/partners. BorderLAN[®], Inc. and its vendors/partners will work diligently to fulfill all backordered/delayed equipment items as soon as possible as they become available.



PROJECT SERVICE MILESTONES START AND COMPLETION PROVISIONS

Project service milestones are estimated based on projected service tasks. Those service tasks determine total working days required for the completion of a project milestone. A specific milestone task commences once all required hardware and software is received from the OEM/OSP vendor, and a date for the task has been set and agreed to by all parties involved.

The educational entity agrees that any delays/interruptions caused by not providing “ready” access to the project team will delay milestone completion dates beyond the projected completion of the milestone. BorderLAN®, Inc. will work with the educational entity and any sub-contractors to adjust for unforeseen delays. Completion delays include but are not limited to:

- District Request
- Physical access not available (ceiling, HVAC, obstruction, security access)
- School in session
- Shipment delay for equipment inventory (see SHIPPING DELAYS AND EQUIPMENT AVAILABILITY)
- Cabling not complete or non-functional
- Racks not ready or space not available
- Insufficient Power
- Incorrect interfaces

Other unforeseen completion delays can also include, but are not limited to:

- Federal, state, and local mandates
- Health and Safety directives
- Force majeure (acts of God, weather, catastrophes, etc.)

Completion of a milestone is recognized as all milestone tasks are accomplished and completed to the satisfaction of the educational entity and within the projected milestone timeframe, accounting for any delays as outlined by the provisions stated previously herein.

USING PRODUCTS AND SERVICES

Products contains proprietary software and/or hardware along with materials and information that shall not be modified, altered, tampered with, repurposed, and/or shared with the general public. Products may be used only as permitted by law at all levels, including applicable export laws and regulations. Using Products does not give you ownership of any intellectual property rights in the Purchased Products. The function of Products are the sole responsibility of the OEMs and OSPs that make it available. You, as the Customer, own your data. The usage of Products that can influence the data by moving, manipulating, filtering, backing up, blocking, securing, and encrypting, is the sole responsibility of the Customer. Ensuring that Customer data is being handled properly is also the sole responsibility of the Customer.

As a Customer who has Purchased Products from BorderLAN®, Inc., we may send you service announcements, customer service messages, and other related information, physical or digital. You may opt out of these communications.

TERMINATING SERVICES

As Products are sold as a PRE-PAYMENT for terms, you can stop using Purchased Products at any time but will not receive a refund, nor may cancel any future payments committed via contract that is considered a Purchase.



WARRANTIES AND DISCLAIMERS

Other than as expressly set out in these terms and conditions or additional terms and conditions, BorderLAN®, Inc. does not make any specific promises about the Products, the specific function of the Products, their reliability, availability, or ability to meet your needs. We provide the Products “AS IS” as provided by their respective OEMs/OSPs. Some jurisdictions provide for certain warranties, like the implied warranty of merchantability, fitness for a particular purpose and non-infringement. To the extent permitted by law, BorderLAN®, Inc. excludes all warranties.

LIABILITY AND INDEMNIFICATION OF OUR PRODUCTS

The educational entity recognizes and agrees to the terms, conditions, and provisions stated herein, and any other conditions (not stated herein) outside and beyond the control of BorderLAN®, Inc., its partners/vendors, and sub-contractors, when permitted by law, **SHALL HOLD** BorderLAN®, Inc. its partners/vendors, and subcontractors **HARMLESS** from any and all consequences including but not limited to:

- Liquid damages
- Lost profits/revenues
- Financial losses, direct or indirect
- Special, consequential, exemplary, or punitive damages

To the extent permitted by law, the total liability of BorderLAN®, Inc. and its partners/vendors for any claim under these terms, conditions, and provisions stated herein, is limited to 25% of the amount you paid us to date, to use the Products. In all cases, BorderLAN®, Inc. and its partners/vendors, will not be liable for any loss or damage that is not reasonably foreseeable.

BorderLAN®, Inc.
950 Boardwalk #300, San Marcos, CA 92078
Tax ID 27-1887219
Phone 855-945-8100
Fax 860-736-8100
www.borderlan.com

Failure by Service Provider to supply these documents shall be considered grounds for disqualification.

Section A

PRICING SUBMISSION INSTRUCTIONS

Summary Request for E-rate Eligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price
Fortinet 1 Year SOCaas for FortiGate 1801F or equivalent	FC-10-F18F1-464-02-12	1	\$21,000.00	\$21,000.00	\$0.00	\$21,000.00
Fortinet 1 Year UTP Renewal for FortiGate 1801F or equivalent	FC-10-F18F1-950-02-12	1	\$24,000.00	\$24,000.00	\$17,040.00	\$6,960.00
				Tax	Electronic Delivery No Sales Tax	
				Freight/Shipping	Included	
				Grand Total	\$45,000.00	

Section B

PRICING SUBMISSION INSTRUCTIONS

Summary Request for E-rate Eligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price

Wireless Access Point: Ruckus R670 or equivalent	R670	210				
Ruckus Layer 3 Premium Licenses or equivalent	ICX7550-PRE M-LIC	16				
Ruckus 48 port gigabit switch	ICX7550-24F-E2-R3	1				
Ruckus 100GBase direct attach cable - 3.3 ft	E100G-QSFP-QSFP-P-0101	2				
Access Point License Supports or equivalent	S41-0001-3LS G	285				
End User Support or equivalent	S41-VSCG-3L 00	2				
SFP Module	10G-SFPP-L R-S	32				
Switch or equivalent	ICX7650-4X10 GF	8				
			Tax			
			Freight/Shipping			
			Grand Total			

Summary Request for E-rate Ineligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price
Wireless Access Point: Ruckus R670 or equivalent	R670	5				
Access Point License Supports or equivalent	S41-0001-3L SG	5				
			Tax			
			Freight/Shipping			
			Grand Total			

Mission Statement

BorderLAN enhances cybersecurity defenses using a unique consultative approach that extends the capabilities of IT by incorporating effective and affordable products and services. BorderLAN provides every customer with comprehensive concierge service ensuring continual cybersecurity success while establishing strong long-term relationships with all of its customers.



