ALTA LOMA SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
Wednesday, November 18, 2026
6:00 PM

District Support Center
9390 Base Line Road
Alta Loma, California

Motion
1st 2nd App

A. OPEN SESSION

B. CALL TO ORDER AND ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. PUBLIC COMMENT ANNOUNCEMENT

The Board of Trustees welcomes comments from visitors, employees, employee groups, parent organizations and students. Prior to addressing the Board please complete the comment form located at the west entrance and give it to the Superintendent's Administrative Assistant.

The Board has set aside 45 minutes for the Public Comment. Each speaker shall be allowed a maximum of 3 minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes.

The Public Comment period is the opportunity for the public to address the Board on (1) items on the public session agenda; (2) items on the closed session agenda; and (3) other topics within the jurisdiction of the Board.

For this meeting, public comments regarding Business and Financial Procedures, Items 2 and 3, pertaining to the proposed property transfer, will be heard when the Board considers those items. Recognizing the importance of these matters and the community's interest in providing input, the Board may extend the time allotted for public comment on these items beyond the customary limits, as reasonably necessary to accommodate additional speakers while maintaining an orderly and timely meeting. The established speaking time for individual speakers of 3 minutes per item will remain in effect.

In accordance with the Brown Act, the Board will limit any responses to public comment to brief statements, referral to staff or referral to a future Board agenda.

PLEASE NOTE: There will not be a separate opportunity to comment at the time each agenda item is addressed by the Board, unless the item specifically involves an agendized public hearing or is one of the three General Function items identified above. All other public comments will be heard during the agendized Public Comment section.

Action **E. ADOPTION OF AGENDA** ___ ___ ___

Action **F. APPROVAL OF MINUTES** ___ ___ ___
10/14/26 (pp. 1-8)

Pursuant to the Americans with Disabilities Act, persons with a disability who require a disability-related modification or accommodation in order to participate in a meeting, including auxiliary aids or services, may request such modification or accommodation from Adriana Mohler at (909) 484-5151, Extension 102003, by FAX (909) 484-5155 or email at amohler@alsd.org. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to assure accessibility to the meeting.

Documents supporting agenda items are available for public inspection at the Alta Loma School District Support Center, 9390 Base Line Road and on the District website at www.alsd.k12.ca.us.

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G. RECOGNITIONS AND PRESENTATIONS

An opportunity to honor students, employees, and community members for outstanding achievement. Information regarding District events is also available at each meeting.

1. Perfect CAASPP Score Student Honorees
   Banyan Elementary
   Deer Canyon Elementary
   Hermosa Elementary
   Victoria Groves Elementary
   Vineyard Junior High

H. WRITTEN COMMUNICATIONS

Documents addressed to Board members as communications during a Board of Education meeting are defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations; i.e. CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from District schools or staff.

1. Letter from San Bernardino County Superintendent of Schools for the District's first quarter report for Williams-monitored schools for the 2026-27 school year.
   (pp. 9-21)

I. PUBLIC COMMENT

Consistent with the Public Comment Announcement above, this is the opportunity for the public to address the Board on (1) items on the public session agenda; (2) items on the closed session agenda; and (3) other topics within the jurisdiction of the Board.

As a reminder, public comments regarding Business and Financial Procedures, Items 2 and 3 will be heard when the Board considers those items.

J. BOARD REPORT

An opportunity for Board members to discuss items as follows:
1. Conferences, workshops, and meetings
2. School visitations and activities
3. CSBA and/or SBCSBA activities

Any other topics will be discussed at the agenda item(s).

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K. SUPERINTENDENT AND STAFF REPORTS

An opportunity for the Superintendent to share matters of special interest or importance which are not on the Board agenda and/or special presentations of District programs or activities such as:

1. Curriculum/instructional updates
2. Timely events/information
3. District activities
   a) Winter Wonderland

L. BUSINESS AND FINANCIAL PROCEUDRES

Information Only 1. Territory Transfer Presentation (pp. 22-38)

Public Comment Consistent with the Public Comment Announcement, this is the opportunity for the public to address the Board regarding Business and Financial Procedures, Items 2 and 3. Each speaker shall be allowed a maximum of 3 minutes to address the Board.

Action 2. Recommend the Board approve the Agreement for Mitigation of Impacts on School Facilities and authorize Superintendent Sherry Smith and/or Associate Superintendent Eric Hart to sign all related documents. (pp. 39-64) ___ ___ ___

Action 3. Recommend the Board adopt Resolution No. 11-18-26 Support and Approval of Modified Petition for Transfer of Territory from within Etiwanda School District to within Alta Loma School District, and Request that the San Bernardino County Committee on School District Organization Approve the Modified Petition for Transfer of Territory and authorize Superintendent Sherry Smith and/or Associate Superintendent Eric Hart to sign all related documents, and submit the executed Resolution and Mitigation Agreement to the County Committee. (pp. 65-70) ___ ___ ___

Action **M. CONSENT CALENDAR** ___ ___ ___

Actions proposed for Consent Calendar (block vote) items are consistent with approved practices of the District and are deemed routine in nature. Since Trustees receive Board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items. Consent Calendar items are voted on at one time, although any such item can be considered separately at a Board member's request.

1. Recommend the Board approve routine agreements with the following vendors, and authorize Superintendent Sherry Smith and/or applicable administrators to sign all related documents:
   1) Alf Museum; 2) California Association for Bilingual Education (CABE); 3) City of Rancho Cucamonga; 4) Golden Rule Signs; 5) Jazz Education Network; 6) Mt. SAC Randall Planetarium; 7) The Music Center, L.A.'s Performing Arts Center; 8) Power of Zero; 9) Sawdust Factory; 10) Shablov LLC; 11) Softchoice; 12) Trebron; 13) Visser Bus Services; 14) Zen Educate, Inc. (pp. 71-73)

2. Recommend the Board approve payments to vendors in Board Payment Report, as presented. (p. 74)

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3. Recommend the Board approve employment, terminations, resignations, leaves and temporary assignments, as presented. (pp. 75-81)

4. Recommend the Board accept the following donations:
   a. Donation of $3,284.50 from Carnelian Elementary PTA to Carnelian Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
   b. Donation of $500.00 from Cucamonga District Host Lions Welfare Account to Carnelian Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
   c. Donation of $1,248.00 from Fevo (RCC Quakes) to Alta Loma Junior High School's Student Fundraiser Account to be used to enhance the instructional program.
   d. Donation of $50.00 from Angela Eisenbrey to Victoria Groves Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
   (No exhibit)

5. Amend Board Policies
   Second Reading
   BP 5125 – Student Records
   BP 5131.4 – Student Disturbances
   BP 5131.8 – Mobile Communication Devices
   BP 6141 – Curriculum Development and Evaluation
   BP 6159 – Individualized Education Program
   BP 6159.1 – Procedural Safeguards and Complaints for Special Education
   BP 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education
   BP 6161.1 – Selection and Evaluation of Instructional Materials
   BP 6161.11 – Supplementary Instructional Materials
   BP 6163.1 – Library Media Centers
   BP 6164.4 – Identification and Evaluation of Individuals for Special Education
   (pp. 82-106)

6. Recommend the Board approve the Clinical Practicum Agreement with California State University, Northridge and authorize Superintendent Sherry Smith and/or Assistant Superintendent Cara Cerecerez to sign all related documents. (pp. 107-115)

N. GENERAL FUNCTION

Action

1. Recommend the Board approve the Proclamation Honoring Mayor L. Dennis Michael in recognition of his years of dedicated public service, leadership, and lasting contributions to the community upon his retirement. (pp. 116-118) ___ ___ ___

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O. CURRICULUM AND INSTRUCTION

Action

1. Recommend the Board approve the Alta Loma School District's 2026-27 Local Control Accountability Plan (LCAP) Federal Addendum, as presented. (pp. 119-158) ___ ___ ___

P. BOARD INFORMATION/DISCUSSION

1. Amend Board Policies
   First Reading
   BP 1312.3 – Uniform Complaint Procedures
   BP 4119.1/4219.1/4319.1 – Civil and Legal Rights
   BP 5020 – Parent Rights and Responsibilities
   BP 5022– Student and Family Privacy Rights
   (pp. 159-171)

2. Governance Calendar
   (pp. 172-173)

Q. FUTURE AGENDA ITEMS

R. ANNOUNCEMENTS

1. The Board of Trustees will attend CSBA's Annual Education Conference, Wednesday, December 2, 2026 – Saturday, December 5, 2026 in San Diego, Ca. No action will be taken by the Board.

2. The date of the next regular meeting of the Board of Trustees is Wednesday, December 16, 2026, designated as the Organizational Meeting, 6:00 PM at the Alta Loma School District Support Center, 9390 Base Line Road.

S. CLOSED SESSION

Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code §3549.1, 54956.9, 54956.9(d), 54957, and 54957.6.

☑ 1. **Personnel Matters**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code §54957

☑ 2. **Negotiations/Collective Bargaining**
CONFERENCE WITH LABOR NEGOTIATORS
Government Code §54957.6
District Designated Representatives: Sherry Smith, Superintendent; Eric Hart, Associate Superintendent, Administrative Services; Cara Cerecerez, Assistant Superintendent, Human Resources.
Employee Organization: Alta Loma Educators Association (ALEA)

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T. ADJOURNMENT

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, ALTA LOMA SCHOOL DISTRICT, COUNTY OF SAN BERNARDINO–WEDNESDAY, October 14, 2026

OPEN SESSION, CALL TO ORDER AND ROLL CALL

The regular meeting was called to order by Board President Eric Chung at 6:00 PM. Present were members Buller, Davies, Chung, Hurley and Martinez. Absent none.

PLEDGE OF ALLEGIANCE

Alta Loma Educator's Association (ALEA) President, Ms. Megowan led the flag salute.

PUBLIC COMMENT ANNOUNCEMENT

Mr. Chung read aloud the Public Comment Announcement.

Board President Chung added the following comments to the public comment announcement:

In light of the upcoming election, Mr. Chung reminded speakers that public comments may not be used to advocate for or against any ballot measure or candidate for public office. He explained that, pursuant to Government Code Section 7054, the District is required to remain neutral and may not use District resources, including time during Board meetings, to support or oppose any candidate or ballot measure.

Mr. Chung further advised that any speaker who engages in such advocacy will be interrupted and issued one warning. Any subsequent violation will result in the revocation of the speaker's privilege to address the Board for the remainder of the meeting.

ADOPTION OF AGENDA

Moved by Mrs. Davies, seconded by Dr. Hurley, and carried unanimously to adopt the agenda of the meeting, as presented.

APPROVAL OF MINUTES

Moved by Dr. Hurley, seconded by Mr. Buller, and carried unanimously to approve the meeting minutes of September 9, 2026, as presented.

RECOGNITONS AND PRESENTATIONS

Student Recognition – Perfect CAASPP Score

Students from Alta Loma Elementary, Carnelian Elementary, Jasper Elementary, Stork Elementary and Alta Loma Junior High who received a perfect score on their English Language Arts (ELA), Math CAASPP tests or the California Science Test (CAST) were recognized for their outstanding efforts. Those students received a certificate of excellence, a medal, and the opportunity to have their photo taken with their principal, Superintendent Smith and the Board of Trustees. These students were:

- Desmond Roche, ELA
- Mason Sanchez, ELA
- Dyllen Costanza, MATH
- Xavier DuPree, ELA
- Anaya Jovellanos, ELA
- Connor Landis, MATH
- William Li, MATH

- Rainier Lin, MATH
- Tiffany Shen, ELA
- Hunter Smith, ELA
- Emily Thomas, ELA
- Junhong Wu, MATH
- Jules Zheng, ELA
- Zachariah Cruz, CAST
- Bronson Coleman, MATH
- Cruz Escareno, MATH
- Alyana Alfarrouh, ELA
- Maisie Bowman, ELA
- James Braum, ELA
- Charles Cheng, MATH
- Elijah Chung, ELA
- Atticus Delgadillo, ELA
- Paulino Equihua, ELA
- Samantha Hays, ELA
- Haorui He, MATH
- Mackenzie Huang, MATH
- Gabrielle Huang, ELA
- Addison Huang, ELA
- Jacob Ibarra, ELA
- Camila Li, ELA
- Ellah Mattern, ELA
- Kylie Morrison, ELA
- Felicity Nguyen, MATH
- Brooklyn Signor, ELA
- Jameson Swartzlander, ELA
- Evelyn Weibel, ELA
- Victor Xia, MATH
- Gracie Yapur, MATH

PUBLIC COMMENT

Kurtis Downs, member of the community shared a lesser known aspect of Christopher Columbus. Mr. Downs highlighted his strong faith, interest in biblical prophecy, and belief that his voyages were part of God's divine plan.

Antoinette Jensen, community member, stated she is an Alta Loma School Board Candidate, Area 5. Ms. Jensen raised concerns regarding public transparency and meaningful participation, referencing a Brown Act objection she submitted October 12 concerning Agenda Item R. 5, Anticipated Litigation. She questioned the lack of descriptive information regarding four public records requests listed on the agenda and requested greater clarity while respecting confidentiality requirements. Ms. Jensen also requested that agendas clearly explain the public's right to comment on individual agenda items and closed session matters. Additionally, she advocated for recording and providing remote access to board meetings to improve accessibility and public engagement. She emphasized the importance of fostering a positive, collaborative relationship between the Board and the community.

Rika Baum, District parent, stated she is an Alta Loma Trustee 3 Candidate. Ms. Baum thanked District bus drivers, maintenance personnel, and other non-union employees for their service and encouraged the Board to provide the maximum available salary increases. She thanked Mr. Hart for meeting with her and is hopeful the city council will follow up on her request to reassess every school to fund a crossing guard at each site. Ms. Baum also expressed concerns regarding delayed response to parent communications. Ms. Baum reported that the Fair Political Practices Commission had accepted her complaint concerning a Jasper family event and opened a formal investigation regarding alleged unequal candidate access and the use of District property and resources. She asked the Board to ensure equal treatment of all candidates and that District events and resources not be used for campaign purposes.

ALEA President Shari Megowan, addressed the Board regarding upcoming collective bargaining negotiations and the union's submitted proposals. She recognized educators' increasing workloads and additional responsibilities, including supporting families with independent study, providing social emotional learning and fostering inclusive classrooms. Ms. Megowan emphasized the importance of a contract that values and respects educators' professional contributions and expressed optimism about beginning a collective bargaining process that supports both current and future District employees.

Ender Aguilar, senior student at Etiwanda High School, attended on behalf of his government class. He shared his interest in pursuing a future career in education and expressed appreciation for the opportunity to observe how the Board interacts with the public.

BOARD REPORTS

Board Member Brad Buller…had the opportunity to attend the Staff Development Day at Victoria Groves and Vineyard Junior High School, recognized staff for their collaborative efforts and dedication to professional development; attended the County of San Bernardino's State of the County event, noting its strong attendance, informative presentations, and highlighting the county's diversity and growth.

Board Member Jessica Martinez…attended the September 28 virtual Family Engagement event and commended staff for their efforts; also had the opportunity to attend the staff development session at Vineyard Junior High School, highlighting the opportunity to connect and engage with staff in a different way than through a normal site visit; attended the County of San Bernardino's State of the County event and shared a key message from the presentation: "When you focus on students, you create opportunities."

Board Member Rebecca Davies…September 16, attended the Superintendent's Parent Leaders Group meeting, which was well attended; Superintendent Smith provided information regarding the District's trustee areas, shared an update on the Etiwanda Heights project, and reminded attendees of the upcoming Winter Wonderland event; September 18, attended Deer Canyon's Pancake Breakfast, the event was well attended by parents, grandparents, and staff; commended the PTA for its outstanding efforts in organizing the community event; October 5, during the Districtwide Staff Development Day, joined staff members at Vineyard Junior High School for an In-N-Out lunch, enjoyed the opportunity to visit with teachers, administrators, custodians, and classified staff; had the opportunity to attend the Rancho Cucamonga Candidates Forum with Board colleagues Brad and Jessica; the forum was hosted by the Rancho Cucamonga Chamber of Commerce; October 9, Mrs. Davies and her husband attended Vineyard Junior High School's theater production of Bringing Down the House, directed by Director Vandegrift, shared that the

new lighting system and microphones, made possible through a generous donation from Dave Roberts, significantly improved the clarity of the dialogue and enhanced the overall audience experience; in recognition of the Week of the School Administrator, Board Member Davies expressed her appreciation for the District's school leaders, recognizing their vision, dedicated service, and invaluable contributions to student achievement and public education. She acknowledged their commitment to student success, continuous professional growth, and excellence in supporting students and staff.

Board Member Malinda Hurley…congratulated the Viking Theatre students and crew on their October 8 presentation of *Bringing Down the House*; she recognized the hard work and dedication of the cast and crew in bringing the production to the stage and expressed her appreciation to Director Mrs. Jenna Vandergrift, Technical Director Mr. Ted Guerrero, and Assistant Director Mrs. Katherine LeBeck for their commitment to teaching and supporting students in developing their acting and production skills; Dr. Hurley also extended her heartfelt thanks to Dave Roberts for his generous donation to the Vineyard Theatre program, noting his support and connection to the Viking Theatre program; reported that the 2026 State of the County "Get Your Kicks" event was hosted by GOCal Greater Ontario California, Trustees Chung, Buller and Martinez attended alongside Superintendent Sherry Smith; shared that the event highlighted the future of San Bernardino County through technology, innovation, education, and business, and expressed optimism and confidence in the County's future.

Board Member Eric Chung … thanked fellow board members for their continued support of District schools and staff; highlighted several events he attended, including the Jasper Dual Language Immersion (DLI) program event, Alta Loma Junior High's flag football game and Vineyard Junior High's production of *Bringing Down the House*; Trustee Chung recognized students for their work in learning stage lighting, sound operations, and memorizing their lines; commended the Stork PFSA for hosting the annual Stork Hoedown and encouraged community members to attend candidate meet-and-greet and fundraising events, conduct their own research, and make informed decisions during the election season, and wished all candidates well.

SUPERINTENDENT AND STAFF REPORTS

Superintendent Smith thanked the Board for their active involvement in the community and their continued dedication to students and staff. She recognized and expressed appreciation for District administrators in honor of California Week of the School Administrator. Superintendent Smith also reported there were no reportable incidents for the District's quarterly submission for Williams Reporting for the period of July 1, 2026 through September 30, 2026.

Assistant Superintendent Christina Pierce shared information about the Inland Empire Utilities Agency's educational program, which was provided to District principals for consideration as a potential student field trip opportunity. She reported that the District's AI Task Force had begun its second year and that surveys would be distributed to parents, staff and students to gather feedback and assess perspectives on artificial intelligence. Dr. Pierce also announced that interest information for the 2027-28 Dual Language Immersion program would be available on the District website beginning the following Monday.

CONSENT CALENDAR

Moved by Ms. Martinez, seconded by Mrs. Davies, and carried unanimously to adopt the following Consent Calendar items, and take items K. 3, 8, and 9 for a separate vote.

Vendor Agreements

Approved agreements with the following vendors, and authorized Sherry Smith, and/or applicable administrators to sign all related documents:

1) Avalon Transportation; 2) BMX Freestyle Team, LLC; 3) Cal Poly Pumpkin Patch; 4) CMC South Conference; 5) Camp CIMI; 6) Camp Pali; 7) Garner Holt Education Through Imagination; 8) Go Big BMX Air Show; 9) Leadership Association for Student Council; 10) Lewis Family Playhouse; 11) Main Event; 12) Magic Makers Entertainment; 13) Mary Vagle Nature Center; 14) Mt. Sac Randall Planetarium; 15) Nitro7lab; 16) Prismatic Magic Laser Programs; 17) Purple Easel; 18) Riley's Farm.

Board Payment Report

Approved the Board Payment Report, as presented.

Routine Personnel Items

Approved employment, terminations, resignations, leaves and temporary assignments, as presented.

Donations

Accepted with appreciation the following donations:

a. Donation of $1,243.95 from Alta Loma Elementary PTA to Alta Loma Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
b. Donation of $500.00 from MHR Investments Inc. to Alta Loma Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
c. Donation of $1,495.98 from Stork PFSA to Stork Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
d. Donation of $50.00 from Angela Eisenbrey to Victoria Groves Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
e. Donation of $500.00 from Donors Choose (The Young Sheldon School Initiative) to Stork Elementary School's Student Fundraiser Account to be used to enhance the instructional program.
f. Donation of $356.54 from Chipotle to Victoria Groves School's Student Fundraiser Account to be used to enhance the instructional program.

Amend Board Policies

A second reading was held to amend Board Policies related to Philosophy, Goals, Objectives, and Comprehensive Plans, Community Relations, Students, and Facilities, as presented.
BP 0410 – Nondiscrimination in District Programs and Activities
BP 1312.2 – Complaints Concerning Instructional Materials
BP 5145.6 – Parent/Guardian Notifications
BP 7214 – General Obligation Bonds

Amend Board Bylaws

A second reading was held to amend Board Bylaws, as presented.
BB 9220 – Governing Board Elections
BB 9240 – Board Training

Amend Job Description

A second reading was held to amend job description, as presented.
Expanded Learning Opportunity Program (ELO-P) Field Operations Coordinator

K. 3 - Routine Personnel Items

Moved by Mr. Buller, seconded by Mrs. Davies, and carried with the following vote to approve employment, terminations, resignations, leaves and temporary assignments, as presented.

AYES:	4	(Buller, Chung, Davies, Hurley)
NOES:	1	(Martinez)
ABSENT:	0	
ABSTAIN:	0	

K. 8 - Amend Job Description
A first reading was held to amend job description, as presented.
Moved by Dr. Hurley, seconded by Mr. Buller, and carried with the following vote to amend job description Transportation Operations Specialist, as presented.

AYES:	4	(Buller, Chung, Davies, Hurley)
NOES:	1	(Martinez)
ABSENT:	0	
ABSTAIN:	0	

K. 9 - Delete Board Bylaw
A first reading was held to delete Board Bylaw, as presented
Moved by Mr. Buller, seconded by Mrs. Davies, and carried with the following vote to delete Board Bylaw 9321.1 – Closed Session Actions and Reports, as presented.

AYES:	4	(Buller, Chung, Davies, Hurley)
NOES:	1	(Martinez)
ABSENT:	0	
ABSTAIN:	0	

GENERAL FUNCTIONS

Annual Organizational Meeting
Moved by Mr. Buller, seconded by Dr. Hurley, and carried unanimously to designate December 16, 2026 as the annual organizational meeting for the Board of Trustees.

BUSINESS AND FINANCIAL PROCEDURES

Laptop Refresh
Moved by Dr. Hurley, seconded by Mrs. Davies, and carried with the following vote to approve the purchase of laptops for staff device refresh with SHI International Corp. and authorize Superintendent Sherry Smith and/or Associate Superintendent Eric Hart to sign all related documents.

AYES:	4	(Buller, Chung, Davies, Hurley)
NOES:	1	(Martinez)
ABSENT:	0	
ABSTAIN:	0	

HUMAN RESOURCES

Initial Proposal for Negotiations – Alta Loma School District
Moved by Mrs. Davies, seconded by Dr. Hurley, and carried unanimously to adopt the initial proposal for negotiations for the 2026-27 school year from the Alta Loma School District, in accordance with Government Code section 3547, as presented.

Initial Proposal for Negotiations - ALEA
Moved by Dr. Hurley, seconded by Mrs. Davies, and carried unanimously to acknowledge receipt of the initial proposal for negotiations for the 2026-27 school year from the Alta Loma Educators Association, in accordance with Government Code section 3547, as presented.

Management Salary Schedule
Moved by Dr. Hurley, seconded by Mr. Buller, and carried unanimously to approve the amended Management Salary Schedule, as presented.

Classified Salary Ranges List
Moved by Mr. Buller, seconded by Dr. Hurley, and carried unanimously to amend Classified Salary Ranges list, as presented.

BOARD INFORMATION/DISCUSSION

Amend Board Policies – First Reading
BP 5125 – Student Records
BP 5131.4 – Student Disturbances
BP 5131.8 – Mobile Communication Devices
BP 6141 – Curriculum Development and Evaluation
BP 6159 – Individualized Education Program
BP 6159.1 – Procedural Safeguards and Complaints for Special Education
BP 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education
BP 6161.1 – Selection and Evaluation of Instructional Materials
BP 6161.11 – Supplementary Instructional Materials
BP 6163.1 – Library Media Centers
BP 6164.4 – Identification and Evaluation of Individuals for Special Education

ANNOUNCEMENTS
The date of the next regular meeting of the Board of Trustees is Wednesday, November 18, 2026, 6:00 PM at Alta Loma School District Support Center, 9390 Base Line Road.

CLOSED SESSION/ADJOURNMENT
The Board adjourned to closed session at 6:53 PM for the purpose of discussing matters expressly authorized by Government Code Section §3549.1, §54956.9, §54956.9(d), §54957, and §54957.6.

The Board reconvened to open session, and the following announcement was made.

Anticipated Litigation

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Claim #3129188

Moved by Mr. Buller, seconded by Dr. Hurley, and carried with the following vote to approve agreement concluding this litigation and the agreement is final.

Adverse Party(s): Claim #3129188

Substance Of Agreement: Deny Claim

Ayes: Buller, Chung, Davies, Hurley, Martinez
Nays: 0
Abstentions: 0
Absent: 0
Recused: 0

The meeting was adjourned at 8:30 PM.

October 30, 2026

Dr. Sherry Smith, Superintendent
Alta Loma Elementary
9390 Baseline Road
Alta Loma, CA 91701

Dear Dr. Smith:

Per California Education Code section 1240, San Bernardino County Superintendent of Schools (SBCSS) staff has visited all phase 1 schools subject to Williams Settlement monitoring for the 2026-27 fiscal year for instructional materials sufficiency and facility review purposes. Enclosed are the first quarterly reports for all monitored sites. Those that were monitored in phase 1 will also have a copy of the Facility Inspection Tool.

Education Code section 1240(c)(2)(C) requires that the results of the visits be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. ***Please make sure to include the Williams reports as an agenda item for your next regularly scheduled Board meeting.*** Additionally, please be sure to include these findings in your upcoming School Accountability Report Card publications.

On behalf of the SBCSS Williams team members, it has been a pleasure to work in partnership with you and the employees of the Alta Loma Elementary School District.

Sincerely,



Ted Alejandre
County Superintendent

Enclosure: 2026-27 Williams First Quarterly Reports

cc: Mr. Eric Chung, Board President
Ms. Patricia Chavez Urias, Williams Liaison
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

October 30, 2026

Dr. Sherry Smith, Superintendent
Alta Loma Elementary School District
9390 Baseline Road
Alta Loma, CA 91701

Dear Dr. Smith:

California Education Code section 1240 requires that I annually visit Williams-monitored schools identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). Schools identified on the California Department of Education's *2025-27 List of Schools Eligible for Monitoring* are subject to monitoring through the 2027-28 fiscal year and were determined using the following criteria:

- Schools eligible for Comprehensive Support and Improvement under the Every Student Succeeds Act (ESSA) based on the results of the 2023 Dashboard.
- Schools eligible for Additional Targeted Support and Improvement under ESSA based on the results of the 2023 Dashboard.
- Schools where 15 percent or more of the school's teachers did not possess a valid and clear or preliminary teacher credential in 2022–23.

Schools that have a Dashboard Alternative School Status are excluded from the Williams list.

This report includes first quarter findings for the visit to **Alta Loma Elementary** on **8/25/2026**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student.

The purpose of my review as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" textbooks or instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, world languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff."

The law further requires the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair."

2. Annually review teacher misassignments and teacher vacancies for monitored schools; and

3. Receive quarterly reports from all school districts in San Bernardino County on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, please see the list of definitions as described by law:

- "Sufficient textbooks or instructional materials" - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.

- School facility "emergency or urgent threat" - a condition poses a threat to the health or safety of pupils or staff.

- School facility "good repair" - the facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None.

The following **good repair deficiencies** were observed:

Section 4. Interior Surfaces
- 6 (1): Ceiling tiles are damaged, loose, missing or stained **(1 remedied 8/25/26)**
- 5 (1): Ceiling tiles are damaged, loose, missing or stained
- 14 (1): Ceiling tiles are damaged, loose, missing or stained

- 18 (1): Ceiling tiles are damaged, loose, missing or stained
- 19 (1): Ceiling tiles are damaged, loose, missing or stained

Section 14. Playground/School Grounds

- Playground (1): Significant cracks, trip hazards, holes or deterioration (work order #25085)
- Playground (1): Sprinklers/covers are missing, broken, and/or damaged **(1 remedied 8/25/26)**

Section 15. Windows/Doors/Gates/Fences

- 12 (1): Loose or sticky door or window locks and latches **(1 remedied 8/25/26)**

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed FIT. Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned. The inclusion of this information will be verified during next fiscal year's SARC review process (if applicable).

SARC

No findings to report. The SARC review for the 2026-27 fiscal year officially began October 1, 2026, and will conclude by December 31, 2026. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2025-26 fiscal year will conclude on November 2, 2026, and findings (if applicable) will be provided in the second quarterly report.

The annual assignment monitoring review for the 2026-27 fiscal year will begin on or after April 1, 2027, according to data availability from the Commission on Teacher Credentialing and the California Department of Education, and findings will be included in the corresponding quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your school as we work together to ensure compliance with the Williams Settlement requirements. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,

Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Mr. Eric Chung, Board President
Ms. Patricia Chavez Urias, Williams Liaison
Dr. Maureen Vass, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool

School Facility Conditions Evaluation, Fiscal Year 2026/2027

School Site: Alta Loma Elementary, Alta Loma Elementary District, San Bernardino County

7085 Amethyst St., Alta Loma CA 91701-5007

Grade Levels: TK – 5.

Visit Date/Time: 8/25/26, 10:00 am. **Inspection Type:** Announced

Number of Classrooms on Site: 12. **Number of Restrooms on Site:** 13.

Site Enrollment: 294.

Total Estimated Building Volume: 386,106.

Total Estimated Site Square Footage/Acreage: 8.1 acres.

Total Estimated Building Square Footage: 42,941.

Weather Conditions at Time of Inspection: Clear & Hot.

Inspector(s), Classrooms	**Inspector(s), Ancillary and Other Instructional Areas**
Mayra Tejeda	Michael Bunten; Addison Saenz
Representative(s) of District Who Accompanied the Evaluator	
Erin McKinley, Facilities Supervisor; Cory Nottingham, Director of MOT; Mike O'Brien, Maintenance Foreman.	

Grade-Based Classrooms: Evaluation Detail

OK = Good Repair, **D** = Deficiency, = Extreme Deficiency, **N/A** = Not Applicable

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 2 Mary Mia Marquez Marshall	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Room: 6 Melissa Oliviveri	**OK**	**OK**	**OK**	**D**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
	§4 (1): Ceiling tiles are damaged, loose, missing or stained (1 remedied 8/25/26)														
Room: 5 Kylie Perez	**OK**	**OK**	**OK**	**D**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
	§4 (1): Ceiling tiles are damaged, loose, missing or stained														

Room: 10 Amber Mirelez	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Room: 12 Tara Carpenter	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**D**
	§15 (1): Loose or sticky door or window locks and latches (1 remedied 8/25/26)														
Room: 14 Lisa Cervantes	**OK**	**OK**	**OK**	**D**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
	§4 (1): Ceiling tiles are damaged, loose, missing or stained														
Room: 18 Deanne Conroy	**OK**	**OK**	**OK**	**D**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
	§4 (1): Ceiling tiles are damaged, loose, missing or stained														

Room: 19 Kim Randall	**OK**	**OK**	**OK**	**D**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
	§4 (1): Ceiling tiles are damaged, loose, missing or stained														

Ancillary Areas: Evaluation Detail

OK = Good Repair, **D** = Deficiency, = Extreme Deficiency, **N/A** = Not Applicable

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Main Office Building	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Cafeteria/Kitchen	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Grounds	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Library	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Lunch Area	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**

Multi-purpose Room	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Outdoor Eating Area	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Upper Restroom	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Primary Restroom	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Playground	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**D**	**OK**
	§14 (1): Significant cracks, trip hazards, holes or deterioration (work order: 25085) §14 (1): Sprinklers/covers are missing, broken, and/or damaged (1 remedied 8/25/26)														
Staff Lounge	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Kindergarten Playground	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**
Parking Lot(s)	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**	**OK**

Modeled after State of California School Facility Inspection Tool.

October 30, 2026

Dr. Sherry Smith, Superintendent
Alta Loma Elementary School District
9390 Baseline Road
Alta Loma, CA 91701

Dear Dr. Smith:

California Education Code section 1240 requires that I annually visit Williams-monitored schools identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). Schools identified on the California Department of Education's *2025-27 List of Schools Eligible for Monitoring* are subject to monitoring through the 2027-28 fiscal year and were determined using the following criteria:

- Schools eligible for Comprehensive Support and Improvement under the Every Student Succeeds Act (ESSA) based on the results of the 2023 Dashboard.
- Schools eligible for Additional Targeted Support and Improvement under ESSA based on the results of the 2023 Dashboard.
- Schools where 15 percent or more of the school's teachers did not possess a valid and clear or preliminary teacher credential in 2022–23.

Schools that have a Dashboard Alternative School Status are excluded from the Williams list.

This report includes first quarter findings for **Deer Canyon Elementary**.

The purpose of my review as specified in California Education Code section 1240 is to:

1. Determine if students have "sufficient" textbooks or instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, world languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff."

The law further requires the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the

safety, cleanliness, and adequacy of school facilities, including "good repair."

2. Annually review teacher misassignments and teacher vacancies for monitored schools; and

3. Receive quarterly reports from all school districts in San Bernardino County on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, please see the list of definitions as described by law:

- "Sufficient textbooks or instructional materials" - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.

- School facility "emergency or urgent threat" - a condition poses a threat to the health or safety of pupils or staff.

- School facility "good repair" - the facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No findings to report. This site is scheduled for a site visit between January and February 2027.

School Facilities

No findings to report. This site is scheduled for a site visit between January and February 2027.

SARC

No findings to report. The SARC review for the 2026-27 fiscal year officially began October 1, 2026, and will conclude by December 31, 2026. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2025-26 fiscal year will conclude on November 2, 2026, and findings (if applicable) will be provided in the second quarterly report.

The annual assignment monitoring review for the 2026-27 fiscal year will begin on or after April 1, 2027, according to data availability from the Commission on Teacher Credentialing and the California Department of Education, and findings will be included in the corresponding quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your school as we work together to ensure compliance with the Williams Settlement requirements. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,

Ted Alejandre
County Superintendent

cc: Mr. Eric Chung, Board President
Ms. Patricia Chavez Urias, Williams Liaison
Mrs. Jennifer Rice, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

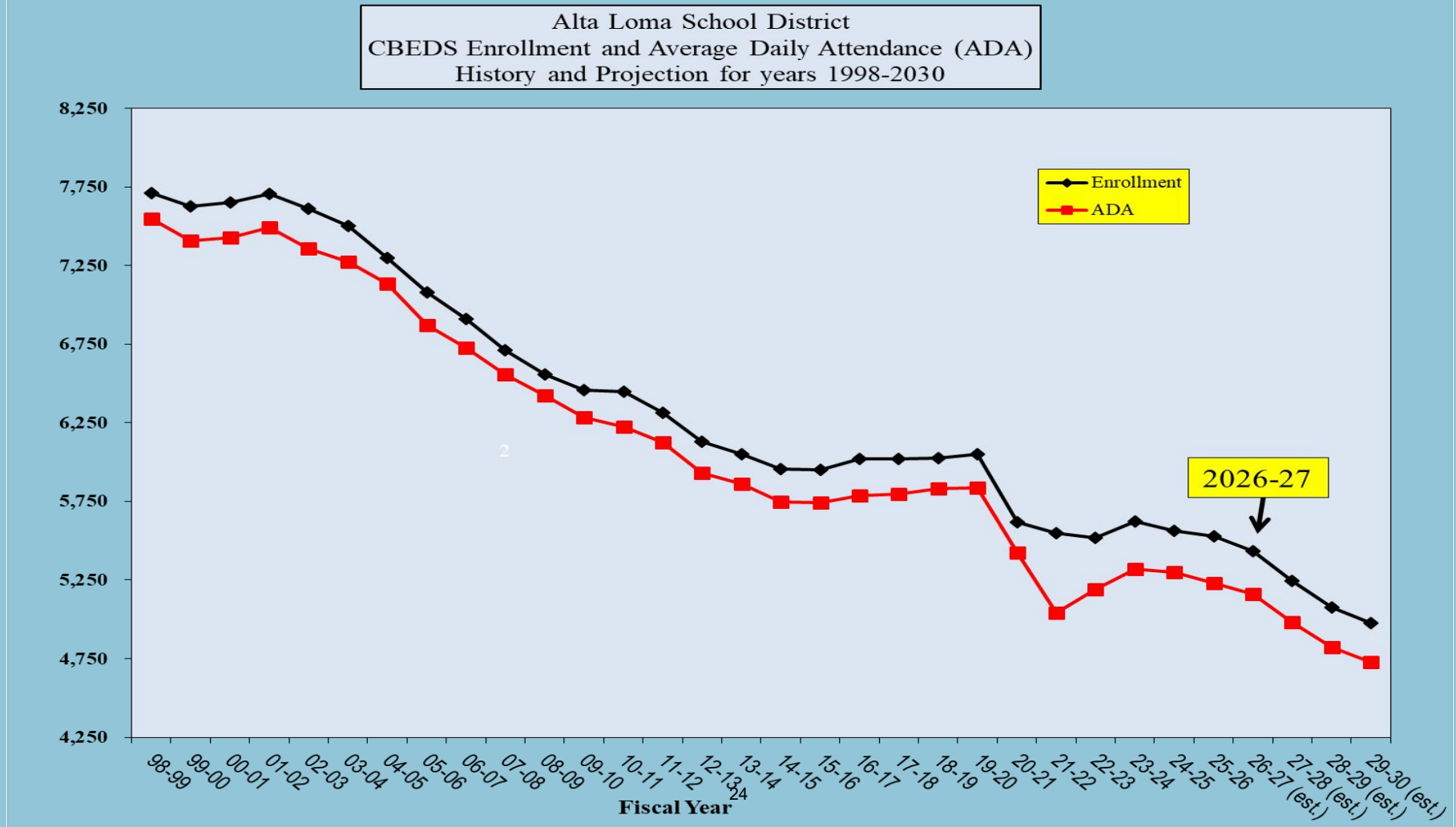
THE ALTA LOMA STORY



Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

ENROLLMENT PROJECTIONS




Alta Loma School District
CBEDS Enrollment and Average Daily Attendance (ADA)
History and Projection for years 1998-2030
8,250
7,750
7,250
6,750
6,250
5,750
5,250
4,750
4,250
Enrollment
ADA
2026-27
98-99
99-00
00-01
01-02
02-03
03-04
04-05
05-06
06-07
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
23-24
24-25
25-26
26-27 (est.)
27-28 (est.)
28-29 (est.)
29-30 (est.)
Fiscal Year

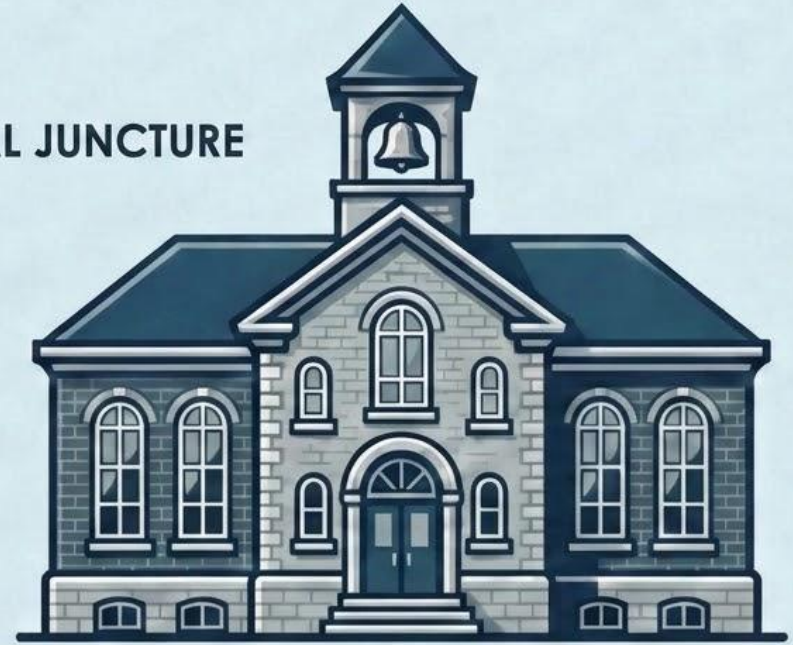
Site	TK	K	1	2	3	4	5	6	7	8
ALE	40	49	51	50	49	45	48			
BAN	39	52	55	63	82	72	82			
CAR	45	60	59	44	50	53	61			
DC	40	53	56	54	74	79	79			
HER	40	48	50	48	64	71	79			
JAS	94	87	91	35	57	61	58			
STK	40	61	64	94	69	99	101			
VG	40	60	62	65	62	67	82			
ALJH								284	333	331
VJH								311	333	356
TOTAL	**378**	**476**	**496**	**457**	**511**	**552**	**593**	**597**	**666**	**687**

District	2026-2027	2027-2028	2028-2029	2029-2030
ALE	332	336	342	345
CAR	372	370	377	386
JAS	493	529	560	597
STRK	528	491	456	451
ALJH	948	887	818	762
BAN	467	441	426	396
DCE	435	411	388	370
HER	400	372	351	338
VGS	438	418	414	415
VJH	1000	966	922	893

637 TRANSFERS

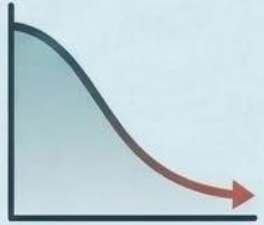
SCHOOL CLOSURE DECISIONS

CRITICAL JUNCTURE





RECRUITMENT SUCCESS



RAPID DECLINE TREND

Proven strategies have slowed the decline, but the trajectory remains severe without a stabilizing factor like the Etiwanda Heights project.



POTENTIAL CLOSURES:
1-3 SCHOOLS
2-15 YEAR

San Bernardino County Superintendent of Schools

Ted Alejandre
County Superintendent

Transforming lives through education

February 6, 2026

Lynna Monell, Clerk of the Board
San Bernardino County Flood Control District
385 North Arrowhead Avenue
San Bernardino, CA 92415

Re: Petition Requesting Transfer of Territory from Etiwanda School District to Alta Loma School District

Dear Ms. Monell,

This letter is to acknowledge receipt of the San Bernardino County Flood Control District's Resolution No. 2025-236 requesting the transfer of territory from the Etiwanda School District to the Alta Loma School District, as indicated in Resolution No. 2025-236. We appreciate the San Bernardino County Flood Control District's timely response to our request for maps identifying the territory proposed for reorganization.

California Education Code section 35704 provides that "[t]he county superintendent of schools, within 30 days after any petition for reorganization is filed, shall examine the petition and, if he or she finds it to be sufficient and signed as required by law, transmit the petition simultaneously to the county committee and to the State Board of Education." Further, Education Code section 35700.5 provides that "[a] petition filed under Section 35700 shall be required to reasonably identify the territory to be reorganized, which identification may include references to streets or prominent geographic features. The inclusion of legal descriptions or plat maps, or

WHEREAS, that pursuant to California Education Code Section 35721 subdivision (c), the Board requests that the San Bernardino County Committee on School District Organization hold a public hearing on this proposal to transfer territory from Etiwanda School District to Alta Loma School District, as provided for in California Education Code Section 35511 subdivision (b); and

WHEREAS, there is a belief that the school districts may be able to achieve administrative savings from the transfer of the territory of Etiwanda School District into the territory of the Alta Loma School District; and

WHEREAS, there is a belief that the reorganization of these school districts may be able to better serve the students of the existing districts, with the ability to provide enhanced educational and academic programs, and help to implement more efficient use of taxpayer dollars in educating students; and

WHEREAS, the Board has determined that it may be in the best interest of the students, parents, and residents of the District to propose a reorganization consisting of the transfer of approximately 1,000 acres in territory as set forth in the attached Exhibit "A," from Etiwanda School District to Alta Loma School District; and

WHEREAS, the Board desires to initiate a formal reorganization proposal so that the matter may be evaluated by the San Bernardino County Committee on School District Organization and approved in accordance with the Education Code.

NOW, THEREFORE, the Board of the San Bernardino County Flood Control District hereby finds, declares, and resolves as follows:

SECTION 1. The above recitals, including the findings, are true and correct and are a substantive part of this Resolution.

SECTION 2. The Board of Supervisors of the San Bernardino County Flood Control District hereby supports and initiates the proposal to reorganize the Etiwanda School District and Alta Loma School District by transferring approximately 1,000 acres of territory, as set forth in Exhibit "A" to this Resolution, from Etiwanda School District to Alta Loma School District.


Alta Loma
Etiwanda

What is the County Committee on School District Organization?

COMPOSITION

11-Member Committee

Consists of **two representatives** from each of the five County Supervisorial Districts and **one at-large member**.

SELECTION & TERMS

Elected Local Representatives

Elected by local school and community college governing boards. Members serve **staggered four-year terms**.

SCOPE OF REVIEW

District Proposal Evaluations

Reviews proposals involving school district **boundaries, territory transfers, district unification**, and trustee areas.

STATUTORY AUTHORITY

Hearings & Final Actions

Conducts public hearings, evaluates proposals, and **approves, denies, or recommends changes** under state law.