E-Rate Bid Evaluation Matrix
Funding Year

2026

District Name
 Bid # (if applicable)
 Form 470#

SOUTHERN KERN UNIFIED SCHOOL DIST
 RFP #2026-02
 260006512

Bid Due Date and Time 1/12/2026
 Allowable Contract Date 1/8/2026

For complete description of the products and services being requested, please refer to the District issued RFP for FY2026:
 RFP #2026-02 Network Electronics

Project or Service Description

Directions:

- Enter your Service Provider Name and E-rate eligible cost in order from lowest to highest.
- Each criteria has a Criteria Weight. Vendors are assigned points on how well they meet each factor, but cannot be assigned raw scores higher than the total number of responders.
- The entries for all factors are then totaled for each vendor. The winning bidder is the one with the highest score.
- The cost of E-Rate eligible services must be weighted most heavily to be in compliance with FCC rules.
- If NO bids are received, then indicate NO bids received under Winning Bidder and sign and date matrix.
- Keep this evaluation and all bids (winning and losing) in your permanent E-rate records.

of Responders: 1

1 is the best possible score

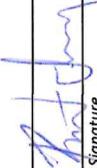
Service Provider Name:
 E-rate Eligible Cost:
 E-rate Ineligible Cost:
 Total Cost:

SHI	SP#2	SP#3	SP#4	SP#5
\$186,586.08				
\$3,729.50				
\$190,315.58	\$0.00	\$0.00	\$0.00	\$0.00
Lowest				Highest

Selection Criteria	Criteria Weight*
Cost of eligible goods and services	40
Vendor quote meets district's minimum specifications	35
Experience with district	20
Ability to deliver service at start of funding year	5
	100

Score	Score	Score	Score	Score
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
1				
1				
1				

Overall Score	Score
Service Provider	100
SP#2	#DIV/0!
SP#3	#DIV/0!
SP#4	#DIV/0!
SP#5	#DIV/0!

Vendor Selected: SHI
 Approved By: 
 Signature
 Robert Irving
 Print Name
 CBO
 Title
 Date: 01/14/26

Comments:



**SHI Response to Southern Kern Unified School District
E-rate #[Form 470#260006512**

January 12, 2026

FCC RN #0022242192

SPIN #143012572

**For E-rate questions:
Erate@SHI.com**



SHI International Corp.

290 Davidson Avenue

Somerset, NJ 08873

888-764-8888

SHI.com

January 12, 2026

Southern Kern Unified School District
Dan Wexler
dwexler@skusd.k12.ca.us

Dear Southern Kern Unified School District

Thank you for your interest in SHI, and for the opportunity to participate in Southern Kern Unified School District ("Applicants")'s request for E-rate funding. As an authorized E-rate service provider since 1998, we are uniquely positioned to be your cost-efficient, full-service supplier.

Our customer service and E-rate qualifications are second to none.

SHI provides world class support and service to all our customers, and we have a proven record of success with customers of similar size and nature. Our FCC Registration Number (FCC RN) #0022242192 has Green Light status with the FCC, and our Service Provider Identification Number (SPIN) #143012572 is in good standing.

We are able to respond for both Category 1 and 2 services and products.

Leveraging our broad range of authorizations and manufacturer relationships, along with a \$900 million networking practice, SHI is prepared to support all requirements contained in this response and offer a complete solution for your IT procurement needs. Our proposal provides a streamlined and efficient managed program designed to help you painlessly meet your IT goals in a cost-efficient manner.

We have a dedicated support team to help with all E-rate needs.

We want to ensure that the solution we build together meets your technology goals within your budget, and we've built a team to back that up. Our growing team of E-rate experts includes E-rate program managers, dedicated OEM experts, and vendor neutral datacenter and networking professionals.

Our proposal provides evidence of our ability to deliver the highest quality solutions and outlines ways we are best qualified to meet the needs of "Applicants" at the best possible cost. Should you have any questions regarding our response or require additional information, please contact me at Marguerite_berete-aw@shi.com or 888-764-8888 or your SHI Account Executive, Chris Halligan at chris_halligan@shi.com or +17326245889. Thank you for your consideration. I look forward to sharing with you all SHI has to offer.

Respectfully,

Marguerite Berete-Aw
Proposal Specialist II

EXECUTIVE SUMMARY

With more than 20 years as an E-rate service provider, SHI helps schools and libraries maximize E-rate funds to acquire the services and products they need, especially those otherwise beyond their financial reach.

Headquartered in SOMERSET, NJ	Founded 1989	\$15 BILLION 2024 Gross Sales
Largest US Minority and Woman Owned Business Enterprise	Local Presence Throughout the US	SUPPORTING Federal State Local Tribal Government and Education

SHI focuses on offering cost-effective and compelling solutions to ensure that every E-rate dollar secured can be utilized to achieve each customer's specific needs and ultimately empower learning in the communities they serve. In support of this initiative, SHI established a dedicated team of E-rate experts that consists of senior E-rate program specialists, E-rate business development managers, dedicated OEM experts, and vendor neutral data center and networking professionals. Through our E-rate team and technical resources, SHI supports both Category 1 and 2 services and products.

The E-rate program provides discounts on services and products essential for classrooms and libraries to receive broadband and networking solutions. Discounts depend on the level of need and the location of the entity receiving service, but typically range from 20 to 90 percent of the cost of eligible services.