County Committee on School District Organization

Direct Agreement

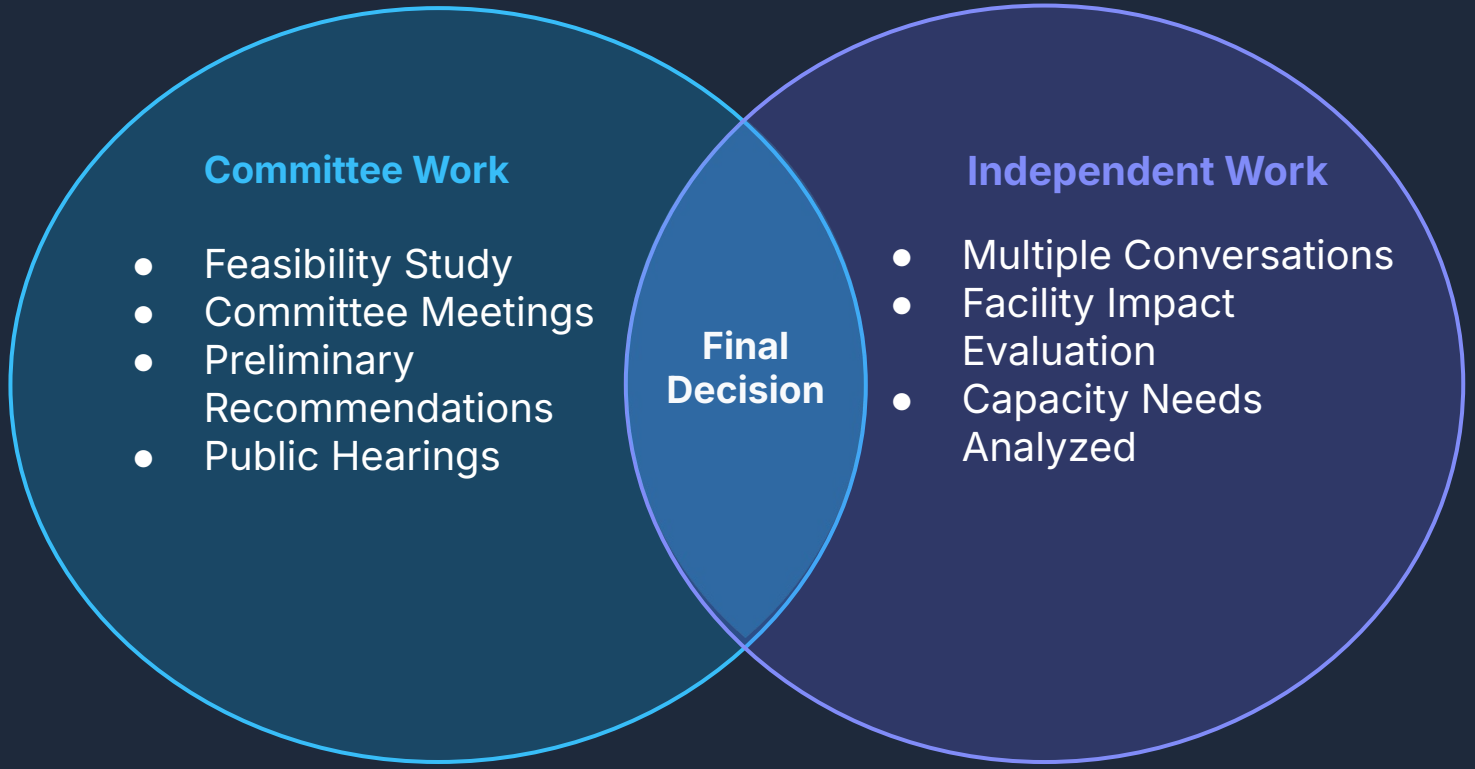
Guaranteed Results

- Independent negotiations with **Etiwanda, Flood Control, and Previti Group**.
- **Guarantees students and facilities funding ($)** to support our schools.

The Alternative Option

Committee Route Risk — Uncertain Outcome

- Must **convince an 11-member committee** to move territory into our school district.
- If the outcome is positive, we still have the challenge of facility impact.
- Leaves our district's **fate in the hands of a committee**.


Committee Work
Feasibility Study
Committee Meetings
Preliminary Recommendations
Public Hearings
Final Decision
Independent Work
Multiple Conversations
Facility Impact Evaluation
Capacity Needs Analyzed

Next Steps

TONIGHT RECOMMENDED

Board Approval

- **Independent Agreement** reached through negotiations
- **Resolution** clarifying actions and rationale

DECEMBER 16

County Submission

- Depending on tonight's Board action to approve or disapprove
- Resolution is owed to the county committee

EARLY / MID JAN

Process Closure

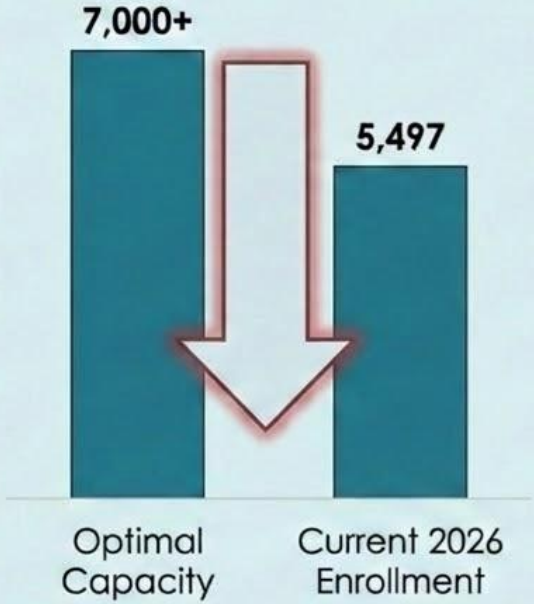
- County committee accepts approved resolution
- Brings formal closure to the committee process
- Property transfer officially moves: July 1, 2028

ALTA LOMA SCHOOL DISTRICT ENROLLMENT SUMMARY (MAY 2026)

5,497

CURRENT TOTAL ENROLLMENT

Students enrolled across 10 Schools



CONSISTENT ENROLLMENT DECLINE

Significantly below historic capacity

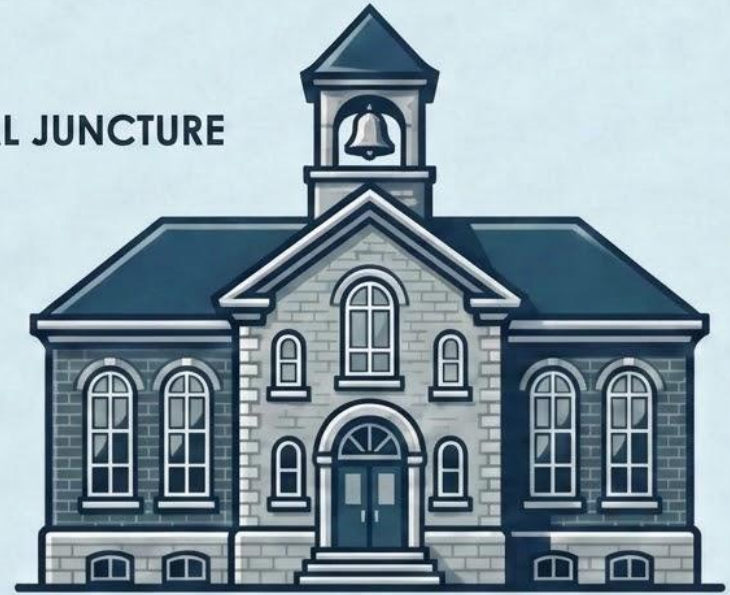
ALTA LOMA ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AVAILABLE DISTRICT CAPACITY

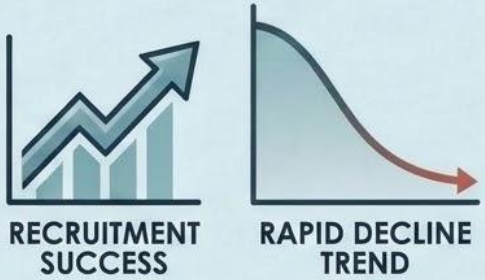
School Facility	Capacity	Current Enrollment	Available Capacity
Grades TK-6	4,750	4,161	589
Grades 7-8	2,673	1,336	1,337
Totals	7,423	**5,497**	**1,926**

800-1200

SCHOOL CLOSURE DECISIONS

CRITICAL JUNCTURE





Proven strategies have slowed the decline, but the trajectory remains severe without a stabilizing factor like the Etiwanda Heights project.



POTENTIAL CLOSURES:
1-3 SCHOOLS
2-15 YEAR


THANK YOU

Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Administrative Services Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: EH Eric Hart, Associate Superintendent, Administrative Services

Date: November 18, 2026

Subject: Approval of Agreement for Mitigation of Impacts on School Facilities

BACKGROUND: The Etiwanda Heights Neighborhood & Conservation Plan encompasses proposed residential development (~5,780 dwelling units) across 250 acres of property within the Alta Loma School District and 1,000 acres of property currently located within the Etiwanda School District. A petition is currently pending before the San Bernardino County Committee on School District Organization to transfer the optioned property from Etiwanda to Alta Loma, and this mitigation agreement with the project developer is contingent upon and becomes operative only upon the County Committee's approval of this territory transfer. Because the District does not currently levy statutory developer fees under Education Code Section 17620 et seq., this agreement provides an alternative mitigation framework requiring a basic payment from the developer of $1,000 per residential unit, and a $2,000,000 lump-sum prepayment to mitigate the impact of additional students attending our schools.

RATIONALE: Approval secures dedicated developer funding to address facility impacts from enrollment growth generated by the project while establishing clear payment milestones.

FUNDING: No fiscal impact on the General Fund. Mitigation proceeds will be deposited into District capital facility accounts dedicated to school facility projects.

RECOMMENDATION: Recommend the Board approve the Agreement for Mitigation of Impacts on School Facilities and authorize Superintendent Sherry Smith and/or Associate Superintendent Eric Hart to sign all related documents.

AGREEMENT FOR MITIGATION OF IMPACTS ON SCHOOL FACILITIES

by and between

ALTA LOMA SCHOOL DISTRICT

and

THE PREVITI GROUP

Dated and Effective as of
November 18, 2026

AGREEMENT FOR MITIGATION OF IMPACTS ON SCHOOL FACILITIES

This Agreement for Mitigation of Impacts on School Facilities ("Agreement") is made effective as of November 18, 2026 ("Effective Date") by and between the Alta Loma School District ("District"), a California public school district, and The Previti Group ("Developer"), a California corporation designated as entity number 6217875 by the California Secretary of State. The District and the Developer may hereinafter be referred to individually as "Party" and collectively as "Parties."

RECITALS

A. As of the Effective Date, the Developer owns certain real property ("Owned Property") located in the City of Rancho Cucamonga, California ("City") and the County of San Bernardino, California ("County"). A portion of the Owned Property ("ALSD Territory") is located within the boundaries of the District and consists of approximately 250 acres of vacant land. Depictions and legal descriptions of the ALSD Territory are set forth in Exhibit A attached to this Agreement.

B. As of the Effective Date, the Developer has a contractual right to acquire certain real property also located in the City and County ("Optioned Property"), which presently is owned by the San Bernardino County Flood Control District ("Flood Control District"). The Optioned Property and the portion of the Owned Property not currently located in the boundaries of the District (collectively, the "ESD Territory") is located within the boundaries of the Etiwanda School District ("ESD") and consists of approximately 1,000 acres of vacant land. Depictions and legal descriptions of the ESD Territory are set forth in Exhibit B to this Agreement.

C. On or around December 16, 2025, the Flood Control District submitted a petition to the San Bernardino County Committee on School District Organization ("County Committee"), to thereby request that the ESD Territory be transferred from within the boundaries of ESD to within the boundaries of the District, through what essentially is an adjustment of the boundary between those two school districts ("Territory Transfer"). Although the County Committee has held public hearings and procured consultant reports regarding the proposed Territory Transfer, the County Committee, as of the Effective Date, has not issued a decision to approve or deny the Territory Transfer, either as initially proposed or with modifications as authorized by law (in either case, the "Transfer Proposal"). The Parties acknowledge and agree that, although this Agreement takes effect on the Effective Date, it shall become operative on the date the County Committee approves the Transfer Proposal, whether as initially proposed or as modified ("Operative Date").

D. The Parties acknowledge that ALSD, ESD, and the Flood Control District have effectively requested that the County Committee modify the portion of the ESD Territory that would be transferred to within the boundaries of ALSD, to exclude the portion of the ESD Territory that is located south of Banyan Street and east of Rochester Avenue, in the City (the "Excluded Area"). ALSD, ESD, and the Flood Control District desire that only the portion of the ESD Territory that does not include the Excluded Area (herein, the "Net ESD Territory") be transferred to within the boundaries of ALSD. Thus, if the County Committee approves a Transfer Proposal that contemplates transfer to ALSD of ESD Territory other than the Net ESD Territory, then, within thirty days following the Operative Date, the Developer give written notice to ALSD that it thereby has terminated this Agreement, such notice shall be effective immediately upon receipt by ALSD, and neither Party shall thereafter have any rights or obligations pursuant to this Agreement. If the District has not received notice of termination from the Developer within the applicable thirty-day period, this Agreement shall remain in effect and shall be applicable to whatever ESD Territory is specified in the approved Transfer Proposal.

E. The ALSD Territory and ESD Territory (together, "Project Property") are within the scope of and subject to the Etiwanda Heights Neighborhood & Conservation Plan ("EHNCP"), and the Developer has obtained and/or intends to obtain tentative map, final map, and/or other approvals authorizing development of the Project Property ("Land Use Entitlements") consistent with the EHNCP as it may be amended from time to time. For avoidance of doubt, the term Land Use Entitlements does not include any building permit or similar authorization. Also for avoidance of doubt, and with respect to existing and future Land Use Entitlements: (i) a dwelling unit (referred to hereinafter, whether in the singular or plural sense, as "DU") is defined and deemed to be one or more rooms in a building or portion of a building that constitute a separate residential dwelling unit with cooking, sleeping, toilet, and other facilities; (ii) a single-family detached DU ("SFDU") is defined as and deemed to be any DU that does not have a structural or other substantial connection to any other DU, including, without limitation, any detached accessory dwelling unit; (iii) a single-family attached DU ("SFADU"), regardless of whether intended for sale or rent, is defined as and deemed to be any DU that is constructed on its own legal lot, but which has a structural or other substantial connection to one or more other such DU, including, without limitation, townhome development; (iv) a multi-family attached DU ("MFDU"), regardless of whether intended for sale or rent, is defined as and deemed to be a DU that is within the same building as, or that is structurally attached to or otherwise has a substantial connection to one or more other DU, and all of such DU are constructed on the same legal lot, including, without limitation, duplex, triplex, and fourplex development; (v) a senior citizen age-restricted DU ("Age-Restricted DU") is defined as and deemed to be any DU the occupation of which is restricted in conformance with Civil Code Section 51.3 and Government Code Section 65995.1; and (vi) commercial and/or industrial development ("C/I Development") is defined as and deemed to be any non-residential development.

F. As of the Effective Date, the City has issued Land Use Entitlements providing for development of 580 SFDU ("Base DU") within the boundaries of the ALSD Territory. The Developer does not intend to include any C/I Development within the boundaries of the ALSD Territory. As indicated by information that the Developer provided to the County Committee, the Developer presently anticipates that, if it acquires the Optioned Property and the Territory Transfer is approved, the residential development within the ESD Territory will include SFDU, SFADU, MFDU, Age-Restricted DU, C/I Development, and public-use development, including, among others, public parks and green spaces. The current neighborhood/development planning areas within the Project Property (each a "Planning Area") are depicted in Exhibit C attached to this Agreement. The District acknowledges that the Developer may act as the "master developer" of the Project Property and may sell portions of the Project Property to one or more builders that will construct and sell DU (each a "Merchant Builder").

G. The Developer presently anticipates, as indicated to the County Committee, that development within the Project Property will include a total of approximately 5,780 DU, along with typical C/I Development and public-use development (in any case, collectively, the "Project"). The Parties acknowledge that plans for development of the Project Property may change over time to meet the needs of the residential housing market and that modifications of existing or future Land Use Entitlements and changes in the actual number of DU constructed within the Project Property also may occur. Therefore, the Parties acknowledge and agree that the provisions herein shall remain in effect and shall be applicable to whatever development ultimately occurs on the Project Property, regardless of the ultimate combination of SFDU, SFADU, MFDU, Age-Restricted DU, and/or C/I Development may be constructed within the boundaries of the Project Property, as part of the Project, and regardless of any future changes in applicable law. The Parties acknowledge and agree that, if any future change in law materially interferes with or precludes the contractual rights of a Party, that Party may terminate this Agreement, prospectively with respect to the period commencing after the change in law takes effect, by giving written notice of

termination to the other Party, and such notice shall take effect as of the date the change in law takes or took effect.

H. The Parties acknowledge that, subject to satisfaction of certain conditions precedent, each California public school district is authorized to levy fees pursuant to Education Code Section 17620 *et seq.* and Government Code Section 65995 *et seq.* to mitigate impacts on its school facilities attributable to construction within its boundaries ("School Impact Fees"). The Parties further acknowledge that, as of the Effective Date, the District does not levy School Impact Fees on new construction that occurs within the District's boundaries, and the Parties acknowledge and agree that, with respect to the Project Property, the provisions of this Agreement constitute an alternative to and are in lieu of the District levying School Impact Fees or imposing and any other monetary or non-monetary exaction or requirement in connection with construction to occur within the boundaries of the Project Property. However, for avoidance of doubt, nothing in this Agreement shall be deemed or construed to preclude the Board of Trustees of the Alta Loma School District ("District Board") from adopting and imposing, at any time and from time to time, School Impact Fees or other exactions applicable to development of real property within the boundaries of the District other than the Project Property.

I. The District has determined that, subject to compliance with the provisions of this Agreement by the Developer, and by the successors to the Developer's interests in any portion(s) of the Project Property, the District will be able to adequately mitigate the adverse impacts on its school facilities attributable to development of the Project Property ("Development Impacts"). The Parties have entered into this Agreement for purposes of specifying and limiting: (i) the full extent of the Developer's obligations to mitigate the Development Impacts that arise from construction of DU and C/I Development occurring within the boundaries of the Project Property ("Mitigation Obligations"); and (ii) the District's obligations to issue written certification that the Mitigation Obligations have been satisfied with respect to such construction (each a "Certificate of Compliance") to the City or other governmental entity with the authority to issue building permits for construction to occur on the Project Property (in any case, the "Local Agency").

Now, in consideration of the foregoing and of their respective rights and obligations pursuant to this Agreement, consideration that each Party hereby acknowledges is adequate, the Parties agree as follows:

AGREEMENT

PART 1. PROJECT PROPERTY MITIGATION OBLIGATIONS

Section 1.1 ALSD Territory Mitigation Obligations. In consideration of the Developer's payment of the Lump Sum Mitigation Payment described in Section 1.2, the District will issue Certificates of Compliance for DU not exceeding the Base DU developed within the boundaries of the ALSD without further payment or imposition of any School Impact Fees or other monetary or non-monetary exaction. For each DU exceeding the Base DU developed within the boundaries of the ALSD Territory, the Developer will pay the District the amount specified in Section 13.

Section 1.2 Lump Sum Payment for Base DU Developed Within the Boundaries of the ALSD Territory and First 2,000 DU Developed Within the Boundaries of the ESD Territory. Within thirty (30) days ("Lump Sum Payment Date") following the conveyance or other transfer of that portion of the Project Property identified as Planning Area 3 (as depicted in Exhibit C), the Developer will pay to the District the lump sum of Two Million Dollars ($2,000,000) ("Lump Sum Mitigation Payment") as full and complete satisfaction of its Mitigation Obligations for (i) the Base DU developed within the boundaries

of the ALSD Territory, and (ii) the first two thousand (2,000) DU developed within the boundaries of the ESD Territory. The Developer will promptly provide the District with written notice of the conveyance or other transfer that results in the conveyance or other transfer of Planning Area 3.

Section 1.3 Mitigation Obligations for DU Exceeding the Base DU in the ALSD Territory and 2,000 DU in the ESD Territory. For each DU developed within the boundaries of the ALSD Territory that exceeds the Base DU, the Developer will pay the District the sum of One Thousand Dollars ($1,000) as full and complete satisfaction of its Mitigation Obligations for such DU. For each DU developed within the boundaries of the ESD Territory that exceeds 2,000 DU, the Developer will pay the District the sum of One Thousand Dollars ($1,000) as full and complete satisfaction of its Mitigation Obligations for such DU. All payments required by this Section 1.3 will be paid at the time the Developer or its successors, including a Merchant Builder, requests a Certificate of Compliance pursuant to Section 1.6.

Section 1.4 [Intentionally Omitted]

Section 1.5 District Issuance of Certificates of Compliance for C/I Development. Subject to the Developer not then being in material uncured default of its obligations pursuant to this Agreement, the District shall issue Certificate(s) of Compliance for C/I Development upon written request of the Developer without imposing any fee, charge, or other monetary or non-monetary exaction.

Section 1.6 District Issuance of Certificates of Compliance for DU. Subject to the Developer's compliance with Section 1.2 or Section 1.3, as applicable, the Developer will be entitled to obtain, and the District will issue, one or more Certificates of Compliance. The Developer must provide the District a copy of the corresponding building permit application, executed by the Local Agency, for the construction to which the Certificate of Compliance will apply and must complete and execute such application or other documentation reasonably required by the District.

PART 2. OPTIONAL CFD FORMATION AND FUNDING

Section 2.1 Developer Requests. As part of the material consideration to the Developer for entering into this Agreement, the District agrees that it shall, upon written request of the Developer, make reasonable efforts, as described in this Part 2, to establish one or more Mello-Roos Community Facilities Districts, or improvement areas thereof, over and for some or all of the Project Property (each a "Project CFD"); provided that, except as agreed by the District in its reasonable discretion, not fewer than 500 DU authorized by applicable Land Use Entitlements shall be included within the boundaries of each Project CFD. In no event shall the District establish a Project CFD over any portion of the Project Property except: (i) pursuant to a request by the Developer (or an applicable successor to the Developer) in accordance with this Section; or (ii) as authorized by Homeowners in accordance with the Mello-Roos Community Facilities Act of 1982, which is set forth at Government Code Section 53311 *et seq*. For the avoidance of doubt, the District will not commence proceedings for the formation of a Project CFD that would, upon its formation, include any Project Property then-owned by the Developer unless the Developer gives its written consent, which may be given, withheld, or conditioned in the District's sole discretion.

Section 2.2 Project CFD Funding. Each Project CFD requested by the Developer shall fund some or all of the Mitigation Obligations established in Part I for the real property included within the boundaries of that Project CFD as provided herein and/or such other amounts as otherwise agreed by the Parties, through levy of the special taxes on taxable real property within the Project CFD ("Special Taxes") and/or issuance by the Project CFD of bonds or other securities secured by the Special Taxes

("CFD Bonds"). Each Project CFD shall authorize the levy of Special Taxes pursuant to an applicable written rate and method of apportionment of special taxes (each an "RMA"). If and as agreed by the Parties, and subject to applicable law and there being an applicable "Joint Community Facilities Agreement" ("JCFA"), a Project CFD may issue CFD Bonds for purposes of funding, in addition to the Mitigation Obligations, some or all of the public facilities needed in connection with the Project that are to be owned by one or more other public agencies ("Other Agency Facilities"). The District shall make reasonable efforts to negotiate, approve, and enter into such JCFAs as are necessary to provide for financing of the Other Agency Facilities as requested by the Developer. The approval, signature, and delivery of a JCFA by the District, the Receiving Party and, if applicable, the Developer, shall in each case be a condition precedent to funding of any Other Agency Facilities using proceeds of the CFD Bonds ("Bond Proceeds").

Section 2.3 Initiation of Proceedings and Developer Cooperation. Promptly following a request by the Developer in accordance with Section 2.1 herein, the District shall initiate proceedings to form the requested Project CFD, authorize the Special Taxes, and authorize and issue the CFD Bonds for the purposes described in this Part 2. As requested by the District, the Developer take all reasonable actions to assist with formation of the Project CFD, authorization of the Special Taxes, and authorization and issuance of the CFD Bonds (including, among other things, voting in the special tax and bond election), and the Developer shall not in any manner impede or prevent the levy and collection of the Special Taxes and/or issuance of the CFD Bonds so long as such actions are consistent with the provisions of this Agreement.

Section 2.4 Applicable Requirements. Except as the Parties may expressly otherwise agree in each case, the District shall cause the Special Taxes to be authorized, and the CFD Bonds to be authorized and issued, only to the extent consistent with the "CFD Parameters" set forth in Exhibit D attached to this Agreement. Notwithstanding anything that may be construed to the contrary, the District's obligations to form a Project CFD, cause the Special Taxes to be authorized, and cause the CFD Bonds to be authorized and issued shall be subject to: (i) this Agreement; (ii) applicable law; (iii) sound municipal financing practices; and (iv) the District's then-current "Community Facilities District Financing Goals and Policies," however denominated ("CFD Goals and Policies"). For purposes of this Agreement, the term "sound municipal financing practices" shall be interpreted as an evolving concept that, instead of being limited solely to historical practices, reflects then-current analyses of and responses to economic, market and other relevant conditions by issuers in similar circumstances.

PART 3. SALES OF PROJECT PROPERTY

Section 3.1 Developer Right to Sell. The Developer shall at all times have the unconditional right to sell, transfer, lease, or otherwise convey all or, from time to time, any portion(s) of the Project Property or any right or interest therein to any Merchant Builder or other party and, in each such case, the transferee, with respect to the portion of the Project Property that it acquired, shall be deemed and construed for all purposes of this Agreement to be an assignee in accordance with Section 6.5 herein, and the Developer and the assignee shall comply in all respects with Section 6.5 herein.

Section 3.2 Mutual Indemnity. The Developer must indemnify and hold harmless the District, the District Board, and its members, the District's officers, employees, and agents, and any Project CFD from third-party claims, damages, judgments, settlements, and reasonable costs and expenses, including attorneys' fees, arising from a sale or other conveyance of Project Property or the Developer's performance of this Agreement in connection with the sale, but only to the extent caused by the Developer's breach of this Agreement or the negligent or wrongful acts or omissions of the Developer or its officers, employees, agents, or contractors.

The District must indemnify and hold harmless the Developer and its officers, employees, and agents from the same categories of third-party claims, damages, judgments, settlements, costs, and expenses arising from a sale or other conveyance of Project Property or the District's performance of this Agreement in connection with that sale, but only to the extent caused by the District's breach of this Agreement or the negligent or wrongful acts or omissions of the District, the District Agents, or a Project CFD acting through the District Board.

Neither Party must indemnify the other for a claim or loss to the extent caused by the other Party's breach, negligence, or wrongful conduct. If both Parties contributed to a claim or loss, their indemnity obligations will be allocated according to their respective responsibility. The Developer's agreements with a Merchant Builder or other third party do not, by themselves, create an indemnity obligation to the District.

Section 3.3 Defense of Third-Party Claims. A Party seeking a defense under Section 3.2 must promptly give the other Party written notice of the claim and provide reasonably available information concerning it. Upon tender, the indemnifying Party must defend the indemnified Party against a third-party claim to the extent the claim alleges facts that, if established, would give rise to indemnity under Section 3.2. The indemnifying Party must select qualified counsel reasonably acceptable to the indemnified Party. The indemnified Party may participate through its own counsel at its own expense, except when a material conflict of interest between selected counsel and the indemnified Party reasonably requires separate counsel; in that event, the indemnifying Party must pay the reasonable cost of separate counsel to the extent the claim falls within its defense obligation.

If a claim involves covered and uncovered matters, or alleges conduct attributable to both Parties, the Parties must allocate reasonable defense costs on an interim basis according to their reasonably estimated responsibility, without prejudice to a final allocation based on the facts established by settlement or final resolution. Either Party may seek reimbursement or an adjustment after that resolution so that each Party ultimately bears only the defense costs attributable to its responsibility under Section 3.2. A Party that declines a proper tender remains responsible for reasonable defense costs within the scope of its obligation, but retains the right to contest the reasonableness and allocation of those costs.

Neither Party may settle a claim in a manner that imposes an admission of fault, a non-monetary obligation, or an unreimbursed payment on the other Party without that Party's prior written consent. Consent may not be unreasonably withheld, conditioned, or delayed. Amounts owed under this Section are payable within thirty (30) days after receipt of reasonable supporting documentation and resolution of any good-faith dispute over the amount.

Section 3.4 Survival of Rights and Obligations. The Parties' respective rights and obligations pursuant to this Part 3 shall survive the sale or other conveyance of some or all of the Project Property and the expiration or other termination of this Agreement.

PART 4. ENFORCEMENT OF AGREEMENT

Section 4.1 Notice of Default and Opportunity to Cure. If a Party (as the "Alleging Party") reasonably believes that the other Party (as the "Defaulting Party") is in default with respect to any of the Defaulting Party's material obligations pursuant to this Agreement, the Alleging Party may provide written notice of the default to the Defaulting Party ("Notice of Default"). The Notice of Default, in each

case, shall be clearly and obviously marked as a "Notice of Default," and shall describe in reasonable detail the nature of the alleged default and the relevant facts that establish or evidence the alleged default by the Defaulting Party. A Defaulting Party shall have thirty (30) calendar days after receipt of a Notice of Default to fully cure (or to make arrangements for cure that are satisfactory to the Alleging Party) any alleged default described in that Notice of Default other than a failure to pay money. A Defaulting Party shall have fifteen (15) calendar days after receipt of a Notice of Default to cure an alleged failure to pay money described in the Notice of Default. In the event a Defaulting Party desires to dispute the allegation that it is in default as described in any Notice of Default, then, not later than fifteen (15) calendar days after receipt of the Notice of Default, the Defaulting Party may initiate Informal Dispute Resolution as provided in Section 4.2 herein. If the Defaulting Party initiates informal dispute resolution pursuant to Section 4.2 herein, in no event shall either the Alleging Party or the Defaulting Party file or otherwise initiate any formal court or regulatory action prior to completion of the informal dispute resolution process.

Section 4.2 Mandatory Attempts to Informally Resolve Disputes. The Parties desire to resolve as quickly and as amicably as possible any and all disputes that arise from this Agreement, including, without limitation, disputes regarding the meaning of any provision of this Agreement, the validity of any determination or calculation made pursuant to this Agreement, and the respective rights or obligations of the Parties pursuant to this Agreement. Therefore, in each case that a dispute between the Parties arises from or in connection with this Agreement, and subject to notice as provided in this Section, the Parties shall undertake informal, good-faith attempts to resolve the dispute, which, at a minimum, shall include ongoing discussions and at least one face-to-face meeting of the Parties' respective representatives. A Party may initiate informal dispute resolution efforts pursuant to this Section by giving written notice to the other Party, which notice shall describe in reasonable detail the nature of the disputed matter(s) or issue(s), and the relevant facts relating to such matter(s) or issue(s). For avoidance of doubt, a Party may give notice in accordance with this Section if it reasonably believes that a dispute between the Parties exists, despite the dispute not having arisen from an alleged default by the other Party. In each case, if a dispute has not been resolved within thirty (30) days after commencing the informal dispute resolution attempts, either Party may: (i) terminate the informal dispute resolution attempts; and (ii) seek to enforce its rights and remedies by any means available in accordance with applicable law and this Agreement.

Section 4.3 Exercise of Available Remedies. In each case that attempts to informally resolve a dispute pursuant to Section 4.2 herein are terminated without the dispute having been resolved to the satisfaction of both Parties, either Party may initiate any legal or equitable action or other proceeding in response to the dispute that is available pursuant to this Agreement and applicable law. In addition, however, if a Party fails to respond to a request for, or fails to participate in good faith in, efforts to resolve any dispute pursuant to Section 4.2 herein, the other Party, in its discretion and without needing to further comply with Section 4.2 herein, may initiate any legal or equitable action or other proceeding in response to the dispute that is available pursuant to this Agreement and applicable law. However, in any case in which a Notice of Default has been or should have been provided pursuant to Section 4.1 herein, no such legal or equitable action may be initiated until the applicable period specified in Section 4.1 herein for cure of the alleged default has expired without the Defaulting Party having cured the alleged default.

Section 4.4 Certificates of Compliance Pending Dispute Resolution. The District may not refuse to issue Certificates of Compliance during the pendency of any informal or formal dispute resolution proceedings under Section 4.2 or Section 4.3 if the District's refusal to issue is based in whole or in part on the matter in dispute. The Developer will be deemed to be in compliance with its

obligations under this Agreement with respect to any matter in dispute until adjudged otherwise by the final, non-appealable order or judgment of a court of competent jurisdiction. The District will continue to issue Certificates of Compliance as provided in by Section 1.6 unless the reason for the District's refusal is based solely on a matter not in dispute and as to which a Notice of Default and opportunity to cure under Section 4.1 has been given and the Developer has not cured the default within the time provided by Section 4.1.

Section 4.5 Governing Law and Venue. This Agreement and all rights and obligations arising out of it shall be interpreted and enforced in accordance with the procedural and substantive laws of the State of California, notwithstanding any choice of law, conflict of law, or other provisions in any federal, state, or local law. Any and each action that arises from or in connection with this Agreement shall be initiated and conducted only in an appropriate court of competent jurisdiction located within the County of San Bernardino, California.

Section 4.6 Developer's Remedies Upon the District's Breach of Section 6.3. If the District is in uncured default of any of its obligations under Section 6.3 , the Developer may, at its sole discretion, terminate this Agreement with cost or liability and may recover from the District, as liquidated damages, an amount equal to the sum of: (i) all amounts the Developer previously paid to the District under Sections 1.2 and 1.3, and (ii) all amounts the Developer previously paid or is obligated to pay to the ESD pursuant to any agreement between the Developer and ESD made in connection with the Territory Transfer. The calculation will be made as of the date of the District's default. The Developer must provide reasonable documentation of the amounts claimed.

The Parties acknowledge that, when they entered into this Agreement, they considered the Developer's anticipated costs of securing the Territory Transfer and undertaking the Project in reliance on the District's promises in Section 6.3, including payments to both School Districts, and the difficulty of determining the additional financing, entitlement, development, and opportunity costs that a breach could cause. The timing and consequences of a breach cannot be known in advance, and actual damages would be impracticable or extremely difficult to determine with reasonable certainty. The Parties intend the amount specified in this Section 4.6 as their reasonable estimate, made when this Agreement was executed, of compensation for a breach of Section 6.3, and not as a penalty. The Parties have negotiated this provision and had an opportunity to consult counsel concerning it.

The termination and liquidated damages remedies specified in this Section 4.6 are the Developer's sole and exclusive remedies against the District for any default of the District's obligations under Section 6.3; provided, however, that if this Section 4.6 is adjudged by a court of competent jurisdiction to be invalid, void, or unenforceable for any reason, the Developer may pursue such other remedies as may be available for the District's default, including, without limitation, damages, specific performance, injunctive relief, or other remedy.

Any contrary provision of this Agreement notwithstanding, this Section 4.6 is for the sole benefit of the original Developer (The Previti Group) and may be enforced only by the original Developer and not by any successor or assignee.

Section 4.7 Severability. If a court of competent jurisdiction holds or otherwise determines that any provision of this Agreement is illegal, null or void, and such determination becomes final and unappealable, then: (i) the remaining provisions of this Agreement shall continue in effect and shall not be affected by such determination; and (ii) to the extent legally permissible, the remaining provisions of

this Agreement shall be interpreted to effect the intent of the Parties underlying the illegal, null or void provision.

Section 4.8 Survival of Rights and Obligations. The Parties' respective rights and obligations pursuant to this Part 4 shall survive the expiration or other termination of this Agreement.

PART 5. GIVING OF NOTICE

Section 5.1 General Requirements. Any and all demands and notices required or permitted to be given pursuant to this Agreement (in any case, a "Notice") must be in writing and must be given or served in accordance with this Part 5.

Section 5.2 Authorized Methods of Delivery. Each Notice must be sent via: (i) registered or certified United States mail (postage pre-paid and signature of recipient on return receipt required); (ii) FedEx, UPS or other reliable, private delivery service (signature of recipient on electronic or other delivery receipt required); or (iii) email transmission (with original of the Notice deposited into the U.S. mail, first-class postage prepaid, within twelve hours after transmission). A Notice shall be deemed given on the earlier of receipt by the receiving Party or upon the receiving Party's refusal to accept the Notice.

Section 5.3 Conditions for Giving Notice by Email. As an additional condition to sending a Notice by email, the subject (or "re") line must indicate that it is a "Notice Relating to ALSD Mitigation Agreement." Because email addresses are subject to change more frequently than physical addresses, if a Notice is to be sent by email, and unless the sender has actual knowledge of the then-current correct email address of each intended recipient, the sender must call and verify the then-current email address of each intended recipient prior to sending the Notice, or must use a different authorized method to deliver the Notice.

Section 5.4 Persons to Whom Notices Must be Sent. Notices sent to a Party must be addressed and delivered to that Party's physical address (and/or email address) set forth below in this Section. A copy of each Notice sent to a Party must be sent to that Party's legal counsel, at the applicable physical address (and/or email address) set forth below in this Section. A Party or its legal counsel may change its physical address, email address, and/or other contact information by giving Notice in accordance with this Part 5. Subject to the foregoing, Notices shall, as applicable, be addressed as follows:

<u>To the District</u>:
Alta Loma School District
Attn: Associate Superintendent,
Administrative Services
9390 Base Line Road
Alta Loma, CA 91701
Email: ehart@alsd.org

<u>With Copies to</u>:
Alta Loma School District
Attn: Superintendent
9390 Base Line Road
Alta Loma, CA 91701
Email: sherrysmith@alsd.org

Atkinson, Andelson, Loya, Ruud & Romo
Attn: Brian W. Smith
20 Pacifica, Suite 1100
Irvine, CA 92618
Email: brian.smith@aalrr.com

<u>To the Developer</u>:
The Previti Group
Attn: James L. Previti

<u>With Copies to</u>:
The Previti Group
Attn: Stephen Imhoof

2151 E. Convention Center Way, Suite 222
Ontario, CA 91764
Email: jpreviti@theprevitigroup.com

2151 E. Convention Center Way, Suite 222
Ontario, CA 91764
Email: simhoof@theprevitigroup.com

The Previti Group
Attn: Greg Devereaux
2151 E. Convention Center Way, Suite 222
Ontario, CA 91764
Email: gregdevereaux@outlook.com

Fennemore
Attn: Kevin K. Randolph
550 E. Hospitality Lane, Suite 350
San Bernardino, CA 92408
Email: krandolph@fennemorelaw.com

Section 5.5 Effect of Receipt. A Notice shall be deemed to have been given or served only upon actual receipt by the addressee. In the case of Notice sent via email, "actual receipt" shall mean delivery to the recipient's email in-box. However, notwithstanding the foregoing, if any Notice (including, without limitation, any Notice sent by email) is delivered after 4:00 p.m. Pacific Time on any business day, or is delivered on any day that is not a business day, the Notice shall be deemed to have been given or served as of 9:00 a.m. Pacific Time on the next subsequent business day. For purposes of this Agreement, a "business day" is any day that is not any of the following: (i) a Saturday or Sunday; (ii) an official federal or State holiday; or (iii) a State-mandated or District Board-mandated furlough day with respect to the District's administrative personnel.

Section 5.6 Applicability of Part. The requirements of this Part 5 shall not be deemed or construed to apply to: (i) communications between the Parties for purposes of the day-to-day administration of this Agreement; or (ii) service of process in accordance with any applicable law or rule of court.

Section 5.7 Survival of Rights and Obligations. With respect to matters within the scope of this Agreement that arose prior to expiration or other termination of this Agreement, the Parties' respective rights and obligations pursuant to this Part 5 shall survive the expiration or other termination of this Agreement.

PART 6. MISCELLANEOUS PROVISIONS

Section 6.1 Naming of Library Building. As part of the material consideration to the Developer for entering into this Agreement, the District shall name the existing library building at Alta Loma Elementary School the "John P. Previti" library building. The District shall install signage with the John P. Previti name either on the exterior of the library building, near the main entrance, or in the interior lobby of the library building. Notwithstanding anything to the contrary: (i) the District's obligations pursuant to this Section 6.1 shall become operative only upon timely receipt by the District of the Lump Sum Mitigation Payment in accordance with SubSection 1.3.1 herein; and (ii) the District shall retain the name John P. Previti Library Building for as long as the library building exists or for twenty years, whichever is the shorter period of time. The Developer hereby represents and warrants that it possesses all rights necessary to authorize the District to use the John P. Previti name for purposes of: (i) naming the library building at Alta Loma Elementary School as described in this Section; and (ii) any and all references to that library building name in connection with District and/or school programs, activities, and events.

Section 6.2 Extent of Mitigation Obligation. This Agreement sets forth the entire extent of Developer's obligation to mitigate the impacts on the District's school facilities as may arise in connection with the development of the Project Property.

Section 6.3 No Further Exactions. Provided that the Developer is not in material uncured breach of its obligations pursuant to this Agreement, the District may not:

(i) Exercise any power or authority under current or future law to levy or impose School Impact Fees or any other exaction of land, goods, money, or services, whether denominated a fee, charge, dedication, or otherwise, against any development within the boundaries of the Project Property;

(ii) Require, request, or cooperate with the City or any other Local Agency to exercise any power or authority to levy or impose an exaction of land, goods, money, or services, whether denominated a fee, charge, dedication, or otherwise, for the direct benefit of the District;

(iii) Oppose the development of any portion of the Project Property or any governmental approval, whether legislative or administrative, or any change in any governmental approval on the basis of inadequate school facilities; or

(iv) Sponsor or require the formation of a CFD for any of the Project Property that would upon formation include any portion of the Project Property owned by the Developer without the express, written consent of the Developer, which consent may be granted, conditioned, or denied in the Developer's sole discretion.

Section 6.4 Developer Encumbrances. In connection with the development of the Project Property and/or the financing of such development, the Developer in its sole discretion may encumber the Project Property or any portion thereof, in an improved or unimproved condition, through any means including, but not limited to, deed, mortgage, deed of trust, or other security device (each an "Encumbrance"). However, in no event and to no extent shall any such Encumbrance be deemed or construed to have obviated, circumscribed, or subordinated the obligations of the Developer pursuant to this Agreement.

Section 6.5 **Assignment Upon Transfer; Separate Obligations and Defaults.** If the Developer transfers any portion of the Project Property to a Merchant Builder or other party for development (each, a "Transferee"), the Transferee automatically succeeds to the rights, and assumes the obligations, under this Agreement attributable to the property acquired. This includes obligations that accrued before the transfer and remain unperformed, as well as obligations that accrue afterward. The District consents in advance to the assumption and releases the transferor from the obligations assumed by the Transferee. The transferor must promptly give the District written notice identifying the Transferee and the property transferred, together with a copy of the transfer instrument or a written assumption. Failure to give notice does not affect the transfer of rights and obligations under this Section.

An obligation under Section 1.3 will be allocated according to the DU developed on each owner's property. If any amount remains unpaid under Section 1.2 when a transfer occurs, the transferor and Transferee must identify in their written transfer or assumption document the portion assumed by the Transferee. Their allocations must account for the entire unpaid amount without increasing the District's total entitlement or changing the payment date under Section 1.2. The transferor must provide the District a copy of that allocation.

Each owner is responsible only for the obligations attributable to the portion of the Project Property it owns. A breach or default by a Transferee is a breach or default only by that Transferee. The District may exercise its remedies for that breach or default only against the Transferee and the property it owns. The District may refuse to issue Certificates of Compliance on account of the breach or default only for DU or C/I Development on that Transferee's property. It may not withhold a Certificate of Compliance for another owner's property or require another owner to cure the Transferee's breach or default. These rules govern the application of Sections 1.5, 1.6, 4.1 through 4.4, and 6.3 after a transfer.

Section 4.6 is reserved exclusively to The Previti Group, the original Developer. No Transferee may enforce, receive an assignment of, or recover under Section 4.6. A transfer of all or any portion of the Project Property does not impair The Previti Group's right to enforce that Section. A subsequent transfer by a Transferee is governed by this Section in the same manner as a transfer by the original Developer. "Transferee" does not include a Homeowner or Business Owner described in Section 6.7 or the holder of an Encumbrance described in Section 6.4 solely by reason of that status.

Section 6.6 Binding on Successors and Assigns. This Agreement binds and benefits the Parties and their respective successors and assigns to the extent of the successors' or assignees' interest in the Project Property. If applicable, the District Board, acting as the legislative body of each Project CFD, or District staff having delegated authority, shall perform or direct performance of all obligations of this Agreement that require performance by any Project CFD(s) established in accordance with Part 2 herein.

Section 6.7 Agreement Not Applicable to Homeowners or Business Owners. Notwithstanding anything herein that may be construed to the contrary, this Agreement shall not be binding upon or inure to the benefit of: (i) any person who purchases from the Developer or any Merchant Builder, or who otherwise acquires or obtains, any DU for use by that person and/or others as a temporary or permanent residence (each a "Homeowner"); or (ii) any person who purchases from the Developer or Merchant Builder (or the Developer or any Merchant Builder if they retain and do not sell) any C/I Development (in any event, a "Business Owner"). For avoidance of doubt, any person who purchases a DU for use as an "Airbnb" or similar rental shall, nonetheless, be deemed and construed to be a Homeowner. In no event may any Homeowner or Business Owner, in that capacity, be deemed or construed as a successor or assignee of the Developer with respect to this Agreement.

Section 6.8 Expiration of Agreement. Unless earlier terminated pursuant to a right given to a Party by this Agreement or pursuant to the final, non-appealable order or judgment of a court of competent jurisdiction, this Agreement shall remain in full force and effect and will not expire unless and until both of the following have occurred: (i) the City and/or other Local Agency has issued building permits for all DU authorized by Land Use Entitlements applicable to the Project Property, as they currently exist and as they may be modified from time to time; and (ii) with respect to those DU, the Developer's obligations pursuant to Part 1 herein, and the District's obligations pursuant to Sections 1.6 and 6.1 herein have been satisfied. At such time as the foregoing conditions have been satisfied, this Agreement shall terminate and shall thereafter have no force or effect except for the provisions that expressly state they survive expiration or termination.

Section 6.9 Agreement is a Public Record. The Developer acknowledges that this Agreement is a public record subject to disclosure in accordance with the California Public Records Act ("CPRA") set forth at Government Code Section 7920.000 *et seq.* The District may disclose this Agreement, including, without limitation, upon request pursuant to the CPRA or otherwise as the District deems appropriate.

Section 6.10 Memorandum of Agreement. The District in its sole discretion may cause to be recorded in the real property records of the County a memorandum of this Agreement that is substantially in the form attached as Exhibit E attached to this Agreement ("Memorandum of Agreement"). Upon request of the District, the Developer shall execute and deliver such Memorandum of Agreement to the District, notarized and otherwise in recordable form. The Developer shall cooperate with the recording of the Memorandum of Agreement, including, without limitation, execution and delivery of any documentation that may be reasonably necessary or convenient for such recording. Any failure by the Developer to provide the documents as required pursuant to this Section, or to take any other action required by this Section, shall be deemed a material breach of the Developer's obligations pursuant to this Agreement. Upon the Memorandum of Agreement being so recorded, the obligations herein shall thereafter be deemed to be obligations that relate to the Property and shall run with the land as obligations of whatever development may occur thereon.

Section 6.11 District Board Discretion. Except as otherwise expressly provided in this Agreement, nothing in this Agreement shall be deemed or construed to, or may be asserted by Developer to, circumscribe or otherwise interfere with or qualify the discretion of the District Board to determine and undertake or implement: (i) such educational, facilities, and other programs, activities, policies, and practices as deemed appropriate to best further the interests of the District and its students; or (ii) any necessary financing, construction, modernization, maintenance, and/or operation of the District's educational and other facilities.

Section 6.12 General Obligation Bonds. For avoidance of doubt, and without limiting Section 6.11 herein, nothing in this Agreement shall be deemed or construed to preclude the District from seeking voter approval of any general-obligation bond measure intended to fund District school or other facilities, services, or activities in accordance with applicable law, whether on a District-wide basis or based on a school facilities improvement district established within the District boundaries.

PART 7. INTERPRETATION OF AGREEMENT

Section 7.1 Time is of the Essence. Time is of the essence with respect to this Agreement and the performance of each obligation of a Party set forth in this Agreement as to which time is an element.

Section 7.2 Entire Agreement. This Agreement contains the entire agreement and understanding concerning the Developer's obligations, in connection with the development of the Property, to fund District school facilities, and this Agreement supersedes and replaces all prior negotiations and proposed agreements, written or oral, relating to such matters except as they are included in this Agreement. Each Party acknowledges that: (i) neither the other Party nor its agents or attorneys have made any promise, representation, or warranty whatsoever, express or implied, other than those set forth herein, to induce the execution of this Agreement; and (ii) this Agreement has not been executed in reliance upon any promise, representation, or warranty not set forth herein.

Section 7.3 Independent Investigation and Representation. Each Party hereby acknowledges that it has had a full and reasonable opportunity to conduct an independent investigation of the facts relating to the matters that are the subject of this Agreement. Each Party further acknowledges that it has been represented by independent legal counsel of its own choice throughout all negotiations preceding the execution of this Agreement, and that such Party has executed this Agreement after receiving the advice of its own legal counsel.

Section 7.4 Changes In Circumstances or Law. No development or change in the development of the Property, and no governmental approval or change in any governmental approval relating to any portion of the Property, shall constitute a sufficient basis for any modification or termination of this Agreement. The provisions of this Agreement shall not be affected by: (i) any existing applicable law; (ii) any subsequent legislation enacted by the State acting through the legislative or initiative process; or (iii) any subsequent judicial decisions related to the matters provided for in this Agreement unless this Agreement is before the court and the court's ruling expressly applies to this Agreement.

Section 7.5 Survival of Provisions. With respect to any and all acts, omissions and incidents that occur prior to expiration or other termination of this Agreement, all requirements set forth herein for a Party to indemnify, defend, and hold-harmless the other Party and/or any third parties shall be deemed and construed to survive such expiration or other termination. In addition, any and all other provisions of this Agreement that, expressly or implicitly based on their nature or context are intended to survive expiration or other termination of this Agreement (including, without limitation, provisions for disclosure, if applicable) shall be deemed and construed to survive such expiration or other termination.

Section 7.6 Not for Benefit of Third Parties. Except to the extent the indemnification and defense provisions of this Agreement are interpreted to be applicable for the benefit of any third party, this Agreement and every provision hereof is for the exclusive benefit of the Parties and not for the benefit of any third party.

Section 7.7 Interpretation Guides. This Agreement shall be deemed to have been prepared by the Parties jointly, and no ambiguity shall be resolved against a Party based on the premise that it was, or its attorneys were, responsible for drafting this Agreement or any provision herein. The captions and headings set forth herein are for convenience only and in no way establish, define, or limit the scope or intent of any provision of this Agreement. Unless expressly specified otherwise, any reference in this Agreement to a Part, Section, or SubSection shall be construed as a reference to a Part, Section, or SubSection of this Agreement. When necessary or convenient in the context of a provision of this Agreement, use of the singular shall be deemed to include the plural, and use of the plural shall be deemed to include the singular.

Section 7.8 Incorporation of Recitals and Exhibits. Each of the Recitals set forth at the beginning of this Agreement, and each of the Exhibits attached hereto and referenced herein, are hereby incorporated as fully operative and effective provisions of this Agreement.

Section 7.9 Amendment. This Agreement may not be modified except by written instrument that has been duly approved, signed, and delivered by both Parties.

Section 7.10 Waiver. No waiver of any provision of this Agreement shall be valid or enforceable unless in writing and signed by the waiving Party. The failure of a Party at any time to require a performance by the other Party of any provision of this Agreement shall not affect in any way the full right to require performance at any time thereafter of the same or any other requirement set forth in this Agreement. Unless set forth in a written waiver, the waiver of any breach of any provision of this Agreement by a Party shall not be deemed to be a waiver of any preceding or subsequent breach of the same or any other provision of this Agreement.

PART 8. EXECUTION OF AGREEMENT

Section 8.1 Execution. This Agreement may be executed in two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this Agreement with original signatures of both Parties. Although execution of this Agreement using DocuSign, Adobe Acrobat Sign, or similar technology is not hereby authorized, original signatures on this Agreement scanned into PDF format and delivered via email shall be valid and binding for purposes of the execution of this Agreement.

Section 8.2 Order of Execution. The District shall seek approval of this Agreement from the District Board only after it has been signed and delivered by the Developer. Following approval of this Agreement by the District Board, the District shall sign and deliver to the Developer a fully-executed copy of this Agreement.

Section 8.3 Due Authority of Signatories. Each person who has signed this Agreement on behalf of a Party shall be deemed and construed to thereby represent and warrant that they have been duly authorized by that Party to sign, and thereby bind that Party to, to this Agreement.

In Witness Whereof, the Parties have executed this Agreement as evidenced by the signatures, below, of their respective, duly authorized representatives.

Alta Loma School District

By: _____
Sherry Smith, Ed.D., Superintendent

Approved as to form by:
Atkinson, Andelson, Loya, Ruud & Romo,
Attorneys for the Alta Loma School District

By: _____
Brian W. Smith, Legal Counsel

District Board Approved: November 18, 2026

The Previti Group

By: _____

Print Name: _____

Print Title: _____

EXHIBIT A

Depictions and Legal Descriptions of ALSD Territory

EXHIBIT B

Depictions and Legal Descriptions of ESD Territory

EXHIBIT C

Depiction of Planning Areas within Project Property

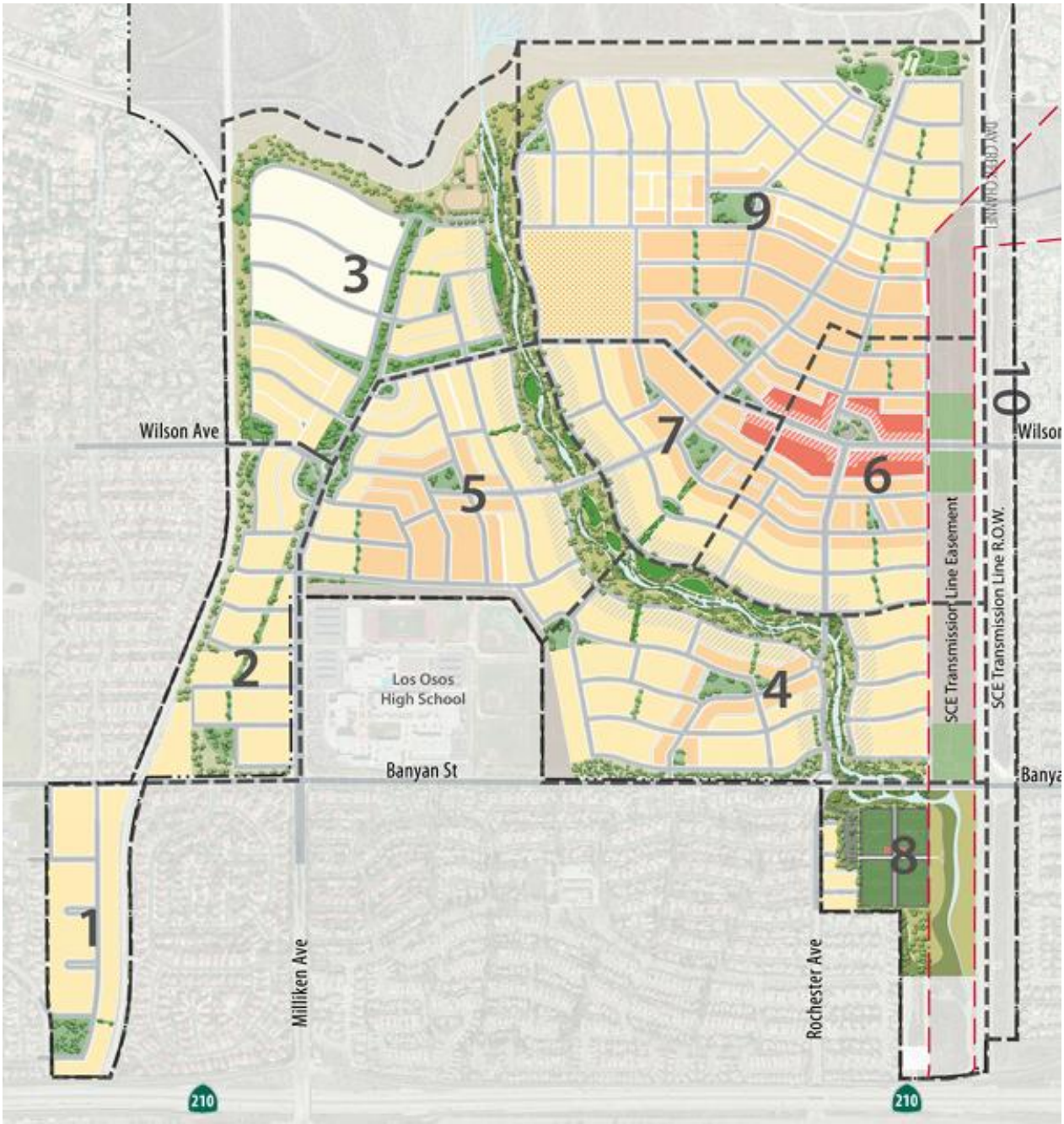


EXHIBIT D

CFD Parameters

This Exhibit shall be applicable only to Project CFDs requested by the Developer (or any successor to the Developer) in accordance with Section 2.1 of the main body of this Agreement. Subject to all other applicable provisions in this Agreement, and except as the Parties may provide in any other agreement, instrument or document intended to facilitate the intent of this Agreement, each Project CFD and associated RMA, Special Taxes, and CFD Bonds shall be based on and shall conform to the parameters set forth in this Exhibit.

1. Project CFD Structure. The Project CFD shall be a single CFD encompassing some or all of the Project Property. The District shall establish improvement areas within the Project CFD only if reasonable to do so based on the size, stage of development, status of Land Use Entitlements, and value of property within the area proposed to constitute the improvement areas. In such event, each improvement area shall be subject to its own RMA and authorized indebtedness.

2. Classification of Property. Assessor Parcels for which a building permit for residential construction has been issued prior to May 1 of a fiscal year shall be classified as "Developed Property" in such fiscal year and thereafter. All other taxable property shall be classified as "Undeveloped Property."

3. Escalation of Special Taxes. The Special Taxes on all classifications of taxable property shall escalate by 2% annually, provided that a lower rate of escalation shall be specified if determined necessary by the District in the exercise of its prudent fiscal judgment.

4 Variations in Special Tax Rates. The Special Taxes rates applicable to some Developed Property may vary from the Special Tax rates for other Developed Property based on house size, density range, or residential product type, as determined by the Developer and District at the time the Project CFD is established.

5. Two-Percent Tax Obligation Limit. Except as the District has expressly consented in writing, the Developer shall not petition, request, support or vote in favor of the levy of any tax, including a special tax, or any assessment on all or any portion of the Project Property that would cause or result in the Total Tax Obligation on any DU within the Project CFD to exceed two percent of the reasonably-projected base sales price of such DU in the fiscal year in which such DU is first classified as Developed Property in accordance with the RMA, estimated at the time the Special Taxes are authorized. For purposes of this Agreement, the term "Total Tax Obligation" shall mean, with respect to a parcel, in the fiscal year in which the parcel is first classified as Developed Property in accordance with the RMA ("Subject Year"), the sum of (i) the ad valorem taxes levied or projected to be levied on such parcel in the Subject Year, (ii) all special taxes levied or reasonably projected to be levied on such parcel in the Subject Year, including, without limitation, the Special Taxes (based on either the assigned or back-up amounts thereof, whichever is being levied or reasonably projected to be levied), (iii) all installments of special assessments for the Subject Year, and (iv) all other taxes, fees and charges imposed by a governmental entity that are payable with respect to such parcel in the Subject Year and the payment of which is secured by such parcel.

6. Maximum Special Tax Rates. The maximum Special Taxes rates applicable to property in the Project CFD initially shall be established based on the amount of the Mitigation Obligations to be

financed, and without thereby exceeding the two-percent Total Tax Obligation limit specified in Section 5 of this Exhibit. The maximum Special Taxes rates shall be determined based on, among other relevant factors, funding administrative expenses of the Project CFD in the amount of Forty Thousand Dollars ($40,000) per year, escalating at 2% per year, and providing a minimum 110% coverage of debt service on the CFD Bonds. For purposes of establishing the maximum Special Taxes rates, the average interest rate on the CFD Bonds shall be assumed to be 75 basis points higher (or more at Developer's election) than the average interest rate on similar bonds at the time the Project CFD is established (as reasonably determined by the underwriter for the CFD Bonds and the District's financial advisor).

7. Levy of Special Taxes. The RMA shall provide for the levy of Special Taxes according to the following priorities:

   (i) First Priority: Special Taxes shall be levied on all Developed Property at the assigned maximum annual rate of Special Taxes; and

   (ii) Second Priority: In the event the Special Taxes to be levied in accordance with the First Priority are insufficient to fully satisfy the Special Tax Requirement (defined below), Special Taxes shall be levied proportionately on all Undeveloped Property up to 100% of the assigned maximum annual rate of Special Taxes for Undeveloped Property as necessary to fully fund required debt service, annual administrative expenses, reserve fund replenishment and, to the extent the Project CFD is not subject to a "Teeter Plan," an amount of anticipated delinquency (collectively, the "Special Tax Requirement"); and

   (iii) Third Priority: "Backup" Special Taxes shall be levied in order to satisfy the Special Tax Requirement in the event Special Taxes that would be levied in accordance with the First Priority and Second Priority will, together, be insufficient to fully satisfy the Special Tax Requirement.

8. Use and Allocation of Special Taxes and Bond Proceeds. All Special Taxes that are levied and collected on Developed Property prior to the issuance of CFD Bonds and that are not required to pay administrative expenses of or fund reserves for the Project CFD ("Pre-Issuance Remainder Taxes") shall be for the benefit of and paid to the District. Following the issuance of the CFD Bonds, all Special Taxes collected and not needed to pay the costs of administration, establishment or replenishment of a reserve fund, and payment of debt service on the CFD Bonds shall be for the benefit of and paid to the District. In applicable circumstances, Bond Proceeds remaining after funding the Special Tax Requirement shall, if applicable, be used to fund some or all of any Other Agency Facilities. Prior to issuance of the CFD Bonds, the Developer shall provide documentation to the District evidencing a reasonable anticipation that Bond Proceeds to be allocated for purposes of funding some or all of any Other Agency Facilities will be disbursed to and expended by the applicable governmental agency that is to receive such Bond Proceeds (each a "Receiving Agency") within three years after issuance of the CFD Bonds.

9. Compliance with SEC Requirements. If a Project CFD issues CFD Bonds, the Developer and each of its successors with respect to the portions of the Project Property included within the Project CFD(s) shall cooperate with District and the Project CFD(s) in complying with Rule 15c2-12 of the Securities and Exchange Commission in connection with the issuance and sale of the CFD Bonds, so long as the Developer and/or its successors are "obligated persons" in accordance with Rule 15c2-12.

10. Disclosure Requirements. With respect to each Project CFD, the Developer shall comply with all applicable legal requirements for disclosure to private, individual homebuyers and other parties purchasing any portion of the Project Property as to the Project CFD and the Special Taxes. The Developer shall provide any and all disclosures required pursuant to any provision of Government Code Section 53311 *et seq*. or other applicable law to be made to prospective or actual purchasers of lots or parcels within the Project Property, as to the existence of, terms and conditions of, and/or payments required in connection with, the Project CFD and/or the Special Taxes. The Developer shall provide such disclosures to prospective or actual purchasers not later than the time required by Government Code Sections 53340.2 and 53341.5 or other applicable law. Prior to providing such disclosures, the Developer shall obtain the District's approval of a generic form of disclosure notice to be provided to purchasers of DU within the Project CFD prior to issuance by the District of any Certificate of Compliance for construction within the Project CFD, which approval shall not be unreasonably withheld, delayed, or conditioned.

11. Inadequate Disclosure. If the District becomes aware of any improper or inadequate disclosure of the Project CFD or the Special Taxes, the District may require that the Developer provide to the District an adequate disclosure notice for every lot within the Project CFD as a condition to the District issuing any additional Certificates of Compliance for the remaining DU within the Project CFD. Notwithstanding any approval by the District of a generic form of disclosure, the Developer shall indemnify, defend and hold-harmless the District and the Project CFD against and from any and all claims, demands, actions, liabilities, costs and expenses (including, but not limited to, legal fees, costs and expenses) related to provision by the Developer of any such disclosure, the sufficiency of any such disclosure, or the failure of the Developer to provide such disclosure.

12. Applicability to Merchant Builders. Each and all of the Developer's successors and assigns with respect to portions of the Project Property within any Project CFD, including, without limitation, any Merchant Builders, shall assume the disclosure, indemnification and other obligations set forth in Sections 10 and 11 of this Exhibit. In the agreements pursuant to which it will sell portions of the Project Property to Merchant Builders or in separate agreements, the Developer shall require that all Merchant Builders unconditionally assume and comply with such disclosure, indemnification, and other obligations.

13. Prepayment of Special Taxes. Full or partial prepayment of Special Taxes on Developed Property shall be permitted only to the extent provided in the RMA, except that the ability to prepay shall be subject to then-applicable CFD Goals and Policies and prepayments will not be permitted if to do so would impair the security of the CFD Bonds.

14. CFD Bonds. The District shall cause the Project CFD to issue the CFD Bonds at such time as entitlement and development of the Property has proceeded to a point that reasonably will support issuance of the CFD Bonds. The District shall in no event be required to agree to an issuance of CFD Bonds that the District reasonably determines is monetarily too small to justify the costs of such issuance. CFD Bonds shall have a term of not less than 30 years and an escalating debt service matching any escalation in the annual Special Taxes, and the Project CFD shall levy the Special Taxes for a period of five fiscal years following the final maturity of the last series of CFD Bonds issued. CFD Bonds shall be administered pursuant to an indenture, fiscal agent agreement, or similar agreement ("Indenture"), which shall establish an improvement fund and separate accounts of such fund referred to herein as the "School Facilities Account" and the "Receiving Agency Facilities Accounts."

15. Security for Payment of Special Taxes. The District may require that, not less than ten (10) days prior to the date scheduled for approval by the District of a resolution directing issuance and sale of CFD Bonds, each and every owner of property located within the Project CFD that is not a Homeowner or Business Owner must secure payment of the semi-annual installments of the Special Taxes attributable to residential lots and parcels within the Project CFD owned by such property owner ("Special Tax Security"). A property owner obligated to provide security in accordance with this Section (each an "Obligated Property Owner") must, within the time set forth above, provide either: (i) an irrevocable standby letter of credit in a form reasonably acceptable to the District and satisfying the requirements herein (each a "Special Tax LC"); or (ii) a commitment letter issued by a financial institution satisfying the requirements herein that irrevocably commits such institution to issue the Special Tax LC (each an "LC Commitment Letter"). If an Obligated Property Owner has elected to provide an LC Commitment Letter, then, as a condition precedent to issuance of the CFD Bonds, the Obligated Property Owner must deliver the corresponding Special Tax LC to the District not less than ten (10) days prior to the date scheduled for the sale of the CFD Bonds.

16. Amount of Security. The initial amount of any Special Tax Security to be provided by an Obligated Property Owner shall be equal to one-hundred percent of the total Special Taxes projected to be levied, in the first full fiscal year in which Special Taxes are levied on real property within the Project CFD, on all lots or parcels owned by such Obligated Property Owner. Upon request of the applicable Obligated Property Owner, the amount of any Special Tax Security may be reduced as necessary to reflect sales to Homeowners of homes within the Project CFD, once per fiscal year on such date determined by the District as will be prior to or concurrent with any required renewal of the Special Tax LC.

17. Release of Special Tax LC. The District shall fully release the Special Tax Security of an Obligated Property Owner upon the first to occur of: (i) the closing of sales to Homeowners of all property within the Project CFD owned by the Obligated Property Owner that is subject to Special Taxes; or (ii) the closing of sales to Homeowners of property equal to eighty percent of the property approved for construction of DU within the Project CFD that is subject to Special Taxes. Notwithstanding the foregoing, upon reasonable request of the Developer in advance of an issuance of CFD Bonds, the District will review marketing, economic and other factors in regard to whether, with respect to such CFD Bonds, the trigger for release of Special Tax Security set forth in the foregoing clause (ii) can be based on sales to Homeowners of less than eighty percent of the applicable property. If the District determines that it can lower such trigger without significantly and adversely affecting the security for payment of Special Taxes, the marketability of the CFD Bonds or other factors as the District deems relevant, the District shall set forth its determination in writing; provided, however, that in no event shall the District lower such trigger to less than sixty percent.

18. Allocation of Bond Proceeds. The priority for application of the Bond Proceeds (i.e., Bond Proceeds shall be applied to satisfy the First Priority before being used to satisfy the Second Priority, and so on) shall be as follows:

(i) First Priority: To reserve such amount as will not exceed twenty-four months of capitalized interest for the CFD Bonds Area and to fund a "Reserve Fund" therefor.

(ii) Second Priority: To pay for costs of issuing the CFD Bonds and any other costs incurred by the District to such date in connection with forming the Project CFD.

(iii) Third Priority: To reserve funds to pay the anticipated costs of administering the Project CFD in the first fiscal year following the issuance of the CFD Bonds, not to exceed a total of Forty Thousand Dollars ($40,000) annually.

(iv) Fourth Priority: To deposit funds into the School Facilities Account in an amount up to the total amount of the Mitigation Obligations less the amount, if any, funded previously with Special Taxes levied and collected within the Project CFD.

(v) Fifth Priority: Subject to there being sufficient qualifying Other Agency Facilities on which to expend the funds, and subject to the limitation specified in Section 19 of this Exhibit, to deposit funds into a Receiving Agency Facilities Account for each Receiving Agency.

(vi) Sixth Priority: To deposit any Bond Proceeds remaining after satisfaction of the First Priority through the Fifth Priority, above, into the School Facilities Account.

19. Limitation on Allocations. Consistent with Government Code Section 53316.2(e)(3), at no time shall the total cumulative amount of Bond Proceeds deposited into any particular Receiving Agency Facilities Account exceed an amount that is Five Thousand ($5,000) less than the total cumulative amount of Bond Proceeds deposited into the School Facilities Account. Any funds remaining in any Receiving Agency Facilities Account upon satisfaction of the applicable Other Agency Facilities shall be paid to, or used by the Trustee for the benefit of, the District for any lawful purpose.

EXHIBIT E

Memorandum of Agreement

Recording requested by, and when recorded, mail to: ***Alta Loma School District*** Attn: Administrative Services 9390 Base Line Road Alta Loma, CA 91701	

Space above for recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.
Property Descriptions for Recording Purposes set forth in Exhibits A and B hereto.

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made effective as of November 18, 2026, by and between the Alta Loma School District ("District"), a California public school district, and The Previti Group ("Developer"), a California corporation designated as entity number 6217875 by the California Secretary of State.

The District and the Developer have entered into that certain agreement dated and made effective as of November 18, 2026, and entitled "Agreement for Mitigation of Impacts on School Facilities" ("Mitigation Agreement"). The Mitigation Agreement shall become operative on the "Operative Date" as determined in accordance with the Mitigation Agreement. The Mitigation Agreement is on file and available for review in the main administrative offices of the District. The Mitigation Agreement provides mechanisms for satisfaction of the obligation to mitigate the impacts on the District's school facilities arising from development of the real property described and depicted in Exhibits A and B to this Memorandum of Agreement (collectively, the "Property"). This Memorandum of Agreement has been executed and recorded solely for purposes of providing notice of the Mitigation Agreement to all persons or entities, and this Memorandum of Agreement shall not be deemed or construed to amend or otherwise modify the Mitigation Agreement.

In witness whereof, the duly authorized representatives of the District and the Developer have executed this Memorandum of Agreement by signing below.

Alta Loma School District

By: _____
Sherry Smith, Ed.D., Superintendent

The Previti Group

By:

_____

Print Name:

_____

Print Title:

_____

Note: signatures must be notarized

Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Administrative Services Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: EH Eric Hart, Associate Superintendent, Administrative Services

Date: November 18, 2026

Subject: Adoption of Resolution No. 11-18-26 Support and Approval of Modified Petition for Transfer of Territory from within Etiwanda School District to within Alta Loma School District, and Request that the San Bernardino County Committee on School District Organization Approve the Modified Petition for Transfer of Territory

BACKGROUND:

On December 16, 2025, the San Bernardino County Board of Supervisors, on behalf of the San Bernardino County Flood Control District, adopted Resolution No. 2025-236 initiating a petition to transfer approximately 1,000 acres of vacant land within the Etiwanda Heights Neighborhood and Conservation Plan from the Etiwanda School District (ESD) to the Alta Loma School District (ALSD). On February 6, 2026, the San Bernardino County Superintendent of Schools found the petition legally sufficient under Education Code Section 35704 and transmitted it to the San Bernardino County Committee on School District Organization for review and processing. Through good-faith negotiations, ALSD, ESD, and the project developer (an affiliate of The Previti Group) resolved financial, operational, and boundary matters and agreed to support a Modified Transfer Petition for Territory Transfer.

RATIONALE:

Adopting Resolution No. 11-18-26 formally documents the Board of Trustees' finding that the Modified Transfer Petition is in the best interests of the District, future residents of the Modified Transfer Area, and the public, and formally requests that the San Bernardino County Committee on School District Organization approve the Modified Transfer Petition.

FUNDING:

There is no fiscal impact to this action

RECOMMENDATION:

Recommend the Board adopt Resolution No. 11-18-26 Support and Approval of Modified Petition for Transfer of Territory from within Etiwanda School District to within Alta Loma School District, and Request that the San Bernardino County Committee on School District Organization Approve the Modified Petition for Transfer of Territory and authorize Superintendent Sherry Smith and/or Associate Superintendent Eric Hart to sign all related documents, and submit the executed Resolution and Mitigation Agreement to the County Committee.

RESOLUTION NO. 11-18-26

Support and Approval of Modified Petition for Transfer of Territory from within Etiwanda School District to within Alta Loma School District, and Request that the San Bernardino County Committee on School District Organization approve the Modified Petition for Transfer of Territory

WHEREAS, the San Bernardino County Flood Control District ("Flood Control District") owns certain vacant land located within the boundaries of the City of Rancho Cucamonga ("City") and within the "Etiwanda Heights Neighborhood and Conservation Plan" adopted by the City (herein, the "Specific Plan"); and

WHEREAS, on December 3, 2024, the San Bernardino County Board of Supervisors ("Board of Supervisors") approved an agreement with an affiliate of The Previti Group ("Developer") providing for conveyance to the Developer of approximately 1,250 acres of the vacant land owned by the Flood Control District ("FCD Land"), and authorizing the Developer to acquire the FCD Land in phases; and

WHEREAS, the Developer, as the beneficial owner of the FCD Land, has submitted one or more applications to the City, consistent with the Specific Plan, for entitlements to develop portions of the FCD Land with residential, commercial, public use, open space, and other construction; and

WHEREAS, on or about December 16, 2025, the Board of Supervisors, on behalf of the Flood Control District, adopted Resolution No. 2025-236, to thereby initiate a petition ("Transfer Petition") that seeks the transfer of approximately 1,000 acres of the vacant FCD Land from within the boundaries of the Etiwanda School District ("ESD") to within the boundaries of the Alta Loma School District ("ALSD"); and

WHEREAS, in accordance with California Education Code Section 35704, the San Bernardino County Superintendent of Schools ("County Superintendent") found that the Transfer Petition is legally sufficient and, on February 6, 2026, the County Superintendent transmitted the petition to the San Bernardino County Committee on School District Organization ("County Committee") for review and processing pursuant to Education Code sections 35500 *et seq.* and 35700 *et seq.*; and

WHEREAS, ESD, ALSD, and the Developer have engaged in negotiations intended to resolve questions regarding the financial, operational, and boundary-related impacts associated with the Transfer Petition, if it were to be approved by the County Committee, including, among other things, the extent of the FCD Land to be transferred from within ESD to within ALSD; and

WHEREAS, each of ESD, ALSD, and the Developer has agreed that it can support the proposed transfer of FCD Land from within ESD to within ALSD, if the Transfer Petition is modified to exclude, from the transfer to ALSD, all of the FCD Land located to the south of Banyan Street and to the east of Rochester Avenue ("Excluded Territory"), which, for avoidance of doubt, includes Development Planning Area 8, and a portion of Development Planning Area 10, as depicted in Exhibit A attached to this Resolution; and

WHEREAS, ALSD and the Developer have negotiated an agreement (herein, "Mitigation Agreement") that sets forth the terms and conditions for the Developer to mitigate the impacts on ALSD's school facilities attributable to development occurring within the boundaries of the FCD Land, whether as initially proposed by the Territory Transfer, or whether modified to exclude the Excluded Territory from the territory transferred to within ALSD (as so modified, the "Modified Transfer Area"); and

WHEREAS, the terms and conditions of the Mitigation Agreement require, among other things, monetary payments from the Developer to ALSD for purposes of mitigating development impacts, and the Mitigation Agreement provides for ALSD to record a memorandum of the agreement in the real property records of the County of San Bernardino, California, to thereby give notice to all successors to the Developer's ownership interests in the Modified Transfer Area that the obligations of the Mitigation Agreement shall run with the land as a condition to development of the Modified Transfer Area; and

WHEREAS, the Board of Trustees of the Alta Loma School District ("Board of Trustees") approved the Mitigation Agreement during its regular meeting held on November 18, 2026, and prior to its consideration of this Resolution; and

WHEREAS, although the Mitigation Agreement took effect upon approval by the Board of Trustees on November 18, 2026, the Mitigation Agreement provides that it shall not become operative until the County Committee approves the transfer of FCD Land to ALSD, whether pursuant to the original Transfer Petition or pursuant to the petition as modified to apply only to the Modified Transfer Area, not any of the Excluded Territory (herein, the "Modified Transfer Petition"); and

WHEREAS, ALSD understands that ESD and the Developer also has or will enter into an agreement to resolve questions regarding the financial, operational, and boundary-related impacts on ESD associated with the Transfer Petition (the "ESD Mitigation Agreement"), and that the Board of Trustees of the Etiwanda School District ("ESD Board") also has adopted a resolution to thereby approve and support the same Modified Transfer Petition as described in this Resolution (the "ESD Transfer Approval Resolution"); and

WHEREAS, ALSD staff now desire that the Board of Trustees: (i) approve and adopt this Resolution, to thereby formally document its approval and support for the Modified Transfer Petition as described herein; and (ii) request the County Committee approve the Modified Transfer Petition to thereby provide for transfer of the Modified Transfer Area from within ESD to within ALSD; and

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Alta Loma School District as follows:

Section 1. **Recitals.** The foregoing recitals are true and correct, and the Board of Trustees hereby adopts those recitals as findings of the Board of Trustees.

Section 2. **Approval of Modified Transfer Petition.** The Board of Trustees hereby finds that approval of the Modified Transfer Petition will be in the best interests of ALSD, the future residents of the Modified Transfer Area, and the public generally, and the Board of Trustees hereby approves and supports the Modified Transfer Petition as described in this Resolution (i.e., modified so that the FCD Land transferred to within ALSD does not include the Excluded Territory).

Section 3. **ESD Support of Modified Transfer Petition.** Based on the understanding that the ESD Board has or will approve the ESD Mitigation Agreement and having approved and adopted the ESD Transfer Approval Resolution, the Board of Trustees hereby confirms that both ALSD and ESD approve and support the Modified Transfer Petition and, on that basis, the Board of Trustees hereby requests that the County Committee take action to approve the Modified Transfer Petition.

Section 4. **Execution of Mitigation Agreement.** To the extent not done already, the Board of Trustees hereby authorizes and directs the President of Board of Trustees, the ALSD Superintendent, or their designee to sign and deliver the Mitigation Agreement, in the form approved by the Board of Trustees prior to it considering this Resolution.

Section 5. **County Committee Proceedings.** The Board of Trustees hereby authorizes and directs District administration and legal counsel to: (i) provide to the County Committee both a fully executed copy of this Resolution and a fully executed copy of ALSD's Mitigation Agreement with the Developer; and (ii) with respect to the County Committee's related public hearings and other proceedings, represent ALSD, to the extent reasonably possible, jointly with ESD, the Developer and/or the Flood Control District, to support and seek County Committee approval of the Modified Transfer Proposal.

Section 6. **General Authority.** The Board of Trustees hereby authorizes and directs ALSD's Superintendent, its Associate Superintendent of Administrative Services, and/or their designees, to take any and all actions, including, among other things, expenditure of funds and execution of documents, as they reasonably determine are required to fulfill the intent of this Resolution.

Section 7. **Effectiveness of Resolution.** This Resolution shall take effect immediately upon approval by the Board of Trustees.

APPROVED, ADOPTED, AND SIGNED this 18th day of November 2026, by the Board of Trustees of the Alta Loma School District of the County of San Bernardino, State of California.

_____

Eric Chung, President
Board of Trustees of the Alta Loma School District

STATE OF CALIFORNIA
COUNTY OF SAN BERNARDINO

I, Rebecca Davies, do hereby certify that the foregoing Resolution No. 11-18-26, which includes Exhibit A following this certification, was duly adopted by the Board of Trustees of the Alta Loma School District at a regular meeting thereof held on the 18th day of November 2026, and that it was adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

_____

Rebecca Davies, Clerk
Board of Trustees of the Alta Loma School District

EXHIBIT C

Development Planning Areas



Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Administrative Services Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: Eric Hart, Associate Superintendent, Administrative Services

Date: November 18, 2026

Subject: Approval of Routine Agreements

BACKGROUND: The attached list summarizes the agreements that require Board approval. The summary lists the vendors, a description of services, and funding source.

RATIONALE: Board Policy 3300 (Expenditures/Expending Authority) requires that all agreements must be approved or ratified by the Board.

FUNDING: Per attached requisition summary.

RECOMMENDATION: Recommend the Board approve routine agreements with the following vendors:

1. Alf Museum
2. California Association for Bilingual Education (CABE)
3. City of Rancho Cucamonga
4. Golden Rule Signs
5. Jazz Education Network
6. Mt. SAC Randall Planetarium
7. The Music Center, L.A.'s Performing Arts Center
8. Power of Zero
9. Sawdust Factory
10. Shablov LLC
11. Softchoice
12. Trebron
13. Visser Bus Services
14. Zen Educate, Inc.

VENDOR	DESCRIPTION/COST	FUNDING SOURCE/BUDGET
Alf Museum	Field trip fee for Victoria Groves Elementary fourth grade students on March 17, 2027 and March 18, 2027. Deposit and prepayment are required. Total cost is $800.	Principal Funds
California Association for Bilingual Education (CABE)	Conference fee for Viridiana Leese and Trisha Dzama, Jasper Elementary teachers, to attend the CABE 2027 conference from March 10 through March 13, 2027. Prepayment is required. Total cost is $1,900.	Dual Language Immersion Funds
City of Rancho Cucamonga	Special assessment for Parcel 1076-631-03/Victoria Groves Elementary School within Landscape Maintenance District 2. Total cost is $1,200.	Administrative Services Funds
Golden Rule Signs	Fee for digital marque and installation at Vineyard Junior High. Deposit and prepayment are required. Total cost is $22,000.	Principal Funds
Jazz Education Network	Conference fee for Eric Evans, Vineyard Junior High teacher, to attend the 18th Annual Jazz Education Network (JEN) Conference in Louisville, Kentucky from January 6 through January 9, 2027. Deposit and prepayment are required. Total cost is $450.	Arts and Music Grant Funds
Mt. SAC Randall Planetarium	Field trip fee for Hermosa Elementary fifth grade students on February 1, 2027. Prepayment is required. Total cost is $500.	Principal Funds
The Music Center, L.A.'s Performing Arts Center	Assembly fee for Banyan Elementary students on December 4, 2026. Prepayment is required. Total cost is $2,000.	Principal Funds
Power of Zero	Assembly fee for Stork Elementary students on December 14 and 15, 2026. Also included is a No Bully Program workshop for parents. Deposit and prepayment are required. Total cost is $4,500.	Principal Funds

Sawdust Factory	Assembly fee for Stork Elementary kindergarten students on November 30, 2026. Prepayment is required. Total cost is $1,300.	Principal Funds
Sawdust Factory	Field trip fee for Deer Canyon Elementary first grade students on December 3, 2026. Prepayment is required. Total cost is $1,500.	Principal Funds
Shablov LLC	Assembly fee for Deer Canyon Elementary students on December 15, 2026. Deposit and prepayment are required. Total cost is $400.	Principal Funds
Softchoice	Fee for Microsoft Server Licenses Districtwide. Total cost is $10,000.	Technology Funds
Trebron	Fee for Sophos anti-virus/anti-malware 3-year agreement Districtwide. Total cost is $12,500 annually.	Technology Funds
Visser Bus Services	Transportation fees for Vineyard Junior High student field trips for the remainder of the 2026-27 school year. Total cost is $5,000.	Principal Funds
Visser Bus Services	Transportation fees for Hermosa Elementary student field trips for the remainder of the 2026-27 school year. Total cost is $5,000.	Principal Funds
Zen Educate, Inc.	Increase open purchase order for staffing services during the 2026-27 school year from $150,000 to $200,000.	Special Education Funds

Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Administrative Services Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: Eric Hart, Associate Superintendent, Administrative Services

Date: November 18, 2026

Subject: Approval of District Purchase Orders and Payments to Vendors

Total of Purchase Orders:	$550,862.65
Total Payments to Vendors (All Funds):	$1,102,184.52

RECOMMENDATION: Recommend the Board approve purchase orders and payments to vendors in the Board Purchase Order Report and Board Payment Report, as presented.

Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Human Resources Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: Cara Cerecerez, Assistant Superintendent, Human Resources

Date: November 18, 2026

Subject: Approval of Routine Personnel Items

RECOMMENDATION: Recommend the Board approve appointments, terminations, status changes and leaves of absence, as presented.

ALTA LOMA SCHOOL DISTRICT
BOARD OF TRUSTEES
November 18, 2026

CERTIFICATED PERSONNEL

I. RECOMMENDED APPOINTMENTS

(Pending approval of new position/salary placement)

NAME	EFFECTIVE	ASSIGNMENT/ SITE	POSITION CODE/SALARY/HOURS
Administrative			
Rathor, Anum	10/26/26	Clinical Counselor, DSC	CEPSYC0016, 17-III, 8 hours a day

Temporary
None

Probationary 1
None

Probationary 2
None

II. CHANGE OF STATUS

(Change in site or hours)

NAME	EFFECTIVE	STATUS	ASSIGNMENT

None

Leave of Absence

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE
McNinch, Brittaney	10/19/26-05/19/27	Teacher on Special Assignment, Computer Science, DSC, CETEAC0535

Return from Leave of Absence

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE

None

ALTA LOMA SCHOOL DISTRICT
BOARD OF TRUSTEES
November 18, 2026

CERTIFICATED PERSONNEL (continued)

III. OTHER PERSONNEL
(Stipends & Limited Assignments)

NAME	EFFECTIVE	ASSIGNMENT
Coronado, Melissa	10/05/26-05/19/27	Peer Assistance Review Consulting Teacher, $55 an hour, not-to-exceed 20 hours
Jauss, Joshua	09/15/26-12/17/26	E-Sports Head Coach, $55 an hour, not-to-exceed 30 hours

Request for Waiver

EMPLOYEE	EFFECTIVE	CREDENTIAL
Zubiate, Karena	02/01/27-01/31/28	Administrative Services

IV. RESIGNATIONS

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE

None

V. RETIREMENTS

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE
Poole, Brandas	05/19/27	Teacher, Deer Canyon Elementary, CETEAC0103

VI. TERMINATION OF EMPLOYMENT

EMPLOYEE	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE

None

ALTA LOMA SCHOOL DISTRICT
BOARD OF TRUSTEES
November 18, 2026

CLASSIFIED PERSONNEL

I. RECOMMENDED APPOINTMENTS

(Pending approval of new position/salary placement)

NAME	EFFECTIVE	ASSIGNMENT/ SITE	POSITION CODE/SALARY/HOURS
Anaya, Candi	10/26/26	Instructional Aide, TK, Stork Elementary	CLAIDE0382, 23-A, 4.25 hours a day
Baeza, Juan	10/20/26	Custodian, Deer Canyon Elementary	CLCUST0045, 31-A, 3.5 hours a day
Delgado, Nadia	11/02/26	ELO-P Activities/Enrichment Assistant, Jasper Elementary	CLCCRE1189, 26-A, 1.5 hours a day
Dempsey, Chelsea	10/12/26	Receptionist/Human Resources Clerk, DSC	CLCLRK0260, 25-E, 5 hours a day
Feller-Hongskula, Natalee	10/26/26	ELO-P Activities/Enrichment Assistant, Hermosa Elementary	CLCCRE1181, 26-A, 4 hours a day
Garcia, Michelle	10/19/26	ELO-P Activities/Enrichment Assistant, Jasper Elementary	CLCCRE1173, 26-A, 5.5 hours a day
Golding, Emily	10/26/26	Instructional Aide, SNA, Alta Loma Elementary	CLAIDE0428, 30-A, 3.5 plus additional temporary 2.3 average hours a day
King, Kelsie	11/04/26	Child Nutrition Worker, Vineyard Junior High	CLCNWK0025, 26-A, 3.75 hours a day
McDonald, Suzanne	11/09/26	Proctor, Carnelian Elementary	CLPCTR0334, 17-A, 3.75 hours a day
Munoz, Lily	10/01/26	ELO-P Activities/Enrichment Assistant, Victoria Groves Elementary	CLCCRE1171. 26-A, 3 hours a day
Nguyen, Danca	10/06/26	Computer Assistant, DSC	CLASST0008, 35-A, 8 hours a day
Rodriguez, Josue	10/19/26	Custodian, Banyan Elementary	CLCUST0028, 31-C, 3.5 hours a day
Semaan, Hend	11/02/26	ELO-P Activities/Enrichment Assistant, Hermosa Elementary	CLCCRE1111, 26-A, 2 hours a day

II. CHANGE OF STATUS

(Change in site, position or hours)

NAME	EFFECTIVE	STATUS	ASSIGNMENT
Basua, Celeste	09/01/26	From:	Licensed Vocational Nurse, Carnelian Elementary, CLLVNR0015, 51-A. 5 hours a day
		To:	5 plus additional temporary .9 average hours a day

ALTA LOMA SCHOOL DISTRICT
BOARD OF TRUSTEES
November 18, 2026

CLASSIFIED PERSONNEL (continued)

II. CHANGE OF STATUS (continued)

(Change in site, position or hours)

NAME	EFFECTIVE	STATUS	ASSIGNMENT
Brennan, Stephanie	10/16/26	From:	Instructional Aide, SNA, Alta Loma Junior High, CLAIDE0281, 30-C, 3.5 hours a day
		To:	Instructional Aide, RSP, Hermosa Elementary, CLAIDE0499
Castillo, Bianca	09/23/26	From:	ELO-P Activities/Enrichment Assistant, Victoria Groves Elementary, CLCCRE1171, 26-A, 2.5 hours a day
		To:	Carnelian Elementary, CLCCRE0010, 3 hours a day
Domenech, Krista	09/08/26	From:	Instructional Aide, Title 1, Deer Canyon Elementary, CLAIDE0373, 23-E, 3.5 plus additional temporary 2 average hours a day
		To:	CLAIDE0181, 3.5 plus additional temporary 2.1 average hours a day
Garcia, Marcella	10/07/26	From:	Instructional Aide, SNA, Victoria Groves Elementary, CLAIDE0460, 30-E, 3.5 plus additional temporary 2.3 average hours a day
		To:	Hermosa Elementary, CLAIDE0504
Glass, Daniel	10/16/26	From:	Maintenance Worker, Grounds, DSC, CLMNWK0101, 35-F, 8 hours a day
		To:	Maintenance Worker, Intermediate, CLMNWK0102, 43-E
Guzman, Felix	10/19/26	From:	Custodian, Deer Canyon Elementary, CLCUST0045, 31-A, 3.5 hours a day
		To:	Custodian, Night Lead, Banyan Elementary, CLCUST0013, 33-B, 8 hours a day
Hernandez, Crystal	10/01/26	From:	ELO-P Activities/Enrichment Assistant, Stork Elementary, CLCCRE0031, 26-E, 4 hours a day
		To:	5 hours a day
Murillo, Doris	09/08/26	From:	Instructional Aide, Title 1, Deer Canyon Elementary, CLAIDE0183, 23-E, 3.5 hours a day
		To:	3.5 plus additional temporary .4 average hours a day
Ochs, Leila	12/01/26	From:	ELO-P Site Lead, Alta Loma Elementary, CLCCRE0502, 36-F, 8 hours a day
		To:	ELO-P Field Operations Coordinator, CLCORD0004, DSC, 9-I

CLASSIFIED PERSONNEL (continued)

II. CHANGE OF STATUS (continued)

(Change in site, position or hours)

NAME	EFFECTIVE	STATUS	ASSIGNMENT
Rojo, Tori	10/01/26	From:	ELO-P Activities/Enrichment Assistant, Stork Elementary, CLCCRE1166, 26-A, 3 hours a day
		To:	CLCCRE1175, 5.5 hours a day
Shaw, Noelle	11/02/26	From:	Proctor, Short Term, Stork Elementary, CLPCTR0518, 17-A, 1.5 hours a day
		To:	Proctor, CLPCTR0371, 2.75 hours a day
Yalon, Lacey	8/10/26	From:	Instructional Aide, Title 1, Alta Loma Elementary, CLAIDE0376, 23-D, 3.5 hours a day
		To:	3.5 plus additional temporary 1.65 average hours a day

Leave of Absence

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE
Williams, Miriam	10/07/26-10/30/26	Instructional Aide, RSP, Alta Loma Junior High, CLAIDE0407

Return from Leave of Absence

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE
Williams, Miriam	11/02/26	Instructional Aide, RSP, Alta Loma Junior High, CLAIDE0407

III. OTHER PERSONNEL

(Stipends & Limited Assignments)

NAME	EFFECTIVE	ASSIGNMENT
Lopez, Shana	10/01/26-11/30/26	Behavioral Health Intern Support, $500 a month, prorated
Moran, Jodi	08/03/26-05/19/27	Temporary Proctor Hours, 17-E, 2 hours a day

IV. RESIGNATIONS

NAME	EFFECTIVE	ASSIGNMENT
Alvarez, Alejandra	11/06/26	Instructional Aide, RSP, Stork Elementary, CLAIDE0475
Coker, Erin	10/08/26	Proctor, Stork Elementary, CLPCTR0371

CLASSIFIED PERSONNEL (continued)

IV. RESIGNATIONS (continued)

NAME	EFFECTIVE	ASSIGNMENT
Harrold, Vanessa	10/14/26	ELO-P Activities/Enrichment Assistant, Banyan Elementary, CLCCRE1159
Jeannides, Kristina	10/08/26	Instructional Aide, SNA, Alta Loma Junior High, CLAIDE0326
Lim, Julie	11/13/26	Instructional Aide, SNA, Alta Loma Elementary, CLAIDE0445
Rodriguez, Josue	11/13/26	Custodian, Banyan Elementary, CLCUST0028
Romero, III, Victoriano	10/30/26	ELO-P Enrichment Lead, Alta Loma Junior High and Vineyard Junior High, CLCCCRE1101

V. RETIREMENTS

NAME	EFFECTIVE	ASSIGNMENT/SITE/POSITION CODE
Argueta, Adriana	11/01/26	Instructional Aide, SAI, Alta Loma Junior High, CLAIDE0015
Marrugi, Barbara	12/18/26	Health Clerk, Vineyard Junior High, CLCLRK0069

VI. TERMINATION OF EMPLOYMENT

EMPLOYEE	EFFECTIVE	POSITION CODE
#6362 (Probationary)	10/23/26	CLCNWK0014
#6378 (Probationary)	10/30/26	CLASST0008

Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Superintendent's Memorandum

To: **Board of Trustees**

From: Dr. Sherry Smith, Superintendent

Date: November 18, 2026

Subject: Approval of amended Board Policies related to Students, and Instruction

BACKGROUND: In order to ensure that Board Policies, Administrative Regulations, and Bylaws remain compliant with applicable state and federal laws, the District contracted with the California School Boards Association (CSBA) to facilitate a comprehensive review and revision of all Board Policies.