Schools and libraries increasingly rely on technology and face challenges in managing costs, complying with regulations, and optimizing resources. With expertise in mobility, networking infrastructure upgrades, security and cybersecurity, and virtualization, SHI can help educators make informed technology decisions while optimizing their technology budgets. Our Solutions team offers pre-sales support with a vendor neutral approach, focusing on your needs rather than a specific OEM.

In support of your eligible networking components strictly for Category 2, our tenured Networking team has the technical expertise to help you select, deploy, and manage solutions so you are prepared to address the challenges of deploying and maintaining your infrastructure. We evaluate your existing environment, current pain points, upcoming projects, and equipment refreshes. Our Networking team can recommend the manufacturer to lead with based on your current setup, goals, and required functionality, and help "Applicants" implement an efficient, secure, and cost-effective solution.

SHI focuses on providing our school and library customers with complete solutions for their IT initiatives and technology plans as an eligible Service Provider under the Schools and Libraries Program. Long-term relationships with industry-leading hardware manufacturers, software publishers, and service providers empower SHI to provide cost-effective and innovative solutions, delivering world-class customer service and support.

Top Networking Partners



E-RATE PROCESS

Filing A Form 471

This formally declares that you have selected SHI for your project and tells us what the project entails and how much funding you have requested. Once you have filed your Form 471, you'll receive a Funding Commitment Decision Letter (FCDL) formalizing your agreement to work with SHI.

Filing A Form 486

FCC Form 486, also known as the Receipt of Service Confirmation and Children's Internet Protection Act Certification Form, is a form that must be filed by you before any reimbursements can be paid out. Its purpose is to alert USAC that services, on which discounts have been approved as indicated in a funding letter, are indeed being provided by the service provider. The Form 486 can be submitted only after receiving an FCDL.

Invoicing Methods

There are two types of invoicing methods used to invoice USAC:

- Form 472 Billed Entity Applicant Reimbursement (BEAR) – With BEAR invoices, you'll pay SHI in full on normal net 30 terms upfront. Then on July 1st, once the FCDL and Form 486 are issued, SHI certifies the BEAR form for reimbursement.
- Form 474 Service Provider Invoice (SPI) – With SPI invoices, the order cannot be placed until 7/1 and the FCDL letters and Form 486 are received. Once the paperwork is settled, SHI will issue two invoices: one to USAC for the portion they are funding, and a second to you for the remaining balance, if applicable.

Please keep in mind that funds are released on July 1st to all applicants that are approved for funding by USAC.

SHI Green Light Status

SHI maintains active Green Light status (FRN number 0022242192).

E-RATE TERMS AND CONDITIONS DISCLOSURE

SHI is responding to this RFP under the terms of Contract CMAS 3-24-04-1038. The terms of Contract CMAS 3-24-04-1038 will supersede the terms and conditions of the RFP.

E-RATE STATUS

Customer represents and warrants that it qualifies as eligible to receive E-rate discounts.

E-RATE PURCHASES

Customer represents and warrants that all purchases of products shall be for its own use and shall be installed and made operational within the specific funding year period set forth by E-rate Program rules.

PRICE AND PAYMENT TERMS

Payment terms are subject to continuing credit approval by SHI. SHI may, at SHI's reasonable discretion, change credit or payment terms at any time when, Customer's financial condition, previous payment record, or the nature of Customer's relationship with SHI so warrants.

SHI may suspend or withhold delivery of product(s) if (i) Customer fails to pay any sum due to SHI, until final and complete payment is received or (ii) Customer is in violation of applicable laws and regulations.

The price shall be as set forth on the Customer's quote from SHI. Customer understands that taxes are E-rate eligible and may be included on your Form 471. Unless otherwise stated on SHI's quote, all quoted prices are exclusive of federal, state, local, or other taxes. Please inform your SHI representative if tax should be included in quote costs.

SHI shall not be held responsible for product price increases occurring between the quote date and the Customer order date which are caused by circumstances outside of its direct control.

For products that have been discontinued after SHI has accepted a Customer purchase order but before the product has shipped, SHI will make reasonable efforts to offer a comparable or better product at the same or less price, if available, upon USAC's approval of a service substitution request filed by Customer.

GENERAL

If any term or provision herein is determined to be illegal or unenforceable, the remainder of the terms or provisions herein shall remain in full force and effect.

Issuance of a Customer purchase order shall constitute Customer acceptance of these Terms and Conditions. Any terms or conditions stated in or on the Customer's purchase order which are inconsistent with or in addition to these Terms and Conditions, or the Terms and Conditions on SHI's website, shall not be valid, are considered null and void, and shall not be applicable to or binding on SHI.

DOCUMENT RETENTION

Both parties will retain all documents related to this purchase for a period of ten (10) years after the project completion in accordance with E-rate Program rules.

Note: If you choose SHI's bid and want to issue an award to SHI, you must use the standard Letter of Intent template that can be found on the third page.

**E-RATE Year 29 (2026-2027)
REQUEST FOR PROPOSAL**

**RFP #2026-02
470 # 260006512**

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

Network Electronics

PROCUREMENT TIMELINE	
RFP ISSUED:	12-11-2025
REQUESTS FOR INFORMATION DEADLINE	12-19-2025
PROPOSALS DEADLINE:	1-12-2026
PROJECT START DATE:	PENDING FUNDING APPROVAL
PROJECT END DATE:	9-30-27 +USAC APPROVED EXTENSIONS

E-RATE SUPPLEMENTAL TERMS AND CONDITIONS

Signed copy to be returned with bid response.

The Telecommunications Act of 1996 established a fund by which Schools and Libraries (“Applicant” or “Applicants”) across the Country could access discounts on eligible telecommunications products and services. The program is commonly known as the E-rate Program. The eligibility for discounts on internet access, telecommunications products and services, internal connection products, services and maintenance is determined by the Federal Communications Commission (“FCC”). Funding is made available upon application approval by the Universal Service Administrative Company (“USAC”), which was established by the Act. The amount of the discount is based on the numbers of students eligible to receive free and reduced-price meals.