Second Reading

BP 5125 – Student Records
BP 5131.4 – Student Disturbances
BP 5131.8 – Mobile Communication Devices
BP 6141 – Curriculum Development and Evaluation
BP 6159 – Individualized Education Program
BP 6159.1 – Procedural Safeguards and Complaints for Special Education
BP 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education
BP 6161.1 – Selection and Evaluation of Instructional Materials
BP 6161.11 – Supplementary Instructional Materials
BP 6163.1 – Library Media Centers
BP 6164.4 – Identification and Evaluation of Individuals for Special Education

RATIONALE: This action will amend the policies to be compliant with current state and federal law and current practices.

FUNDING: There is no fiscal impact to this action.

RECOMMENDATION: Recommend the Board approve the amended Board policies related to Students and Instruction, as presented.

STUDENT RECORDS

The Board of Trustees recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the District level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

(cf. 1340- Access to District Records)
(cf. 3580 – District Records)
(cf. 4112.6/4212.6/4312.6 – Personnel Files)
(cf. 9012 – Board Member Electronic Communications)

~~If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the District for at least 60 days. (Business and Professions Code 22584)~~

All appropriate personnel shall receive training regarding District policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The District shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

Records Related to Immigration or Citizenship Status

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy~~/~~ ***and*** Administrative Regulation 1445 – Response to Immigration Enforcement.

(cf. 1445 – Response to Immigration Enforcement)
(cf. 1340 – Access to District Records)

STUDENT RECORDS (continued)

The District or any District employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Family Court Records

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any District student, provided that the District first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law**.** ~~and~~ ***Additionally, the Superintendent or designee*** shall establish processes and procedures to safeguard ~~data~~ ***student records*** against damage, loss, or theft, ~~including damage, loss, or theft, which~~ ***that*** may be caused by ~~the use of~~ ***any*** technology ***used in the retention or disclosure of student records***, including artificial intelligence ~~and breaches~~***, or by a breach*** to the District's digital infrastructure~~, in the retention or disclosure of student records~~.

(cf. 0441 – Artificial Intelligence)
(cf. 4040 – Employee Use of Technology)
(cf. 5131.9 – Academic Honesty)
(cf. 6163.4 – Student Use of Technology)

If the District experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

In accordance with law and Board Policy 3312 – Contracts, ~~T~~***t***he Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records~~, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws~~.

(cf. 3312 – Contracts)

STUDENT RECORDS (continued)

The operator of a website, online service or application, or mobile application that controls such student record shall delete any student data under the control of the school or District upon request by the District. Additionally, the student's parent/guardian, or the student if 18 years of age or older, may request the operator to delete any student's records containing covered information which is not subject to the California Consumer Privacy Act. (Business and Professions Code 22584, 22586)

Alta Loma SD
Board Policy
Students BP 5131.4

STUDENT DISTURBANCES

The Board of Trustees ***desires to provide orderly campuses that create a positive school environment and are conducive to learning and*** recognizes that ~~all school staff must be prepared to cope with campus~~ ***student*** disturbances ~~and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations~~ ***interfere with such an environment and interrupt learning***.

(cf. 0450 – Comprehensive Safety Plan)
(cf. 3515 – Campus Security)
(cf. 3515.2 – Disruptions)
(cf. 3516 – Emergencies and Disaster Preparedness Plan)
(cf. 4118/4218 – Dismissal/Suspension/Disciplinary Action)
(cf. 5145.2 - Freedom of Speech/Expression)

~~The Superintendent or designee shall establish at each school a disturbance response plan for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.~~

~~The Superintendent or designee shall consult with law enforcement authorities to plan for police support during school disruptions. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.~~

~~Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.~~

Students who participate in a ~~campus~~ disturbance ~~shall~~ ***may*** be subject to disciplin~~ary~~***e*** ~~action~~ in accordance with Board ~~***p***~~***P***olicy/ ~~and a~~***A***dministrative ~~r~~***R***egulation~~s~~ ***5144 – Discipline, Board Policy/Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)***.

Policy **ALTA LOMA SCHOOL DISTRICT**
adopted: September 19, 2006 Alta Loma, California
amended: January 16, 2008

Alta Loma SD
Board Policy
Students BP 5131.8(a)

MOBILE COMMUNICATION DEVICES

The Board of Trustees recognizes that student use of smartphones and other mobile communication devices on campus may ~~be~~ ***have*** beneficial ~~to~~ ***as well as harmful and disruptive effects on*** student learning and well-being, and ~~could be harmful and disruptive of~~ ***on*** the instructional program***.*** ~~in some circumstances.~~ When on campus or when under the supervision of District employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

~~The~~ ***Students shall not*** use ~~of~~ smartphones or other mobile communication devices ~~on campuses shall be limited to the classroom and only under the explicit direction of the teacher for educational purposes as long as the device is utilized in accordance with law and any applicable school rules~~ ***while at a school site or under the supervision and control of a District employee***.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

~~1. In the case of an emergency, or in response to a perceived threat of danger~~

~~2.~~***1.*** When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

~~3.~~***2.*** When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

~~4.~~***3.*** When the possession or use is required by the student's individualized education program

Additionally, a student shall not be prohibited from possessing or using a smartphone or other communication device in the case of an emergency/response to a perceived threat of danger. (Education Code 48901.7)

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

MOBILE COMMUNICATION DEVICES (continued)

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a District employee, the student may be disciplined ***in accordance with Board Policy/Administrative Regulation 5144 – Discipline, Board Policy/Administrative Regulation 5144.1 Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities). Additionally,*** ~~and~~ the District employee may temporarily confiscate the device~~.~~***, in which case*** ~~T~~*t*he employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

(cf. 5145.12 – Search and Seizure)

In addition, ~~A~~ ***a*** student may ~~also~~ be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or District property or substantially disrupts school activities.

The District will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

(cf. 5131.2 – Bullying)
(cf. 5145.2 – Freedom of Speech/Expression)

The Board shall review and, as necessary, update this policy at least once every five years. ***Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators. (Education Code 48901.7)***

CURRICULUM DEVELOPMENT AND EVALUATION

The Board of Trustees desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. ***Upon recommendation of the Superintendent or designee, the Board shall adopt a written District curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all District schools.***

The District's curriculum shall be aligned with the District's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and District assessments, graduation requirements, school and District improvement plans, ***local control and accountability plan,*** and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and District administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. ***Additionally,*** ~~T~~***t***he process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

~~The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.~~

The curriculum development and evaluation process shall be coordinated with the process specified in Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials, for selecting and evaluating instructional materials for use in District schools.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. ***Additionally,*** ~~T~~***t***he Superintendent or designee also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

CURRICULUM DEVELOPMENT AND EVALUATION (continued)

Any instructional materials recommended by the Superintendent or designee to implement the curriculum shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partnership. (Education Code 51501)

Additionally, any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be recommended by the Superintendent or designee to implement the curriculum if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

In addition, any textbook or other instructional material shall not be recommended by the Superintendent or designee to implement the curriculum if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. Education Code 51501

The Board shall establish a review cycle for regularly evaluating the District's curriculum in order to ensure continued alignment with state and District goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

Additionally, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parents/guardians; new research on program effectiveness; or changing student needs.

Alta Loma SD
Board Policy
Instruction BP 6159

INDIVIDUALIZED EDUCATION PROGRAM

The Board of Trustees desires to provide full educational opportunities to all students with ~~exceptional needs~~ ***disabilities***. Students with ~~exceptional~~ ***disabilities who require special education and related services to meet their unique*** needs shall receive a free appropriate public education (FAPE) and to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes~~.~~ ***shall be in accordance with the accompanying administrative regulation.***

The District shall make FAPE available to individuals with disabilities ages 3~~-14~~ ***21*** who reside in the District, including: (Education Code 56040~~;~~***, 56440;*** 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school

2. Students who are placed by the District in a nonpublic, nonsectarian school

Policy adopted: November 1, 2006
amended: February 20, 2008
January 11, 2012
June 11, 2025

ALTA LOMA SCHOOL DISTRICT
Alta Loma, California

Alta Loma SD
Board Policy
Instruction BP 6159.1

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

The Board of Trustees recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. ~~Parents/guardians of s~~***S***tudents with disabilities ***and the parents/guardians of such students*** shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the District and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. ***Additionally,*** ~~T~~***t***he District or parent/guardian may ~~also~~ request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the District in any due process hearing conducted with regard to District students and shall ~~keep~~ ***inform*** the Board ~~of Trustees timely informed regarding the status and resolution of such proceedings, consistent with applicable law and BP 3320 – Claims and Actions Against the Distirct~~ ***about the result of the hearing.***

A~~ny~~ complaint alleging the District's noncompliance with federal or state laws or regulations related to ***the*** provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

(cf. 1312.3 – Uniform Complaint Procedures)

Policy adopted: November 1, 2006
amended: February 20, 2008
March 11, 2026

ALTA LOMA SCHOOL DISTRICT
Alta Loma, California

Alta Loma SD
Board Policy
Instruction BP 6159.2(a)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Board of Trustees recognizes its responsibility to provide a free appropriate public education to students with ~~exceptional needs~~ ***disabilities***, in accordance with law. When the District is unable to provide direct special education and/or related services to students with ~~exceptional needs~~ ***disabilities***, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet ~~the~~ student~~s~~' needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ***disabilities*** and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the District's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the District has a contract to ensure that the ~~school or agency's~~ certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the District shall notify, through email or regular mail, the parents/guardians of any District student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The District shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No District student with ~~exceptional needs~~ ***disabilities*** shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The District shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with ~~exceptional needs~~ ***disabilities*** who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

In accordance with law, any student with ~~exceptional needs~~ ***disabilities*** placed in an NPS/A shall have all the rights and protections to which students with ~~exceptional needs~~ ***disabilities*** are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~exceptional needs~~ ***disabilities*** is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with District policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve District students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any District student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

Alta Loma SD
Board Policy
Instruction BP 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Trustees desires that District instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought~~,~~ ***and*** the exploration of ideas and intellectual exchanges, ***and*** enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the District's curriculum to ensure that they effectively support the District's adopted courses of study.

(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)
(cf. 4131/4231/4331- Staff Development)

The Board shall select instructional materials for use in grades ~~K~~***kindergarten***-8 that have been approved by the State Board of Education (SBE) or that ~~have~~, during the District's review process, ***have*** been determined to be aligned with the state academic content standards adopted by SBE. ~~which includes instructional materials f~~***F***or mathematics and English language arts***, only instructional materials*** that are aligned to Common Core State Standards ***shall be selected***. (Education Code 60200, 60210)

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the District's Local Control and Accountability Plan. (Education Code 52060)

The Superintendent or designee shall ensure parents/guardian have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 – Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the District's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board ***shall*** encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the District containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or ***other*** instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the ~~state's~~ curriculum ***framework*** adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics

2. Science

3. History-social science

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

4. English~~/~~language arts, including the English language development component of an adopted program

5. World language

6. Health

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the District, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks ~~and/~~or ***other*** instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

~~In a~~ ***A***ddition***ally***, if the County Superintendent, in accordance with Education Code 1240, makes the District aware of a school that does not have sufficient textbooks or instructional materials, the District shall take ***any*** action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or District on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Investigations,* Complaints*, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 – Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

(cf. 1312.3 – Uniform Complaint Procedures)

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 – Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 – Recognition of Religious Beliefs and Customs.

Policy adopted: October 4, 2006
amended: November 6, 2011
December 11, 2013
April 19, 2023
February 21, 2024

ALTA LOMA SCHOOL DISTRICT
Alta Loma, California

Alta Loma SD
Board Policy
Instruction BP 6161.11(a)

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Board of Trustees encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with District goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course

2. To meet the various learning ability levels of students in a given age group or grade level

3. To meet the diverse educational needs of students with a language disability in a given age group or grade level

4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism

5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the District and/or available funding sources designated for these purposes.

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or District on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or District if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS (continued)

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students. The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a District employee proposes to use a supplementary resource which is not included in the approved learning resources of the District, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with District criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with District criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Investigations,* Complaints*, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 – Uniform Complaint Procedures, as applicable.

(cf. 1312.3 – Uniform Complaint Procedures)

SUPPLEMENTARY INSTRUCTIONAL MATERIALS (continued)

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 – Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 – Recognition of Religious Beliefs and Customs.

Policy
adopted: October 4, 2006
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December 11, 2013
April 19, 2023
February 21, 2024

ALTA LOMA SCHOOL DISTRICT
Alta Loma, California

LIBRARY MEDIA CENTERS

The Board of Trustees recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with media clerks***, District librarian***, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the District's goals for school libraries and how ~~the~~ distribution of funds ~~will be distributed~~ to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the District's Local Control and Accountability Plan and other District and school plans.

Student Success Cards

The District may coordinate, with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The District may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

Staffing

To staff school libraries, the District may employ one or more media clerks who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign media clerks to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80056, 80053.1)

LIBRARY MEDIA CENTERS (continued)

1. ***Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship***

2. ***Plan and coordinate school library programs with the District's instructional programs through collaboration with teachers***

3. ***Select materials for school and District libraries***

4. ***Develop and deliver staff development programs for school library services***

5. ***Coordinate or supervise library programs at the school or District level***

6. ***Plan and conduct a course of instruction for students who assist in the operation of school libraries***

7. ***Supervise classified personnel assigned school library duties***

8. ***Develop procedures for and management of the school and District libraries***

Additionally, the Board may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy and administrative regulation.

Hours of Operation

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection and Evaluation*, and use* of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

LIBRARY MEDIA CENTERS (continued)

Library materials shall be selected and evaluated through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or District on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be used in accordance with Board Policy 0410 – Nondiscrimination in District Programs and Activities.

Library materials ~~should~~ ***shall*** be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain ~~obsolete~~ ***outdated*** subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the District.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

LIBRARY MEDIA CENTERS (continued)

Library Instruction

Media clerks and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction***, consistent with Board policy and administrative regulation,*** and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry

3. Organize, synthesize, create, and communicate information

4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Additionally, ~~M~~***m***edia clerks ~~also~~ may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

The District shall, on or before August 31 each year, report to the California Department of Education on the condition of ***its*** school libraries for the preceding year ending June 30. (Education Code 18122)

Alta Loma SD
Board Policy
Instruction BP 6164.4

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Board of Trustees recognizes the need to actively seek out and evaluate District residents ~~from~~ birth ~~through~~ ***to*** ~~age~~ 21 ***years of age*** who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment***,*** and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the ***special*** education and related services provided to such individuals. (Education Code 56301)

The District's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals***,*** and other members of the public***,*** and shall be coordinated with school site procedures for referral of students whose needs ~~that~~ cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians ***and students,*** in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the right to consent to an~~y~~ assessment ~~concerning their child. In addition~~ ***of the student. Additionally***, the Superintendent or designee shall notify parents/guardians ***and students*** of procedures for initiating a referral for assessment to identify individuals ~~who need~~ ***for*** special education services. (Education Code 56301)

Policy adopted: November 1, 2006
amended: February 20, 2008
July 27, 2011
May 3, 2023

ALTA LOMA SCHOOL DISTRICT
Alta Loma, California

Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Human Resources Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: Cara Cerecerez, Assistant Superintendent, Human Resources

Date: November 18, 2026

Subject: Approval of Clinical Practicum Agreement with California State University, Northridge

BACKGROUND: California State University, Northridge wishes to enter into an agreement to provide graduate training to university students enrolled in the Master of Science in Communication Disorders and Sciences, Speech Language Pathology Assistant Fieldwork Program and/or the Clinical Doctorate in Audiology programs. The term of the agreement is November 20, 2026 through November 20, 2031 and may be terminated by either party upon thirty (30) days written notice.

RATIONALE: Board approval is required to allow students enrolled at California State University, Northridge the opportunity to complete clinical fieldwork experiences, providing a pathway for recruitment and retention.

FUNDING: There is no fiscal impact to this action.

RECOMMENDATION: Recommend the Board approve the Clinical Practicum Agreement with California State University, Northridge, and authorize Superintendent Sherry Smith and/or Assistant Superintendent Cara Cerecerez to sign all related documents.

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

CLINICAL PRACTICUM AGREEMENT

This Agreement is between Alta Loma School District ("Practicum Site") and The Trustees of the California State University on behalf of California State University, Northridge ("University"), and is effective as of November 20 , 2026

A. Clinical Site is a general acute care hospital, medical center, skilled nursing facility, private practice clinic or is an independent or unified school district.

B. University operates a fully accredited program offering a **Master of Science Degree in the field of Speech Language Pathology and a Clinical Doctorate Degree in the field of Audiology (AuD).** The speech-language pathology graduate program is accredited under the standards of the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The audiology program is accredited under the Accreditation Commission for Audiology Education (ACAE) accrediting body. CSUN is accredited by The Western Association of Schools and Colleges (WASC).

C. The purpose of this agreement is to provide the graduate training for the Master of Science in Communication Disorders and Sciences, the Speech Language Pathology Assistant Fieldwork Program, and/or the Clinical Doctorate degree in Audiology. The parties will both benefit by making a clinical training program ("Program") available to University students at the Clinical Site.

The parties agree as follows:

I. UNIVERSITY'S RESPONSIBILITIES

A. Student Application. The student shall file an Application for Clinical Privileges. Pertinent information, which shall include the student's name, address, and telephone number, shall be sent to the clinical site. Clinical Site shall regard this information as confidential and shall use the information only to identify each student.

B. Schedule of Assignments. University shall notify the clinical site supervisor of student assignment, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience.

C. Department Faculty. University shall assign members of the department's faculty or University's Clinical Director or University's Distance Learning Coordinator to provide professional mentoring and advice to the Clinical Site's Program Supervisor through the term of this agreement in order to assist in the education of the student.

D. Records. University shall maintain all personnel records for its staff and all academic records for its students.

E. Student Responsibilities. University shall notify students in the program that

they are responsible for:

1) Complying with Clinical Site's clinical and administrative policies, procedures, rules and regulations;

2) Arranging for his/her own transportation and living arrangements;

3) Assuming responsibility for personal illnesses, necessary immunizations, tuberculin tests, annual health examinations and other requirements as identified by the Clinical Site;

4) Procuring and maintaining in force health insurance coverage throughout the term of the student's practica at the Clinical Site.

5) Maintaining the confidentiality of patient information.

a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the program is forbidden except as a necessary part of the practical experience.

b) Neither the University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by clinical site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.

c) Clinical Site shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.

5) Complying with Clinical Site's dress code and wearing name badges identifying themselves as students.

6) Insurance requirements. See Section 5, Paragraph B.

F. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, and insurance or benefits of any kind for University's employees, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, from the University. For purposes of this agreement, however, students are trainees and shall be considered members of Clinical Site's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

II. CLINICAL SITE RESPONSIBILITIES

A. Clinical Experience. Clinical Site shall accept from University the student and shall provide the student with supervised clinical experience, meeting the ASHA/ACAE requirement and any state licensure laws, as applicable.

B. Records and Evaluations. Clinical Site shall maintain complete records and reports on student's performance and provide an evaluation to University on forms the University shall provide.

C. Withdrawal of Students. Clinical Site may request that University withdraw from the program any student whom Clinical Site determines is not performing satisfactorily, refuses to follow Clinical Site's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing. Once the University receives the request in writing, the University will take appropriate steps to comply.

D. Emergency Health Care/First Aid. Clinical Site shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as otherwise provided in this agreement, Clinical Site shall have no obligation to furnish medical or surgical care to any student.

E. Clinical Site's Confidentiality Policies. As trainees, students shall be considered members of Clinical Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Clinical Site's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Clinical Site shall provide students with substantially the same training that it provides to its regular employees.

F. Clinical Supervisor Requirements. Clinical Site shall provide the Clinical Supervisor with sufficient and specific time in the work schedule to carry out the supervision duties of the student's clinical practicum. The supervision duties fulfill the requirements of the accreditation of the graduate program so that the student will meet requirements for state license, and certification. The minimum requirements for these duties include:

1) Allocation of sufficient time to directly observe a minimum of twenty five (25) percent of treatment and assessment sessions of a client or groups of clients by the student during the supervised practicum.

2) Allocation of sufficient time to meet directly with the student for purposes of supervision feedback and discussion periodically during the course of supervision.

3) Allocation of sufficient time for the Clinical Site Supervisor to communicate with the University's Clinical Coordinator or Clinical Course Instructor.

4) Allocation of specific time in order to be present at the clinical site during the period that the student will be providing clinical services under this agreement.

III. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

IV. STATUS OF UNIVERSITY AND CLINICAL SITE

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are considered members of Clinical Site's "workforce" for purposes of HIPAA compliance.

V. INSURANCE

A. University Insurance. University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by law. Insurance shall provide for not less than thirty (30) days' notice of cancellation to Clinical Site. University shall provide Clinical Site with evidence of the insurance required under this paragraph upon request of the Clinical Site. University shall promptly notify Clinical Site of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Student Insurance. School shall require that during the term of each student's clinical rotation, each student shall be covered by comprehensive general and professional liability insurance to protect the student, Facility and University against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than $1 million each claim, $3 million policy aggregate, on a claim made basis including three (3) years extended reporting period.

C. Clinical Site Insurance. Clinical Site shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Clinical Site shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Insurance shall provide for not less than thirty (30) days' notice of cancellation

to University. Clinical Site shall provide University with evidence of the insurance required under this paragraph upon request of the University. Clinical Site shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VI. INDEMNIFICATION.

A. University agrees to indemnify, defend and hold harmless Clinical Site and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from University's sole negligence, or in proportion to the University's comparative fault.

B. Clinical Site agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from Clinical Site's sole negligence, or in proportion to the Clinical Site's comparative fault.

VII. TERM AND TERMINATION

A. Term. This Agreement shall be effective as of the date first written above and shall remain in effect for five (5) years.

B. Renewal. This Agreement may be renewed by mutual agreement.

C. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any cohort in which termination would otherwise occur.

VIII. GENERAL PROVISIONS

A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section I, Paragraph E, subdivisions 5.a), 5.b), and 5.c); Section I, Paragraph F, to the extent it provides that students are members of Practicum Site's "workforce" for purposes of HIPAA; Section II, Paragraph E; and Section IV. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

B. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

C. Attorney's Fees. In the event that any action is brought by either party to

enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to recover its costs and reasonable attorney's fees, in addition to such other relief as the court may deem appropriate.

D. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

E. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

F. Entire Agreement. This Agreement, **together with Exhibit A - Additional University Responsibilities,** is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

G. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

H. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below.

I. Clinical Site is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". Clinical Site is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. Clinical Site, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, Clinical Site will take steps to comply with the modified, changed or updated guidelines or directives. If at any time Clinical Site becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the Communication Disorders and Sciences Program of that fact.

IX. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

UNIVERSITY	CLINICAL SITE
California State University, Northridge Purchasing & Contract Administration 18111 Nordhoff Street Northridge, CA 91330-8231	_____ Print Name of Site _____ Print Street Address _____ Print City and State
Phone: 818-677-2069	Phone #: _____
Email: mariamelissa.atienza@csun.edu	E-Mail_____
Signature By:_____	Signature By: _____
Name: Maria Melissa Y. Atienza Title: Contracts Specialist, Purchasing & Contract Administration	Print Name:_____ Print Title:_____
Date:_____	Date:_____

Department of Communication Sciences & Disorders
College of Health and Human Development
18111 Nordhoff Street
Northridge, CA 91330-8279
Attn: Rosie Quezada, Diana Cabral, Sarah Cathcart, Odette Arman, Janice Woolsey, Sherry Foldvary, Marine Parekh

EXHIBIT A – ADDITIONAL UNIVERSITY RESPONSIBILITIES

The following additional provisions under Section I. University's Responsibilities shall form part of this Agreement:

G. Each fieldwork candidate prior to assignment to District must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that students receive a Certificate prior to beginning their assignment in the District.

H. Ensure fieldwork candidates will not be placed in fieldwork experiences in the District without a current negative TB test (skin test dated in the past two years or chest x-ray exam dated within the past four years) and any other required vaccinations, which will be kept on file with the University.

I. Mandated Reporter Training (instructions on identifying and reporting child abuse and neglect).

The following provision under Section III. General Provisions, shall form part of this Agreement:

J. Notwithstanding anything to the contrary in this Agreement, if a student intern is, or will become, an employee of the Clinical Site at any time during the student intern's assignment, rotation, or participation at the Clinical Site, this Agreement shall not apply to that student intern or to the student intern's employment, services, or activities at the Clinical Site. Accordingly, all provisions of this Agreement relating to the obligations, responsibilities, rights, or duties of the student intern, the Clinical Site, or the University with respect to that student intern, including without limitation the insurance provisions in Section V, shall be inapplicable and shall have no force or effect with respect to that student intern. The student intern's employment relationship with the Clinical Site, including all applicable compensation, benefits, supervision, workplace requirements, workers' compensation coverage, liability coverage, and other employment-related matters, shall be governed solely by the terms and conditions applicable to the Clinical Site's employees. This provision shall not affect the application of this Agreement to any other student intern who is not an employee of the Clinical Site.

Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Superintendent's Memorandum

To: **Board of Trustees**

From: Dr. Sherry Smith, Superintendent

Date: November 18, 2026

Subject: Approval of the Proclamation Honoring Mayor L. Dennis Michael

BACKGROUND:

The District wishes to recognize and extend its sincere appreciation to Mayor L. Dennis Michael upon his retirement after years of dedicated service and leadership to the community.

Throughout his tenure, Mayor Michael has demonstrated a strong commitment to serving residents and strengthening the community. His leadership, dedication, and contributions have helped shape the community and positively impact the lives of those he has served.

The District recognizes the important role that strong partnerships between local government and public education play in supporting students, families, and the broader community. Mayor Michael's commitment to public service and community engagement has been valued, and the District is grateful for his partnership and support.

RATIONALE: This action provides an opportunity for the Board to formally recognize and express its appreciation for Mayor L. Dennis Michael.

FUNDING: There is no fiscal impact to this action.

RECOMMENDATION: Recommend the Board approve the Proclamation Honoring Mayor L. Dennis Michael in recognition of his years of dedicated public service, leadership, and lasting contributions to the community upon his retirement.

Proclamation

OF THE ALTA LOMA SCHOOL DISTRICT BOARD OF TRUSTEES

Honoring and Congratulating Mayor L. Dennis Michael

Mayor L. Dennis Michael

Whereas, L. Dennis Michael began his educational journey attending schools in the Alta Loma School District, establishing roots in the community he would go on to serve for more than five decades, and continued his education locally, including studies at Chaffey Community College; and

Whereas, L. Dennis Michael embarked on a distinguished career in public service with the Rancho Cucamonga Fire District in April 1976, rising through the ranks of Engineer, Captain, Battalion Chief, and Division Chief before becoming Fire Chief, a position he held for nineteen years until his retirement on December 29, 2003; and

Whereas, during his tenure as Fire Chief, he played an instrumental role in the development of the Rancho Cucamonga Fire Protection District, providing steady leadership during a period of significant growth and transformation within the community; and

Whereas, his commitment to public service continued when he was elected to the Rancho Cucamonga City Council in November 2004 and subsequently elected Mayor in November 2010, bringing his extensive experience, thoughtful leadership, and unwavering dedication to the residents of Rancho Cucamonga; and

Whereas, throughout his tenure as Mayor, L. Dennis Michael has demonstrated exceptional leadership, integrity, and vision, helping guide the City's continued progress while remaining committed to enhancing the quality of life for its residents through his service on numerous City Council subcommittees; and

Whereas, his influence and leadership extend beyond the boundaries of Rancho Cucamonga through his service on the City Select Committee in San Bernardino County, the San Bernardino County Transportation Authority, and the San Bernardino Council of Governments, where he has championed regional collaboration, transportation improvements, infrastructure development, and the needs of local communities; and

Whereas, his distinguished contributions to public safety include service and involvement with the State Board of Fire Services, California Fire Chiefs Association, San Bernardino County Emergency Medical Care Committee, West End Communications Authority, Fire Districts Association of California, and San Bernardino County Fire Chiefs Association, reflecting his enduring commitment to protecting and serving others; and

Whereas, beyond his professional accomplishments, L. Dennis Michael has generously devoted his time and talents to organizations that strengthen the fabric of the community, including the Rancho Cucamonga Family YMCA, Boy Scouts of America, Rancho Cucamonga Rotary Club, and the Burn Institute – Inland Empire, which he helped establish; and

Whereas, through his decades of dedicated service, L. Dennis Michael has exemplified the true spirit of servant leadership, leaving a lasting legacy of civic responsibility, community partnership, and an unwavering commitment to making Rancho Cucamonga a better place to live, work, and raise a family;

Now, Therefore, Be It Resolved, that the Board of Trustees of the Alta Loma School District hereby recognizes and honors L. Dennis Michael for his extraordinary contributions, distinguished leadership, and more than fifty years of dedicated service to the Rancho Cucamonga community. As a former student of the Alta Loma School District, his remarkable journey from our classrooms to the highest levels of community leadership serves as an enduring example of the impact of public education and a source of pride for our entire District. We extend our heartfelt appreciation for his lifelong commitment to serving others and the lasting legacy he has established in the community we proudly share.

Eric Chung, Board President

Dr. Malinda L. Hurley, Board Vice President

Rebecca Davies, Board Clerk

Jessica Martinez, Board Member

Brad Buller, Board Member

Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Educational Services Memorandum

To: **Dr. Sherry Smith,** Superintendent

From: Dr. Christina Pierce, Assistant Superintendent, Educational Services

Date: November 18, 2026

Subject: Approval of Alta Loma School District's 2026-27 Local Control Accountability Plan (LCAP) Federal Addendum

BACKGROUND: The LCAP Federal Addendum is a required component for local educational agencies receiving federal Every Student Succeeds Act (ESSA) funding. It outlines how the District's existing LCAP goals, actions, and services align with federal program requirements and addresses the needs of students through federally funded programs. Title I, II, III, and IV funding received through the Federal Addendum supports counseling, intervention programs, resources, and materials.

RATIONALE: The Federal Addendum is presented to the Board for approval to ensure continued compliance with federal requirements and alignment with District priorities.

FUNDING: There is no fiscal impact to this action.

RECOMMENDATION: Recommend the Board approve Alta Loma School District's 2026-27 Local Control Accountability Plan (LCAP) Federal Addendum, as presented.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2026-2027

Date of Board Approval

LEA Name

Alta Loma Elementary School District

CDS Code:

36-67595-0000000

For which ESSA programs apply to your LEA?

Choose From:

X TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

X TITLE II, PART A
Supporting Effective Instruction

X TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

X TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who have already completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Background and Demographics
Alta Loma School District (ALSD) is located in the foothill community of Alta Loma, California. The District currently serves 5,672 Transitional Kindergarten (TK)-8th grade students with approximately 310 teachers and administrative staff, and an additional 507 support staff. The 2026-27 Local Control and Accountability Plan (LCAP) for Alta Loma Elementary School District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships, along with high expectations from teachers and administrators, encourage students to pursue excellence in learning and citizenship. A focus on rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership, provides the foundation of success for Inspiring Learners for a Lifetime.

ALSD enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50.5% Hispanic, 26.4% White, 12.5% Asian, 4.3% African American (AA) and 5.8% two or more races. American Indian or Alaska Natives, Pacific Islanders, and Filipino students make up our remaining 0.5%. 40.0% of our students are reported as being Socio-Economically Disadvantaged (SED), 5.3% are identified as English Learners (EL), 0.43% as Foster Youth (FY), 11.8% have been identified as Students with Disabilities (SWD), and 12.4% have been identified as advanced learners. Approximately 0.4% of our students participate in our Alta Loma Long Term Independent Study (ALLTIS) Innovation Academy.

Our motto, *Inspiring Learners for a Lifetime*, speaks to the learning goals we desire for our students and those who teach them. We believe that through encouragement, high-quality instruction and ongoing monitoring of student progress tied to strategic professional development that responds to identified needs; our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward the best first-instructional practices and pedagogy through collaborative models. The District is also committed to ensuring parent learning, engagement, and effective communication at both the District and site level. The District's parent engagement forums provide our parents with the opportunity to engage with District leaders, site leaders and teachers, learn how to best support their students, and navigate the 21st century educational system. In an effort to maintain effective communication and solicit valuable community input from parents, Districtwide town hall meetings, site-based parent information evenings, scheduled collaboration events with site principals, annual community surveys, and digital communication support are in place to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

ALSD is recognized for the quality of leadership of our Board and in our schools. The Board of Trustees are hands-on, supportive, and interactive. They regularly attend school events, District trainings, and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established core beliefs that include: Every student in ALSD will be provided an excellent education; every employee is critical to the mission of the District; class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the core beliefs and then work diligently to accomplish those goals.

Strategy Plan
ALSD's strategy is to use federal funds to supplement and enhance local priorities and initiatives funded with state funds, as reflected in the LEA's LCAP. Needs are based on a performance review of the state indicators and local indicators included on the California School Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partners' input, ALSD is proud of the following successes and achievements as we strive to increase learning for all of our students, close achievement gaps by addressing learning loss, and promoting learning acceleration and by implementing actions that promote a positive climate, culture, and learning environment throughout our District.

Student Achievement Data
ALSD has demonstrated progress in certain areas of student achievement and closing the achievement gap as demonstrated on the 2025-26 California Dashboard Data.

English Language Arts (ELA)
1. In the area of ELA, as reported on the 2025 California School Dashboard, the District continues to be high-functioning academically. In 2024-25, the District scored 34 points above standard. The District's ALL students group maintained -0.4 points, continuing to earn green status.

2. In the area of ELA, as reported on the California School Dashboard, SED students scored 9.9 points above standard and maintained status with 1.6 points earning yellow status; EL scored 6.8 points below standard with a decline of 10.9 points earning an orange status. FY scored 42.9 points below standard and declined 27 points. No color performance was provided for FY due to the small enrollment number.

3. Although the District had no student groups in the red status for ELA over the past three years, one school, Alta Loma Junior High (ALJH), had one student group, SWD, in the red status during the 2022-23 school year. During that year, ALJH's ALL students group scored 46 points above standard and SWD scored 77.4 points below standard. In 2023-24, ALJH's ALL students group scored 37.2 above standard but declined 8.8 points, while SWD scored 82.2 points below standard and declined 4.8 points. In 2024-25, ALJH's ALL students group scored 37.2 above standard and maintained 0 points, while SWD scored 37.8 points below standard and increased 44.4 points, earning this student group a yellow status.

Mathematics

1. In the area of Mathematics, as reported on the 2025 California Dashboard, the District scored 1 point above standard, maintaining -1.8 points from the previous year and once again earning a green status.

2. In the area of Mathematics, as reported on the California Dashboard, SED students scored 25.5 points below standard, and maintained -1.1 points earning an orange status. EL scored 5.3 points below standard with an increase of 3.6 points, earning a yellow status. FY scored 86.3 points below standard and declined 69.2 points earning an orange status.

3. Although the District has not had any student groups in the red status over the last two years, one school, ALJH, had a student group in the red status during this period. In 2022-23, ALJH's ALL students group scored 22.9 points above standard and SWD scored 147.8 points below standard. In 2023-24, ALJH's ALL students group scored 22.8 points below standard, a slight decline of 0.1 points and SWD scored 138.7 points below standard, demonstrating an improvement of 9.1 points. This positive trend continued in 2024-25, with ALJH's ALLs student group scoring 17 points below standard, an improvement of 5.8 points, and SWD scored 106.4 points below standard, an improvement of 32.3 points. As a result of this substantial growth, the SWD student group moved from red to yellow status.

California Science Test (CAST)

This is the second year that CAST has been administered as the assessment for the Science portion of the California Assessment of Student Performance and Progress (CAASPP). In 2022-23, only proficiency scores were provided for the CAST. Grade 5 students scored 49.49% and grade 8 students scored 44.04%. In 2023-24, the data was added to the California School Dashboard and Difference from Standard reporting was provided. In the District's metric, ALL students group scored 4.9% points below standard with a 1.3% decrease. In terms of CAASPP proficiency, grade 5 students scored 46.54% with a 3.6% decrease and grade 8 students scored 40.25% with a 6.6% decrease. In 2024-25, CAST was reflected on the Dashboard, but no Difference from Standard (DFS) was given. The District earned 59.1 Science points, placing the District in green status.

Local Assessment - i-Ready English Language Arts (ELA) and Math Measures

ALSD K-8 students continue to utilize i-Ready assessments to monitor and measure academic progress in 2025-26. Most students made academic progress in ELA and Math with the exception of EL who demonstrated a slight decline between 2024-25 and the baseline year.

1. In ELA: 66% of the ALL students group met proficiency with a 1% improvement from the previous year and 2% growth since the baseline year. In terms of student groups: 39.7% FY met proficiency with a 0.9% growth from the previous year and 0.9% growth from the baseline year, 57% SED students met proficiency with 0.6% growth from the previous year and 2.8% growth from the baseline year, and 52% of EL met proficiency with a 13.8% increase from the previous year but a 6.7% decrease from the baseline year.

2. In Math: 59.3% of the ALL students group met proficiency with a 0.3% growth from the previous year and a 2.3% growth from the baseline year. In terms of student groups: 41.7% of FY met proficiency with a 1.3% growth from the previous year and 0.5% growth from the baseline year, 47% SED students met proficiency with 0.4% growth from the previous year and a 1.7% growth from the baseline, and 46% of EL met proficiency with 2% decrease from the previous year and a 2.3% decrease from the baseline year, indicating a need to examine more closely EL progress in math.

English Learners (EL)

The California School Dashboard English Learner Progress Indicator demonstrated 62.1% of ALSD EL are making progress towards English language proficiency with a 4.10% increase from previous year, but a 9.7% decrease from the baseline year. Because there was a 4.10% growth from the previous year, the District earned a green status on the 2025 Dashboard. In 2024-25, Long-Term English Learner (LTEL) students were added to the Dashboard as a student group. In 2024-25, LTEL numbers were not significant enough to count, so there is no performance data on the 2025 Dashboard.

ALSD has demonstrated progress in providing a safe and positive learning environment as demonstrated on the 2025 California School Dashboard.

Chronic Absenteeism

1. In the area of chronic absenteeism, as reported by the 2025 California School Dashboard, the District had a 10.2% chronic absenteeism rate for the ALL students group, a decline of 2% from the previous year earning the District yellow status again.

2. In the area of chronic absenteeism, as reported by the California School Dashboard, SED students had a 15.2% chronic absenteeism rate with a 4% decline, earning a yellow status, EL had an 8.5% chronic absenteeism rate with a 2.4% decline earning a green status, and FY had a 17.9% chronic absenteeism rate with a 7.1% decline earning a yellow status.

3. Although the District had no student groups in red in 2022–23, three schools had students in the red category during that same year.

    - In 2022-23, Alta Loma Elementary (ALE) had five student groups in red. ALE's ALL students group had a 26.3% chronic absenteeism rate, while AA had a 38.5% chronic absent rate, Asian had a 25.7% chronic absenteeism rate, EL had 33.3% chronic absenteeism rate, SWD had a 31.7% chronic absenteeism rate and White had 21.2% chronic absenteeism rate. In 2023-24, ALE's chronic absenteeism rates improved. The ALL students group had a 21.5% chronic absenteeism rate which decreased 4.8%, AA had a 33.3% chronic absenteeism rate which decreased 5.1%, Asian had a 17.6% chronic absenteeism rate which decreased 8.1%, EL had a 19.5% chronic absenteeism rate which decreased 13.8%, SWD had a 23.9% chronic absenteeism rate which decreased 7.8% and White had 18.8% chronic absenteeism rate which decreased 2.4%. In 2024-25, ALE's chronic absenteeism rates improved. ALE's ALL students group had a 10.2% chronic absenteeism rate which decreased 12.3%, AA had a 20.1% chronic absenteeism rate which decreased 18.4%, Asian had a 5.1% chronic absenteeism rate which decreased 20.6%, EL had a 8.5% chronic absenteeism rate which decreased 4.8%, SWD had a 14.3% chronic absenteeism rate which decreased 17,4%, and White had 7% chronic absenteeism rate which decreased 14.2%.

    - In 2022-23, Deer Canyon Elementary (DCE) had one student group in red. DCE's ALL students group had a 16.5% chronic absenteeism rate, while Two or More Races had a 25.6% chronic absenteeism rate. In 2023-24, DCE's chronic absenteeism rates also improved, DCE's ALL students group had a 9.5% chronic absenteeism rate which decreased by 7% and Two or More Races had a 17.5% chronic absenteeism rate which decreased by 8.1%. In 2024-25, DCE's chronic absenteeism rates also improved with the ALL students group having a 7.4% chronic absenteeism rate with a decrease of 2% from the previous year and Two or More Races had a 15.2% chronic absenteeism rate with a decrease of 2.3% from the previous year.

    - In 2022-23, Alta Loma Junior High (ALJH) had two student groups in red. ALJH's ALL students group had a 20.6% chronic absenteeism rate, while SED had a 29.4% chronic absenteeism rate and SWD had a 39.8% chronic absenteeism rate. In 2023-24, ALJH also decreased chronic absenteeism. ALJH's ALL students group had a 13.4 chronic absenteeism rate which decreased by 7.2%, SED students had a 21.6% chronic absenteeism rate and dropped 7.8% and SWD had a 20.5% chronic absenteeism rate which dropped 19.3%. In 2024-25, ALJH also decreased chronic absenteeism. ALJH's ALL students group had a 14.3% chronic absenteeism rate with a slight 1% increase, SED students had a 24.1% chronic absenteeism rate and an increase of 2.4%, and SWD had a 15.7% chronic absenteeism rate and declined by 4.8%.

Suspension Rates

1. In the area of overall suspension rates, as reported by the 2025 California School Dashboard, the District increased slightly. In 2023-24, the District had 1.1% suspension rate. In 2024-25 suspension rate increased to 1.7%, moving the District into orange status as compared to the previous year.

2. In the area of student group suspension rates, as reported by the California School Dashboard, SED students had a 2.2% suspension rate with a 0.4% increase from the previous year, FY students had 0% suspension rate and a decline of 4.8% increase from the previous year. The District's EL student group had a 0.5% suspension rate which was a 0.4% decrease from the previous year.

3. Although the District did not have any overall student groups in red in 2022-23, the District had one school, Vineyard Junior High (VJH), with two student groups in red. In 2022-23, VJH's ALL students group had a 9.1% suspension rate, SED students had a 13.5% suspension rate and Hispanic (HI) had a 12.6% suspension rate. In 2023-24, VJH improved suspension rates, VJH's ALL students group had a 4.7% suspension rate with a 4.4% decrease, SED students had a 7% suspension rate with a 6.4% decrease and HI students had a 4.9% suspension rate with a 7.7% decrease. In 2024-25, VJH improved suspension rates. VJH's ALL students group had a 4.8% suspension rate and maintained 0.1%, SED students had 5% suspension rate with a 2.1% decrease and HI students had a 5.5% suspension rate with a 0.6% increase.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Alignment Based on LCAP Goals and Community Input and Needs
ALSD's LCAP is aligned with Title I, Title II, Title III and Title IV federal funds to target data informed needs and support optimal outcomes for all educational partner groups; students, parents, staff, and community members. Through analysis of overarching goals and strategic initiatives, funds are assigned appropriately to ensure the success of our most precious educational partner, our students. ALSD is student centered and filters all decisions through the lens of what is ultimately most beneficial for our students' academic, social, and emotional well-being as life-long learners. The alignment of all resources is evident through the alignment of actions and services assigned to either Base, Supplemental, Restricted Lottery, One-Time, or TITLE programs.

Goal 1 - High Levels of Learning and Goal 2 - Closing the Achievement Gap
In order to continue to strive for improvement and trend toward greater academic proficiency for our students as indicated in Goal 1 and Goal 2, the District will continue to provide guidance, professional development, and instructional coaching support for administrators and teachers. The instructional focus will be centered on improving literacy skills, language acquisition, math skills, and how to effectively meet individual students' needs through differentiation, intervention, enrichment, and cultural proficiency. The District will continue to provide teachers release time to review and evaluate student achievement data, engage in continuous improvement work to adequately address students' individual needs and provide the appropriate instructional tiered systems of support. Additionally, the District will continue to provide a system of local diagnostic assessments and academic interventions in the area of English Language Arts and Mathematics through i-Ready Diagnostic and Standards Mastery assessments and practices. Class size reduction ranked high in feedback obtained from the Educational Partner Survey, LCAP Advisory Committee, Teachers, Curriculum Council, Literacy Task Force, and Math Task Force indicating smaller class sizes are valued and needed. As a result, ALSD will continue to prioritize class size by maintaining lower student to teacher ratios and dissolving combination classes where practicable by funding an additional 35 teaching positions. On average, TK class sizes were 12:1/24:2, grades K-3 class size was 25 and grades 4-8 class size was 30.

Goal 3 - Providing Safe and Positive Learning Environments
The District will continue to implement high expectations and effective structures of support that focus on providing all students a welcoming environment, positive reinforcements and school connectedness opportunities in order to decrease chronic absenteeism and negative behaviors. To support this goal, all schools will implement a Multi-Tiered System of Support (MTSS) focusing on supporting the whole child. All schools will implement a proactive approach by integrating Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL), which provides extracurricular and extended learning activities, utilizes restorative practices and other means of correction to address student behavior and root causes. Additionally, school and mental health counseling services will be provided to our students.

Additional Information
This is the second year the District is receiving Learning Recovery Emergency Block Grant (LREBG) funds. The District has placed these funds once again in action 1.5 - Math Development. The $1,197,861 LREBG funds will be reflected in the action for the 2026-27 school year. These funds are designated to support goals and actions within the LCAP over the next three years. The District conducted a comprehensive needs assessment utilizing the 2025 California School Dashboard data for ELA, Mathematics, and Chronic Absenteeism as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of one strategic action that will be funded, in whole or in part, by the LREBG. These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and social-emotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.5: Based on a comprehensive needs analysis, Educational Services will provide professional development (PD) and coaching support to math teachers focusing on the implementation of the 2023 Mathematics Framework and designing lessons to provide access and increase engagement and rigor in order to improve math academic achievement in grades TK-8 in preparation for a new math adoption in 2026-27. This action will be measured by M1.2 and M1.5. Fully funded by LREBG funds, this action is designed to enhance math instruction and proactively address behavior-related challenges by implementing evidence-based strategies. By embedding math PD and support, this initiative ensures that both students and educators receive the necessary training, resources, and coaching support to provide students high-quality, rigorous and relevant math instruction. Targeted PD and coaching support will be provided to K-8 staff. The following research supports effective math instruction:

1. Enhancing Teacher Efficacy: PD programs have been shown to increase teachers' self-efficacy and confidence in mathematics instruction, leading to greater persistence and effectiveness in teaching mathematics (Zambo & Zambo, 2008).

2. Improving Pedagogical Content Knowledge: Professional learning experiences improve teachers' pedagogical content knowledge (PCK), enabling them to teach mathematical concepts more effectively (Hill, Ball, & Schilling, 2008). A study found that PD programs focusing on deepening content knowledge led to better instructional practices and higher student engagement (Borko, 2004).

3. Positive Impact on Student Achievement: Research shows that PD designed to improve teachers' mathematical knowledge leads to improved student outcomes. For example, the Cognitively Guided Instruction (CGI) program resulted in higher student achievement in elementary mathematics (Carpenter, Fennema, Franke, Levi, & Empson, 2015). A meta-analysis by Lynch, Hill, Gonzalez, and Pollard (2019) confirmed that PD programs emphasizing content knowledge and active learning significantly improved student math performance.

4. Effectiveness of Instructional Coaching: Instructional coaching provides sustained, job-embedded PD that enhances teacher effectiveness. Studies indicate that coaching cycles involving planning, observation, and feedback improve instructional quality and student achievement (Kraft, Blazar, & Hogan, 2018). Brown University’s Annenberg Institute also found that instructional coaching was one of the most effective PD approaches in increasing teacher effectiveness (Annenberg Institute, 2021).

5. Scaling and Sustainability Challenges: While coaching is highly effective, its impact may decrease when programs expand. Research from the University of Chicago and the Annenberg Institute suggests that maintaining quality in large scale coaching programs requires proper resource allocation and well-trained coaches (Kraft & Hill, 2019). Education Week also noted the need for sustained investment and administrative support for coaching programs to be successful at scale (Sawchuk, 2020).

This action aims to reduce disciplinary disparities, promote equitable practices, and foster conflict resolution, directly addressing the LREBG goal of improving student well-being and school climate. Restorative justice programs have been shown to decrease suspension rates and improve relationships between students and staff, ultimately creating a more inclusive and supportive school environment.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English Learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/ci/pl/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What number and percentage of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students

2. Does the LEA have an educator equity gap?
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

Using the process outlined on the CDE Educator Equity website, the Human Resources Department and Educational Services Departments collaborated to complete data tables identifying Ineffective, Inexperienced, or Out-of-Field teachers and the proportionality of student groups placed in each category. Title I Target Assist sites were compared with other schools in the District to determine equity in Teacher/Student placement. The following definitions were used to identify teacher categories.

Definitions:

1. Ineffective Teacher: Misassigned or Teaching without a Credential (Misassigned: A teacher placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized to serve)

2. Out-of-field Teacher: General and Special Education Limited Assignment Permits

3. Inexperienced Teacher: 2 or fewer years in the classroom

During the 2026-2027 school year, we're confident in reporting the following information:

- Ineffective Teacher: Zero were reported Districtwide.
    - There are no teachers without an EL/CLAD authorization for the 2026-27 school year.

- Out-of-Field Teacher: In ALSD, there is one (1) teacher on local assignment options for math and yearbook. One (1) teacher on an emergency bilingual authorization permit. One (1) on a general education single-subject limited assignment permit for math.

- Inexperienced Teachers:
    - Alta Loma Elementary: Title I 14% (2 of 14 teachers)
    - Alta Loma Junior High: Non-Title I 5% (2 of 39 teachers)
    - Banyan Elementary: Title l 9% (2 of 22 teachers)
    - Carnelian Elementary: Title I 12% (2 of 17 teachers)
    - Deer Canyon Elementary: Title 1 0% (0 of 18 teachers)
    - Hermosa Elementary: Title I 11% (2 of 17 teachers)
    - Jasper Elementary: Non-Title I 14% (3 of 22 teachers)
    - Floyd M. Stork Elementary: Non-Tile I 9% (2 of 22 teachers)
    - Victoria Groves Elementary: Title I 5% (1 of 20 teachers)
    - Vineyard Junior High: Non-Title I 2% (1 of 41 teachers)

Questions:

Are minority students taught at higher rates than other students by ineffective teachers?
No.

Are low-income students taught at higher rates than other students by ineffective teachers?
No.

Are minority students taught at higher rates than other students by inexperienced teachers?
No.

There are six (6) Title I schools in the District; Alta Loma Elementary, Banyan Elementary, Carnelian Elementary, Deer Canyon Elementary, Hermosa Elementary, and Victoria Groves Elementary. The following data identifies percentages of minority students in relation to inexperienced teacher placement.

- Alta Loma Elementary: Minorities: 79% Inexperienced Teacher: 14%
- Banyan Elementary: Minorities: 72% Inexperienced Teacher: 9%
- Carnelian Elementary: Minorities: 62% Inexperienced Teacher: 12%
- Deer Canyon Elementary: Minorities: 77% Inexperienced Teacher: 0%
- Hermosa Elementary: Minorities: 76% Inexperienced Teacher: 11%
- Victoria Groves Elementary: Minorities: 79% Inexperienced Teacher: 5%

Non-Title I Schools:

- Alta Loma Junior High: Minorities: 70% Inexperienced Teacher: 5%
- Jasper Elementary: Minorities: 71% Inexperienced Teacher: 14%
- Floyd M. Stork Elementary: Minorities: 60% Inexperienced Teacher: 9%
- Vineyard Junior High: Minorities: 75% Inexperienced Teacher: 2%

Are low-income students taught at higher rates than other students by inexperienced teachers?
No.

There are six (6) Title I schools in the District; Alta Loma Elementary, Banyan Elementary, Carnelian Elementary, Deer Canyon Elementary, Hermosa Elementary, and Victoria Groves Elementary. The following data identifies percentages of low-income students in relation to inexperienced teacher placement.

- Alta Loma Elementary: Low-Income: 62% Inexperienced Teacher: 14%
- Banyan Elementary: Low-Income: 47% Inexperienced Teacher: 9%
- Carnelian Elementary: Low-Income: 42% Inexperienced Teacher: 12%
- Deer Canyon Elementary: Low-Income: 46% Inexperienced Teacher: 0%
- Hermosa Elementary: Low-Income: 41% Inexperienced Teacher: 11%
- Victoria Groves Elementary: Low-Income: 42% Inexperienced Teacher: 5%

Non-Title I Schools:

- Alta Loma Junior High: Low-Income: 34% Inexperienced Teacher: 5%
- Jasper Elementary: Low-Income: 39% Inexperienced Teacher: 14%
- Floyd M. Stork Elementary: Low-Income: 22% Inexperienced Teacher: 9%
- Vineyard Junior High: Low-Income: 42% Inexperienced Teacher: 2%

Are minority students taught at higher rates than other students by out-of-field teachers?
No.

Are low-income students taught at higher rates than other students by out-of-field teachers?
No.

Actions to Address Disparities
ALSD is committed to ensuring all teachers are fully qualified and appropriately credentialed for their assignments. What is important with inexperienced teachers is to provide them with the level of support to ensure their success. New teachers are provided coaches/mentors through either the induction process or at school sites when teachers are not part of the induction. All new teachers are assigned to the District New Teacher Cohort for two years. Teachers participate in PD and professional learning communities (PLC) facilitated by instructional coaches and administrators. Teachers also participate in school-based PLC on early release Wednesdays. Administrators are careful during the student placement process to ensure equity in student distribution.

On November 6, 2019, the School Board of Education (SBE) approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	**Definition**
Ineffective teacher	An ineffective teacher is any of the following: ● An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or ● A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) ● An individual who holds no credential, permit, or authorization to teach in California Under this definition, teachers with the following limited emergency permits would be considered ineffective: ● Provisional Internship Permits ● Short-Term Staff Permits ● Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: ● General Education Limited Assignment Permit (GELAP) ● Special Education Limited Assignment Permit (SELAP) ● Short-Term Waivers ● Emergency English Learner or Bilingual Authorization Permits

	Local Assignment Options (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))

7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).

8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Engagement: ESSA Section 1112(b)(3)

The District has two (2) schools that were identified as in need of Comprehensive Support and Improvement (CSI) and no schools identified as Targeted Assistance and Intervention (TSI). The Information regarding parents and family members engaging in comprehensive support and improvement plans is explained in Section 1112(b)(7).

Parent and Family Engagement: ESSA Section 1112(b)(7)

1. 1116(a): ALSD's Parent and Family Engagement Policy is to inform parents of the policies, procedures, and opportunities for engagement as valued educational partners in the education and success of their students. The policy is used to inform parents of the multiple ways to be involved in the District and school functions, and stress the importance of ongoing communication and collaboration between parents, teachers, and other staff members. The policy is a living document that is a collaborative outcome between school and parent input regarding best practices and opportunities to ensure student and family success. The policy also informs parents of how student progress will be monitored and reported. Parents are involved in the development of the Parent and Family Engagement Policy, and the District seeks parent representatives for the Title I District Engagement (TIDE) annually. Title I Coordinators and TIDE parent participants meet during regularly scheduled meetings throughout the year. All Title I parents are encouraged to attend both TIDE Committee meetings, as well as school site engagement events. Feedback regarding the content, clarity, and accessibility of the plan is sent to all Title I families through site survey via email. Feedback is discussed at regularly scheduled meetings and plans are updated accordingly. Parent and Family Engagement Policies are also made available to other educational partner advisory groups including District English Language Advisory Committee (DELAC), English Language Advisory Committees (ELAC), Parent Teacher Associations (PTA), School Site Council (SSC), District Parent Leadership Group, and the Local Control Accountability Advisory Committee.

2. 1116(e)(1): ALSD allocates funds for parent and family engagement to offer learning opportunities in state standards, student social and emotional well-being, technology, blended learning availability for home and school use, best teaching strategies, and ways to support student learning at home. Engagement opportunities include the quarterly Virtual Parent Engagement Series and then site-based Title I and ELAC meetings. All District families are invited to attend, however, frequent communication between Title I coordinators and site educators encourage attendance by Title I and EL families in particular.

   Other parent and family engagement offerings include events such as District Enrichment Day, which includes a Chess Tournament, a District Spelling Bee, Battle of the Books Competition, Family Fine Arts evenings and site student and family events such as STEAM Showcases where students are selected to present projects and prototypes. Parents accompany students to these events. School sites hold other engagement activities at least one time a trimester (elementary) or semesterly (junior high).

   During parent/teacher conferences, parents receive an explanation of their child's performance on CAASPP assessments, District diagnostic and benchmark assessments, and class performance in relation to proficiency standards. In addition to a report card at each trimester (elementary) or semester (junior high), Title I parents receive a progress report defining the assessments used to monitor student academic progress, the results of the assessment, and an action plan for continued improvement. District report cards, TK-5 are updated and standards-based. All parents receive a parent friendly written explanation of the grade level standards for a student on the first day of school. Several online support on how to interpret the CAASPP assessments, state standards, standards-based report cards, and links to appropriate resources are provided on the District website. School sites offer Parent Information Nights at the beginning of the year to ensure that parents know how to access online textbooks, blended learning software and tutorials. Parents are offered regular opportunities to learn how to access the Infinite Campus Parent Portal to track student classroom performance, how to access the District website and other supports. Teachers provide parents information at Back-to-School Night on how to use parent applications to directly communicate with the classroom. Additionally, schools regularly offer Coffee with the Principal, an opportunity that is focused on key topics like Title I, CAASPP Scores, Campus Climate and Culture, Parent Involvement and Engagement, amongst others options that vary from year-to-year.

3. 1116(e)(2): Parents are provided information, materials and training through Back-to-School Nights, the District Virtual Parent Engagement Series, TK meetings, sixth grade Parent Orientation, and during the other family-oriented events at individual schools sites. The goal is to provide information and resources to parents so that they can work with their students at home without equity and access concerns. Early literacy skills such as high frequency words, vocabulary, and math skills are sent home. For example, all TK and Kindergarten parents are provided information upon registration on tips for building early literacy and how to use the "Footsteps to Brilliance," an early literacy software program. The program is available to all District households with children ages 1-5 at no cost through a partnership with San Bernardino County Superintendent of Schools. All schools use i-Ready reading and math diagnostic assessment and personalized instruction online lessons to further support academic achievement. Diagnostic results and progress from the online lessons are shared with parents at each grading period to identify specific learning targets. Additionally, one Virtual Parent Engagement Series module is dedicated to assisting and supporting parents and guardians on how to access student and parent portals, which allows them to monitor student assignments and grades. Parents are given login assistance to District communication systems and are provided information on the several home/school blended learning opportunities provided to our Title I and unduplicated student groups (EL, FY, SED).

4. 1116(e)(3): Teachers and staff value parent participation and seek partnerships in several different capacities; as volunteers in the classroom, members of Parent and Teacher Associations, during parent conferences, parent information evenings, Back to School, as members of decision-making committees, and many other engagement events. Teachers and other staff members prepare, plan, and present parent-selected learning opportunities during schoolwide events through site and District communication. Teachers and administrators hold training sessions to teach parents how to support students in the classroom during station/center activities. Teachers and principals train and provide materials for parents on how to improve children's study skills or learning in various subjects. Teachers make regular homework assignments that require students to discuss with their families what they are learning in class.

   Special Education staff receive both training and coaching on how to work with parents during the Individualized Education Plan (IEP) process. Teacher leads receive training on how to perform effective progress monitoring and work as site-based MTSS teams that include strategies to empower parents as partners in education. Administrators are trained on communication skills, inclusion strategies, and collaborate regularly on ways to include parents in the Positive Behavior Intervention Supports (PBIS) at each school site. Title I Coordinators meet together with parents during TIDE meetings and prepare skills and strategies to share at each meeting. District English Language Advisory Council representatives meet regularly with District and site staff to update the English Learner Master Plan, learn about strategies used in the classroom for language acquisition and how they can extend learning into the home. Parents also participate in Community Based English Tutoring (CBET) taught by District teachers.

5. 1116(e)(4): The LCAP includes all state and federal funding sources and is representative of the goals, actions, and services principally directed toward identified student groups. As indicated in the alignment section of this document, base, supplemental, and federal dollars are integrated to close achievement gaps and support student success. The Student Services Department works collaboratively with Educational Services to align supports for low income, Homeless, and FY to ensure that students have equal access to a quality education that includes enrichment. The District Family Engagement Liaison facilitates families' access to community-based programs (health care and human services). As a member of the County Parent Engagement Network, the liaison establishes school-business partnerships to provide students mentoring, and experiential learning opportunities. The liaison facilitates the District Family Resource Center and communicates resources regularly to parents via the District App (Apptegy) and Infinite Campus email, website and social media posts, as well as direct mail to targeted families. The District connects students and families to service learning projects and seeks leadership opportunities for at-risk students. Community partners share resources at annual open houses, parent-teacher conferences, and other parent and family engagement events.

   The District does not qualify for a state pre-school program; however, the District does provide parents the opportunity to participate in the Creating, Happy, Achieving, Motivated, Prepared Students (CHAMPS) early learning inclusion pre-school program. Pre-school SWD and regular education students participate in a full inclusion early learning experience. The TK program has been expanded at all elementary sites to include students turning 4 before September 1.

6. 1116(e)(5): Information related to school and parent programs is communicated to parents through multiple avenues. The LCAP, the LEA and Site Level Parent and Family Engagement Policy, the Title I Parent, School and Parent Compact, and the Single Plan for Student Achievement (SPSA) are the vehicles to promote communication and understanding of what the school and home can do together to create the best learning opportunities for those identified to receive supplemental supports. Meaningful involvement of parents and family members is encouraged via frequent communication during District and school site parent advisory committees and engagement events. District plans are presented to parent groups in a simplified format; the LCAP as a pictograph, the School Compact in clear and simple language, and the SPSA (a comprehensive needs assessment) are facilitated with digital presentations.

   When needed or requested, documents are translated into the appropriate language and/or translators are provided to facilitate meetings. School offices are equipped with tablets to assist with on the spot document translation. The Family Engagement Liaison also contracts with bilingual services to support communication to ensure students benefit from Title I services such as after school tutoring, or summer programs.

7. 1116(e)(14): The LCAP Educational partner survey provides disaggregated parent information regarding desired District initiatives and involvement activities. Parents during Title I meetings, parent conferences, and Title I program evaluation surveys provide valuable input regarding specific needs and interests. In all communications, a few themes became very apparent; the need for extended time and support for students beyond the school day, the need for social and emotional support for all students, and the desire to have intervention and enrichment opportunities. As a result, each Title I elementary school site has focused on providing tiered academic intervention support through What I Need (WIN) time and established a Tier 3 intensive reading support. To provide behavioral and social emotional support, staff has been trained in MTSS, PBIS and the Character Strong (SEL) curriculum. All three are implemented Districtwide. Additionally, all Title I schools allocated funding to provide a full-time counselor on site to collaborate and provide MTSS for students academically, social-emotionally, and behaviorally. To ensure coherence and support for each site, the District formed a District Implementation Team (DIT) which provides guidance and assistance in efforts to refine implementation and ongoing needs analysis. The District also expanded the number of Licensed Vocational Nurses (LVN's) to support chronic illnesses at school sites. Lastly, the Expanded Learning Opportunities Program, ELO-P, called EXPLORE, offers an enrichment and engaging opportunity for families before school, after school, during inter-sessions, and in the summer. Title I students attend this program at no cost.

8. 1116(f): District and Site parent advisory committees encourage meaningful involvement with parents and family members and allow the ability to have a two-way flow of information and build community relationships. Groups include the LCAP Advisory Committee, DELAC, TIDE Committee, and District Homeless and FY Committees. The District continues to offer robust enrichment opportunities that are all-inclusive and available to all students. School sites include diverse parent representatives on the SSC and invite all EL parents to the ELAC meetings. Both are part of the approval process of the SPSA.

   Parents are provided full opportunities for participation regardless of committee membership. Meetings provide an excellent forum to make often lengthy and complicated documents such as the LCAP comprehensible through explanation and use of pictographs, and summary power points. Parents have the opportunity to ask questions, provide suggestions, and facilitate communication to the broader community by offering what is comprehensible and what is not. The District Parent and Family Engagement Policy is distributed at the start of the school year during first meetings to update and revise with parent suggestions. All communications are translated into needed languages as per parent request. The District contracts with agencies to provide both written and oral translation when needed. Students and parents are provided tablets to translate documents and assignments using Google translation and other programs.

9. 1116 Related to the LCAP: ALSD's goal is to involve diverse parents, community members, students, and school staff in the development, review, progress monitoring, and implementation of the LCAP goals, especially in relation to the alignment of CA Dashboard data and outcomes. The CA Dashboard has and will continue to provide a point of reference, discussion, and emphasis for action planning regarding student progress on state and local indicators, and identify areas of greatest need for continuous student and District improvement. Educational partner engagement protocols are implemented to ensure input is collected and considered in the evaluation of state and local priorities.

Community Outreach
Due to the cyclical nature of the LCAP and the release of the California Dashboard, ALSD held community forums to both inform educational partners and seek input regarding priorities, goals and actions. Meetings include open forums such as LCAP Advisory Committee (which includes representatives from their student FY, EL, and Special Education populations), DELAC, TIDE, and District Homeless and FY Committee, and District PTA meetings, as well as open forums to provide information and engage in discussions. Furthermore, parents, guardians, community members, staff and students are encouraged to provide input on LCAP actions and services via an annual District and site surveys. The District also holds open forum meetings at each school site during regularly scheduled PTA, PTSA, PFSA, TIDE, ELAC or Site Council meetings.

Broad-Based Survey Outreach
Parent, staff, and community groups are emailed direct links to online surveys written to elicit input specific to each survey group. Paper and pencil copies of the surveys are made available for those who could not access online surveys. Students are surveyed in grades three through eight. The information provided is invaluable in developing actions and services to best meet our community. The input surveys were written to gather information regarding each of the eight priority areas, especially in regards to basic needs (standards-based materials, qualified teachers, and safe facilities), school climate, implementation of standards, and parent involvement. Results from educational partner surveys are shared with the Board of Trustees, LCAP Advisory Committee, Curriculum Council, staff, administrators and District parent groups. Schoolwide Title I sites survey parents annually as part of a self-study on program effectiveness. Results from all surveys are analyzed when determining actions and services.

Communication Outreach
The District is continually improving information systems between home/school. We have added all aspects of social media, a parent app with access to all relative information for sites, and news feeds active with District and student happenings. Infinite Campus, our student information system emails families, and the ALSD app, provides parents with real-time and relevant information. All communications are also placed on the website to facilitate outreach and encourage input. The District also prepared an "infographic" highlighting key features of the LCAP including definitions of purpose, a District Overview, Student Overview, Budget Overview, highlights regarding Goals, Actions/Services, Student Engagement, and Student Outcomes. The infographic was available on each school website. Comments and input will be encouraged through mass email communications to encourage attendance on LCAP review and public hearings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Support Programs
ALSD currently assigns six (6) elementary schools with Title I, Part A Schoolwide assistance funds. Schools are selected to receive Title I dollars when the school average of low-income students (as determined by Free and Reduced Lunch) is higher than the overall District average. A per pupil assignment of funds is proportional to the number of low SED students at each qualified school site. Students are designated for Title I services when they are identified as at risk of failing to meet the state's academic content standards, primarily in reading and/or language arts and mathematics. Students in TK through 5th grade, who have been identified as a member of EL and/or SED subgroups and have assessment results that have fallen to certain ranges are also eligible to receive Title I services. These subgroups are carefully monitored throughout the year by classroom teachers, principals and site leaders, as well as support staff hired to provide services.

Grade levels use various assessments to identify students for eligibility into the program. Assessments range from TK letter recognition and the ability to write a name or draw an age appropriate self-portrait, to recognition of numbers, shapes, and colors. Kindergarten through third grade assessments include Orton-Gillingham (OG), Basic Phonic Skills, phonemic awareness, high frequency words and scores on the District's i-Ready Diagnostic assessments in Early Literacy, Reading, and Mathematics. District Formative Assessments (Benchmarks) at each grade level are also used. In grades three through five, CAASPP results are included in metrics used to identify students who may need additional Title I Interventions.

Title I programs are designed to address the needs of academically at-risk students by supplementing the existing academic program via additional time and support to students during the school day and/or before and after school utilizing District adopted materials. Most importantly, Title I students receive additional support due to the collaborative effort between classroom teachers and instructional aides who enhance the language arts, reading, and math components by reducing the ratio of support to students who need it the most during WIN Time. WIN Time is generally established to accomplish the goal of meeting individual student needs. State standards are taught in small groups and/or individual settings with highly qualified teachers and instructional aides who differentiate learning based on need, ability and learning style.

Site leadership regularly holds consultation events with Title I parents beyond those mandated. Parent learning opportunities are offered during each trimester. Progress reports are provided at each trimester accompanied by relevant materials to support the student's progress at home. Each student is assigned a monitoring folder with samples of student work to give a visual and written representation of progress and to guide instructional planning using authentic and researched based learning activities. Student data is compared at each grade level to determine progress. All Title I school sites assess the effectiveness of their program and report outcomes in an Annual Title I Plan. Results are shared with parents.

Parent involvement is important to the success of both the Title I program and student achievement. Parents are asked to provide input on Title I services through several means; The Title I Parent Information Meeting, trimester awards and reports, mass email messaging, the District Family Engagement Nights and other advisory meetings, and community family events. A formal survey is sent to all parents at the end of the school year. The survey is used not only as an evaluation tool, but as an aid to help determine areas of concern or progress for the upcoming school year.

Describe the nature of the program for services outside Title I Schoolwide and/or Targeted Assistance programs that the LEA supports using Title I funds for students in local institutions for neglected or delinquent children and neglected and delinquent children in community day schools: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ALSD recognizes that our foster/homeless youth may face significant barriers in achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social and other health needs. To support these students as outlined in the District’s LCAP, the Director of Assessment, Accountability, and Instruction, Director of Educational Programs, and school site designee provide foster/homeless youth with full access to the District’s educational program and will implement strategies identified as necessary for student success.

Assistant principals (designee) ensure that placement decisions for foster/homeless youth are based on the students' best interests as defined in law and administrative regulation. ALSD provides our foster/homeless youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The designee at each school site develops strategies to build these student's feelings of connectedness with their school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or caretakers in school programs and activities. The administrative school site liaison for foster/homeless youth ensure the following actions:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school for foster/homeless youth. Schools seek strategies to ensure attendance by offering District transportation, institute check in and check out practices, and recognition for improvement.

2. Meet with the foster/homeless youth at least once a trimester to discuss attendance and academic, social and emotional needs.

3. Monitor the educational progress of foster/homeless youth and provide reports to the District office on the District's Student Information System (SIS).

4. Make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

5. Ensure that foster/homeless youth receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

6. Facilitate access to programs such as after school sports and after/in school enrichment opportunities, and ensure that financial constraints do not limit a foster/homeless youth's opportunity to participate.

7. Develop protocols and procedures for creating awareness for attendance clerks of the requirements for the proper enrollment, placement, and transfer of foster/homeless youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the District's foster/homeless youth.

9. Ensure proper transfer of credits, records, and grades when foster/homeless youth transfer from one school to another or from one district to another.

10. Notify the foster youth's attorney and the representative of the appropriate county child welfare agency when required by law when the foster youth is undergoing any expulsion or other disciplinary proceedings, including a manifestation determination prior to a change in the foster youth's placement, when there is a student with a disability.

Foster and homeless student rights are reviewed with parents/guardians, office employees, teachers, and administrators. Title I and LCFF funds are used to ensure that the established rights of students are implemented.

Foster Youth Educational Rights

- School stability: remain in their original school and school feeder pattern as long as they are in foster care (if in their best interests)
- Immediate enrollment: be immediately enrolled in a new school (even without uniforms or health/education records)
- Partial Credit: receive partial or full credit for work completed at other schools (all students have this right)
- Fairness: not be punished or have grades lowered for court-related absences
- Graduation requirements: be exempt from school district graduation requirements that exceed state graduation requirements if foster youth transfers to the District; Is unable to complete the additional district requirements while eligible for foster care. (pertains to high school graduation)

- Equal access to activities and resources: access educational services and participate in extracurricular and enrichment activities available to all students
- Least restrictive placement: remain in their local public school or school of origin, unless they have an IEP requiring a different placement or the education rights holder determines a different program is in the child's best interest
- Speedy transfer of records: have their records transfer to their new school within two business days
- Allow county placing agencies to access students' records
- Designate an AB 490 educational liaison for every district and county office of education to help foster youth directly

Homeless Students' Rights

- Right to be immediately enrolled in school without a permanent address
- Right to remain in their school of origin that the student attended before becoming homeless, if it is in the student's best interest
- Right to go to school, no matter where the student lives or how long they have lived there
- Right to enroll and attend classes while the school arranges for the transfer of required school records or documents, i.e., shot records, birth certificates, or an address
- Right to enroll and attend classes even while the school and parent seek to resolve a dispute over enrollment
- Right to receive transportation to their school of origin as long as they are homeless, or if the student becomes permanently housed, receive transportation until the end of the academic year
- Right to participate in tutoring, school-related activities, and/or receive other support services

ALSD sets aside Title I, Part A funds in the amount of $2,000.00 for homeless youth at the District level to ensure students the ability to participate fully in educational and enrichment programs. This does not account for other funding that is provided. The LEA oversees the use of Title I funds to support students experiencing homelessness at both the District and site level for basic needs such as clothing, food, and transportation. Working with local agencies, the District provides back packs, school supplies, shoes, glasses, and needed services such as dental and physician screening. Generally, school sites will notify the District when a student has a particular need. School personnel and the District Family Engagement Liaison work together to assist the family in securing the needed items or services. Parents are encouraged to participate in District and agency partnerships for parent training, to learn about available resources, or to receive scholarships for enrichment opportunities.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although we do not use Title I Part A services for this purpose, the District provides programs to assist students during critical transitions.

Transitional Kindergarten (TK) to Kindergarten
ALSD does not qualify for a state pre-school program; however, the District does offer the CHAMPS program which is an inclusive early childhood development program offered to the community as a kindergarten readiness program. The program is play based and offers a language rich classroom for three and four-year-old children. The program is taught by Special Education Early Childhood Education (ECE) credentialed teachers and ECE certified instructors as well as instructional assistants supporting each session. SWD and regular education students are fully mainstreamed. In addition, TK is offered to four-year-old students who turn 5 by September 1. Students are not required to start school on their fifth birthday, but are accommodated at the beginning of the year for instructional benefit. During open enrollment, interested parents are invited to attend a TK introduction evening to receive information on the program, ask questions, and begin the registration process. TK parents are invited to a Virtual Family Engagement Night in the summer to get tips on preparing their child for school. All TK and Kindergarten parents and guardians are provided information upon registration on how to use the "Footsteps to Brilliance" early literacy software program that can be accessed by all students ages 1-5 for free through a partnership with San Bernardino County Superintendent of Schools.

Fifth Grade to Junior High School
Fifth grade students attend a junior high school orientation assembly before traveling to the appropriate junior high to learn about course selection, schedules, opportunities to participate in clubs and other extracurricular events. Parents attend a Parent Orientation evening as well. School leadership discusses many of the same topics with parents; course and registration procedures, information on social media, the Infinite Campus Parent Portal, and procedures for student schedule and textbook pick-up day prior to the start of school. Both junior high schools hold a week of on-campus orientation directed by teacher leads at each site. The "Glimpse of Junior High" and "Viking Vision" programs allow students to become familiar with their new surroundings, begin team building, learn about expectations, rules, and PBIS procedures on each campus. Principals and Assistant Principals are introduced, their roles explained, and opportunities to receive support and make contact for when needed during the school year are identified. Performing arts groups entertain students and representatives from electives get students excited about discovering their passions.

Junior High to High School
Eighth grade students leaving the ALSD are involved in several transitional opportunities. High schools hold rallies on respective campuses, provide tours of campuses, introduce assigned counselors, and answer questions regarding freshman intervention and acceleration support. Students learn about AP classes and begin the scheduling process in late spring. Parent Information Nights are held on campuses to present relative information and answer questions. Parents meet with respective staff for all high school academic and extracurricular offerings. At risk students are invited to an academic and social "Bootcamp" during four weeks in the summer to brush up on social, organizational, and academic skills.

During identified transition periods, formal meetings take place surrounding IEP goals and placement decisions for SWD. Staff from the transitioning campuses meet with parents, educators, and administrators to ensure a smooth transition into the new program.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A: We use LCFF funds to identify and serve gifted and talented students, and to support our school library programs.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Program Coordination

ESSA SECTION 1423(9–10)
Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.

2. Please address principals, teachers, and other school leaders separately.

3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement

4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities

5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Data Informed Professional Development (PD)
PD in the ALSD is an integrated system of learning support focused on closing the achievement gap and ensuring continuous growth and improvement for students academically, socially, and emotionally. PD planning begins with the formal analysis of data surrounding the performance and needs of students and educators. Established decision making groups that encompass administrators, teachers, support staff, parents, and students collaborate to determine District initiatives and directions based on data outcomes. Using multiple measures such as California Dashboard, District formative assessments, District diagnostic assessments, teacher needs, educational partner input surveys, and the analysis of the effectiveness of school and District initiatives and the accompanying professional development is considered. Simply stated, collaborative groups analyze multiple measures of data to determine the academic and social needs of students. Decisions regarding initiatives to fill the gaps in learning or build proficiency are determined and professional learning opportunities are established. Once initiatives are put into place and professional learning takes place, the District utilizes a continuous improvement model to evaluate the effectiveness of the professional learning and initiative implementation. This data-informed cycle ensures that students and educators continue to learn, grow and improve.

Communication Outreach
The District is continually improving information systems between home/school. All aspects of social media, a parent app with access to all relative information for sites, and news feeds active with District and student happenings. Infinite Campus sends emails and school-based flyers regularly to parents to provide relative live-links and timely information. All communications are also placed on the website to facilitate outreach and to elicit input. The District also distributes information and provides presentations highlighting key features of the LCAP which includes the purpose of LCAP, District information, student data, budget overview, highlights of professional learning initiatives, goals, actions/services, student and parent engagement activities. Comments and input are encouraged through mass email communications, surveys and attendance at LCAP and other District and site advisory meetings and public hearings. Similar communications are used to inform parents of Title I mandates and engagement activities.

Multi-Tiered System of Support (MTSS)
ALSD operates from a MTSS model that has been established via data analysis, research, and collaborative conversations with all educational partner groups. In particular, educational partner survey data has been consistent in determining the need to address emotional, social, and behavioral supports just as much as academic supports are needed. State and District assessments provide a road map regarding the strengths and gaps in the instructional program. Input survey results, comments, dialogue, and data regarding student behaviors at school sites provides a road map to the social and emotional needs of students. When professional growth and improvement is considered, the District addresses both academic and behavioral support systems.

Academic Professional Learning
Academic PD is clearly indicated throughout the LCAP in Goals 1- 3. Professional learning on state standards, frameworks, and college and career instructional supports are focused on continuous improvement as indicated on annual assessment and data results. Other professional learning initiatives include teacher effectiveness in language instruction for EL, knowledge of English Language Development (ELD) standards, specific instructional strategies, and integrated and designated delivery models. A core District initiative established around student, staff and parent input is to embed 21st Century Learning Skills into the instructional pedagogy to increase engagement, personal learning, and achievement via an emphasis in collaboration, communication, critical thinking, and creative learning endeavors. Student engagement and standards-based learning through the effective use of technology in daily instruction is emphasized. The District also focuses on literacy anchor standards and instructional strategies in Social Studies and Science in TK-8. Strategies include formal training in Document Based Question, and Next Generation Science Standards (NGSS) implementation. The District regularly seeks data on the implementation of the shifts in ELA, math, NGSS/STEM, inquiry, and evidence-based reading and writing. One of the most effective systematic approaches to PD has been the implementation of Teachers On Special Assignment (TOSA) provide instructional coaching at the point of first instruction in the classroom. Data regularly suggests that the in-class model for academic learning is the most powerful.

Other professional learning initiatives involve the continuation of Project-Based Learning, STEM, Active Visible Learning, and Universal Design Learning. All schools offer opportunities during the school day to differentiate student learner needs and supports. The need for specialized training in supplemental support for special education staff continues to be a need based on data for students with disabilities. Supplemental materials and rigorous instructional strategies have been the focus. In particular, continued classroom coaching on literacy skills brings guided reading and writing best practices into special day classrooms and resource specialist labs.

Social and Emotional Learning (SEL)
An annual school climate and safety assessment is given to parents, students, and staff. Data is analyzed and shared with all educational partners. Educational partner comments on the survey are generally very positive. Suspension rates and discipline referrals were on the rise especially for at-risk student groups; SWD, Homeless, and FY. Chronic absenteeism is our greatest need and an area where all data indicates the need to address school culture, a connection with school, and Universal Design Learning supports to differentiate students' needs. Also evident is the need to filter decisions through an equity, excellence, and cultural proficiency lens. Although certain student groups such as AA and EL made gains, other student groups such as Homeless, and FY continue to struggle. Equity is a critical feature of both social/emotional and academic learning. Overall, the implementation of PBIS, SEL, and Character Strong appears to be contributing to meaningful reductions in chronic absenteeism and increasing attendance rates of ALL students group and most student groups across the District.

Teacher Induction
All teachers who enter the District without a clear credential are offered a two-year induction program through Riverside County of Education. New teachers are assigned an induction coach, a qualified teacher, who will mentor them through the two-year program. Induction candidates and coaches attend professional learning together and use digital supports for personal learning. Candidates and coaches train and implement the California Standards for the Teaching Profession. The ability to offer candidates a path to clear their credential through a qualified program that builds relationships and professional collegiality is a win/win situation.

New Teacher Orientation Cohort
Beyond Induction, the District maintains a new teacher cohort for professional learning. New teachers meet prior to the start of the new year during an orientation. Team building activities are introduced to build professional relationships with those teachers who may become life-long learning partners. Also included in the orientation is an introduction to the curriculum at each grade level. Teachers are given login information for curriculum, Google Apps, and how to use Clever single-sign on for student access. Teachers also learn how to take roll electronically, and other functions for the first day of school. All activities during the orientation are presented in Thinking Maps, one of the District's most important learning tools. Teachers meet for lunch hosted by the Alta Loma Educators Association (ALEA) before boarding a bus to tour the 10 schools of the District.

After the orientation, the new teacher cohort will meet several times in the year to become proficient in the use of Thinking Maps and the accompanying writing program, Write from the Beginning and Beyond and Document based Questions. The cohort will meet several times throughout the year to learn and collaborate on progress. The TOSA provides classroom coaching and models the strategy with students. The new teacher cohort will continue into the second year and will focus on mathematical discourse and practices. The Math TOSA organizes collaborative lessons that she models, teachers observe, and teams then discuss what they saw and how to implement for themselves.

Teacher Leaders

The District utilizes a system for developing leadership capacity among teachers in all aspects of the continuous progress model. Districtwide professional learning often involves site administrators and teacher leads who in turn, take the new learning back to school sites during scheduled professional development opportunities. For instance, all students are released early on Wednesday afternoons to allow teachers to meet on a regular basis. This allows teachers the ability to form grade level Professional Learning Communities to share new learning and collaborate on instructional planning. Grade level teacher leads often organize strategy sessions for instruction based on relevant data. Teacher leaders facilitate data discussions using a District protocol to identify needed standards or targeted skills in content areas, identify at-risk students, determine the resources and ideas to assist progress, determine the level of intervention needed for specific students, and determine how and when the intervention will happen. Grade level teams will realign formative assessments to monitor progress and the cycle continues.

Most of the District and school site initiatives follow a similar pattern; provide professional learning to teacher leads and administration, provide time to collaborate with grade level or school site peers, then bring the learning into the school as an on-going focus during collaborative conversations throughout the year. Teacher leads align their curricular strengths with the District initiatives they feel best equipped to support; technology, content areas, behavioral supports, student decision making empowerment, PBIS, social and emotional learning, and others.

Teacher leaders are provided opportunities to grow in instructional leadership by becoming involved in leading District initiatives, becoming a TOSA, Induction coaches, members of committees, and Teaching Assistant Principals (TAPs).

Teacher on Special Assignment (TOSA) and Classroom Coaching

The District's most powerful professional learning develops through the relationship between TOSA's, administrators, teacher leads, teachers and students. Currently, the District has an ELA, Math, Special Education, and Arts Education TOSA. All four provide support to TK-8 teachers and utilize technology as an instructional tool while demonstrating standards-based and inclusive strategies in ELA, Mathematics, Next Generation Science Standards, Social Studies and Arts Education. Using tools such as Google Apps for Education, TOSAs demonstrate how to integrate 21st Century skills into the classroom. The ELA TOSA specializes in literacy and writing instruction. She is the expert in language arts curriculum, Science of Reading, and facilitates the New Teacher Cohort's mastery of Thinking Maps and Write from the Beginning and Beyond writing structures. The Math TOSA develops collaborative grade level teams who meet to identify primary and secondary focus standards and how to implement mathematical practices. The Arts Education TOSA provides teachers guidance and support in building and expanding Arts Education activities particularly in the area of Computer Science. The Special Education TOSA provides instructional support and helps facilitate IEP compliance and best practices. All four provide demonstrated lessons followed by professional discourse on what was observed and how to implement strategies in the classroom. The TOSAs coordinate schedules to ensure that teachers and teacher leads are not overwhelmed and that learning is strategic and planned according to formative and summative data analysis findings. Additionally, all four integrate technology through the Substitution, Augmentation, Modification, Redefinition (SAMR) process and use consistent software and application tools.

Collaborative Structures and Shared Accountability

As part of the professional learning system, the District is committed to perpetuating collaborative structures and shared accountability with and among teachers. The Curriculum Council is made up of representative groups at each school site and meets three times a year for professional learning, to discuss issues related to the classroom, and are consulted on curricular and instructional decisions. A primary teacher and upper grade teacher from each elementary school site, as well as a sixth grade, seventh grade, and eighth grade teacher from each junior high volunteer to participate. An administrator from both the junior high and elementary school are also part of the council. Current topics are addressed, District and site initiatives are shared, and collaborative conversations, research, and recommendations are suggested. Topics include things such as instituting the appropriate adoption cycle for textbooks, needed professional development, teacher concerns and solutions, and ideas to engage parents and families in the learning process. Curriculum Council members then are expected to take back topics, concerns, interests, or learning back to school sites for discussion.

Another regular feature of collaborative decision making and accountability involves Grade Level Study Groups. A teacher representative from each grade level at each school is selected to meet, generally at the end of the year, to review District formative assessments, make adjustments, or develop all together. During this rapidly changing educational environment, the District is busy with new curriculum adoptions, programs, and supports. Formative assessments in English language arts, mathematics, and NGSS are updated to reflect new material or to respond to diagnostic and CAASPP results.

Content adoption task force is another collaborative group utilized to engage teachers and administrators in decision-making. When it is time to coordinate an adoption task force, interested participants complete a short application to take part in the selection process. The task force process begins with the development of a timeline, a thorough study of the content framework and evaluation of student data and a needs analysis. The task force uses the content framework and the publisher introductory training to determine best instructional materials to pilot. Once a choice of pilot materials is selected, all teachers pilot the agreed upon materials prior to making a final decision. Teachers on the task force are tasked with providing updates and educating peers about the content frameworks and keep them updated on the adoption process. After the adoption is finalized, teachers and administrators on the task force continue to collaborate and prepare learning opportunities for colleagues as it relates to curriculum implementation.

Principal Professional Learning

Instructional leadership is regarded as the most important skill set for principals in the District. Principals are often selected from teacher leaders and/or assistant principals who have demonstrated their understanding of the continuous improvement model and are instrumental in perpetuating professional learning on their campuses. Principals are critical to the implementation of initiatives and work closely with teacher leaders, District TOSAs, and support staff. Principals collaborate often through on-going structures such as monthly Leadership and Principal Meetings. Each month, principals and assistant principals participate in Curriculum and Instruction Meetings. It is during these meetings, facilitated by the Educational Services Department, site leadership operates as a PLC. Principals collaborate, research, analyze data, learn together and plan for both Districtwide and site PD.

Assistant principals also attend Curriculum and Instruction monthly meetings to develop and nurture instructional leadership skills and strategies. They are encouraged to attend principal training provided by the state and county. New principals and assistant principals are supported by the Superintendent, Cabinet and Directors. They are also encouraged to engage in a buddy system with a veteran principal or assistant principal. The mentor pair meet regularly to discuss issues, projects, and next steps, forming another PLC. Formal coaching is made available to any site leader who may need support beyond the mentor pair. Coaches are generally recommended by professional organizations or county contacts. Principals are encouraged to attend professional learning with teachers.

Support Staff Professional Learning

All support staff regularly participate in professional learning. ELD Aides who assist teachers during designated support opportunities in English and literacy instruction train in strategies along with their teacher counterparts. ELD aides regularly review protocols for language assessment, especially in regards to the new ELPAC. Classroom instructional aides participate in the same training as teacher leads and principals to ensure instructional consistency in implementation. Site computer aides attend training with Site Technology Leads (STL's) and support technology on campuses. Special education staff attend training together; teachers, service providers, instructional aides, and administrators. They regularly update policies and procedures around IEP's, specialized curriculum, behavior supports, and many other topics. Media Clerks meet regularly and attend professional learning yearly on what's new in literature. Health Clerks, LVN’s, and District nurses receive yearly training in EpiPen use, diabetes management, and CPR. They in turn train all staff members who have students with chronic illnesses prior to the start of school.

The District has two full-days of PD embedded into the school year. Site principals, consultants, TOSA's, and teacher leaders use these days to move established initiatives forward. Often, grade level teachers gather together at one site facilitated by principals and assistant principals to provide specific grade level training. Teacher collaboration and action planning is often part of the day as is formative assessment review and data analysis. The District also negotiated several Extended Professional Development Days (EPDs) to be strategically used throughout the school year. Educators use the 90-minute scheduled meetings after school as part of the professional learning process.

The District and school sites offer teachers release time from class to meet together to review student work and analyze assessment during the continuous improvement cycle. Teachers collaborate for formative data analysis and instructional planning at least once a trimester.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ALSD is relatively small with eight (8) elementary sites and two (2) junior high schools. PD planning is not left up to each independent school, but a collaborative endeavor through the central office and site leadership. All staff take part in the process during decision making committees, data analysis chats, and annual surveys to identify both student and teacher learning needs, or to provide feedback on implemented programs and initiatives. All PD is focused on closing the achievement gap and supporting the academic, social, emotional, and behavioral needs of students. Schools who have the largest number of at-risk students, generally those who are identified as Title I Schoolwide sites, are the first to receive consideration regarding participation in professional learning.

ALSD will use the same process for Title II, Part A funding to determine who should receive priority funding compared to other schools. The District will use data/Dashboard results to identify schools with needs, consult with all educational partners regarding how to prioritize funds and make decisions accordingly. PD outcomes will be part of the continuous improvement cycle and will be evaluated annually. PD initiatives are supported by supplemental funds as indicated in the LCAP to sustain programs once they're started if needed. The annual educational partner survey distributed to parents, community, staff, and students seeks input on educational partner priorities for professional learning. Survey outcomes are represented in the LCAP and Federal Addendum.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.

3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.