1) E-RATE CONTINGENCY

The project herein is contingent upon the approval of funding from the Universal Service Fund’s Schools and Libraries Program, otherwise known as E-rate. Even after award of Agreement(s) and/or E-rate funding approval is approved, the Applicant may or may not proceed with the project, in whole or in part. Execution of the project, in whole or in part, is solely at the discretion of the Applicant.

2) SERVICE PROVIDER REQUIREMENTS

The Applicant expects Service Providers to make themselves thoroughly familiar with any rules or regulations regarding the E-rate program.

- a. Service Providers are required to be in full compliance with all current rules and requirements and future rules and requirements issued by the FCC and USAC throughout the agreement period of any Agreement entered into as a result of this RFP/RFB/RFQ.
- b. Service Providers are responsible for providing a valid Service Provider Identification Number (“SPIN”). More information about obtaining a SPIN may be found at this website: <https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>
- c. Service Providers are responsible for providing a valid Federal Communications Commission Registration Number (“FRN”) at the time the Proposal is submitted. More information about obtaining an FRN may be found at this website: <https://fjallfoss.fcc.gov/coresWeb/publicHome.do>

d. Service Providers are responsible for providing evidence of FCC Green Light Status at the time the proposal is submitted. Any potential Service Provider found to be in Red Light Status must provide an explanation of the steps it is undertaking to be removed to Red Light Status and the expected timeframe for resolution. A Service Provider's sustained Red Light Status may be grounds for termination of the Agreement as it could prohibit the Service Provider from providing E-rate discounts in a timely manner which would cause harm to the Applicant. More information about FCC Red and Green Light Status may be found at this website: http://www.fcc.gov/debt_collection/welcome.html

e. Products and services must be delivered before billing and E-rate discounting can commence. At no time may the Service Provider invoice before July 1, 2026.

f. Prices must be held firm for the duration of the associated E-rate Funding Year(s) or until all work associated with the project is complete (including any Agreement and USAC-approved extensions).

g. Goods and services provided shall be clearly designated as "E-rate Eligible." Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated" to show the percentage of eligible costs per USAC guidelines.

h. For Category 2 equipment or services, within one (1) week of notification of award, the awarded Service Provider must provide the Applicant a bill of materials using a completed and most current and appropriate version of USACs "Bulk Upload Template" (formerly known as the Item 21 attachment) located at <https://www.usac.org/e-rate/applicant-process/applying-for-discounts/fcc-form-471-filing/>. Subsequent schedules of values and invoices must match the Bulk Upload Template and approved Funding Request Line Items or subsequent approved service substitutions. If the service provider's proposal consisted of pricing per eligible location, a summary sheet and summary Bulk Upload Template must be provided to describe the cumulative amount for all sites.

i. In the event of questions during an E-rate pre-commitment review, post-commitment review, and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.

j. The awarded Service Provider is required to send copies of all forms and invoices to the Applicant prior to invoicing USAC for pre-approval. Failure to comply with this requirement may result in the Applicant placing the vendor on an "Invoice Check" with the USAC: <https://www.usac.org/e-rate/applicant-process/invoicing/invoice-check/>.

k. Service providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>.

l. Service providers must not propose any equipment or services produced or provided by companies, their parents, affiliates, and subsidiaries, found to pose a national security threat to the integrity of communications networks or the communications supply chain as required by FCC rules. See

<https://www.usac.org/about/reports-orders/supply-chain/>. Any proposed solution including Covered Equipment or Services as defined by the FCC will be disqualified. If, after award of the project it is found Covered Equipment or Services are included, the award and/or Agreement will be considered to be null and void. See <https://www.fcc.gov/supplychain>.

m. SPAM and/or robotic responses will not be considered valid Proposals and will be disqualified from consideration.

n. Any Service Provider proposals identifying contingency fees such as allocations for change orders, tariffs, or other speculative fees not specifically called out for in the scope and/or terms of the RFP/RFB/RFQ will automatically be included in the Proposal price and subject to evaluation unless otherwise specified in the RFP/RFB/RFQ. Contingency fees not pre-approved by the Applicant will not be allowed.

3) SERVICE PROVIDER ACKNOWLEDGEMENTS

a. The Service Provider acknowledges that no change in the products and/or services specified in its proposal will be allowed without prior written approval from the Applicant and a USAC service substitution approval with the exception of a Global Service Substitutions. See

<https://www.usac.org/e-rate/applicant-process/before-youre-done/service-substitutions/>.

b. The Service Provider acknowledges that all pricing and technology infrastructure information in its Proposal shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii).

c. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Service Providers found not to be providing Lowest Corresponding Price (LCP) may be required to repay any identified overcharges to USAC. The Service Provider acknowledges that LCP is solely the service provider's responsibility and it will not hold the Applicant liable, or seek reimbursement from any applicant, for any appeals, commitment adjustments or funding recoveries.

d. The Service Provider attests that its offer does not violate the FCC's Supply Chain certifications included in the FCC Form 473. Supply Chain requirements and certifications can be viewed at USAC's Website:

<https://www.usac.org/about/reports-orders/supply-chain/>.

e. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/e-rate/applicant-process/competitive-bidding/free-services-advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The Service Provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

4) STARTING SERVICES/ADVANCE INSTALLATION

Category 1 Services

The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year. Regardless of the Agreement's "effective date," E-rate eligible goods and/or services requested in this RFP/RFB/RFQ shall be delivered no earlier than the start of the 2026 funding year (July 1, 2026). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1. However, NO INVOICING can take place prior to July 1 of the associated Funding Year.

Early Funding Conditions

Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.
- The Category 1 service must depend on the installation of the infrastructure.
- The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.
- No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.

For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02-3365 , released December 6, 2002). This FCC

decision only applies to Priority/ Category 1 services (telecommunications services and Internet access).

The complete text can be found at the following URL:

<https://www.usac.org/e-rate/applicant-process/starting-services/advance-installation/>

Category 2

There are two conditions that allow USAC to provide support in a funding year for Category 2 Internal Connections (equipment and services) incurred prior to that funding year.

- *Applicants may seek support for Category 2 eligible services purchased on or after April 1, three months prior to the start of the funding year on July 1. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.*
- *No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.*

For more information, please refer to the FCC Report and Order and Further Notice of Proposed Rulemaking ([FCC 14-99](#)), released July 23, 2014).

It is important to note NO FCC FORM 474 INVOICING can take place before the Funding Commitment Decision Letter is issued, the FCC Form 486 is approved, and/or prior to July 1 of the funding year.

5) INVOICING

a. The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the FCC Form 474 Service Provider Invoice (SPI). The Applicant will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (FCC Form 472). The maximum percentage the Applicant will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Funding Request Number ("FRN") and associated FRN Line Items and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from USAC and submission, certification and USAC approval of FCC Form 486, the Applicant shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the Applicant decide that it is in the best interest of the Applicant to file an FCC Form 472, the Applicant will inform the Service Provider of its intent.

b. The Service Provider agrees that it will not invoice USAC for equipment or services that have not been delivered to and accepted by the Applicant and installed. If equipment is being drop-shipped to the Applicant and the Applicant is responsible for installing the equipment, the Service Provider may not invoice USAC until equipment is received and accepted by the Applicant.

c. All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the Applicant will only be responsible for paying its non-discounted share.

6) FCC/USAC AUDITS

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. The Service Provider hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP/RFB/RFQ for ten (10) years after final payment. The Applicant, its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Service Provider and therefore shall have full access to and the right to examine any of said materials within a reasonable period of time during said period.

7) PROCUREMENT OF ADDITIONAL GOODS AND/OR SERVICES AND AGREEMENT TERM

During the term of any Agreement resulting from this RFP/RFB/RFQ, the Applicant may elect to procure additional or like goods and/or services offered by the Service Provider. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the Applicant's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The Applicant shall not enter into a separate Agreement for said goods or services. Service Providers must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

8) TARIFFS

In anticipation of the possible tariff imposed on imported products, Applicant expects that the Service Provider will familiarize themselves with the impact that any unknown tariff(s) on manufacturer's products are appropriately accounted for in the respondent's fee proposal. The Applicant presumes a tariff will be imposed on any manufacturer's networking equipment manufactured abroad and will be applicable at the time of purchase throughout the term of any agreement resulting from this solicitation (including and mutually agreed upon extensions).

THE SERVICE PROVIDER IS TO IDENTIFY ANY TARIFFS WHEN COMPLETING ANY PRICING ATTACHMENTS AS PART OF THIS SOLICITATION AND IDENTIFY THE PRODUCTS' COUNTRY(IES) OF ORIGIN.

It is also the expectation of the Applicant that the presumed tariff should be LESS than what is identified or if it is not ultimately imposed upon the manufacturer's product, the cost saving will be passed along to the Applicant and, in turn, the FCC's E-Rate program. It should also be presumed by respondents that should any tariff imposed upon a particular manufacturer's product be higher than what was identified in the Service Provider's proposal at the time of purchase, the Applicant will appropriately compensate the service provider for the full cost incurred at the time of purchase without regard to E-Rate eligible invoices.

I, the undersigned, as an authorized agent of Marguerite Berete-Aw (Service Provider Name), hereby certify that I have read the E-rate Supplemental Terms and Conditions, am fully compliant and intend to cooperate with the E-rate process as outlined above.

Signature: _____ Title: Proposal Specialist II

Phone Number: 888-764-8888 Email: chris_halligan@shi.com

Service Provider Name: SHI International Corp.

Service Provider FCC Registration Number: 0022242192

Service Provider Identification Number: 143012572

SHI is responding to this RFP under the terms of Contract CMAS 3-24-04-1038. The terms of Contract CMAS 3-24-04-1038 will supersede the terms and conditions of the RFP.

TRADE NAMES AND ALTERNATIVES –

For convenience in designation on the plans or in the specifications, certain articles or materials to be incorporated in the work may be designated under a trade name or in the name of a manufacturer. Whenever in specifications any materials, process, or article is indicated or specified by grade, patent, or proprietary name or by name of manufacturer, such specification shall be deemed to be used for the purpose of facilitating description of material, process or article desired and shall be deemed to be followed by the words "or equal," and service provider may, unless otherwise stated, offer any material, process or article which shall be substantially equal or better in every respect to that so indicated or specified. Burden of proof as to equality of any material, process or article shall rest with service provider. **Service Provider shall submit request together with substantiating data for substitution of any "or equal" item within the response by the closing of bids.** Provision authorizing submission of "or equal" justification data shall not in any way authorize an extension of time of bid response.

Please note: All “or equal” components must not void and must be supported by corresponding manufacturer warranty.

The District retains the right to be sole judge as to whether equivalency has been proven and whether alternatives will be accepted.

Award of Contract

The District does not guarantee an award of a contract(s) and it reserves the right to select the firm(s) that it considers to be in the best interest of the District. Award of contract is contingent upon the approval of funding from the Schools and Libraries Universal Service Administrative Company (“USAC”).

The District reserves the right to award none, some, or all of the proposal. For instance, if a response exceeds the E-rate funding limits set by USAC, the district may choose to only award up to the E-rate funding limit, less or more.