4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
   a. Teachers
   b. Principals and other school leaders
   c. Paraprofessionals (including organizations representing such individuals)
   d. Specialized instructional support personnel
   e. Charter school leaders (in a local educational agency that has charter schools)
   f. Parents
   g. Community partners
   h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

Data Driven Continuous Improvement

Broad-Based Survey Outreach and Data Analysis
Parent, staff, and community groups are emailed direct links to online surveys written to elicit input on the eight (8) state priorities including professional learning priorities. Paper and pencil copies of the surveys are made available for those who don't have access to online surveys. Students in grades four through eight are also surveyed. The information provided is invaluable in developing actions and services to best meet the learning goals for staff, students, and parents. Results from educational partners surveys are shared with the Board of Trustees, LCAP Advisory Committee, and District parent, teacher, and administrator collaborative decision-making groups. Survey results are used in conjunction with data from multiple assessment measures. Assessments used to evaluate and monitor the effectiveness of professional learning initiatives and outcomes include state CAASPP, California Alternate Assessments (CAA), and ELPAC scores. These scores are analyzed at the beginning of the school year when they become available. Because PD planning occurs prior to the start of the year, the District considers trends in data. District Diagnostic assessments; i-Ready Diagnostics are used at the beginning, middle, and end of the year. Grade level teams use this data to make real time decisions on pace and instruction.

As mentioned previously, PD in academics reflects data needs and is represented throughout the LCAP in Goals 1-3. Professional learning on state standards, frameworks, and instructional supports are focused on continuous improvement as indicated on annual assessment and data results. Other professional learning initiatives include teacher effectiveness in language instruction for EL, knowledge of ELD standards, specific instructional strategies, and integrated and designated delivery models. A core District initiative established around student, staff and parent input is to embed 21st Century Learning Skills into the instructional pedagogy to increase engagement, personal learning, and achievement via collaboration, communication, critical thinking, and creative learning endeavors. Student engagement and standards-based learning through the effective use of technology in daily instruction is emphasized. Literacy anchor standards and instructional strategies in Social Studies and Science include formal training in Document Based Questions and NGSS implementation. The District regularly monitors progress on the shifts in ELA, math, NGSS, and evidence-based reading and writing. Data clearly indicated the need for improved proficiency in reading and in mathematical concepts and procedures which become the focus for TOSA professional development and classroom coaching.

Input from parents and students suggested an interest more Project-Based and STEM learning, Active Visible Learning, Universal Design Learning, and schools employ opportunities during the school day to differentiate student learner needs, provide intervention and/or challenge opportunities. The need for specialized training in supplemental curriculum for special education staff continues.

Title II and LCFF funds are integrated and coordinated throughout the LCAP.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English Learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English Learners;

2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;

4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and

5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Professional Development

ALSD has roughly 236 EL, which is about 5% of the student population. Of the 5% of students identified as EL, 35% are Spanish speakers, 37% Mandarin, 7% Arabic, and 3% Farsi. PD for language acquisition and academic proficiency in ALSD is on-going and designed to improve instruction and assessment results. EL are students who are still developing reading, writing, listening, and speaking skills. All domains need to be addressed in a comprehensive PD program. The EL population is made up of students with varying degrees of exposure to English and levels of competence in their first language. Regardless of the language literacy background, EL must acquire foundational reading, academic language, and conversation skills in English in order to be successful in school. PD should enhance the ability of teachers, principals, instructional aides, and other school leaders to understand the research behind language acquisition and how to utilize research-based practices and strategies for student success. Along with understanding the core elements of an effective ELD program, educators need to understand the role assessment plays in the continuous progress process and how to successfully assess students using multiple tools and state assessments.

PD is effective in increasing English language proficiency for students and pedagogy knowledge for teachers is needed to address all four of the language domains. Focuses on foundational reading skills, academic language/vocabulary, and conversation skills, are the filters from which PD is determined. One of the two all day Districtwide PD days is reserved for PD on differentiating needs of at-risk student groups. District initiatives surrounding English learner language acquisition and proficiency are regular features of the training for that day, however to ensure the intensity and duration necessary to have a positive impact on teachers' performance in the classroom, the professional learning is revisited consistently during staff meetings, EPD, as part of classroom modeling and coaching by District TOSA's, and a regular feature of principal and assistant principal Curriculum and Instruction meetings.

PD surrounding integrated ELD services is emphasized and supported via a curriculum that includes foundational skills and academic language. The new state approved curriculum for English language arts includes ELD components integrated with core subject knowledge. Teachers receive training on how to access the ELD supports and utilize them consistently. Training in collaborative strategies such as Kagan ensures that EL students take part in collaborative discussions and thinking during the learning process, regardless of their language proficiency.

Teachers and ELD aides work together to ensure students receive prioritized support during designated language acquisition time. ELD aides and the classroom teacher work together to provide specific foundational skills, academic language, and conversational practice through either a push-in, or in some cases, a push-out model. ELD aides receive PD in the same strategies, programs, and practices as classroom teachers. In several instances, ELD aides are the expert in an area and are tasked with training the classroom teachers they support. Because aides generally facilitate state assessments such as the ELPAC, aides are heavily trained each year in the nuances of the assessment. Blended learning also plays a role in designated instruction.

Other embedded PD that address foundational skills, academic language/vocabulary, and conversational skills are listed below and will be discussed more thoroughly in Programs and Activities:

- Thinking Maps: Districtwide initiative used for myriad of thinking and language constructs; academic and vocabulary acquisition, foundational skills, and academic learning. Thinking Maps are at the cornerstone of our critical thinking, writing, and active visible learning initiative.
- Write from the Beginning and Beyond: District writing initiative utilizing Thinking Maps (graphic organizers) and peer oral story telling before learning to write in a framework that supports events and details.
- Visible Active Learning: District initiative that encourages collaborative conversations, allows opportunities for real-time teacher feedback and formative assessment during student processing.
- Kagan Strategies: Instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidences and engage students in the learning.
- ELA and Math: Explicit Vocabulary Instruction as part of the integrated ELA/ELD and math curriculum. Focus on mathematical discourse and application of mathematical practices.
- Release time for teachers and instructional aides for training, collaboration, and data analysis

School site principals participate in teacher PD and ensure staff participation and implementation of learned strategies and programs. Principals utilize collected data through an established walk-thru protocol and record practices and strategies observed. These observations become collaborative conferences as part of the continuous improvement cycle.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A: The District no longer qualifies to receive Immigrant children and youth funding.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English Learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English Learners.

2. Address Title III activities that:

- are focused on English Learners and consistent with the purposes of Title III;
- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs and Activities
ALSD receives a limited amount of funding from Title III to support EL due to our relatively low numbers. The majority of funds to support supplemental programs and activities needed for a comprehensive ELD program is supported by state LCFF and state supplemental funds principally directed towards closing the achievement gap for unduplicated students. Title III funds are integrated into the District's Local Control Accountability Fund, primarily represented in Goal 2. The goal of the District is to provide an effective language and literacy instruction program that is supported by research-based language acquisition, proficiency, and monitoring strategies and activities.

The ELD program begins with the placement of an appropriately identified student. EL are assessed using the state language acquisition assessment, the ELPAC. Using the score to identify the student's level of language acquisition, the EL are strategically placed with qualified teachers who have the credential, training, and observed practices to best support language proficiency and academic achievement. Qualified teachers incorporate professional learning (as described earlier) into daily practices. Teachers integrate language instruction into the core curriculum emphasizing foundational reading, academic language/vocabulary, and conversational skills.

In addition, each school site is facilitated by a well-trained ELD Instructional Aide. The ELD aide assists the teacher during a designated period in the day. ELD aides push into the classroom to assist with teacher aligned lessons during small group instruction, or during blended learning experiences. Each English learner is assisted with 225 minutes of additional support each week in the elementary setting, and 275 minutes at the junior high level. Junior high students are assigned an elective to support English and academic learning. The ELD aide assists in the ELD Language classroom, and also pushes into regular classes with language level priority. Students who participate in the ELD Language classroom are given priority to take advantage of the before school ZERO period (PE). This allows students who participate in zero period to attend another elective of their choice.

Tablet devices are purchased for each site to be used by immigrant and Level 1 EL. Students use the tablets throughout the day to assist in translation of core and supplemental materials. For those students needing access, tablets are checked out to them for home use. All EL are provided access to the appropriate blended learning software program. Students use the program during the day and are encouraged to use the program at home with parents.

Additional supplemental programs include:

Adult English Classes
To ensure parents are part of the language learning process, the District offers four sessions of adult English tutoring classes taught by a credentialed teacher. Parents attend class two times a week in the evening to improve language skills. The District has partnered with the Chaffey Joint Union High School District to support immigrant family language instruction.

During regularly scheduled site ELAC, DELAC, and other advisory meetings, educational partners are consulted on priority spending of Title III funding. Because all Title III funds are represented in the LCAP, regular review, survey, and input opportunities are provided.

Due to the systems put in place to support the language and academic proficiency program which includes LCFF and supplemental funds, the program is sustainable. The need to monitor on-going progress is necessary to ensure expectations for success are realized. The District measures language proficiency via ELPAC scores, State Dashboard results on the English Learner Progress Indicators (ELPI), i-Ready Reading, and Math Inform assessments. i-Ready diagnostic assessments also are used to determine whether additional interventions are indicated. Beyond the classroom report card, parents receive a progress report each trimester identifying language skill progress. The progress report is aligned to the 4 level descriptors provided by the state: Beginning Stage, Somewhat Developed, Moderately Developed, and Well Developed.

The District is proud to acknowledge that EL students increased by 6.7 points in ELA putting them 0.1 point below proficient. ELA and in the area of English Language Proficiency, 65.9% of students are making progress toward mastery in English. In the area of Math, EL students are 8.7 points below proficiency and continue to be an area of focus for our District.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart

1. assist English Learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English Learners.

2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

Using the Institute of Education Sciences Practice Guide for effective literacy and English language instruction as a guide, specific recommendations align with District practices for English Learners' success in English proficiency and academic achievement. School sites are accountable for meeting EL proficiency and academic progress by adhering to core classroom practices. Principals use the practices as a guideline to conduct formal and non-formal observations on teacher and student actions in the classroom. Observation information is used during collaborative data conversations. School sites include SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals for all content areas in the SPSA. A SMART goal for EL is included in each content area.

Recommendations for research-based core practices include:

1. Use of Districtwide formative assessments with EL measuring phonological processing, letter knowledge, and word and text reading. All students in grades K-2 are assessed individually in running records, Basic Phonic Skills, high frequency words, and text fluency and comprehension. Students in grades 3-8 are assessed using agreed upon online and publisher assessments. Assessments occur three times a year. Students also take the i-Ready Inform Assessment in Reading and Math. Results and specific standards are noted to inform the need for more support. (Continuous progress monitoring cycle)

2. EL students are provided focused, intensive small-group instruction and/or interventions. The amount of time in intervention is related to the degree of risk. Interventions include phonological awareness, phonics, reading fluency, vocabulary, and comprehension. (Designated Support)

3. High-quality vocabulary instruction is provided throughout the day. Instruction addresses the meanings of common words, phrases, and expressions. (Integrated Support: Academic and Vocabulary Development)

4. The development of formal or academic English is a key instructional goal for EL, beginning in the primary grades. Core reading and math curriculum is supported with supplemental curriculum to ensure progress in learning goals. (Integrated Support-Academic and Vocabulary Development)

5. Teachers ensure that students work on instructional activities in pairs with other students with different ability levels on academic tasks in structured ways. The structured activities practice and extend material already taught. (Integrated Support-Collaborative conversations during Active Visible Learning)

SMART goal outcomes are reported in the SPSA Achievement and District LCAP. Diagnostic scores by site are reported in the LCAP. (Estimated Annual Measurable Outcomes) Continuous progress on all measures constitutes success. The ultimate goal for our EL is to make a one level growth on ELPAC scores annually.

As indicated in the LCAP goals and services for Parent Engagement in Goal 5, all schools are asked to provide outreach to unduplicated parent representatives and include them in the SSC. In addition to site ELAC and TIDE committees (see Title I Part A Parent Engagement), an EL, FY, and Title I parent is invited to be part of the SSC to provide input, voice concerns, and recommend new directions. District surveys are sent to all educational partners.
One of the positive outcomes of the State Dashboard is the attention drawn to LTEL. According to research, oral proficiency for EL takes 3 to 5 years to develop and academic proficiency can take 4 to 7 years, making it difficult to determine when a student is truly considered a LTEL. Studies have also suggested that the time allotted during the normal school day may not be enough and that after school or summer instruction may be needed. Frequent monitoring of LTEL is essential in helping LTEL students make satisfactory progress in English in order to be eligible for reclassification. Progress monitoring is intended to focus on milestones or lack thereof and may necessitate the need to build a comprehensive plan to move LTEL students into proficiency. Additional review by the site Student Study Team and other professionals may result in additional assessments to determine best directions to ensure student success. An alternate reclassification to R-FEP may be indicated.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;

2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;

3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ALSD is located in the foothill community of Alta Loma, California. The District currently serves 5,502 TK-8th grade students with approximately 310 teachers and administrative staff, and an additional 507 support staff. The 2026-27 LCAP for Alta Loma Elementary School District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships, along with high expectations from teachers and administrators, encourage students to pursue excellence in learning and citizenship. A focus on rigorous and engaging instruction, authentic PD in and out of the classroom, as well as the stability of instructional leadership, provides the foundation of success for Inspiring Learners for a Lifetime.

ALSD enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50.5% HI, 26.4% White, 12.5% Asian, 4.3% AA and 5.8% two or more races. American Indian or Alaska Natives, Pacific Islanders, and Filipino students make up our remaining 0.5%. 40.0% of our students are reported as being SED, 5.3% are identified as EL, 0.43% as FY, 11.8% have been identified as SWD, and 12.4% have been identified as advanced learners. Approximately 0.4% of our students participate in our ALLTIS.

Our motto, *Inspiring Learners for a Lifetime*, speaks to the learning goals we desire for our parents, students and those who teach them. We believe that through encouragement, high quality instruction, on-going monitoring of student progress tied to strategic PD that responds to identified needs, our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward best first instructional practices and pedagogy through collaborative models. We are also committed to ensuring parent learning at both the District and site level. Parent forums include the District Parent University Program, site-based Parent Information evenings, scheduled collaboration events with the principal, annual community surveys and forums, adult English classes, and digital communication support to help improve partnerships between home and school. The District is recognized for the quality of leadership from the Board of Trustees to individual school sites. ALSD educators are dedicated to championing the District's established Core Beliefs: Every student in ALSD will be provided an excellent education; every employee is critical to the mission of the District; class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the Core Beliefs and then work diligently to accomplish those goals.

In addition to our reputation as a high achieving school district in academics, we pride ourselves in our activities and programs that provide for a well-rounded education. Students have multiple opportunities to try new endeavors such as leadership, clubs, field trips, intramural sports, drama, chorus and band. Great support has been added to our LCAP to ensure that students feel safe at school and have the social and emotional support they need.

B. Well-Rounded Education (Section 4107)

Our current band program serves all eight (8) elementary schools with a pullout band program in the fifth grade. This past year 295 students participated in elementary band, learning to play brass instruments, wind instruments and percussion. Both mid-year and end-of-the-year concerts were held, and at times the band students joined our junior high and neighboring high school programs to encourage students to continue with the program, improve their musical abilities and set goals for the future. Our junior high band programs offer opportunities for students new to an instrument, as well as more experienced players. This year 300+ students played in the junior high bands, receiving instruction daily. Opportunities in beginning band, symphonic band and jazz band are available. Our junior high bands perform and coordinate with the local high school bands to keep the music program strong. Through ESSA Section 4107, we plan to enhance all of our bands with further options to play string instruments by providing appropriate instruments such as violins and cellos. Lastly, Proposition 28 affords additional funds to enrich and enhance our music and art program.

C. Supporting Safe and Healthy Students (Section 4108
LCAP Goal 3 provides for a learning environment that supports student engagement, wellness, health and school connectedness. Specifically, we adopted Character Strong, a curriculum for SEL. Regularly delivered lessons are delivered by the classroom teachers in TJ through grade 8. (Action 13) This program is intended to enhance the program by providing more instructional material to the school sites. Goal 3 also provides for Tier 2 counseling support with the addition of Behavior Health Therapists intervening with individual and small group counseling and guidance sessions. With the rise in need for mental health support for youngsters, we intend to further support the Tier 2 counseling program. (Action 8) Based on educational partners survey results, along with other metrics, there was a clear need for additional counseling support. As such, each Title I school allocated funds within their SPSA to provide a full-time school counselor on site to support academic, attendance, social-emotional, and behavioral needs on campus.

E. Effectiveness/Outcomes
Regular meetings are held with the itinerant elementary band teachers and the junior high band directors to discuss the participation rate in the band programs and review the on-going needs. The long-term goal of adding to the band program is to add band participation to more students' junior high class schedule to increase the access to other courses beyond the core or a broad course of study. In the area of social and emotional well-being, parents receive weekly communication of the wellness theme for the week and teachers and administrators enhance the theme at the school site. The mental health team, which includes the Tier 3 counselors and , meet regularly to review referrals and review student progress. Positive social and emotional support can be reflected in improved student attendance and improved suspension rates at all school sites, as reflected on the California Dashboard. Goal 3 includes the opportunity for educational partners to complete a survey on an annual basis.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas. What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas. What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The District utilizes feedback from parents, staff, and students, gathered through in-person engagement opportunities and educational partner surveys, to identify areas of need and inform program planning related to well-rounded educational opportunities and student safety and health. Additional data points, including chronic absenteeism and student suspension rates, are reviewed to identify trends and areas requiring additional support, with particular attention to student mental health and well-being. Activities funded through Title IV, Part A support the District's efforts to provide well-rounded educational opportunities and promote safe, healthy, and supportive learning environments. The effectiveness of these services and activities is monitored annually through a review of available data, educational partner feedback, and student needs, with adjustments made as necessary to ensure resources are appropriately targeted and strategies remain effective. This work is also aligned with LCAP Goal 3: Safe and Positive Learning Environments, including actions focused on supporting students' social-emotional health, well-being, and overall success.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas. What activities will be included within the support of effective use of technology?

Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b]).

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

- Title IV, Part A Program
  Rural Education and Student Support Office
  California Department of Education
  Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/
  California Department of Education
  February 2022

Date of LEA's last conducted needs assessment:

N/A - Alta Loma School District does not use Title IV funds for technology purposes.

Alta Loma SCHOOL DISTRICT
Inspiring Learners for a Lifetime

Superintendent's Memorandum

To: **Board of Trustees**

From: Dr. Sherry Smith, Superintendent

Date: November 18, 2026

Subject: Approval of amended Board Policies related to Community Relations, Personnel and Students

BACKGROUND: In order to ensure that Board Policies, Administrative Regulations, and Bylaws remain compliant with applicable state and federal laws, the District contracted with the California School Boards Association (CSBA) to facilitate a comprehensive review and revision of all Board Policies.

First Reading

BP 1312.3 – Uniform Complaint Procedures
BP 4119.1/4219.1/4319.1 – Civil and Legal Rights
BP 5020 – Parent Rights and Responsibilities
BP 5022 – Student and Family Privacy Rights

RATIONALE: This action will amend the policies to be compliant with current state and federal law and current practices.

FUNDING: There is no fiscal impact to this action.

RECOMMENDATION: Recommend the Board approve the amended Board policies related to Community Relations, Personnel and Students, as presented.

Alta Loma SD
Board Policy
Community Relations BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Board of Trustees recognizes that the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

(cf. 5145.7 – Sexual Harassment)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

Complaints Subject to UCP

The District's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following:

1. Accommodations for pregnant and parenting students (Education Code 46015)

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500, 52616.18)

3. After School Education and Safety programs (Education Code 8482-8484.65)

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

6. Child care and development programs (Education Code 8200-8488)

7. Compensatory education (Education Code 54400)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10~~2~~***3***-299.12~~5~~***5***)

9. Course periods without educational content (Education Code 51228.1-51228.3)

10. Discrimination, harassment, intimidation, or bullying in District programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender, gender identity, gender

UNIFORM COMPLAINT PROCEDURES (continued)

expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristics identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more***, or any combination,*** of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, ***210.3,*** 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination includes District sponsorship of any activity or program that promotes discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. (Education Code 51500)

Additionally, the District is prohibited from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

However, ~~T~~*t*he UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2***, 51225.25***)

12. Every Student Succeeds Act (Education Code 12030, 52059.5, 64000, 20 USC 6301 et seq.)

13. ***Instruction,*** Instructional Materials***, Staff Development Materials,*** and Curriculum: Diversity (Education Code 243***, 244, 51500***)

    A complaint alleging ~~such~~ unlawful discrimination ***pursuant to Education Code 243 or 244*** may, in addition to or in lieu of being filed with the District, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 – Williams Uniform Complaint Procedures)
(cf. 4131/4213/4313 – Staff Development)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
(cf. 6161.11 – Supplementary Instructional Materials)
(cf. 6163.1 – Library Media Centers)

UNIFORM COMPLAINT PROCEDURES (continued)

14. Local control and accountability plan (Education Code 52075)

15. Migrant ***child*** education (Education Code 54440-54445)

16. Physical education instructional minutes (Education Code 51210, 51222, 51223)

17. Student fees (Education Code 49010-49013)

18. Reasonable accommodations to a lactating student (Education Code 222)

19. Regional occupational centers and programs (Education Code 52300-52334.7)

20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

21. School or athletic team names, mascots, or nicknames (Education Code 221.3, 33315)

~~21~~***22***. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

~~22~~***23***. State preschool programs (Education Code 8200-8488, 33315)

~~23~~***24***. State preschool health and safety issues in license-exempt programs (Education Code 8212)

~~24. School or athletic team names, mascots, or nicknames pursuant to Education Code 221.3~~

25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

26. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process**,** such as mediation**,** may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

UNIFORM COMPLAINT PROCEDURES (continued)

The District shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the District's UCP.

The Superintendent or designee shall provide training to District staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the District's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment**,** as defined in 34 CFR 106.30

   Such a complaint shall be addressed through the federal Title IX complaint procedures, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the District in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.

(cf. 4030 – Nondiscrimination in Employment)

UNIFORM COMPLAINT PROCEDURES (continued)

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the District is subject, or a physical safety concern that interferes with the District's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the District's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the District's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(cf. 1312.4 – Williams Uniform Complaint Procedures)

Policy **ALTA LOMA SCHOOL DISTRICT**
adopted: October 4, 2006 Alta Loma, California
amended: November 7, 2007
January 16, 2008
November 7, 2012
May 20, 2015
September 21, 2016
September 16, 2020
May 3, 2023
December 13, 2023
November 19, 2025

Alta Loma SD
Board Policy
All Personnel

BP 4119.1(a)
4219.1
4319.1

CIVIL AND LEGAL RIGHTS

The Board of Trustees believes that the personal life of an employee is not an appropriate concern of the District, except as it may directly relate to the performance of the employee's duties.

District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time ***such as when employees are not on duty or engaged in the supervision or instruction of students***.

The District shall make no inquiry concerning the personal values, attitudes, and beliefs of District employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. ~~In a~~***A***ddition***ally***, no District employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the District reserves the right to access any publicly available information about any employee.

No employee shall be dismissed, suspended, disciplined, reassigned, transferred or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

(cf. 5145.2 – Freedom of Speech/Expression)

~~When necessary to protect~~ ***As permitted by law,*** the ~~health, welfare, or safety of students and staff, school officials~~ ***District*** may ***conduct a*** search ***of*** District property under an employee's control ***and may direct the employee to search the employee's personal accounts, devices, and records for District-related documents or information***.

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, the County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the District or a District employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

CIVIL AND LEGAL RIGHTS (continued)

For purposes of whistleblower protection, a Board member is not considered to be an employee.

The Superintendent or designee shall prominently display in lettering of at least 15 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.7, 1102.8)

No employee shall use or attempt to use official authority status or influence to intimidate, threaten, coerce or command, or attempt to intimidate, threaten, coerce, or command, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal have subsequently occurred shall file a written complaint in accordance with the District's complaint procedures. After filing a complaint with the District, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against the employee, in accordance with Education Code 44114.

Protection Against Liability

No employee shall be liable for harm caused by the employee's act or omission when acting within the scope of employment or District responsibilities~~;~~**,** ~~when~~ the employee's act or omission is in conformity with federal ~~or~~**,** state**,** and local law**s**, District policy, or administrative regulation**,** and the employee's act or omission is in furtherance of an effort to control, discipline, expel**,** or suspend a student or to maintain order or control in the classroom or school. (20 USC 7946)

(cf. 9260 – Legal Protection)

The protection against liability shall not apply when:

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed~~.~~

2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance~~.~~

3. The employee was not properly licensed, if required, by state law for such activities~~.~~

CIVIL AND LEGAL RIGHTS (continued)

4. The employee was found by a court to have violated a federal or state civil rights law.

5. The employee was under the influence of alcohol or any drug at the time of the misconduct.

6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.

7. The misconduct involved a sexual offense for which the employee has been convicted in a court.

8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.

(cf. 9260 - Legal Protection)

Alta Loma SD
Board Policy
Students BP 5020(a)

PARENT RIGHTS AND RESPONSIBILITIES

The Board of Trustees recognizes that parents/guardians of District students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the District's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional and social development and well-being of their students, including the means by which the District and parents/guardians can help their students achieve academic and other standards of the District.

~~Within this framework,~~ t***T***he District~~'s primary responsibility shall be to provide~~ ***is responsible for providing*** a high-quality curriculum and instructional program in a ***safe,*** supportive and effective learning environment ~~that enables all students to meet the academic expectations of the District~~.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their ~~children~~ ***student*** succeed in school. ~~(Education Code 51100)~~

The Superintendent or designee shall ensure that District staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy~~/Exhibit (1)~~ 5145.6 - Parent/Guardian Notifications.

(cf. 5145.6 – Parent/Guardian Notifications)

When required by law, Board policy, or administrative regulation, the District shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the District has approved the opt out shall be offered an alternative activity of similar educational value.

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6143 – Courses of Study)

PARENT RIGHTS AND RESPONSIBILITIES (continued)

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a ~~parent~~ center ***for parents/guardians*** at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, ~~their children's~~ ***the*** educational programs. (Education Code 51101.1)

Alta Loma SD
Board Policy
Students BP 5022(a)

STUDENT AND FAMILY PRIVACY RIGHTS

The Board of Trustees respects the ***privacy*** rights of District students and their ~~parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. The Superintendent or designee shall develop regulations to ensure compliance with the law when the District requests, retains, or otherwise uses the personal information of its students and their~~ families***, which shall only be limited by law, and Board policy and administrative regulation***.

(cf. 5145.3 – Nondiscrimination/Harassment)

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g; 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Acct (FERPA), and as specified in Board Policy and Exhibit (1) 5145.6 – Parent Guardian Notifications.

(cf. 5145.6 – Parent/Guardian Notifications)

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. Curriculum and instructional materials used by elementary and secondary schools

2. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

3. The sale by students of products or services to raise funds for school-related or education-related activities

4. Student recognition programs

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

However, ~~T~~***t***he Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including ~~his/her~~ ***the student's*** name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

Job Area	August	September	October	November	December	January	February	March	April	May	June
Board Mtg Dates	**5th**	**9th**	**14th**	**18th**	**16th**	**13th**	**17th**	**10th**	**14th**	**12th**	**9th &16th**
Effective Governance	Superintendent Goals Established (Closed)		Designate Date for Annual Organizational Meeting		Annual Organizational Mtg.	Midyear Board Review/Check In / Approve Board Calendar for 2026-2027		(24th) Special Gov. Workshop: State of District /LCAP/Budget Study Sessions	Board Self Evaluation	Board Appreciation to Staff	(9th) Check-in Board Reflections
Student Voice	EXPLORE/ESY summer recap	Stork	CAASPP Honorees (west side schools)	CAASPP Honorees (east side schools) / VJH was excused this time around		Jasper	Victoria Groves	SBCSS County Event Honorees / Reflections Particpant Honorees/Water District	Parent Leaders & Community Partners Recognition	Retiree Recognition & Employees of the Year	
Policy Review		CSBA Policy Updates		Calendar Committee Convenes	CSBA Policy Updates	Approve School Calendar		CSBA Policy Updates	CSBA Policy Updates Student IDT Master Attendance Agreement (2026, every 5 years)		Approve CSBA Policy Services
Strategic Planning (LCAP/SPSA)	Approval of Consolidated Application and Reporting System	Prop 28 Annual Report					(1) Post SARCs on website (17th) School Safety Plans Midyear LCAP Report			Post LCAP Public Hearing Notice SPSA	(9th) LCAP Public Hearing (16th) LCAP Adoption and Local Indicators/Nonconsent item
Student Achievement	Post Public Hearing Notice - Adequate Inst. Supplies, C/ Summer Offerings Presentation	Adequate Inst. Supplies		CAASPP & Dashboard Data Presentation				New Adoptions Update SBCSS MOU Data Sharing Services		School Counseling Presentation	(9th) Special Field Trips / Approval of Field Trips, Deposits and Prepayments
Facilities								Transportation Service Plan			
Human Resources	Alternate Credentals	Qualified Coaches					Intention to Release	RIF & Reassignment Notices by 14th	Recruitment & Hiring	Final RIF/ Recruitment & Hiring/ Hire Summer Staff	Recruitment & Hiring/Renewal of Assoc./Asst. Sup & Sup contracts

Job Area	August	September	October	November	December	January	February	March	April	May	June
Board Mtg Dates	**5th**	**9th**	**14th**	**18th**	**16th**	**13th**	**17th**	**10th**	**14th**	**12th**	**9th &16th**
Collective Bargaining			Sunshine letters / Collective Bargaining Begins				Governor's January Budget			Governor's May Revise	
Website Maintenance	Update Site Bell Schedules, Calendars, Principal's Welcome Back Letter, Site Administrators and Staff Roster			Update Principal's Letter to Site Community		Update Principal's Letter to Site Community					
Community Relations Topics	Community Advisory Committee Rep Auth (every 2 yrs.) 4th Quarter Williams Report	BTS Night Attendance Family Engagement	1st Quarter Williams Report			2nd Quarter Williams Report		Attend Open House Festival of the Arts	Attend Open House 3rd Quarter Williams Report	Employee Retirements & Employees of the Year	(9th) Resolutions: Red Ribbon Week / Week of the School Administrator / Teacher Appreciation Week / CA Day of the Teacher / Classified School
Financial		Approve Unaudited Actuals & Adopt GANN Limit Resolution			Approve 1st Interim Report	Receive Annual Audit Reports (District and Measure H Bond)		Approve 2nd Interim Report/ LCAP/Budget Study Sessions	LCAP/Budget Study Sessions (April 22)		(9th) Budget Public Hearing (16th) Budget Adoption / Renewal of Major Vendor Contracts
11.18.26											

Alta Loma School District
Standardized Account Code Structure

FUND	
01	GENERAL FUND
13	CAFETERIA FUND
21	BUILDING FUND

RESOURCE	
0000	UNRESTRICTED (BASE – LCFF)
0100	SUPPLEMENTAL - LCFF
1100	LOTTERY - UNRESTRICTED
2600	ELOP – EXPANDED LEARNING OPPORTUNITIES PROGRAM
3010	TITLE I, PART A, BASIC GRANT
3220	CARES ACT
4035	Title II
4127	Title IV
4203	Title III
5310	CHILD NUTRITION
6500	Special Education – State AB602
8150	RRMA Ongoing Maintenance

GOAL	
0000	UNDISTRIBUTED
1000	GENERAL EDUCATION SUMMARY
1110	REGULAR EDUCATION
4760	BILINGUAL EDUCATION
5760	SPECIAL EDUCATION, NONSEVERLY DISABLED AGES 5-22
8500	CHILD CARE SERVICES

FUNCTION	
1000-1999	INSTRUCTION
2000-2999	INSTRUCTION RELATED SERVICES
3000-3999	PUPIL SERVICES
5000-5999	COMMUNITY SERVICES
7000-7999	GENERAL ADMINISTRATION
8000-8999	PLANT SERVICES

OBJECT	
4000-4999	BOOKS, MATERIALS & SUPPLIES
5000-5999	SERVICES & OTHER OPERATING EXPENDUTIRES
6000-6999	CAPITAL OUTLAY

SCHOOL	
000	DISTRICTWIDE
001	ALTA LOMA ELEMENTARY
002	CARNELIAN ELEMENTARY
004 010	JASPER ELEMENTARY
005	FLOYD M. STORK ELEMENTARY
006	DEER CANYON ELEMENTARY
007	HERMOSA ELEMENTARY
009	VICTORIA GROVES ELEMENTARY
010	BANYAN ELEMENTARY
303	ALTA LOMA JUNIOR HIGH
308	VINEYARD JUNIOR HIGH
720	DISTRICT SUPPORT CENTER

The chart of accounts above is a list of the most frequently used codes based on the Standardized Account Code Structure (SACS) established by the California Department of Education (CDE). All fields used in the SACS must work together to form valid account code strings.

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270834	SCRIPPS NATIONAL SPELLING	VJH/SCRIPPS SPELLING BEE	1	01-0000-0-1110-1000-5810-308-570D	206.50
				Total	206.50
270835	SMART & FINAL	VJH/NF OPEN PO SMART & FINAL	1	01-1100-0-1110-1000-4310-308-940T	200.00
				Total	200.00
270836	AMAZON CAPITAL SERVICES INC	ALE/Instructional Supplies	1	01-6500-0-5760-1120-4310-001-622S	400.00
				Total	400.00
270837	SBCSS	ALJH / e-Sports Coaching Clini	1	01-0000-0-1110-1000-5200-303-570D	125.00
				Total	125.00
270838	MIND RESEARCH INSTITUTE	Special Ed/ Licenses	1	01-6500-0-5760-1110-5844-000-600S	350.19
				Total	350.19
270839	ACTION AWARDS INC	HR / Service Pins - Action Awa	1	01-0000-0-0000-7400-5881-720-4400	2,500.00
				Total	2,500.00
270840	SEHI COMPUTER PRODUCTS INC	ALJH / Printers	1	01-0000-0-1110-1000-4440-303-5501	538.75
			2	01-0000-0-1110-1000-4340-303-5501	406.22
				Total	944.97
270841	BOUND TO STAY BOUND BOOKS INC	Hermosa / Library Books	1	01-0000-0-1110-1000-4210-007-570D	356.59
				Total	356.59
270842	J & G ADVERTISING SPECIALTIES	Warehouse/ Shirts	1	13-5310-0-0000-3700-5891-000-2CAF	460.66
			2	01-0000-0-0000-7540-5891-723-2230	200.55
				Total	661.21
270843	LODI UNIFIED SCHOOL DISTRICT	CN /LODI FEES	1	13-5310-0-0000-3700-5300-000-2CAF	928.73
				Total	928.73
270844	J & J SPORTS & TROPHIES	CARNELIAN / STAFF SPIRIT WEAR	1	01-0000-0-1110-1000-5891-002-5501	420.23
				Total	420.23
270845	MAGIC MAKERS ENTERTAINMENT	CARNELIAN / ASSEMBLY	1	01-0000-0-1110-1000-5810-002-5109	900.00
				Total	900.00
270846	VRTKL INC	CN /FLEX FARM	1	13-5310-0-0000-3700-4450-000-2CAF	12,672.62
				Total	12,672.62

BEST NET CONSORTIUM
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT
Board of Trustees Meeting 11/18/2026

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270847	SPLASHTOP INC	VJH/SPLASHTOP FOR MATH	1	01-1100-0-1110-1000-5844-308-903T	268.20
			2	01-1100-0-1110-1000-5844-308-940T	268.20
			3	01-1100-0-1110-1000-5844-308-922T	802.81
				Total	1,339.21
270848	VINCENT J. WUKMIR	JASPER / OPEN PO FOR PIANO TUN	1	01-6770-0-1110-1000-5810-004-5280	200.00
				Total	200.00
270849	EMS LINQ INC	CN /KEY PADS	1	13-5310-0-0000-3700-4340-000-2CAF	1,514.25
				Total	1,514.25
270850	CMC SOUTH	ALJH / Math Conference	1	01-1100-0-1110-1000-5200-303-922T	335.00
				Total	335.00
270851	SUPPLY SOLUTIONS	DC /Custodial Supplies	1	01-0000-0-0000-8210-4370-006-5501	1,243.87
				Total	1,243.87
270852	AGPARTS WORLDWIDE INC	IT / Supplies	1	01-0000-0-0000-7700-4340-000-8305	915.34
				Total	915.34
270853	BMX FREESTYLE TEAM LLC	VG/ BMX Assembly	1	01-0000-0-1110-1000-5810-009-5109	1,975.00
				Total	1,975.00
270854	ULINE	DSC / ROUND TABLES	1	01-0000-0-0000-7150-4350-720-1100	3,609.63
				Total	3,609.63
270855	COUNTY OF SAN BERNARDINO	CN /HEALTH INSPECTION	1	13-5310-0-0000-3700-5810-000-2CAF	6,159.00
				Total	6,159.00
270856	LEADERSHIP ASSOCIATES LLC	HR/2026 Aspiring Superintenden	1	01-0000-0-0000-7400-5200-720-4400	1,000.00
				Total	1,000.00
270857	JENJO INK	EXPLORE/ Community Partner	1	01-2600-0-8500-5000-5810-000-3600	5,600.00
				Total	5,600.00
270858	SEHI COMPUTER PRODUCTS INC	ALE/Printer	1	01-0000-0-1110-1000-4340-001-570D	862.01
				Total	862.01
270859	HENRY SCHEIN INC	Warehouse/ Health Part 1	1	01-0000-0-0000-0000-9320-000	254.15
				Total	254.15

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270860	SCHOOL HEALTH CORPORATION	Warehouse /Health Part 2	1	01-0000-0-0000-0000-9320-000	88.29
				Total	88.29
270861	STAPLES INC	Warehouse /Bags	1	01-0000-0-0000-0000-9320-000	587.45
				Total	587.45
270862	SUPPLY SOLUTIONS	Warehouse/ Gloves	1	01-0000-0-0000-0000-9320-000	601.24
				Total	601.24
270863	LEADING EDGE GROUP LLC	Jasper / Lamination (arts/proj	1	01-6770-0-1110-1000-4310-004-5280	188.51
				Total	188.51
270864	AMAZON CAPITAL SERVICES INC	BAN/STEAM	1	01-1100-0-1110-1000-4310-010-5333	600.00
				Total	600.00
270865	SOUTHWEST SCHOOL&OFFICE SUPPLY	JASPER / SOUTHWEST SCHOOL SUPP	1	01-6770-0-1110-1000-4310-004-5280	2,500.00
				Total	2,500.00
270866	AMAZON CAPITAL SERVICES INC	BAN /SPECIAL EDUCATION/CLASSRO	1	01-9010-0-5760-1190-4310-000-660C	86.79
				Total	86.79
270867	AMAZON CAPITAL SERVICES INC	Jasper / Science Supplies	1	01-1100-0-1110-1000-4310-004-5333	140.05
				Total	140.05
270868	BEST BUY BUSINESS ADVANTAGE	ALJH / 3D Printer	1	01-0000-0-1110-1000-4440-303-5405	942.61
				Total	942.61
270869	NO HOLDEN BACK LLC	DC /GO BIG BMX Show Assembly	1	01-0000-0-1110-1000-5810-006-5109	1,797.00
				Total	1,797.00
270870	MINGA SOLUTIONS US INC	ALJH / Minga SMS Package	1	01-0000-0-0000-2700-5844-303-5109	1,000.00
				Total	1,000.00
270871	PRISMATIC MAGIC LLC	DC /Prismatic Magic Assembly	1	01-0000-0-1110-1000-5810-006-5109	1,498.00
				Total	1,498.00
270872	VERSARE PORTABLE PRODUCTS	CARNELIAN / KINDER SUPPLIES.	1	01-0000-0-1110-1000-4310-002-570D	905.08
				Total	905.08
270873	EDPUZZLE INC.	CARNELIAN / ANNUAL SUBSCRIPTIO	1	01-0000-0-1110-1000-5844-002-570D	4,050.00

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
				Total	4,050.00
270874	APPTEGY INC	IT /Website and Communication	1	01-0000-0-0000-7700-5844-000-8305	43,450.00
				Total	43,450.00
270875	CALIFORNIA FINANCIAL SERVICES	ADMIN SERVICES / FINANCIAL REP	1	21-0000-0-0000-8590-5850-000-7000	12,000.00
				Total	12,000.00
270876	CDW LLC	Jasper / Headphones for Amira	1	01-0000-0-1110-1000-4310-004-5777	223.42
				Total	223.42
270877	ATARA MECHANICAL INC	M&O/ EVAPORATOR - DC	1	01-8150-0-0000-8580-6411-000-2076	8,452.99
				Total	8,452.99
270878	CDW LLC	IT / Supplies	1	01-0000-0-0000-7700-4340-000-8305	1,161.55
				Total	1,161.55
270879	PURPLE EASEL LLC	Jasper / 1st -6th Grade Purple	1	01-0000-0-0000-2700-5810-004-5501	1,520.00
				Total	1,520.00
270880	WORXTIME LLC	ADMIN SVCS/ WORXTIME	1	01-0000-0-0000-7200-5810-720-2200	12,593.67
				Total	12,593.67
270881	CLEAN TRUCK CHECK SPECIALISTS	TRANSPORTATION / SMOG SERVICE	1	01-0230-0-0000-3600-5632-000-2093	2,500.00
			2	01-0240-0-5760-3600-5632-000-217B	2,500.00
				Total	5,000.00
270882	POWER OF ZERO EDUCATION	STORK/ASSEMBLIES	1	01-0000-0-1110-1000-5810-005-5109	4,480.00
				Total	4,480.00
270883	SBCSS	STUDENT SERVICES /CONFERENCE	1	01-0000-0-0000-3900-5200-000-6600	250.00
				Total	250.00
270884	SEHI COMPUTER PRODUCTS INC	JASPER / Classroom Printer (Ca	1	01-1100-0-1110-1000-4340-004-902T	218.19
			2	01-0000-0-1110-1000-4340-004-5501	218.21
				Total	436.40
270885	ASSURANCE DIRECT OIL LLC	TRANSPORTATION / OIL	1	01-8150-0-0000-8110-4360-000-2076	2,000.00
			2	01-0240-0-5001-3600-4360-000-217B	4,000.00
			3	01-0230-0-0000-3600-4360-000-2093	4,000.00

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
				Total	10,000.00
270886	AMAZON CAPITAL SERVICES INC	Jasper / Science Supplies	1	01-1100-0-1110-1000-4310-004-5333	61.53
				Total	61.53
270887	SCHOOL OUTLET.COM	CARNELIAN / STEAM SUPPLIES	1	01-6770-0-1110-1000-4450-002-5280	6,079.85
				Total	6,079.85
270888	VISSER BUS SERVICES INC.	TRANSPORTATION/ TRAINING	1	01-0240-0-5760-3600-5200-000-217B	2,500.00
			2	01-0230-0-0000-3600-5200-721-2093	2,500.00
				Total	5,000.00
270889	ATTAINMENT COMPANY INC	SPECIAL ED/INST SUPPLY M/S	1	01-6500-0-5760-1110-4310-000-600M	527.50
				Total	527.50
270890	CWDL CERTIFICATED PUBLIC	FISCAL / AUDITORS	1	01-0000-0-0000-7190-5822-000-200B	9,463.32
			2	21-0000-0-0000-8590-5822-000-7000	3,631.00
				Total	13,094.32
270891	HEGGERTY PHONEMIC AWARENESS	STK / Digital Learning Platfor	1	01-1100-0-1110-1000-5844-005-901T	178.00
				Total	178.00
270892	TIME AND ALARM SYSTEMS INC	M&O / OPEN REPAIRS	1	01-8150-0-0000-8110-5631-000-2076	12,000.00
				Total	12,000.00
270893	SEHI COMPUTER PRODUCTS INC	VJH/PRINTER THORNTON	1	01-1100-0-1110-1000-4340-308-921T	437.00
				Total	437.00
270894	COMPLETE OFFICE LLC	Warehouse/ Paper	1	01-0000-0-0000-0000-9320-000	677.85
				Total	677.85
270895	KELLY SPICERS INC	Warehouse/ Paper Part 2	1	01-0000-0-0000-0000-9320-000	457.72
				Total	457.72
270896	SOURCE 4 INDUSTRIES INC	CN /POWERED HAND TRUCKS WH	1	13-5310-0-0000-3700-4450-000-2CAF	20,867.94
				Total	20,867.94
270897	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon OPEN	1	01-2600-0-8500-5000-4310-001-3600	3,000.00
			2	01-2600-0-8500-5000-4310-002-3600	3,000.00
			3	01-2600-0-8500-5000-4310-303-3600	3,000.00

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
			4	01-2600-0-8500-5000-4310-004-3600	3,000.00
			5	01-2600-0-8500-5000-4310-005-3600	3,000.00
			6	01-2600-0-8500-5000-4310-006-3600	3,000.00
			7	01-2600-0-8500-5000-4310-007-3600	3,000.00
			8	01-2600-0-8500-5000-4310-308-3600	3,000.00
			9	01-2600-0-8500-5000-4310-009-3600	3,000.00
			10	01-2600-0-8500-5000-4310-010-3600	3,000.00
			11	01-2600-0-8500-5000-4310-000-3600	6,000.00
				Total	36,000.00
270898	LAKESHORE LEARNING MATERIALS L	EXPLORE / Lakeshore	1	01-2600-0-8500-5000-4310-001-3600	249.32
			2	01-2600-0-8500-5000-4310-002-3600	237.45
			3	01-2600-0-8500-5000-4310-004-3600	375.00
			4	01-2600-0-8500-5000-4310-005-3600	265.34
			5	01-2600-0-8500-5000-4310-006-3600	179.72
			6	01-2600-0-8500-5000-4310-007-3600	84.81
			7	01-2600-0-8500-5000-4310-009-3600	6.93
			8	01-2600-0-8500-5000-4310-010-3600	199.36
				Total	1,597.93
270899	ODP BUSINESS SOLUTIONS LLC	EXPLORE / OPEN Office Suppli	1	01-2600-0-8500-5000-4310-001-3600	112.73
			2	01-2600-0-8500-5000-4310-002-3600	200.00
			3	01-2600-0-8500-5000-4310-303-3600	200.00
			4	01-2600-0-8500-5000-4310-004-3600	200.00
			5	01-2600-0-8500-5000-4310-005-3600	200.00
			6	01-2600-0-8500-5000-4310-006-3600	141.34
			7	01-2600-0-8500-5000-4310-007-3600	128.03
			8	01-2600-0-8500-5000-4310-308-3600	200.00
			9	01-2600-0-8500-5000-4310-009-3600	200.00
			10	01-2600-0-8500-5000-4310-010-3600	65.10
			11	01-2600-0-8500-5000-4310-000-3600	490.84
				Total	2,138.04
270900	PRESENTATION SYSTEMS	ALJH / Poster Printer	1	01-0000-0-0000-2700-4440-303-5109	6,737.61
			2	01-0000-0-0000-2700-4450-303-5109	1,990.14
				Total	8,727.75
270901	INTERQUEST GROUP INC	HR /Contracted Services	1	01-0000-0-0000-2700-5810-303-570D	2,500.00
			2	01-0000-0-0000-2700-5810-308-5501	2,500.00
				Total	5,000.00