The District reserves the right to accept or reject any or all proposals, to negotiate with any or all responsible submitters, and to waive any informality in the Proposal. Firms submitting proposals shall be responsible for any and all expenses that they may incur in preparing proposals.

Request for Proposal Preparation Cost

Costs for preparing responses and any other related material is the responsibility of the VENDOR, and shall not be chargeable in any manner to the DISTRICT. The DISTRICT will not be held liable for any cost incurred by VENDORS in responding to the RFP.

Order Term

District reserves the right to order quantities in any size lot or lots of quantities. Pricing must remain firm for the period of April 1, 2026 through September 30, 2027. The District reserves the right to extend the intent to purchase for four additional annual terms through September 30, 2031.

Right to Reject Any and All Quotes

The District reserves the right to reject any or all quotation submittals and to waive any informalities or regularities. The Service Provider’s quotation submission is recognition of this right.

In addition, the District reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-Rate approval.

The District reserves the right to award for some, all, or none of the products and services sought herein.

Disqualification

Bids that do not meet the requirements outlined in this Request for Proposal (RFP) may be disqualified and not considered for evaluation. Disqualifying factors include, but are not limited to:

- Failure to provide all required documentation, forms, or certifications (including the FCC Form 498, SPIN, and SAM registration).
- Failure to comply with all E-Rate program rules and guidelines.
- Failure to submit pricing in the format requested or omission of any required cost information.
- Submission of alternate products or solutions that do not meet the minimum technical specifications.
- Failure to meet the bid submission deadline or submission through unauthorized channels.
- Failure to clearly separate or cost-allocate any ineligible products, services, or costs, as defined by the E-rate program, may result in disqualification.
- Failure to honor the bid for the required period or refusal to execute a contract under the terms proposed.

The district reserves the right to reject any and all bids, to waive informalities or irregularities, and to accept the bid deemed to be in the best interest of the district.

EVALUATION AND SELECTION CRITERIA

The District, in compliance with Federal Communications Commission (FCC) rules, will award to the vendor(s) providing the most cost-effective service offering. Per the Sixth Report and Order, FCC 10-175, FCC rules dictate the following:

§ 54.503 (c)(2)(vii) All bids submitted for eligible products and services will be carefully considered, with price being the primary factor, and the bid selected will be for the most cost-effective service offering consistent with § 54.511.

§ 54.511 Ordering Services (a) Selecting a provider of eligible services. In selecting a provider of eligible services, schools, libraries, library consortia, and consortia including any of those entities shall carefully consider all bids submitted and must select the most cost-effective service offering. In determining which service offering is the most cost-effective, entities may consider relevant factors other than the pre-discount prices submitted by providers, but price should be the primary factor considered.

Therefore, the District may consider factors other than price alone in the consideration of bids; price for E-rate eligible goods and services will be the primary factor considered.

SELECTION CRITERIA:

No.	Factor	Total Points Available
1	Cost of eligible goods and services	40
2	Vendor quote meets district's minimum specifications	35
3	Experience with district	20
4	Ability to deliver service at start of funding year	5
	Total Points	100

REQUESTS FOR INFORMATION

All inquiries must be submitted via e-mail to Dan Wexler, dwexler@skusd.k12.ca.us, by the deadline on Page 1. Please reference 470# 260006512 in the subject line

All addendum(s), questions and answers will be posted to the district's website at <https://www.skusd.k12.ca.us/departments/information-technology/rfps> in addition to the E-rate EPC website at <https://portal.usac.org/suite/>

Please "Follow" the Form 470 to receive all EPC updates pertaining to the Form 470.

SUBMISSION INSTRUCTIONS

All offers **must** be submitted to the contact information below by the deadline indicated on Page 1.

Submission via E-mail ONLY

Contact Information:

Dan Wexler
Director of Technology
dwexler@skusd.k12.ca.us

Proposals must **clearly labeled in the subject line "District Network Electronics Proposal"**

It is the sole responsibility of each respondent to ensure all submittals and attachments are received by the District before the deadline. The District assumes no responsibility for transmission failures.

Verification of receipt can be made by contacting Dan Wexler at dwexler@skusd.k12.ca.us or 661-256-5000 x 1133

SCOPE OF WORK

NOTE: Project specifications include two sections - Section A and Section B. Vendors have the right to respond to one or more sections. Vendors are not required to respond to both sections. The District will evaluate each section individually using the same Evaluation and Selection Criteria outlined in this RFP. The district reserves the right to award one or more sections of this RFP to one or more proposers.

The Goal: To provide qualified vendors with the necessary information and specifications to allow them to respond with a solution that they determine best meets those requirements.

The District is seeking to purchase continued support for our existing Fortinet firewall.

The District is seeking to purchase wireless access points. The District has standardized on the Ruckus platform, however, equivalent products are acceptable. If proposing an equivalent product please submit data verifying equivalency with proposal.

No refurbished equipment is acceptable

Partial bids will not be accepted

The quotes provided must include all materials, equipment and accessories required to furnish a complete data electronics system as indicated on the parts list.

The scope of the project will be as follows:

Section A

- The purpose of this project is to purchase Fortinet SKUs: FC-10-F18F1-464-02-12 or equivalent and FC-10-F18F1-950-02-12 or equivalent

Section B

- The purpose of this project is to purchase wireless access points districtwide.
- Standard Manufacturer Warranty

All proposals need to include tax and shipping as separate items in the response.

Prospective Service Providers are required to submit the following:

1. Three (3) references describing Service Provider's portfolio experience with comparable projects within a K-12 customer market
2. Service Provider's SPIN number #143012572
3. Service Provider's FCC Registration Number (FRN). #0022242192
4. "Equipment list" completely filled in

Failure by Service Provider to supply these documents shall be considered grounds for disqualification.

Section A

PRICING SUBMISSION INSTRUCTIONS

Summary Request for E-rate Eligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price
Fortinet 1 Year SOCaas for FortiGate 1801F or equivalent	FC-10-F18F1-464-02-12	1	\$21,583.00	\$21,583.00	\$0.00	\$21,583.00
Fortinet 1 Year UTP Renewal for FortiGate 1801F or equivalent	FC-10-F18F1-950-02-12	1	\$26,275.00	\$26,275.00	\$18,655.25	\$7,619.75
Tax				\$0.00	\$0.00	\$0.00
Freight/Shipping				\$0.00	\$0.00	\$0.00
Grand Total				\$47,858.00	\$18,655.25	\$29,202.75

Section B

PRICING SUBMISSION INSTRUCTIONS

Summary Request for E-rate Eligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price
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Wireless Access Point: Ruckus R670 or equivalent	R670	210	\$653.33	\$137,199.30	\$0.00	\$137,199.30
Ruckus Layer 3 Premium Licenses or equivalent	ICX7550-PRE M-LIC	16	\$477.19	\$7,635.04	\$0.00	\$7,635.04
Ruckus 48 port gigabit switch	ICX7550-24F-E2-R3	1	\$6,619.07	\$6,619.07	\$0.00	\$6,619.07
Ruckus 100GBase direct attach cable - 3.3 ft	E100G-QSFP-QSFP-P-0101	2	\$310.18	\$620.36	\$0.00	\$620.36
Access Point License Supports or equivalent	S41-0001-3LS G	285	\$38.67	\$11,020.95	\$0.00	11,020.95
End User Support or equivalent	S41-VSCG-3L 00	2	\$385.58	\$771.16	\$0.00	\$771.16
SFP Module	10G-SFPP-L R-S	32	\$169.44	\$5,422.08	\$0.00	\$5,422.08
Switch or equivalent	ICX7650-4X10 GF	8	\$497.08	\$3,976.64	\$0.00	\$3,976.64
Tax				\$13,321.48	\$0.00	\$13,321.48
Freight/Shipping				\$0.00	\$0.00	\$0.00
Grand Total				\$186,586.08	\$0.00	\$186,586.08

Summary Request for E-rate Ineligible Sites

Description	Part #	QTY	Unit Price	Extended Price	Extended E-Rate Ineligible Price	Extended E-rate Eligible Price
Wireless Access Point: Ruckus R670 or equivalent	R670	5	\$653.33	\$3,266.65	\$0.00	\$3,266.65
Access Point License Supports or equivalent	S41-0001-3L SG	5	\$38.67	\$193.35	\$0.00	\$193.35
Tax				\$269.50	\$0.00	\$269.50
Freight/Shipping				\$0.00	\$0.00	\$0.00
Grand Total				\$3,729.50	\$0.00	\$3,729.50

DISPLAY CONSPICUOUSLY AT PLACE OF BUSINESS FOR WHICH ISSUED

CALIFORNIA STATE BOARD OF EQUALIZATION

SELLER'S PERMIT

ACCOUNT NUMBER

9/9/1993 SR S OHB 99-377422

SHI
SHI INTERNATIONAL CORP.
290 DAVIDSON AVE
SOMERSET, NJ 08873-4145

NOTICE TO PERMITTEE:
You are required to obey all Federal and State laws that regulate or control your business. This permit does not allow you to do otherwise.

IS HEREBY AUTHORIZED PURSUANT TO SALES AND USE TAX LAW TO ENGAGE IN THE BUSINESS OF SELLING TANGIBLE PERSONAL PROPERTY AT THE ABOVE LOCATION. THIS PERMIT IS VALID ONLY AT THE ABOVE ADDRESS.

THIS PERMIT IS VALID UNTIL REVOKED OR CANCELED AND IS NOT TRANSFERABLE. IF YOU SELL YOUR BUSINESS OR DROP OUT OF A PARTNERSHIP, NOTIFY US OR YOU COULD BE RESPONSIBLE FOR SALES AND USE TAXES OWED BY THE NEW OPERATOR OF THE BUSINESS.

Not valid at any other address

**For general tax questions, please call our Customer Service Center at 1-800-400-7115 (TTY:711).
For information on your rights, contact the Taxpayers' Rights Advocate office at 1-888-324-2798 or 1-916-324-2798.**

BOE-442-R REV. 16 (11-14)

A MESSAGE TO OUR NEW PERMIT HOLDER

As a seller, you have rights and responsibilities under the Sales and Use Tax Law. In order to assist you in your endeavor and to better understand the law, we offer the following sources of help:

- Visiting our website at www.boe.ca.gov
- Visiting a field office
- Attending a Basic Sales and Use Tax Law class offered at one of our field offices
- Sending your questions in writing to any one of our offices
- Calling our toll-free Customer Service Center at 1-800-400-7115 (TTY:711)

As a seller, you have the right to issue resale certificates for merchandise that you intend to resell. You also have the responsibility of not misusing resale certificates. While the sales tax is imposed upon the retailer,

- You have the right to seek reimbursement of the tax from your customer
- You are responsible for filing and paying your sales and use tax returns timely
- You have the right to be treated in a fair and equitable manner by the employees of the California State Board of Equalization (BOE)
- You are responsible for following the regulations set forth by the BOE

As a seller, you are expected to maintain the normal books and records of a prudent businessperson. You are required to maintain these books and records for no less than four years, and make them available for inspection by a BOE representative when requested. You are also expected to notify us if you are buying, selling, adding a location, or discontinuing your business, adding or dropping a partner, officer, or member, or when you are moving any or all of your business locations. If it becomes necessary to surrender this permit, you should only do so by mailing it to a BOE office, or giving it to a BOE representative.

If you would like to know more about your rights as a taxpayer, or if you are unable to resolve an issue with the BOE, please contact the Taxpayers' Rights Advocate office for help by calling toll-free, 1-888-324-2798 or 1-916-324-2798. Their fax number is 1-916-323-3319.