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270902	AMAZON CAPITAL SERVICES INC	SPECIAL EDUCATION/INSTRUC. SUP	1	01-6500-0-5760-1190-4310-000-662C	55.76
				Total	55.76
270903	ODP BUSINESS SOLUTIONS LLC	ALJH / Science Supplies	1	01-1100-0-1110-1000-4310-303-5333	828.96
				Total	828.96
270904	THE LIBRARY STORE	ALE/Library Sypplies	1	01-0000-0-1110-1000-4310-001-5501	100.82
				Total	100.82
270905	AMAZON CAPITAL SERVICES INC	SPECIAL EDUCATION/INSTRUC. SUP	1	01-6500-0-5760-1190-4310-000-662C	37.85
				Total	37.85
270906	BERTRAND MUSIC ENTERPRISES INC	BAN/MUSIC	1	01-6770-0-1110-1000-4310-010-5280	358.59
				Total	358.59
270907	SOUTHWEST SCHOOL&OFFICE SUPPLY	ALJH / Science Supplies	1	01-1100-0-1110-1000-4310-303-5333	95.64
				Total	95.64
270908	AMAZON CAPITAL SERVICES INC	SPECIAL EDUCATION/INSTRUC. SUP	1	01-6500-0-5760-1190-4310-000-662C	45.65
				Total	45.65
270909	SCHOOL HEALTH CORPORATION	SPECIAL EDUCATION/ INSTRUCTION	1	01-9010-0-5760-1190-4310-000-660C	888.94
				Total	888.94
270910	BERTRAND MUSIC	DC /Music-Cello Hard Case	1	01-6770-0-1110-1000-4310-006-5280	358.59
				Total	358.59
270911	TEACHTOWN	SPECIAL EDUCATION/ STUDENT LIC	1	01-6500-0-5760-1110-5844-010-600M	762.87
				Total	762.87
270912	SBCSS	ALJH / Comp Sci PD	1	01-0000-0-1110-1000-5200-303-570D	150.00
				Total	150.00
270913	MARKERBOARD PEOPLE	CARNELIAN / MUSIC	1	01-6770-0-1110-1000-4310-002-5280	320.00
				Total	320.00
270914	PRO ED INC	SPECIAL EDUCATION/STUDENT LICE	1	01-6500-0-5760-1110-5844-010-600M	1,023.63
				Total	1,023.63
270915	SO CAL TEAM SPORTS LLC	ALJH / Uniforms	1	01-0000-0-0000-2700-4350-303-5001	6,341.09

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
				Total	6,341.09
270916	LAKESHORE PARENT LLC DBA	SPECIAL EDUCATION/INSTUCTIONAL	1	01-6500-0-5760-1110-4310-010-600M	246.75
				Total	246.75
270917	LAKESHORE PARENT LLC DBA	SPECIAL EDUCATION/INSTUCTIONAL	1	01-6500-0-5760-1110-4310-010-600M	246.75
				Total	246.75
270918	AMAZON CAPITAL SERVICES INC	Warehouse/ Salt	1	01-0000-0-0000-0000-9320-000	31.03
				Total	31.03
270919	HOME DEPOT	EXPLORE / Supplies Home Depot	1	01-2600-0-8500-5000-4350-001-3600	9.86
			2	01-2600-0-8500-5000-4350-002-3600	200.00
			3	01-2600-0-8500-5000-4350-303-3600	188.03
			4	01-2600-0-8500-5000-4350-004-3600	151.28
			5	01-2600-0-8500-5000-4350-005-3600	26.65
			6	01-2600-0-8500-5000-4350-006-3600	200.00
			7	01-2600-0-8500-5000-4350-007-3600	200.00
			8	01-2600-0-8500-5000-4350-308-3600	200.00
			9	01-2600-0-8500-5000-4350-009-3600	50.91
			10	01-2600-0-8500-5000-4350-010-3600	88.60
			11	01-2600-0-8500-5000-4350-000-3600	1,684.67
				Total	3,000.00
270920	ODP BUSINESS SOLUTIONS LLC	DC/POSTAGE STAMPS	1	01-0000-0-0000-2700-5955-006-5501	246.00
				Total	246.00
270921	HEGGERTY PHONEMIC AWARENESS	BAN/HEGGERTY	1	01-0000-0-1110-1000-5844-010-5501	89.00
				Total	89.00
270922	RANDALL PLANETARIUM	DC /5th Gr. Fieldtrip to Mt. S	1	01-0000-0-1110-1000-5888-006-5109	504.00
				Total	504.00
270923	SHABLOV LLC	DC /NITRO7LAB ASSEMBLY TK-5	1	01-0000-0-1110-1000-5810-006-5109	800.00
				Total	800.00
270924	B&H PHOTO VIDEO	CARNELIAN / DOC CAM'S	1	01-6770-0-1110-1000-4340-002-5280	319.00
				Total	319.00
270925	JAZZ EDUCATION NETWORK	VJH/JEN CONFERENCE	1	01-6770-0-1110-1000-5200-308-5280	325.00

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
			2	01-6770-0-1110-1000-5300-308-5280	125.00
				Total	450.00
270926	CDW GOVERNMENT LLC	Ed Services/ Classroom Supplie	1	01-1100-0-1110-1000-4340-000-3300	420.23
				Total	420.23
270927	CDW GOVERNMENT LLC	CN /CHROME BOOK	1	13-5310-0-0000-3700-4440-000-2CAF	693.73
			2	13-5310-0-0000-3700-5844-000-2CAF	29.75
			3	13-5310-0-0000-3700-4340-000-2CAF	604.94
				Total	1,328.42
270928	THE SAWDUST FACTORY	DC /ASSEMBLY SAWDUST FACTORY	1	01-0000-0-1110-1000-5810-006-5109	1,155.00
				Total	1,155.00
270929	RILEY'S FARM	STORK/FIELD TRIP-5TH	1	01-0000-0-1110-1000-5888-005-5109	2,266.00
				Total	2,266.00
270930	AVALON TRANSPORTATION LLC	STORK/TRANSPO-FIELD TRIP 5TH	1	01-0000-0-1110-1000-5810-005-5109	3,207.96
				Total	3,207.96
270931	VIEWPLUS TECHNOLOGIES INC	SPECIAL EDUCATION/ LOWI #4	1	01-6500-0-5760-1110-5844-000-617C	595.00
				Total	595.00
270932	EVERWAY HOLDCO LLC	SPECIAL EDUCATION/LICENSE	1	01-6500-0-5760-1120-5844-720-600S	179.00
				Total	179.00
270933	LOWE'S	Hermosa / More Safety Supply B	1	01-0000-0-0000-2700-4350-007-5501	49.35
				Total	49.35
270934	AMAZON CAPITAL SERVICES INC	Hermosa / Emergency Supplies	1	01-0000-0-0000-2700-4350-007-5501	161.52
				Total	161.52
270935	THE SAWDUST FACTORY	STORK/ASSEMBLY-K	1	01-0000-0-1110-1000-5810-005-5109	1,196.00
				Total	1,196.00
270936	AMAZON CAPITAL SERVICES INC	Hermosa / Emergency Supplies	1	01-0000-0-0000-2700-4350-007-5501	209.42
				Total	209.42
270937	KOALA T'S & APPAREL LLC	Jasper / Student Council Shirt	1	01-0000-0-1110-1000-5891-004-5501	326.48
				Total	326.48

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270938	SUPPLY SOLUTIONS	M&O/ Parts & Repair - spilt w/	1	01-8150-0-0000-8210-4370-000-2076	200.87
			2	01-0000-0-0000-8210-4370-010-5501	200.86
			3	01-8150-0-0000-8110-4450-000-2076	727.32
			4	01-0000-0-0000-2700-4450-010-5501	727.32
			5	01-8150-0-0000-8110-5631-000-2076	156.25
			6	01-0000-0-0000-2700-5631-010-5501	156.25
				Total	2,168.87
270939	VISSER BUS SERVICES INC.	VG/ Open PO for Transportation	1	01-0000-0-1110-1000-5810-009-5109	5,000.00
				Total	5,000.00
270940	VICTOR TECHNOLOGY LLC	VG/ Seat Sacks	1	01-1100-0-1110-1000-4310-009-903T	405.71
				Total	405.71
270941	BORDERLAN SECURITY	IT / License	1	01-0000-0-0000-7700-5844-000-8305	1,059.95
				Total	1,059.95
270942	SHI INTERNATIONAL CORP	IT / Laptop Refresh	1	01-0000-0-0000-7700-4440-000-8305	197,184.17
				Total	197,184.17
270943	ODP BUSINESS SOLUTIONS LLC	VG/ Postage Stamps	1	01-0000-0-0000-2700-5955-009-5501	164.00
				Total	164.00
270944	VISSER BUS SERVICES INC.	VJH/VISSER BUS FOR JPL	1	01-0000-0-1110-1000-5810-308-5109	950.00
				Total	950.00
270945	MAIN EVENT ENTERTAINMENT INC	DC/ FIELD TRIP 5TH GRADE MAIN	1	01-0000-0-1110-1000-5888-006-5109	2,710.77
				Total	2,710.77
270946	VISSER BUS SERVICES INC.	VG/ Transportation for Field T	1	01-0000-0-1110-1000-5810-009-5109	1,935.00
				Total	1,935.00
270947	SEHI COMPUTER PRODUCTS INC	CN / PRINTER	1	13-5310-0-0000-3700-4340-000-2CAF	406.22
			2	13-5310-0-0000-3700-4350-000-2CAF	526.90
				Total	933.12
270948	AMAZON CAPITAL SERVICES INC	JASPER/ SCIENCE SUPPLIES OPEN	1	01-1100-0-1110-1000-4310-004-5333	215.50
				Total	215.50
270949	GBC	CARNELIAN / CLASSROOM SUPPLIES	1	01-6770-0-1110-1000-4310-002-5280	542.16

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Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
				Total	542.16
270950	A-Z BUS SALES INC	SPECIAL EDUCATION/EQUIPMENT	1	01-6500-0-5760-1110-4350-000-600S	240.81
				Total	240.81
270951	SBCSS	STUDENT SERVICES /CONFERENCE	1	01-0000-0-0000-3900-5200-000-6600	1,500.00
				Total	1,500.00
270952	CAL POLY POMONA FOUNDATION INC	Jasper / 1st Grade Field Trip	1	01-0000-0-1110-1000-5888-004-5109	4,250.00
				Total	4,250.00
270953	AMAZON CAPITAL SERVICES INC	VJH/EASEL	1	01-0000-0-1110-1000-4310-308-570D	50.21
				Total	50.21
270954	LOWCOSTEARBUDS.COM	ALJH / Science Headphones	1	01-1100-0-1110-1000-4310-303-5333	70.54
				Total	70.54
270955	CAL POLY POMONA FOUNDATION INC	JASPER / 5th Grade Field Trip	1	01-0000-0-1110-1000-5888-004-5109	496.00
				Total	496.00
270956	LEWIS FAMILY PLAYHOUSE	Jasper / 3rd Grade Lewis Playh	1	01-0000-0-1110-1000-5888-004-5109	950.00
				Total	950.00
270957	ODP BUSINESS SOLUTIONS LLC	BAN / DRUM	1	01-1100-0-1110-1000-4310-010-903T	136.27
				Total	136.27
270958	KUYPERS CONSULTING INC	SPECIAL EDUCATION/DIGITAL CURR	1	01-6500-0-5760-1110-5844-010-600M	155.16
				Total	155.16
270959	PESI	SPECIAL ED/BEHAVIORAL WORKSHOP	1	01-6546-0-5001-3130-5200-000-6546	297.00
				Total	297.00
270960	WPS	SPECIAL EDUCATION/PROTOCOLS	1	01-6500-0-5760-1110-4350-000-600S	323.25
				Total	323.25
270961	APPLE INC	SPECIAL EDUCATION/ LICENSES	1	01-6500-0-5001-2100-5844-000-600S	6,421.90
				Total	6,421.90
270962	KUYPERS CONSULTING INC	SPECIAL EDUCATION/DIGITAL CURR	1	01-6500-0-5760-1110-5844-004-600M	155.16
				Total	155.16

02 Alta Loma School District **Fiscal Year: 2027**

Purchase Order	Vendor	Description	Ln	Fu Rs Y Goal Func Obj Sch Mgmt	Encumbered
270963	GARNER HOLT EDUCATION THOURGH	STORK/GATE FIELD TRIP	1	01-0000-0-1110-1000-5888-005-5109	4,721.88
				Total	4,721.88
270964	AMAZON CAPITAL SERVICES INC	ALJH / Yearbook Cameras	1	01-6770-0-1110-1000-4340-303-5280	4,508.68
			2	01-6770-0-1110-1000-4440-303-5280	645.42
				Total	5,154.10
270965	WEST POINT MEDICAL GROUP	HR / DRUG TESTING	1	01-0000-0-0000-7400-5860-720-4400	99.00
				Total	99.00
270966	AMAZON CAPITAL SERVICES INC	SPED / INSTRUC SUPPLIES	1	01-6500-0-5760-1110-4310-000-600S	38.67
				Total	38.67
270967	STUDIO 1	ED SVCS / PRINTING	1	01-0000-0-1110-1000-5891-000-3315	592.62
				Total	592.62
270968	SIR SPEEDY PRINTING	VJH / FORMS	1	01-0000-0-0000-2700-5891-308-570D	359.03
				Total	359.03
270969	AMAZON CAPITAL SERVICES INC	VJH / EMERGENCY SUPPLIES	1	01-0000-0-0000-2700-4350-308-570D	1,350.71
				Total	1,350.71
270970	TEMECULA VALLEY PRINT STOP	ED SVCS / PRINTING	1	01-1100-0-1110-1000-5891-000-3300	8,763.81
				Total	8,763.81

Purchase Order Count: 137

Grand Total 550,862.65

Fund Summary:

Fund 01	490,366.91
Fund 13	44,864.74
Fund 21	15,631.00

The above Purchase Order(s) have been issued in accordance with the District's policies and procedures and are hereby recommended for approval.



Authorized Agent

02 Alta Loma School District **Fiscal Year: 2027**

Transmittal Number: 27000240-0

Reference	Vendor	Description	Amount
PO270341-0003	KOALA T'S & APPAREL LLC	STORK / Koala Ts Incentives Ts	318.60
		Total Payment Amount	318.60
PO270161-0003	SMART & FINAL	ALJH / Office Smart & Final -	379.03
PO270345-0006	SMART & FINAL	Stork / Smart & Final	244.38
PO270453-0003	SMART & FINAL	ALJH / ASB Smart & Final Open	83.44
PO270463-0047	SMART & FINAL	EXPLORE / SUPPLY OPEN,	312.82
PO270463-0048	SMART & FINAL	EXPLORE / SUPPLY OPEN,	31.37
		Total Payment Amount	1,051.04
PO270123-0006	SUPPLY SOLUTIONS	STRK/ Custodial Supplies	22.63
PO270313-0008	SUPPLY SOLUTIONS	CARN / Custodial Supplies	1,031.81
		Total Payment Amount	1,054.44
PO270772-0001	THETA MUSIC	VJH/MUSIC TRAINER	159.00
		Total Payment Amount	159.00
PO270769-0001	ULINE	CN/Lids for Jasper	117.40
		Total Payment Amount	117.40
		Transmittal Total	2,700.48
		Fund Summary: Fund 01	2,583.08
		Fund 13	117.40

Transmittal Number: 27000241-0

PO270819-0001	CALIFORNIA LEAGUE OF EDUCATORS	ALJH / STW Membership	395.00
		Total Payment Amount	395.00
PO270585-0001	LYONS PROMOTIONS	EXPLORE/clip lanyards	404.06
		Total Payment Amount	404.06
PO270711-0001	RENAISSANCE LEARNING INC	ALJH / Flocabulary Site Licens	3,500.00
		Total Payment Amount	3,500.00
PO270309-0004	SUPPLY SOLUTIONS	DC/CUSTODIAL	1,333.88
		Total Payment Amount	1,333.88
PO270807-0001	ULINE	Warehouse / supplies	44.21

02 Alta Loma School District **Fiscal Year: 2027**

Transmittal Number: 27000241-0

		Total Payment Amount	44.21
		Transmittal Total	5,677.15
		Fund Summary: Fund 01	5,677.15

Transmittal Number: 27000242-0

Reference	Vendor	Description	Amount
PO270061-0006	ODP BUSINESS SOLUTIONS LLC	ED SVCS / OPEN OFFICE SUPPLIES	102.96
PO270067-0003	ODP BUSINESS SOLUTIONS LLC	VJH/OPEN PO ODP OFFICE SUPPLIE	21.11
PO270226-0001	ODP BUSINESS SOLUTIONS LLC	WAREHOUSE / OPEN OFFICE SUPPLI	9.69
PO270226-0002	ODP BUSINESS SOLUTIONS LLC	WAREHOUSE / OPEN OFFICE SUPPLI	57.64
PO270298-0007	ODP BUSINESS SOLUTIONS LLC	DC / OPEN INSTR SUPPLIES	133.66
PO270377-0002	ODP BUSINESS SOLUTIONS LLC	ALE / OPEN OFFICE SUPP,	57.07
PO270408-0005	ODP BUSINESS SOLUTIONS LLC	HR /26-27 ODP	25.17
PO270408-0006	ODP BUSINESS SOLUTIONS LLC	HR /26-27 ODP	36.20
PO270408-0007	ODP BUSINESS SOLUTIONS LLC	HR /26-27 ODP	12.92
		Total Payment Amount	456.42
		Transmittal Total	456.42
		Fund Summary: Fund 01	456.42

Transmittal Number: 27000243-0 AUDIT

PO270283-0003	ALL CITY MANAGEMENT	AMIN SERVICES/CROSSING GUARD	9,225.17
		Total Payment Amount	9,225.17
		Transmittal Total	9,225.17
		Fund Summary: Fund 01	9,225.17

Transmittal Number: 27000243-0

PO270283-0002	ALL CITY MANAGEMENT	AMIN SERVICES/CROSSING GUARD	10,231.31
		Total Payment Amount	10,231.31
PV270126-0001	FEDERICO, TERRESA	Re-Issue stale dated check	1,925.25
		Total Payment Amount	1,925.25
PO270020-0003	SO. CALIFORNIA GAS COMPANY	GAS / DSC	111.75
PO270021-0003	SO. CALIFORNIA GAS COMPANY	GAS / ALE	118.39

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Transmittal Number: 27000243-0

Reference	Vendor	Description	Amount
PO270022-0003	SO. CALIFORNIA GAS COMPANY	GAS / CARN	92.88
PO270023-0003	SO. CALIFORNIA GAS COMPANY	GAS / ALJH	281.83
PO270024-0003	SO. CALIFORNIA GAS COMPANY	GAS / JASP	34.63
PO270025-0003	SO. CALIFORNIA GAS COMPANY	GAS / STRK	89.12
PO270026-0004	SO. CALIFORNIA GAS COMPANY	GAS / DC	68.14
PO270028-0003	SO. CALIFORNIA GAS COMPANY	GAS / VJH	403.19
PO270029-0003	SO. CALIFORNIA GAS COMPANY	GAS / VG	99.17
PO270030-0003	SO. CALIFORNIA GAS COMPANY	GAS / BAN	104.47
		Total Payment Amount	1,403.57
PO270031-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALE	4,834.47
PO270032-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / CARN	5,693.88
PO270033-0005	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALJH	198.23
PO270033-0006	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALJH	15,860.40
PO270034-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / JASP	24,657.96
PO270035-0005	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / STRK	3,495.72
PO270035-0006	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / STRK	16,677.91
PO270036-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / DC	15,434.60
PO270037-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / HERM	1,844.44
PO270038-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / DSC	10,726.08
PO270039-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / VG	4,864.92
PO270358-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / VJH	18,847.15
		Total Payment Amount	123,135.76
PO270015-0003	T-MOBILE	M&O / CELL PHONE SERVICE	19.96
PO270089-0003	T-MOBILE	EXPLORE / T-Mobile Cell Phone	99.80
		Total Payment Amount	119.76
		Transmittal Total	136,815.65
		Fund Summary: Fund 01	136,815.65

Transmittal Number: 27000244-0

PO270042-0021	AMAZON CAPITAL SERVICES INC	HERMOSA /OPEN AMAZON- INSTRUC	56.29
PO270165-0022	AMAZON CAPITAL SERVICES INC	Ed Services / Supplies	48.48
PO270172-0006	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa	1,308.56
PO270326-0076	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	455.07
PO270326-0077	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	126.06
PO270326-0079	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	205.69
PO270375-0002	AMAZON CAPITAL SERVICES INC	ALE / Instructional Supplies,	149.82

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Transmittal Number: 27000244-0

Reference	Vendor	Description	Amount
PO270488-0001	AMAZON CAPITAL SERVICES INC	DC/SUPPLIES	1,142.37
PO270504-0001	AMAZON CAPITAL SERVICES INC	SUPT /Open PO - Amazon	139.13
PO270504-0002	AMAZON CAPITAL SERVICES INC	SUPT /Open PO - Amazon	135.00
PO270713-0003	AMAZON CAPITAL SERVICES INC	ALJH / Open PO for Minga Store	22.99
PO270830-0001	AMAZON CAPITAL SERVICES INC	Jasper / 5th Grade Classroom S	33.28
		Total Payment Amount	3,822.74
PV270127-0001	CHAVEZ URIAS, PATRICIA		35.11
		Total Payment Amount	35.11
PO270834-0001	SCRIPPS NATIONAL SPELLING	VJH/SCRIPPS SPELLING BEE	206.50
		Total Payment Amount	206.50
		Transmittal Total	4,064.35
		Fund Summary: Fund 01	2,755.79
		Fund 13	1,308.56

Transmittal Number: 27000245-0

PO270740-0001	SW SCHOOL SUPPLY	ALJH / Misc. Supplies	1,830.72
PO270740-0002	SW SCHOOL SUPPLY	ALJH / Misc. Supplies	123.60
PO270740-0003	SW SCHOOL SUPPLY	ALJH / Misc. Supplies	20.04
PO270740-0004	SW SCHOOL SUPPLY	ALJH / Misc. Supplies	71.40
		Total Payment Amount	2,045.76
		Transmittal Total	2,045.76
		Fund Summary: Fund 01	2,045.76

Transmittal Number: 27000246-0

PO270017-0004	DELTA DENTAL OF CALIFORNIA	FISCAL SERVICES / Dental	6,718.71
		Total Payment Amount	6,718.71
PO270083-0001	SW SCHOOL SUPPLY	Carnelian / Open Southwest Ins	352.35
PO270088-0003	SW SCHOOL SUPPLY	BAN / OPEN-INSTRUCTIONAL SUPPL	100.64
PO270530-0004	SW SCHOOL SUPPLY	ALE / OPEN INSTR SUPPLIES	130.30
PO270530-0005	SW SCHOOL SUPPLY	ALE / OPEN INSTR SUPPLIES	127.62
		Total Payment Amount	710.91

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Transmittal Number: 27000246-0

		Transmittal Total	7,429.62
		Fund Summary: Fund 01	7,429.62

Transmittal Number: 27000247-0

Reference	Vendor	Description	Amount
PO270799-0001	COLOR DIGIT	Ed Service/Curriculum	1,188.48
		Total Payment Amount	1,188.48
PO270800-0001	DECKER EQUIPMENT / SCHOOL FIX	ALE/Custodial supplies	88.40
		Total Payment Amount	88.40
PO270792-0001	DEMCO INC	DC/LIBRARY	136.06
		Total Payment Amount	136.06
PO270825-0001	GOPHER SPORT	ALJH / PE Equipment	643.17
		Total Payment Amount	643.17
PO270847-0001	SPLASHTOP INC	VJH/SPLASHTOP FOR MATH	1,339.33
		Total Payment Amount	1,339.33
PO270848-0001	VINCENT J. WUKMIR	JASPER / OPEN PO FOR PIANO TUN	195.00
		Total Payment Amount	195.00
PO270822-0001	WEST MUSIC COMPANY INC	CARN /Chorus order	111.58
		Total Payment Amount	111.58
		Transmittal Total	3,702.02
		Fund Summary: Fund 01	3,702.02

Transmittal Number: 27000248-0

PO270165-0023	AMAZON CAPITAL SERVICES INC	Ed Services / Supplies	8.57
PO270165-0024	AMAZON CAPITAL SERVICES INC	Ed Services / Supplies	44.06
PO270165-0025	AMAZON CAPITAL SERVICES INC	Ed Services / Supplies	47.08
PO270196-0003	AMAZON CAPITAL SERVICES INC	FISCAL SERVICES / OPEN OFFICE	210.10
PO270477-0003	AMAZON CAPITAL SERVICES INC	DC/SUPPLIES	150.71
PO270629-0003	AMAZON CAPITAL SERVICES INC	SPECIAL ED/INST SUPPLIES	267.43
PO270653-0004	AMAZON CAPITAL SERVICES INC	SPECIAL ED/MISC	11.01
PO270704-0001	AMAZON CAPITAL SERVICES INC	Special Ed/Speech	212.00

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Transmittal Number: 27000248-0

Reference	Vendor	Description	Amount
PO270704-0002	AMAZON CAPITAL SERVICES INC	Special Ed/Speech	15.61
PO270764-0001	AMAZON CAPITAL SERVICES INC	DC /Inst. Supplies-Amazon	65.82
PO270810-0001	AMAZON CAPITAL SERVICES INC	SPECIAL EDUCATION/EQUIPMENT	279.30
PO270820-0001	AMAZON CAPITAL SERVICES INC	CARN /Champs Amazon Open	291.38
		Total Payment Amount	1,603.07
PV270128-0001	OLEAS, PATRICIA		117.80
		Total Payment Amount	117.80
		Transmittal Total	1,720.87
		Fund Summary: Fund 01	1,720.87

Transmittal Number: 27000249-0

PO270040-0002	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / BAN	(42.02)
PO270040-0003	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / BAN	12,863.47
		Total Payment Amount	12,821.45
PO270531-0004	VERIZON CONNECT TELO INC	M&O/CAMERA/GPS TRACKING/INSTAL	860.61
		Total Payment Amount	860.61
		Transmittal Total	13,682.06
		Fund Summary: Fund 01	13,682.06

Transmittal Number: 27000250-0

PO270193-0002	DRIFTWOOD DAIRY INC.	CN /Dairy Products	29,338.88
		Total Payment Amount	29,338.88
PO270849-0001	EMS LINQ INC	CN /KEY PADS	1,514.25
		Total Payment Amount	1,514.25
PO270843-0001	LODI UNIFIED SCHOOL DISTRICT	CN /LODI FEES	928.73
		Total Payment Amount	928.73
		Transmittal Total	31,781.86
		Fund Summary: Fund 13	31,781.86

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Transmittal Number: 27000251-0

Reference	Vendor	Description		Amount
PV270129-0001	EMPLOYMENT DEVELOPMENT DEPT			4,035.06
		Total Payment Amount		4,035.06
		Transmittal Total		4,035.06
		Fund Summary:	**Fund 01**	4,035.06

Transmittal Number: 27000252-0 AUDIT

PO270362-0007	AMERGIS HEALTHCARE STAFFING	SPECIAL ED/CONTRACT		9,196.94
		Total Payment Amount		9,196.94
PO270464-0001	TOBII DYNAVOX	SPECIAL ED/MEMBERSHIP		3,184.00
		Total Payment Amount		3,184.00
		Transmittal Total		12,380.94
		Fund Summary:	**Fund 01**	12,380.94

Transmittal Number: 27000252-0

PO270773-0001	ART SPECIALTIES	EXPLORE/Art Specialties School		515.50
		Total Payment Amount		515.50
PO270768-0003	BERTRAND MUSIC	VJH/BERTRANDS OPEN PO MUSIC		103.42
		Total Payment Amount		103.42
PO270229-0001	BRADY INDUSTRIES	WAREHOUSE / OPEN SUPPLIES		235.64
		Total Payment Amount		235.64
PO270156-0001	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC		58.90
PO270156-0002	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC		60.00
		Total Payment Amount		118.90
PO270806-0001	PIONEER DRAMA SERVICE INC	VJH/SCRIPT WINTER PLAY		309.00
		Total Payment Amount		309.00
PO270243-0006	SMART & FINAL	ED SVCS / OPEN OFFICE SUPPLIES		20.97
PO270463-0049	SMART & FINAL	EXPLORE / SUPPLY OPEN,		337.11
PO270463-0050	SMART & FINAL	EXPLORE / SUPPLY OPEN,		466.14
PO270463-0051	SMART & FINAL	EXPLORE / SUPPLY OPEN,		91.39

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Transmittal Number: 27000252-0

Reference	Vendor	Description	Amount
PO270463-0052	SMART & FINAL	EXPLORE / SUPPLY OPEN,	65.04
PO270569-0002	SMART & FINAL	VJH/OPEN PO ELA SMART & FINAL	301.24
		Total Payment Amount	1,281.89
		Transmittal Total	2,564.35
		Fund Summary: Fund 01	2,564.35

Transmittal Number: 27000253-0

PO270422-0005	DIESEL DIRECT WEST LLC	TRANS /FUEL - UNLEADED/ DIESEL	9,370.72
		Total Payment Amount	9,370.72
PO270759-0001	DUGMORE & DUNCAN INC	M&O /Door Replacement	2,111.27
		Total Payment Amount	2,111.27
PO270263-0004	EWING IRRIGATION PRODUCTS INC	M&O / GRNDS / OPEN SUPPLIES	1,064.82
		Total Payment Amount	1,064.82
PO270238-0005	JOHNSTONE SUPPLY INC	M&O / OPEN SUPPLIES	20.20
		Total Payment Amount	20.20
PO270423-0001	SMITH BROTHERS GLASS INC	M&O /BUILDING WINDOW REPAIRS -	302.27
PO270423-0002	SMITH BROTHERS GLASS INC	M&O /BUILDING WINDOW REPAIRS -	302.27
		Total Payment Amount	604.54
PO270411-0005	SUPPLY SOLUTIONS	M&O/OPEN PO SUPPLIES	210.21
		Total Payment Amount	210.21
PO270253-0033	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	646.39
		Total Payment Amount	646.39
		Transmittal Total	14,028.15
		Fund Summary: Fund 01	14,028.15

Transmittal Number: 27000254-0

PO270257-0005	CED INC	M&O / OPEN SUPPLIES	235.97
PO270257-0006	CED INC	M&O / OPEN SUPPLIES	235.97
		Total Payment Amount	471.94

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Transmittal Number: 27000254-0

Reference	Vendor	Description	Amount
PO270406-0012	CINTAS CORPORATION	M&O /SHOP TOWELS AND UNIFORM S	65.17
PO270406-0013	CINTAS CORPORATION	M&O /SHOP TOWELS AND UNIFORM S	65.17
		Total Payment Amount	130.34
PO270256-0005	RBM LOCK & KEY SERVICE	M&O / OPEN SUPPLIES	49.48
		Total Payment Amount	49.48
PO270418-0004	RICCARDI FLOOR COVERING INC	M&O /FLOORING REPAIRS - DISTRI	402.00
		Total Payment Amount	402.00
PO270205-0001	SOCAL FILTERS AND SERVICES INC	M&O /HVAC SUPPLIES	6,534.69
		Total Payment Amount	6,534.69
PO270253-0034	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	668.43
		Total Payment Amount	668.43
		Transmittal Total	8,256.88
		Fund Summary: Fund 01	8,256.88

Transmittal Number: 27000255-0 AUDIT

PO270201-0013	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	72.17
PO270201-0014	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	193.27
PO270201-0015	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	304.92
PO270201-0016	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	556.58
PO270201-0017	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	357.73
PO270201-0018	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	333.92
PO270201-0019	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	1,247.29
PO270201-0020	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	151.21
PO270201-0021	NAPA AUTO PARTS	TRANSPORTATION / OPEN SUPPLIES	(30.17)
		Total Payment Amount	3,186.92
		Transmittal Total	3,186.92
		Fund Summary: Fund 01	3,186.92

Transmittal Number: 27000255-0

PO270268-0008	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	275.00
PO270268-0009	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	275.00

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Transmittal Number: 27000255-0

Reference	Vendor	Description	Amount
PO270268-0010	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	400.00
PO270268-0011	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	300.00
PO270268-0012	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	200.00
PO270268-0013	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	275.00
PO270268-0014	BUG X PEST CONTROL	M&O / EXTERMINATOR SERVICES	275.00
		Total Payment Amount	2,000.00
PO270208-0074	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	15.43
PO270208-0075	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	23.74
PO270208-0076	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	45.63
PO270208-0077	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	46.35
PO270208-0078	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	20.33
PO270208-0079	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	79.62
PO270208-0080	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	(44.57)
PO270208-0081	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	10.51
PO270208-0082	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	38.75
PO270208-0083	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	19.00
PO270208-0084	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	16.55
PO270208-0085	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	27.02
PO270208-0086	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	34.32
PO270208-0087	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	32.11
PO270208-0088	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	35.56
PO270208-0089	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	58.09
		Total Payment Amount	458.44
PO270409-0002	KC SERVICES	TRANSPORTATION / BUS AND FLEET	610.00
PO270409-0003	KC SERVICES	TRANSPORTATION / BUS AND FLEET	625.00
		Total Payment Amount	1,235.00
PO270538-0002	MOBILE OCCUPATINAL SERVICES IN	M&O /DOT DRUG TESTING	30.00
		Total Payment Amount	30.00
PO270253-0035	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	187.99
		Total Payment Amount	187.99
		Transmittal Total	3,911.43
		Fund Summary: Fund 01	3,911.43

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Transmittal Number: 27000256-0 AUDIT

Reference	Vendor	Description		Amount
PO270194-0012	REFRIGERATION CONTROL	CN / Open PO for service of re		491.52
PO270194-0014	REFRIGERATION CONTROL	CN / Open PO for service of re		1,739.17
PO270194-0016	REFRIGERATION CONTROL	CN / Open PO for service of re		1,044.75
		Total Payment Amount		3,275.44
PO270823-0001	TPI MARKETING LLC	CN /Protein Puffs		4,840.00
		Total Payment Amount		4,840.00
		Transmittal Total		8,115.44
		Fund Summary:	**Fund 13**	8,115.44

Transmittal Number: 27000256-0

PO270855-0001	COUNTY OF SAN BERNARDINO	CN /HEALTH INSPECTION		6,159.00
		Total Payment Amount		6,159.00
PO270194-0011	REFRIGERATION CONTROL	CN / Open PO for service of re		412.27
PO270194-0013	REFRIGERATION CONTROL	CN / Open PO for service of re		1,032.84
PO270194-0015	REFRIGERATION CONTROL	CN / Open PO for service of re		1,052.07
		Total Payment Amount		2,497.18
PO270195-0005	SMART & FINAL	CN / Food & Supplies		7.59
		Total Payment Amount		7.59
		Transmittal Total		8,663.77
		Fund Summary:	**Fund 13**	8,663.77

Transmittal Number: 27000257-0 AUDIT

PO270283-0004	ALL CITY MANAGEMENT	AMIN SERVICES/CROSSING GUARD		10,180.37
		Total Payment Amount		10,180.37
		Transmittal Total		10,180.37
		Fund Summary:	**Fund 01**	10,180.37

Transmittal Number: 27000257-0

PO270284-0005	BAY ALARM	M&O / MAINTENANCE AGREEMENT		2,024.54
		Total Payment Amount		2,024.54

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Transmittal Number: 27000257-0

Reference	Vendor	Description		Amount
PO270090-0002	BLUE TRITON BRANDS INC	ALJH / Bottled Water		134.88
			Total Payment Amount	134.88
PO270012-0005	BURRTEC WASTE GROUP INC	DSC / DISTRICT-WIDE TRASH		8,463.63
			Total Payment Amount	8,463.63
			Transmittal Total	10,623.05
		Fund Summary:	**Fund 01**	10,623.05

Transmittal Number: 27000258-0

PO270362-0008	AMERGIS HEALTHCARE STAFFING	SPECIAL ED/CONTRACT		10,304.83
			Total Payment Amount	10,304.83
PO270363-0001	BEE THERAPY GROUP LLC	SPECIAL ED/CONTRACT		5,424.00
			Total Payment Amount	5,424.00
PO270717-0003	BRAILLE ABILITIES LLC	SPECIAL ED/CONTRACT		13,112.42
			Total Payment Amount	13,112.42
PO270624-0001	LEARNING WITHOUT TEARS	Special Ed/1st Grade MS Teache		240.04
			Total Payment Amount	240.04
PO270443-0004	PARADIGM HEALTHCARE	SPECIAL ED/CONTRACT		728.50
PO270472-0002	PARADIGM HEALTHCARE	SPECIAL ED/CONTRACT		1,803.36
			Total Payment Amount	2,531.86
PO270439-0003	PEGGY MCDONALD	SPECIAL ED/CONTRACT		6,875.00
			Total Payment Amount	6,875.00
PO270441-0003	TECHVISION LLC	SPECIAL ED/CONTRACT		4,912.50
			Total Payment Amount	4,912.50
			Transmittal Total	43,400.65
		Fund Summary:	**Fund 01**	43,400.65

Transmittal Number: 27000259-0

PO270335-0001	AMPLIFY EDUCATION INC	Educational Services /Curricu	902.44

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Transmittal Number: 27000259-0

		Total Payment Amount	902.44
Reference	**Vendor**	**Description**	**Amount**
PO270874-0001	APPTEGY INC	IT /Website and Communication	43,450.00
		Total Payment Amount	43,450.00
PO270577-0001	GOPHER SPORT	VJH/PE OPEN PO GOPHER SPORTS	994.05
		Total Payment Amount	994.05
PO270208-0090	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	305.10
PO270208-0091	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	305.34
PO270208-0092	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	28.12
PO270208-0093	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	41.16
PO270208-0094	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	35.99
PO270208-0095	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	13.55
PO270208-0096	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	91.80
PO270208-0097	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	3.69
PO270208-0098	HOME DEPOT CREDIT SERVICES	M&O / OPEN SUPPLIES	7.97
		Total Payment Amount	832.72
PO270875-0001	KEYANALYTICS	ADMIN SERVICES / FINANCIAL REP	3,000.00
		Total Payment Amount	3,000.00
PO270154-0002	LANGUAGELINE SERVCIES	ED SVCS / CONSULTANT SERVICES	90.69
		Total Payment Amount	90.69
		Transmittal Total	49,269.90
		Fund Summary: Fund 01	46,269.90
		Fund 21	3,000.00

Transmittal Number: 27000260-0

PO270301-0002	HOME DEPOT CREDIT SERVICES	DC/ CUST OPEN SUPPLIES	19.20
PO270306-0002	HOME DEPOT CREDIT SERVICES	CARN / HOME DEPOT OPEN	236.78
PO270311-0005	HOME DEPOT CREDIT SERVICES	ALJH / Home Depot Open PO	81.78
PO270311-0006	HOME DEPOT CREDIT SERVICES	ALJH / Home Depot Open PO	47.97
PO270339-0010	HOME DEPOT CREDIT SERVICES	EXPLORE / Home Depot Supplies	26.89
PO270339-0011	HOME DEPOT CREDIT SERVICES	EXPLORE / Home Depot Supplies	19.35
		Total Payment Amount	431.97

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Transmittal Number: 27000260-0

Reference	Vendor	Description	Amount
PO270159-0003	OCCUPATIONAL HEALTH CENTERS	HR /2026-27 Services IMMUNIZAT	288.00
		Total Payment Amount	288.00
PO270014-0002	QUADIENT LEASING USA INC	26/27 HR / MAIL METER	526.47
		Total Payment Amount	526.47
PO270345-0007	SMART & FINAL	Stork / Smart & Final	276.65
PO270578-0001	SMART & FINAL	VJH/JL OPEN SMART & FINAL	128.31
		Total Payment Amount	404.96
PO270130-0003	STAPLES CONTRACT & COMMERCIAL	VG / OPEN Staples	90.97
PO270134-0001	STAPLES CONTRACT & COMMERCIAL	ALJH / Staples Open PO	47.69
		Total Payment Amount	138.66
PO270511-0001	ZEN EDUCATE	SPED/CONTRACT	2,860.23
		Total Payment Amount	2,860.23
		Transmittal Total	4,650.29
		Fund Summary: Fund 01	4,650.29

Transmittal Number: 27000261-0

PO270567-0001	J W PEPPER & SON INC	ALJH / J.W. Pepper Open PO	4.60
PO270567-0002	J W PEPPER & SON INC	ALJH / J.W. Pepper Open PO	14.95
PO270567-0003	J W PEPPER & SON INC	ALJH / J.W. Pepper Open PO	18.47
		Total Payment Amount	38.02
PO270409-0004	KC SERVICES	TRANSPORTATION / BUS AND FLEET	630.00
		Total Payment Amount	630.00
PO270247-0012	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	28.48
PO270247-0013	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	55.26
PO270247-0014	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	32.50
PO270247-0015	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	132.05
PO270247-0016	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	22.81
PO270247-0017	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	44.65
PO270247-0018	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	308.05
PO270247-0019	LOWE'S COMPANIES INC	M&O / OPEN SUPPLIES	37.32
		Total Payment Amount	661.12

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Transmittal Number: 27000261-0

Reference	Vendor	Description	Amount
PO270142-0003	SMART & FINAL	BAN / SMART & FINAL	380.27
PO270147-0006	SMART & FINAL	JASPER / SMART & FINAL OPEN PO	32.98
PO270147-0007	SMART & FINAL	JASPER / SMART & FINAL OPEN PO	73.05
PO270300-0003	SMART & FINAL	CARN / Open PO Smart & Final	87.59
PO270321-0002	SMART & FINAL	HERM /OPEN SMART & FINAL	364.04
PO270345-0008	SMART & FINAL	Stork / Smart & Final	243.55
PO270463-0053	SMART & FINAL	EXPLORE / SUPPLY OPEN,	132.70
PO270463-0054	SMART & FINAL	EXPLORE / SUPPLY OPEN,	109.92
		Total Payment Amount	1,424.10
PO270253-0036	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	59.21
PO270253-0037	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	524.80
PO270253-0038	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	10.79
		Total Payment Amount	594.80
		Transmittal Total	3,348.04
		Fund Summary: Fund 01	3,348.04

Transmittal Number: 27000262-0

PV270130-0001	U S BANK		1,115.00
		Total Payment Amount	1,115.00
		Transmittal Total	1,115.00
		Fund Summary: Fund 01	1,115.00

Transmittal Number: 27000263-0 AUDIT

PV270131-0001	U S BANK		3,235.32
		Total Payment Amount	3,235.32
		Transmittal Total	3,235.32
		Fund Summary: Fund 13	3,235.32

Transmittal Number: 27000264-0

PV270136-0001	ESCARENO, JENNA		186.20
		Total Payment Amount	186.20

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Transmittal Number: 27000264-0

Reference	Vendor	Description		Amount
PV270133-0001	HUNT, SHELBY			31.24
			Total Payment Amount	31.24
PV270134-0001	JAUSS, JOSHUA			261.91
PV270135-0001	JAUSS, JOSHUA			260.23
			Total Payment Amount	522.14
PV270132-0001	KLEIST, NATALIE			42.98
			Total Payment Amount	42.98
PV270137-0001	LE MASTER, JAMIE			150.00
			Total Payment Amount	150.00
PO270741-0001	LUCKY STRIKE ENTERTAINMENT	BAN/FIELD TRIP		732.27
			Total Payment Amount	732.27
PV270138-0001	WERNIK, KATIE			86.62
			Total Payment Amount	86.62
			Transmittal Total	1,751.45
		Fund Summary:	**Fund 01**	1,751.45

Transmittal Number: 27000265-0

PO270758-0001	IRVINE PARK RAILROAD	Stork/ Irvine Park Railroad		2,140.00
			Total Payment Amount	2,140.00
PO270857-0001	JENJO INK	EXPLORE/ Community Partner		800.00
			Total Payment Amount	800.00
PO270744-0001	JFK TRANSPORTATION CO. INC.	Stork Field Trip Transportatio		833.18
			Total Payment Amount	833.18
PO270707-0001	LUCKY STRIKE ENTERTAINMENT	ALE/5th gr. Field Trip		411.91
			Total Payment Amount	411.91
PO270795-0001	WHEELS SQUARED BMX SHOW LLC	CARNELIAN / ASSEMBLY		999.00
			Total Payment Amount	999.00

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Transmittal Number: 27000265-0

		Transmittal Total	5,184.09
		Fund Summary: Fund 01	5,184.09

Transmittal Number: 27000266-0

Reference	Vendor	Description	Amount
PO270236-0003	GOLD STAR FOODS	CN /Food commodities, snack it	167,792.31
		Total Payment Amount	167,792.31
		Transmittal Total	167,792.31
		Fund Summary: Fund 13	167,792.31

Transmittal Number: 27000267-0

PV270139-0001	U S BANK		3,375.00
		Total Payment Amount	3,375.00
		Transmittal Total	3,375.00
		Fund Summary: Fund 01	3,375.00

Transmittal Number: 27000268-0

PV270142-0001	BAKER, JENNIFER		17.23
		Total Payment Amount	17.23
PV270143-0001	JOHNSON, ANNA		33.06
		Total Payment Amount	33.06
PV270146-0001	RASH, MCKENNA		177.30
		Total Payment Amount	177.30
PV270145-0001	SAENZ, KIMBERLY		439.45
		Total Payment Amount	439.45
PV270140-0001	TRAVIS, BRIDGET		79.00
		Total Payment Amount	79.00
PV270147-0001	VASS, MAUREEN		39.48
		Total Payment Amount	39.48

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Transmittal Number: 27000268-0

Reference	Vendor	Description		Amount
PV270141-0001	VETERE, JENNY			265.07
		Total Payment Amount		265.07
		Transmittal Total		1,050.59
		Fund Summary:	**Fund 01**	1,050.59

Transmittal Number: 27000269-0 AUDIT

PO270484-0001	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	848.34
PO270484-0002	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	7,029.72
PO270484-0003	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	4,002.09
PO270484-0004	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	584.09
PO270484-0005	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	705.48
PO270484-0006	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	121.16
PO270484-0007	A-Z BUS SALES INC	TRANS /CNG TANK INSPECTIONS	2,366.25
		Total Payment Amount	15,657.13
		Transmittal Total	15,657.13
		Fund Summary: **Fund 01**	15,657.13

Transmittal Number: 27000270-0

PO270061-0007	ODP BUSINESS SOLUTIONS LLC	ED SVCS / OPEN OFFICE SUPPLIES	109.01
PO270061-0008	ODP BUSINESS SOLUTIONS LLC	ED SVCS / OPEN OFFICE SUPPLIES	247.17
PO270067-0004	ODP BUSINESS SOLUTIONS LLC	VJH/OPEN PO ODP OFFICE SUPPLIE	40.97
PO270067-0005	ODP BUSINESS SOLUTIONS LLC	VJH/OPEN PO ODP OFFICE SUPPLIE	27.87
PO270325-0009	ODP BUSINESS SOLUTIONS LLC	EXPLORE / OPEN SUPPLIES, Offi	190.12
PO270325-0010	ODP BUSINESS SOLUTIONS LLC	EXPLORE / OPEN SUPPLIES, Offi	71.97
		Total Payment Amount	687.11
		Transmittal Total	687.11
		Fund Summary: **Fund 01**	687.11