Please post this permit at the address for which it was issued and at a location visible to your customers.

CALIFORNIA STATE BOARD OF EQUALIZATION

Sales and Use Tax Department



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/1/2025

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).

PRODUCER Marsh & McLennan Agency LLC 250 Pehle Avenue, Suite 400 Saddle Brook NJ 07663	CONTACT NAME: PHONE (A/C, No, Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: jennifer.juarez@marshmma.com INSURER(S) AFFORDING COVERAGE <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 80%;">INSURER</th> <th style="width: 20%;">NAIC #</th> </tr> <tr> <td>INSURER A : Continental Insurance Co of NJ</td> <td>42625</td> </tr> <tr> <td>INSURER B : National Union Fire Ins Co PittsburghPA</td> <td>19445</td> </tr> <tr> <td>INSURER c : Chubb National Insurance Company</td> <td>10052</td> </tr> <tr> <td>INSURER D : Federal Insurance Company</td> <td>20281</td> </tr> <tr> <td>INSURER E : ACE Insurance Company of the Midwest</td> <td>26417</td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER	NAIC #	INSURER A : Continental Insurance Co of NJ	42625	INSURER B : National Union Fire Ins Co PittsburghPA	19445	INSURER c : Chubb National Insurance Company	10052	INSURER D : Federal Insurance Company	20281	INSURER E : ACE Insurance Company of the Midwest	26417	INSURER F :	
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INSURED SHI International Corp. 290 Davidson Avenue Somerset NJ 08873	SHIINTER1														

COVERAGES **CERTIFICATE NUMBER: 931427552** **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														
C	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC OTHER: _____			36094214	9/30/2025	9/30/2026	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>EACH OCCURRENCE</td><td>\$ 1,000,000</td></tr> <tr><td>DAMAGE TO RENTED PREMISES (Ea occurrence)</td><td>\$ 1,000,000</td></tr> <tr><td>MED EXP (Any one person)</td><td>\$ 10,000</td></tr> <tr><td>PERSONAL & ADV INJURY</td><td>\$ 1,000,000</td></tr> <tr><td>GENERAL AGGREGATE</td><td>\$ 2,000,000</td></tr> <tr><td>PRODUCTS - COMP/OP AGG</td><td>\$ 1,000,000</td></tr> <tr><td></td><td>\$</td></tr> </table>	EACH OCCURRENCE	\$ 1,000,000	DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 1,000,000	MED EXP (Any one person)	\$ 10,000	PERSONAL & ADV INJURY	\$ 1,000,000	GENERAL AGGREGATE	\$ 2,000,000	PRODUCTS - COMP/OP AGG	\$ 1,000,000		\$
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D	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			73655160	9/30/2025	9/30/2026	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>COMBINED SINGLE LIMIT (Ea accident)</td><td>\$ 1,000,000</td></tr> <tr><td>BODILY INJURY (Per person)</td><td>\$</td></tr> <tr><td>BODILY INJURY (Per accident)</td><td>\$</td></tr> <tr><td>PROPERTY DAMAGE (Per accident)</td><td>\$</td></tr> <tr><td></td><td>\$</td></tr> </table>	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000	BODILY INJURY (Per person)	\$	BODILY INJURY (Per accident)	\$	PROPERTY DAMAGE (Per accident)	\$		\$				
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E	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			71845092	9/30/2025	9/30/2026	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><input checked="" type="checkbox"/> PER STATUTE</td> <td><input type="checkbox"/> OTHER</td> <td></td> </tr> <tr><td>E.L. EACH ACCIDENT</td><td></td><td>\$ 1,000,000</td></tr> <tr><td>E.L. DISEASE - EA EMPLOYEE</td><td></td><td>\$ 1,000,000</td></tr> <tr><td>E.L. DISEASE - POLICY LIMIT</td><td></td><td>\$ 1,000,000</td></tr> </table>	<input checked="" type="checkbox"/> PER STATUTE	<input type="checkbox"/> OTHER		E.L. EACH ACCIDENT		\$ 1,000,000	E.L. DISEASE - EA EMPLOYEE		\$ 1,000,000	E.L. DISEASE - POLICY LIMIT		\$ 1,000,000		
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A B	Errors & Omissions/Cyber Liab Crime			596831142 097666431	9/30/2025 4/4/2025	9/30/2026 9/30/2026	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>\$5,000,000 Occ/Agg</td><td rowspan="2">claims made/no ret</td></tr> <tr><td>\$5,000,000/\$300,000dt</td></tr> </table>	\$5,000,000 Occ/Agg	claims made/no ret	\$5,000,000/\$300,000dt											
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Evidence of Insurance

CERTIFICATE HOLDER SHI International Corp 290 Davidson Ave Somerset NJ 08873	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
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SAMPLE LETTER OF INTENT

[Date]

SHI International Corp.
290 Davidson Ave.
Somerset, NJ 08873

Dear [Primary Sales Contact],

[Applicant Name / BEN] accepts quote # _____ and agrees to the terms and conditions put forth in SHI International Corp.'s response to our Form 470 # _____. This contract is valid until 9/30/2027, with an option to extend for one (1) year.

Disclaimers

- By signing this document, the applicant is not contractually bound to complete this procurement in its entirety. The Applicant may complete this procurement in whole or in part. SHI will fulfill only those orders initiated by the Applicant via Purchase Order.
- For SPI orders, applicant shall be responsible for payment of any outstanding or ineligible costs if USAC rejects reimbursement claim in whole or in part.

Preferred Invoicing Method:

___ SPI
___ BEAR

Customer / Applicant Name Signature

Signer's Name

Date



We Are SHI

**We bring together
IT and Procurement
like never before**