Transmittal Number: 27000271-0

PO270326-0080	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	62.48
PO270326-0081	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	36.63
PO270326-0082	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	39.32
PO270326-0083	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	136.48

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Transmittal Number: 27000271-0

Reference	Vendor	Description	Amount
PO270326-0084	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	343.70
PO270326-0085	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	239.09
PO270326-0086	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	555.32
PO270326-0087	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	13.41
PO270326-0088	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	394.26
PO270326-0089	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	41.70
PO270326-0090	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	291.40
PO270326-0091	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	380.40
		Total Payment Amount	2,534.19
		Transmittal Total	2,534.19
		Fund Summary: Fund 01	2,534.19

Transmittal Number: 27000272-0

PO270060-0003	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	161.19
PO270060-0004	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	251.34
PO270060-0005	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	27.87
PO270060-0006	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	54.01
PO270060-0007	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	280.98
PO270063-0029	ODP BUSINESS SOLUTIONS LLC	JASPER / INST SUPPLIES	113.82
PO270063-0030	ODP BUSINESS SOLUTIONS LLC	JASPER / INST SUPPLIES	52.45
PO270063-0031	ODP BUSINESS SOLUTIONS LLC	JASPER / INST SUPPLIES	15.48
PO270388-0009	ODP BUSINESS SOLUTIONS LLC	BAN / OPEN-INSTRUCTIONAL SUPPL	56.18
		Total Payment Amount	1,013.32
		Transmittal Total	1,013.32
		Fund Summary: Fund 01	1,013.32

Transmittal Number: 27000273-0

PO270076-0001	ODP BUSINESS SOLUTIONS LLC	VJH/JB OPEN PO ODP	58.91
PO270081-0003	ODP BUSINESS SOLUTIONS LLC	VJH/TEACHER OPEN PO ODP SUPPLI	73.46
PO270304-0006	ODP BUSINESS SOLUTIONS LLC	DC/OPEN-ART	202.14
PO270349-0014	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	124.32
PO270801-0001	ODP BUSINESS SOLUTIONS LLC	SPECIAL EDUCATION/LOWI #2	89.54
		Total Payment Amount	548.37
		Transmittal Total	548.37

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Transmittal Number: 27000273-0

	Fund Summary:	**Fund 01**	548.37

Transmittal Number: 27000274-0

Reference	Vendor	Description	Amount
PV270144-0001	U S BANK		668.10
		Total Payment Amount	668.10
		Transmittal Total	668.10
	Fund Summary:	**Fund 01**	668.10

Transmittal Number: 27000275-0 AUDIT

PO270890-0001	CWDL CERTIFICATED PUBLIC	FISCAL / AUDITORS	13,094.32
		Total Payment Amount	13,094.32
PO270880-0001	WORXTIME LLC	ADMIN SVCS/ WORXTIME	12,593.67
		Total Payment Amount	12,593.67
		Transmittal Total	25,687.99
	Fund Summary:	**Fund 01**	22,056.99
		Fund 21	3,631.00

Transmittal Number: 27000275-0

PO270628-0005	ASIAN-AMERICAN RESOURCE CENTER	SPECIAL ED/CONTRACT	204.20
PO270628-0006	ASIAN-AMERICAN RESOURCE CENTER	SPECIAL ED/CONTRACT	204.20
PO270628-0007	ASIAN-AMERICAN RESOURCE CENTER	SPECIAL ED/CONTRACT	225.00
		Total Payment Amount	633.40
PO270752-0001	J W PEPPER & SON INC	ALE/Choral Music instructional	29.00
PO270752-0002	J W PEPPER & SON INC	ALE/Choral Music instructional	107.72
PO270752-0003	J W PEPPER & SON INC	ALE/Choral Music instructional	30.16
		Total Payment Amount	166.88
PO270655-0001	NCS PEARSON INC	SPECIAL ED/INST MATERIALS	7,813.36
PO270655-0002	NCS PEARSON INC	SPECIAL ED/INST MATERIALS	(445.60)
PO270655-0003	NCS PEARSON INC	SPECIAL ED/INST MATERIALS	508.92
		Total Payment Amount	7,876.68
PO270892-0001	TIME AND ALARM SYSTEMS INC	M&O / OPEN REPAIRS	1,139.79

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Transmittal Number: 27000275-0

Reference	Vendor	Description	Amount
PO270892-0002	TIME AND ALARM SYSTEMS INC	M&O / OPEN REPAIRS	3,219.16
		Total Payment Amount	4,358.95
PO270888-0001	VISSER BUS SERVICES INC.	TRANSPORTATION/ TRAINING	3,800.00
		Total Payment Amount	3,800.00
PO270511-0002	ZEN EDUCATE	SPED/CONTRACT	653.34
PO270511-0003	ZEN EDUCATE	SPED/CONTRACT	2,780.69
PO270511-0004	ZEN EDUCATE	SPED/CONTRACT	2,688.15
PO270511-0005	ZEN EDUCATE	SPED/CONTRACT	2,849.66
PO270511-0006	ZEN EDUCATE	SPED/CONTRACT	3,766.55
		Total Payment Amount	12,738.39
		Transmittal Total	29,574.30
		Fund Summary: Fund 01	29,574.30

Transmittal Number: 27000276-0

PO270674-0001	NULL EDUCATION SERVICES LLC	Student Services / Workshop	18,000.00
		Total Payment Amount	18,000.00
		Transmittal Total	18,000.00
		Fund Summary: Fund 01	18,000.00

Transmittal Number: 27000277-0

PO270012-0006	BURRTEC WASTE INDUSTRIES INC	DSC / DISTRICT-WIDE TRASH	666.22
		Total Payment Amount	666.22
PO270001-0007	CUCAMONGA VALLEY	WATER / ALE	2,935.57
PO270001-0008	CUCAMONGA VALLEY	WATER / ALE	431.85
PO270001-0009	CUCAMONGA VALLEY	WATER / ALE	8.26
PO270002-0005	CUCAMONGA VALLEY	WATER / CARN	8.26
PO270002-0006	CUCAMONGA VALLEY	WATER / CARN	4,615.51
PO270003-0005	CUCAMONGA VALLEY	WATER / ALJH	1,329.46
PO270003-0006	CUCAMONGA VALLEY	WATER / ALJH	5,318.47
PO270004-0003	CUCAMONGA VALLEY	WATER / JASP	5,780.68
PO270005-0007	CUCAMONGA VALLEY	WATER / STRK	973.21
PO270005-0008	CUCAMONGA VALLEY	WATER / STRK	4,016.93

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Transmittal Number: 27000277-0

Reference	Vendor	Description	Amount
PO270005-0009	CUCAMONGA VALLEY	WATER / STRK	8.26
PO270006-0003	CUCAMONGA VALLEY	WATER / DC	5,715.12
PO270007-0007	CUCAMONGA VALLEY	WATER / HERM	3,029.93
PO270007-0008	CUCAMONGA VALLEY	WATER / HERM	13.63
PO270007-0009	CUCAMONGA VALLEY	WATER / HERM	692.59
PO270008-0009	CUCAMONGA VALLEY	WATER / VJH	8,763.21
PO270008-0010	CUCAMONGA VALLEY	WATER / VJH	1,302.14
PO270008-0011	CUCAMONGA VALLEY	WATER / VJH	13.63
PO270008-0012	CUCAMONGA VALLEY	WATER / VJH	13.63
PO270009-0007	CUCAMONGA VALLEY	WATER / VG	5.14
PO270009-0008	CUCAMONGA VALLEY	WATER / VG	879.16
PO270009-0009	CUCAMONGA VALLEY	WATER / VG	3,302.53
PO270010-0009	CUCAMONGA VALLEY	WATER / BAN	5,986.23
PO270010-0010	CUCAMONGA VALLEY	WATER / BAN	168.09
PO270010-0011	CUCAMONGA VALLEY	WATER / BAN	952.10
PO270010-0012	CUCAMONGA VALLEY	WATER / BAN	8.26
PO270011-0007	CUCAMONGA VALLEY	WATER / DSC	700.50
PO270011-0008	CUCAMONGA VALLEY	WATER / DSC	21.66
PO270011-0009	CUCAMONGA VALLEY	WATER / DSC	422.67
		Total Payment Amount	57,416.68
PO270534-0002	SO. CALIFORNIA GAS COMPANY	TRANSPORTATION / FUEL	937.94
		Total Payment Amount	937.94
		Transmittal Total	59,020.84
		Fund Summary: Fund 01	59,020.84

Transmittal Number: 27000278-0

PO270016-0030	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	6.45
PO270016-0031	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	52.64
PO270016-0032	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	48.03
PO270016-0033	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	16.50
PO270016-0034	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	18.73
PO270016-0035	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	86.15
PO270016-0036	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	12.92
PO270042-0022	AMAZON CAPITAL SERVICES INC	HERMOSA /OPEN AMAZON- INSTRUC	399.52
PO270049-0011	AMAZON CAPITAL SERVICES INC	VJH/AMAZON OFFICE	8.12
PO270168-0004	AMAZON CAPITAL SERVICES INC	IT / Supplies - OPEN	111.45
PO270294-0007	AMAZON CAPITAL SERVICES INC	ALJH / Amazon Open PO - Princi	214.72

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Transmittal Number: 27000278-0

	Total Payment Amount	975.23
	Transmittal Total	975.23
Fund Summary:	**Fund 01**	975.23

Transmittal Number: 27000279-0

Reference	Vendor	Description	Amount
PO270326-0092	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	111.16
PO270326-0093	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	30.13
PO270326-0094	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	(18.30)
PO270346-0009	AMAZON CAPITAL SERVICES INC	Stork / Amazon Open- Principal	51.49
PO270346-0010	AMAZON CAPITAL SERVICES INC	Stork / Amazon Open- Principal	113.74
PO270375-0003	AMAZON CAPITAL SERVICES INC	ALE / Instructional Supplies,	146.36
PO270498-0007	AMAZON CAPITAL SERVICES INC	ALE/Instructional Supplies	443.59
PO270498-0008	AMAZON CAPITAL SERVICES INC	ALE/Instructional Supplies	(80.78)
PO270571-0001	AMAZON CAPITAL SERVICES INC	VJH/JY OPEN PO AMAZON FOR ELA	49.62
PO270603-0006	AMAZON CAPITAL SERVICES INC	VJH/PROP 28 ART LEBECK	648.27
PO270827-0001	AMAZON CAPITAL SERVICES INC	CARN /Open PO Amazon- SAG	203.61
		Total Payment Amount	1,698.89
		Transmittal Total	1,698.89
	Fund Summary:	**Fund 01**	1,698.89

Transmittal Number: 27000280-0

PO270853-0001	BMX FREESTYLE TEAM LLC	VG/ BMX Assembly	1,975.00
		Total Payment Amount	1,975.00
PO270850-0001	CMC SOUTH	ALJH / Math Conference	335.00
		Total Payment Amount	335.00
PO270845-0001	MAGIC MAKERS ENTERTAINMENT	CARNELIAN / ASSEMBLY	900.00
		Total Payment Amount	900.00
PO270869-0001	NO HOLDEN BACK LLC	DC /GO BIG BMX Show Assembly	1,797.00
		Total Payment Amount	1,797.00
PO270721-0001	REPTILE HUNTER	HERMOSA - TK/K Assembly	950.00
		Total Payment Amount	950.00

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Reference	Vendor	Description		Amount
Transmittal Number: 27000280-0				
PO270789-0001	RILEY'S FARM	BAN/FIELD TRIP		260.70
			Total Payment Amount	260.70
			Transmittal Total	6,217.70
		Fund Summary:	**Fund 01**	6,217.70
Transmittal Number: 27000281-0				
PO270794-0001	MAGIC MAKERS ENTERTAINMENT	ALE/Red Ribbon Assembly		900.00
			Total Payment Amount	900.00
			Transmittal Total	900.00
		Fund Summary:	**Fund 01**	900.00
Transmittal Number: 27000282-0				
PV270148-0001	U S BANK			1,504.86
			Total Payment Amount	1,504.86
			Transmittal Total	1,504.86
		Fund Summary:	**Fund 13**	1,504.86
Transmittal Number: 27000283-0				
PV270149-0001	AUL TRUST			11,866.11
PV270150-0001	AUL TRUST			2,322.40
			Total Payment Amount	14,188.51
			Transmittal Total	14,188.51
		Fund Summary:	**Fund 01**	14,188.51
Transmittal Number: 27000284-0 AUDIT				
PO270802-0001	MCGRAW-HILL	Ed Service/ Digital Curriculum		4,636.80
			Total Payment Amount	4,636.80
			Transmittal Total	4,636.80
		Fund Summary:	**Fund 01**	4,636.80

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Transmittal Number: 27000284-0

Reference	Vendor	Description	Amount
PO270768-0004	BERTRAND MUSIC	VJH/BERTRANDS OPEN PO MUSIC	128.15
PO270768-0005	BERTRAND MUSIC	VJH/BERTRANDS OPEN PO MUSIC	68.96
		Total Payment Amount	197.11
PO270841-0001	BOUND TO STAY BOUND BOOKS INC	Hermosa / Library Books	214.13
		Total Payment Amount	214.13
PO270156-0003	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	45.00
PO270156-0004	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	50.00
PO270156-0005	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	191.25
PO270156-0006	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	55.00
		Total Payment Amount	341.25
PO270812-0001	NCS PEARSON INC	SPECIAL EDUCATION/ OT SUPPLIES	420.31
		Total Payment Amount	420.31
PO270060-0008	ODP BUSINESS SOLUTIONS LLC	CARN / Open Office Depot	93.89
PO270063-0032	ODP BUSINESS SOLUTIONS LLC	JASPER / INST SUPPLIES	86.23
PO270349-0015	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	71.87
		Total Payment Amount	251.99
PO270437-0001	WHOLE CHILD THERAPY	SPECIAL ED/CONTRACT	2,700.00
		Total Payment Amount	2,700.00
		Transmittal Total	4,124.79
		Fund Summary: Fund 01	4,124.79

Transmittal Number: 27000285-0

PO270894-0001	COMPLETE OFFICE LLC	Warehouse/ Paper	677.86
		Total Payment Amount	677.86
PO270110-0001	INSTITUTE FOR MULTI-SENSORY	Carnelian / OG Supplies	19.81
		Total Payment Amount	19.81
PO270901-0001	INTERQUEST GROUP INC	HR /Contracted Services	380.00
		Total Payment Amount	380.00
PO270413-0007	KING FENCING INC	M&O / FENCING REPAIR	1,200.00

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Transmittal Number: 27000285-0

		Total Payment Amount	1,200.00
Reference	**Vendor**	**Description**	**Amount**
PO270258-0001	MAIN STREET SIGNS	M&O / OPEN SUPPLIES	179.27
		Total Payment Amount	179.27
PO270840-0001	SEHI COMPUTER PRODUCTS INC	ALJH / Printers	944.97
		Total Payment Amount	944.97
PO270385-0003	SMART & FINAL	ALE /OPEN Meeting Supplies	171.16
PO270463-0060	SMART & FINAL	EXPLORE / SUPPLY OPEN,	238.08
PO270463-0061	SMART & FINAL	EXPLORE / SUPPLY OPEN,	139.40
PO270463-0062	SMART & FINAL	EXPLORE / SUPPLY OPEN,	372.25
PO270463-0063	SMART & FINAL	EXPLORE / SUPPLY OPEN,	21.41
PO270463-0064	SMART & FINAL	EXPLORE / SUPPLY OPEN,	195.84
		Total Payment Amount	1,138.14
		Transmittal Total	4,540.05
		Fund Summary: Fund 01	4,540.05

Transmittal Number: 27000286-0

PV270156-0001	BAILEY, JOHANNA		156.17
		Total Payment Amount	156.17
PV270154-0001	BURTON, JENNIFER		11.02
		Total Payment Amount	11.02
PV270152-0001	BURTON, REBECCA		168.56
		Total Payment Amount	168.56
PV270157-0001	GUERRERO , TED JR		57.00
		Total Payment Amount	57.00
PV270151-0001	HEDLUND, KRISTINA		76.61
		Total Payment Amount	76.61
PO270856-0001	LEADERSHIP ASSOCIATES LLC	HR/2026 Aspiring Superintenden	1,000.00
		Total Payment Amount	1,000.00

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Transmittal Number: 27000286-0

Reference	Vendor	Description	Amount
PV270155-0001	U S BANK		104.83
		Total Payment Amount	104.83
PV270153-0001	ZAMORANO, CASSIDY		78.70
		Total Payment Amount	78.70
		Transmittal Total	1,652.89
		Fund Summary: Fund 01	1,652.89

Transmittal Number: 27000287-0 AUDIT

PO270181-0004	SHARP ELECTRONICS CORPORATION	ADMIN SVCS / COPIER LEASE	5,129.86
		Total Payment Amount	5,129.86
		Transmittal Total	5,129.86
		Fund Summary: Fund 01	5,129.86

Transmittal Number: 27000287-0

PO270353-0003	CALIFORNIA PV ENERGY 2 LLC	DISTRICT WIDE / SOLAR ENEGRY U	58,262.60
		Total Payment Amount	58,262.60
PO270391-0013	CHARTER COMMUNICATIONS	FIBER INTERNET	1,023.59
PO270391-0014	CHARTER COMMUNICATIONS	FIBER INTERNET	497.22
PO270391-0015	CHARTER COMMUNICATIONS	FIBER INTERNET	1,118.07
PO270391-0016	CHARTER COMMUNICATIONS	FIBER INTERNET	1,369.00
		Total Payment Amount	4,007.88
PO270390-0004	FIBER ASSETCO DBA ZAYO	U-DATA LINE / DSC-SITES	2,391.88
		Total Payment Amount	2,391.88
PO270670-0005	FRONTIER COMMUNICATIONS	IT / Phones	194.08
		Total Payment Amount	194.08
PO270041-0003	SHARP ELECTRONICS CORPORATION	ADMIN SERVICES / COPY COST	457.64
PO270091-0003	SHARP ELECTRONICS CORPORATION	CARN / COPY COSTS	240.55
PO270092-0003	SHARP ELECTRONICS CORPORATION	JASP / COPY COSTS	372.22
PO270093-0003	SHARP ELECTRONICS CORPORATION	STRK / COPY COSTS	195.19
PO270094-0003	SHARP ELECTRONICS CORPORATION	VJH / COPY COSTS	473.41

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Transmittal Number: 27000287-0

Reference	Vendor	Description	Amount
PO270095-0003	SHARP ELECTRONICS CORPORATION	HERM / COPY COSTS	275.98
PO270096-0003	SHARP ELECTRONICS CORPORATION	BAN / COPY COSTS	251.93
PO270097-0003	SHARP ELECTRONICS CORPORATION	ALJH / COPY COSTS	348.77
PO270312-0003	SHARP ELECTRONICS CORPORATION	VG / COPY COSTS	155.44
PO270371-0003	SHARP ELECTRONICS CORPORATION	ALE / COPY COSTS	206.32
PO270398-0003	SHARP ELECTRONICS CORPORATION	DC / COPY COSTS	244.34
		Total Payment Amount	3,221.79
		Transmittal Total	68,078.23
		Fund Summary: Fund 01	68,078.23

Transmittal Number: 27000288-0

PO270818-0001	BARNES & NOBLE BOOKSELLER INC	CARN/Library (Melendez)	258.28
		Total Payment Amount	258.28
PO270844-0001	J & J SPORTS & TROPHIES	CARNELIAN / STAFF SPIRIT WEAR	431.92
		Total Payment Amount	431.92
PO270860-0001	SCHOOL HEALTH CORPORATION	Warehouse /Health Part 2	81.24
		Total Payment Amount	81.24
PO270125-0001	SMART & FINAL	VJH/OPEN PO SMART & FINAL MZ	111.41
PO270132-0003	SMART & FINAL	DC / OPEN	279.88
PO270297-0003	SMART & FINAL	VJH OFFICE/ Open PO / Supplies	200.87
PO270400-0002	SMART & FINAL	HR /2026-27 Smart and Final	54.45
PO270463-0065	SMART & FINAL	EXPLORE / SUPPLY OPEN,	235.48
		Total Payment Amount	882.09
PO270511-0007	ZEN EDUCATE	SPED/CONTRACT	2,882.58
PO270511-0008	ZEN EDUCATE	SPED/CONTRACT	438.48
		Total Payment Amount	3,321.06
		Transmittal Total	4,974.59
		Fund Summary: Fund 01	4,974.59

Transmittal Number: 27000289-0 AUDIT

PO270511-0009	ZEN EDUCATE	SPED/CONTRACT	3,505.65

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Transmittal Number: 27000289-0 AUDIT

Reference	Vendor	Description	Amount
PO270511-0010	ZEN EDUCATE	SPED/CONTRACT	840.42
PO270511-0011	ZEN EDUCATE	SPED/CONTRACT	1,935.08
		Total Payment Amount	6,281.15
		Transmittal Total	6,281.15
		Fund Summary: Fund 01	6,281.15

Transmittal Number: 27000289-0

PO270114-0006	J W PEPPER & SON INC	VJH/CHOIR PROP 28 OPEN PO JW P	46.11
PO270156-0007	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	50.00
		Total Payment Amount	96.11
PO270863-0001	LEADING EDGE LAMINATING	Jasper / Lamination (arts/proj	188.51
		Total Payment Amount	188.51
PO270870-0001	MINGA SOLUTIONS US INC	ALJH / Minga SMS Package	1,000.00
		Total Payment Amount	1,000.00
PO270308-0002	SUPPLY SOLUTIONS	VG/ CUSTODIAL Open	1,494.09
PO270315-0004	SUPPLY SOLUTIONS	BAN/CUSTODIAL	172.09
		Total Payment Amount	1,666.18
		Transmittal Total	2,950.80
		Fund Summary: Fund 01	2,950.80

Transmittal Number: 27000290-0

PO270245-0002	BATTERIES PLUS BULBS 638	M&O/OPEN SUPPLIES	238.95
		Total Payment Amount	238.95
PO270486-0004	BATTERY SYSTEMS	TRANS /VEHICHLE BATTERIES	180.90
		Total Payment Amount	180.90
PO270257-0007	CED INC	M&O / OPEN SUPPLIES	213.56
PO270257-0008	CED INC	M&O / OPEN SUPPLIES	395.23
		Total Payment Amount	608.79
PO270263-0005	EWING IRRIGATION PRODUCTS INC	M&O / GRNDS / OPEN SUPPLIES	666.23

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			Total Payment Amount	666.23
Reference	**Vendor**	**Description**		**Amount**
PO270785-0001	LA VERNE POWER EQUIPMENT	Warehouse /Blower		441.99
			Total Payment Amount	441.99
PO270253-0039	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES		159.63
			Total Payment Amount	159.63
			Transmittal Total	2,296.49
		Fund Summary:	**Fund 01**	2,296.49

Transmittal Number: 27000291-0 AUDIT

PO270191-0010	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		1,430.19
PO270191-0012	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		1,302.18
PO270191-0014	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		2,012.78
PO270191-0016	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		1,509.63
			Total Payment Amount	6,254.78
			Transmittal Total	6,254.78
		Fund Summary:	**Fund 13**	6,254.78

Transmittal Number: 27000291-0

PO270172-0007	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa		23.03
PO270172-0008	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa		51.95
PO270172-0009	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa		76.05
PO270172-0010	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa		70.62
			Total Payment Amount	221.65
PO270191-0009	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		4,987.16
PO270191-0011	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		1,427.60
PO270191-0013	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		1,835.03
PO270191-0015	IFS INDIVIDUAL FOODSERVICE	CN /Paper Goods		810.50
			Total Payment Amount	9,060.29
			Transmittal Total	9,281.94
		Fund Summary:	**Fund 13**	9,281.94

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Transmittal Number: 27000292-0

Reference	Vendor	Description		Amount
PO270283-0005	ALL CITY MANAGEMENT	AMIN SERVICES/CROSSING GUARD		9,225.17
			Total Payment Amount	9,225.17
PO270670-0006	FRONTIER COMMUNICATIONS	IT / Phones		203.59
			Total Payment Amount	203.59
PO270519-0010	SW SCHOOL SUPPLY	STRK / Southwest Office Suppli		43.44
PO270519-0011	SW SCHOOL SUPPLY	STRK / Southwest Office Suppli		86.11
PO270519-0012	SW SCHOOL SUPPLY	STRK / Southwest Office Suppli		35.55
PO270519-0013	SW SCHOOL SUPPLY	STRK / Southwest Office Suppli		40.51
			Total Payment Amount	205.61
			Transmittal Total	9,634.37
		Fund Summary:	**Fund 01**	9,634.37

Transmittal Number: 27000293-0 AUDIT

PV270158-0001	REVOLVING CASH FUND			5,140.38
			Total Payment Amount	5,140.38
			Transmittal Total	5,140.38
		Fund Summary:	**Fund 01**	5,140.38

Transmittal Number: 27000294-0 AUDIT

PO270362-0009	AMERGIS HEALTHCARE STAFFING	SPECIAL ED/CONTRACT		11,364.37
			Total Payment Amount	11,364.37
			Transmittal Total	11,364.37
		Fund Summary:	**Fund 01**	11,364.37

Transmittal Number: 27000294-0

PO270852-0001	AGPARTS WORLDWIDE INC	IT / Supplies		909.95
			Total Payment Amount	909.95
PO270613-0001	DELL MARKETING L.P.	IT / Repairs		665.59
PO270613-0002	DELL MARKETING L.P.	IT / Repairs		161.28
PO270613-0003	DELL MARKETING L.P.	IT / Repairs		417.26

02 Alta Loma School District **Fiscal Year: 2027**

Transmittal Number: 27000294-0

		Total Payment Amount	1,244.13
Reference	**Vendor**	**Description**	**Amount**
PO270873-0001	EDPUZZLE INC.	CARNELIAN / ANNUAL SUBSCRIPTIO	4,050.00
		Total Payment Amount	4,050.00
PO270345-0009	SMART & FINAL	Stork / Smart & Final	204.57
PO270453-0004	SMART & FINAL	ALJH / ASB Smart & Final Open	466.33
PO270463-0066	SMART & FINAL	EXPLORE / SUPPLY OPEN,	369.77
PO270463-0067	SMART & FINAL	EXPLORE / SUPPLY OPEN,	39.98
PO270463-0068	SMART & FINAL	EXPLORE / SUPPLY OPEN,	182.79
PO270463-0069	SMART & FINAL	EXPLORE / SUPPLY OPEN,	294.84
PO270463-0070	SMART & FINAL	EXPLORE / SUPPLY OPEN,	181.07
		Total Payment Amount	1,739.35
PO270013-0003	STERICYCLE INC	DISTRICT SUPPORT / SHREDDING S	310.72
		Total Payment Amount	310.72
		Transmittal Total	8,254.15
		Fund Summary: Fund 01	8,254.15

Transmittal Number: 27000295-0

PO270016-0037	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	142.22
PO270016-0038	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	103.38
PO270016-0039	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	1,804.81
PO270016-0040	AMAZON CAPITAL SERVICES INC	MOT /AMAZON	1,014.59
		Total Payment Amount	3,065.00
		Transmittal Total	3,065.00
		Fund Summary: Fund 01	3,065.00

Transmittal Number: 27000296-0

PO270042-0023	AMAZON CAPITAL SERVICES INC	HERMOSA /OPEN AMAZON- INSTRUC	149.92
PO270043-0002	AMAZON CAPITAL SERVICES INC	CARN / OFFICE INSTR. SUPPLIES	5.38
PO270043-0003	AMAZON CAPITAL SERVICES INC	CARN / OFFICE INSTR. SUPPLIES	45.24
PO270043-0004	AMAZON CAPITAL SERVICES INC	CARN / OFFICE INSTR. SUPPLIES	16.12
PO270043-0005	AMAZON CAPITAL SERVICES INC	CARN / OFFICE INSTR. SUPPLIES	31.24
PO270044-0008	AMAZON CAPITAL SERVICES INC	VG Open PO/Amazon -SAG	27.63

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Transmittal Number: 27000296-0

Reference	Vendor	Description	Amount
PO270168-0005	AMAZON CAPITAL SERVICES INC	IT / Supplies - OPEN	188.66
PO270168-0006	AMAZON CAPITAL SERVICES INC	IT / Supplies - OPEN	239.70
PO270294-0008	AMAZON CAPITAL SERVICES INC	ALJH / Amazon Open PO - Princi	80.49
PO270713-0004	AMAZON CAPITAL SERVICES INC	ALJH / Open PO for Minga Store	140.92
PO270713-0005	AMAZON CAPITAL SERVICES INC	ALJH / Open PO for Minga Store	645.00
		Total Payment Amount	1,570.30
		Transmittal Total	1,570.30
		Fund Summary: Fund 01	1,570.30

Transmittal Number: 27000297-0 AUDIT

PO270642-0001	TEMECULA VALLEY PRINT STOP	Student Services / printing	6,868.90
		Total Payment Amount	6,868.90
PO270511-0013	ZEN EDUCATE	SPED/CONTRACT	584.64
PO270511-0014	ZEN EDUCATE	SPED/CONTRACT	3,551.32
		Total Payment Amount	4,135.96
		Transmittal Total	11,004.86
		Fund Summary: Fund 01	11,004.86

Transmittal Number: 27000297-0

PO270811-0001	BARNES & NOBLE BOOKSELLER INC	CARN /Library Books	176.94
		Total Payment Amount	176.94
PO270652-0001	INFORMED K12	HR 2026/27 Informed K12 Forms	2,142.00
		Total Payment Amount	2,142.00
PO270142-0004	SMART & FINAL	BAN / SMART & FINAL	52.55
PO270243-0007	SMART & FINAL	ED SVCS / OPEN OFFICE SUPPLIES	298.63
		Total Payment Amount	351.18
PO270854-0001	ULINE	DSC / ROUND TABLES	3,726.35
		Total Payment Amount	3,726.35
PO270872-0001	VERSARE PORTABLE PRODUCTS	CARNELIAN / KINDER SUPPLIES.	1,098.27
		Total Payment Amount	1,098.27

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Transmittal Number: 27000297-0

	Transmittal Total	7,494.74
Fund Summary:	**Fund 01**	7,494.74

Transmittal Number: 27000298-0

Reference	Vendor	Description	Amount
PO270326-0095	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	101.93
PO270326-0096	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	108.17
PO270326-0097	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon	14.30
PO270346-0011	AMAZON CAPITAL SERVICES INC	Stork / Amazon Open- Principal	54.24
PO270346-0012	AMAZON CAPITAL SERVICES INC	Stork / Amazon Open- Principal	741.00
PO270346-0013	AMAZON CAPITAL SERVICES INC	Stork / Amazon Open- Principal	41.64
PO270389-0010	AMAZON CAPITAL SERVICES INC	BANYAN AMAZON	181.85
PO270389-0011	AMAZON CAPITAL SERVICES INC	BANYAN AMAZON	349.71
PO270477-0004	AMAZON CAPITAL SERVICES INC	DC/SUPPLIES	152.35
PO270477-0005	AMAZON CAPITAL SERVICES INC	DC/SUPPLIES	34.46
PO270498-0009	AMAZON CAPITAL SERVICES INC	ALE/Instructional Supplies	26.26
PO270504-0003	AMAZON CAPITAL SERVICES INC	SUPT /Open PO - Amazon	330.40
PO270504-0004	AMAZON CAPITAL SERVICES INC	SUPT /Open PO - Amazon	617.57
		Total Payment Amount	2,753.88
		Transmittal Total	2,753.88
	Fund Summary:	**Fund 01**	2,753.88

Transmittal Number: 27000299-0

PO270586-0012	AMAZON CAPITAL SERVICES INC	JASPER / AMAZON OPEN PO - Prin	105.88
PO270603-0007	AMAZON CAPITAL SERVICES INC	VJH/PROP 28 ART LEBECK	17.39
PO270603-0008	AMAZON CAPITAL SERVICES INC	VJH/PROP 28 ART LEBECK	177.10
PO270605-0003	AMAZON CAPITAL SERVICES INC	JASPER / AMAZON OPEN PO - Sula	16.94
PO270653-0005	AMAZON CAPITAL SERVICES INC	SPECIAL ED/MISC	86.18
PO270658-0007	AMAZON CAPITAL SERVICES INC	VG/ Amazon Open - Library	347.39
PO270764-0002	AMAZON CAPITAL SERVICES INC	DC /Inst. Supplies-Amazon	345.34
PO270765-0001	AMAZON CAPITAL SERVICES INC	ALE/STEAM Instructional Suppli	118.30
PO270817-0001	AMAZON CAPITAL SERVICES INC	CARN/Amazon Open P.O. -title 1	579.32
PO270817-0002	AMAZON CAPITAL SERVICES INC	CARN/Amazon Open P.O. -title 1	551.98
		Total Payment Amount	2,345.82
		Transmittal Total	2,345.82

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Transmittal Number: 27000299-0

		Fund Summary: Fund 01	2,345.82

Transmittal Number: 27000300-0

Reference	Vendor	Description	Amount
PO270827-0002	AMAZON CAPITAL SERVICES INC	CARN /Open PO Amazon- SAG	291.30
PO270827-0003	AMAZON CAPITAL SERVICES INC	CARN /Open PO Amazon- SAG	504.20
PO270866-0001	AMAZON CAPITAL SERVICES INC	BAN /SPECIAL EDUCATION/CLASSRO	86.79
PO270886-0001	AMAZON CAPITAL SERVICES INC	Jasper / Science Supplies	66.49
PO270897-0001	AMAZON CAPITAL SERVICES INC	EXPLORE /Amazon OPEN	130.54
		Total Payment Amount	1,079.32
		Transmittal Total	1,079.32
		Fund Summary: Fund 01	1,079.32

Transmittal Number: 27000301-0 AUDIT

PV270159-0001	CALIBER HOLDINGS LLC		5,836.88
		Total Payment Amount	5,836.88
		Transmittal Total	5,836.88
		Fund Summary: Fund 01	5,836.88

Transmittal Number: 27000302-0

PV270160-0001	CHI, LARRY		69.36
		Total Payment Amount	69.36
PV270161-0001	CRUZ, KENNETH		75.94
		Total Payment Amount	75.94
PV270162-0001	DZAMA, MATTHEW		19.25
		Total Payment Amount	19.25
PV270163-0001	HUNT, SHELBY		93.79
		Total Payment Amount	93.79
PV270164-0001	MILLER, TANYA L.(HEE)		227.89
		Total Payment Amount	227.89
PV270165-0001	NGUYEN, MARSHA		207.76

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Transmittal Number: 27000302-0

			Total Payment Amount	207.76
Reference	**Vendor**	**Description**		**Amount**
PV270166-0001	TORRES, NICOLE			25.97
			Total Payment Amount	25.97
PV270167-0001	VARELA, JESSICA			33.33
			Total Payment Amount	33.33
PV270168-0001	VETERE, JENNY			206.67
			Total Payment Amount	206.67
			Transmittal Total	959.96
		Fund Summary:	**Fund 01**	959.96

Transmittal Number: 27000303-0 AUDIT

PO270952-0001	CAL POLY POMONA FOUNDATION INC	Jasper / 1st Grade Field Trip		4,250.00
			Total Payment Amount	4,250.00
			Transmittal Total	4,250.00
		Fund Summary:	**Fund 01**	4,250.00

Transmittal Number: 27000303-0

PO270780-0002	BRICKS 4 KIDZ	EXPLORE/Community Partner		960.00
			Total Payment Amount	960.00
PO270955-0001	CAL POLY POMONA FOUNDATION INC	JASPER / 5th Grade Field Trip		496.00
			Total Payment Amount	496.00
PO270956-0001	CITY OF RANCHO CUCAMONGA	Jasper / 3rd Grade Lewis Playh		475.00
			Total Payment Amount	475.00
PO270945-0001	MAIN EVENT ENTERTAINMENT INC	DC/ FIELD TRIP 5TH GRADE MAIN		840.00
			Total Payment Amount	840.00
PO270657-0001	ORANGE COUNTY	DC/CONFERENCE		400.00
			Total Payment Amount	400.00

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Transmittal Number: 27000303-0

		Transmittal Total	3,171.00
		Fund Summary: Fund 01	3,171.00

Transmittal Number: 27000304-0

Reference	Vendor	Description	Amount
PO270020-0004	SO. CALIFORNIA GAS COMPANY	GAS / DSC	128.73
PO270022-0004	SO. CALIFORNIA GAS COMPANY	GAS / CARN	99.85
PO270023-0004	SO. CALIFORNIA GAS COMPANY	GAS / ALJH	269.72
PO270024-0004	SO. CALIFORNIA GAS COMPANY	GAS / JASP	41.08
PO270025-0004	SO. CALIFORNIA GAS COMPANY	GAS / STRK	125.54
PO270029-0004	SO. CALIFORNIA GAS COMPANY	GAS / VG	103.98
PO270030-0004	SO. CALIFORNIA GAS COMPANY	GAS / BAN	121.73
		Total Payment Amount	890.63
PO270031-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALE	13,929.62
PO270032-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / CARN	7,291.44
PO270033-0007	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALJH	142.42
PO270033-0008	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / ALJH	13,598.97
PO270034-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / JASP	18,242.23
PO270035-0007	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / STRK	2,501.97
PO270035-0008	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / STRK	10,586.89
PO270036-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / DC	9,526.31
PO270038-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / DSC	7,216.45
PO270039-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / VG	5,823.22
PO270358-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / VJH	13,210.11
		Total Payment Amount	102,069.63
PO270083-0002	SW SCHOOL SUPPLY	Carnelian / Open Southwest Ins	77.82
PO270083-0003	SW SCHOOL SUPPLY	Carnelian / Open Southwest Ins	146.21
PO270530-0006	SW SCHOOL SUPPLY	ALE / OPEN INSTR SUPPLIES	104.39
PO270907-0001	SW SCHOOL SUPPLY	ALJH / Science Supplies	95.64
		Total Payment Amount	424.06
		Transmittal Total	103,384.32
		Fund Summary: Fund 01	103,384.32

Transmittal Number: 27000305-0

PO270064-0006	ODP BUSINESS SOLUTIONS LLC	VG / OPEN Office Depot Instr s	142.57

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Transmittal Number: 27000305-0

Reference	Vendor	Description	Amount
PO270064-0007	ODP BUSINESS SOLUTIONS LLC	VG / OPEN Office Depot Instr s	39.10
PO270067-0006	ODP BUSINESS SOLUTIONS LLC	VJH/OPEN PO ODP OFFICE SUPPLIE	26.37
PO270067-0007	ODP BUSINESS SOLUTIONS LLC	VJH/OPEN PO ODP OFFICE SUPPLIE	66.10
PO270349-0016	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	237.11
PO270349-0017	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	24.51
PO270349-0018	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	12.32
PO270349-0019	ODP BUSINESS SOLUTIONS LLC	STRK / ODP Instructional	134.12
PO270373-0003	ODP BUSINESS SOLUTIONS LLC	ALE/Teacher Instructional Supp	24.11
PO270373-0004	ODP BUSINESS SOLUTIONS LLC	ALE/Teacher Instructional Supp	(12.05)
PO270373-0005	ODP BUSINESS SOLUTIONS LLC	ALE/Teacher Instructional Supp	(12.05)
		Total Payment Amount	682.21
		Transmittal Total	682.21
		Fund Summary: Fund 01	682.21

Transmittal Number: 27000306-0

PO270172-0011	AMAZON CAPITAL SERVICES INC	CN/Office Supplies and Smallwa	355.59
		Total Payment Amount	355.59
PO270232-0001	CALIFORNIA INDUSTRIAL	CN / KITCHEN REPAIRS	800.00
		Total Payment Amount	800.00
PO270235-0005	ODP BUSINESS SOLUTIONS LLC	CN /Office Supplies	28.87
PO270235-0006	ODP BUSINESS SOLUTIONS LLC	CN /Office Supplies	170.08
PO270235-0007	ODP BUSINESS SOLUTIONS LLC	CN /Office Supplies	434.43
		Total Payment Amount	633.38
		Transmittal Total	1,788.97
		Fund Summary: Fund 13	1,788.97

Transmittal Number: 27000307-0

PO270782-0001	CHEFS TOYS	CN /KITCHEN SUPPLIES	1,254.41
PO270782-0002	CHEFS TOYS	CN /KITCHEN SUPPLIES	95.42
PO270782-0003	CHEFS TOYS	CN /KITCHEN SUPPLIES	867.23
		Total Payment Amount	2,217.06
		Transmittal Total	2,217.06

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Transmittal Number: 27000307-0

	Fund Summary:	**Fund 13**	2,217.06

Transmittal Number: 27000308-0

Reference	Vendor	Description	Amount
PO270061-0009	ODP BUSINESS SOLUTIONS LLC	ED SVCS / OPEN OFFICE SUPPLIES	69.83
PO270063-0033	ODP BUSINESS SOLUTIONS LLC	JASPER / INST SUPPLIES	121.26
PO270075-0001	ODP BUSINESS SOLUTIONS LLC	VJH/ART OPEN PO ODP	55.64
PO270081-0004	ODP BUSINESS SOLUTIONS LLC	VJH/TEACHER OPEN PO ODP SUPPLI	157.93
		Total Payment Amount	404.66
		Transmittal Total	404.66
	Fund Summary:	**Fund 01**	404.66

Transmittal Number: 27000309-0

PO270397-0001	AMTECH ELEVATOR SERVICES	M&O /WHEELCHAIR LIFT REPAIRS	350.00
		Total Payment Amount	350.00
PO270533-0001	CENTRAL OCCUPATIONAL MEDICINE	TRANS /DRUG TESTING/DMV	60.00
PO270533-0002	CENTRAL OCCUPATIONAL MEDICINE	TRANS /DRUG TESTING/DMV	60.00
		Total Payment Amount	120.00
PO270246-0002	CHEROKEE WOOD PRODUCTS	M&O / OPEN SUPPLIES	6.90
PO270246-0003	CHEROKEE WOOD PRODUCTS	M&O / OPEN SUPPLIES	67.43
		Total Payment Amount	74.33
PO270406-0014	CINTAS CORPORATION	M&O /SHOP TOWELS AND UNIFORM S	65.17
		Total Payment Amount	65.17
PO270209-0003	LIGHTING INSTYLE	M&O / LIGHTING SUPPLIES	156.47
		Total Payment Amount	156.47
PO270256-0006	RBM LOCK & KEY SERVICE	M&O / OPEN SUPPLIES	18.49
PO270256-0007	RBM LOCK & KEY SERVICE	M&O / OPEN SUPPLIES	130.28
		Total Payment Amount	148.77
PO270938-0001	SUPPLY SOLUTIONS	M&O/ Parts & Repair - spilt w/	2,168.85
		Total Payment Amount	2,168.85
PO270253-0040	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	73.24

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Transmittal Number: 27000309-0

Reference	Vendor	Description	Amount
PO270253-0041	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	73.94
PO270253-0042	THOMPSON PLUMBING SUPPLY	M&O /PLUMBING SUPPLIES	431.27
		Total Payment Amount	578.45
		Transmittal Total	3,662.04
		Fund Summary: Fund 01	3,662.04

Transmittal Number: 27000310-0 AUDIT

PO270970-0001	TEMECULA VALLEY PRINT STOP	ED SVCS / PRINTING	8,779.72
		Total Payment Amount	8,779.72
		Transmittal Total	8,779.72
		Fund Summary: Fund 01	8,779.72

Transmittal Number: 27000310-0

PO270813-0001	ATHLETIC STUFF	ALJH / PE Equipment	2,434.33
		Total Payment Amount	2,434.33
PO270824-0001	BARNES & NOBLE BOOKSELLER INC	CARN /4th Grade Reading	464.83
		Total Payment Amount	464.83
PO270891-0001	HEGGERTY PHONEMIC AWARENESS	STK / Digital Learning Platfor	178.00
		Total Payment Amount	178.00
PO270156-0008	J W PEPPER & SON INC	VJH / OPEN PO FOR MUSIC	130.30
		Total Payment Amount	130.30
PO270954-0001	LOWCOSTEARBUDS.COM	ALJH / Science Headphones	70.54
		Total Payment Amount	70.54
PO270913-0001	MARKERBOARD PEOPLE	CARNELIAN / MUSIC	320.00
		Total Payment Amount	320.00
PO270858-0001	SEHI COMPUTER PRODUCTS INC	ALE/Printer	862.00
		Total Payment Amount	862.00
PO270321-0003	SMART & FINAL	HERM /OPEN SMART & FINAL	107.04

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Transmittal Number: 27000310-0

Reference	Vendor	Description	Amount
PO270345-0010	SMART & FINAL	Stork / Smart & Final	382.77
PO270453-0005	SMART & FINAL	ALJH / ASB Smart & Final Open	74.44
PO270463-0071	SMART & FINAL	EXPLORE / SUPPLY OPEN,	18.39
		Total Payment Amount	582.64
PO270123-0007	SUPPLY SOLUTIONS	STRK/ Custodial Supplies	649.40
PO270123-0008	SUPPLY SOLUTIONS	STRK/ Custodial Supplies	495.54
		Total Payment Amount	1,144.94
PO270965-0001	WEST POINT MEDICAL GROUP	HR / DRUG TESTING	99.00
		Total Payment Amount	99.00
		Transmittal Total	6,286.58
		Fund Summary: Fund 01	6,286.58

Transmittal Number: 27000311-0

PO270021-0004	SO. CALIFORNIA GAS COMPANY	GAS / ALE	121.33
PO270026-0005	SO. CALIFORNIA GAS COMPANY	GAS / DC	41.06
PO270028-0004	SO. CALIFORNIA GAS COMPANY	GAS / VJH	421.87
		Total Payment Amount	584.26
PO270037-0004	SOUTHERN CALIFORNIA EDISON	ELECTRICITY / HERM	5,762.39
		Total Payment Amount	5,762.39
MV270001-0001	SUSAN ANDAZOLO	Out of State Employee Insuranc	2,008.25
		Total Payment Amount	2,008.25
PO270865-0001	SW SCHOOL SUPPLY	JASPER / SOUTHWEST SCHOOL SUPP	199.71
		Total Payment Amount	199.71
		Transmittal Total	8,554.61
		Fund Summary: Fund 01	8,554.61

Payment Count: 223 **Transmittal Count:** 86 **Grand Total:** 1,102,184.52

BEST NET CONSORTIUM
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Board of Trustees Meeting 11/18/2026

02 Alta Loma School District **Fiscal Year: 2027**

The above Payable transactions have been issued in accordance with the District's policies and procedures.
It is recommended that the Board of Trustees approve them.



Authorized Agent