

Board of Education Agenda

Wednesday, May 6, 2026

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Mission

The mission of the Rialto Unified School District, the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectations for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of cultural diversity

Board of Education

Joseph W. Martinez, President
Edgar Montes, Vice President
Dakira R. Williams, Clerk
Evelyn P. Dominguez, LVN, Member
Dr. Stephanie E. Lewis, Member
Audrey Gonzalez, Student Member

RUSD Superintendent

Dr. Alejandro Álvarez

Front Cover Picture:

A showcase of two decades of Rialto USD talent! The 20th Annual RITZ (Rialto's Incredible Talent Zone) Gala took center stage on Saturday, April 25, 2026, at the Wilmer Amina Carter High School Theater Hall. Emceed by **Mr. Joel Greene**, host of Curiosity Quest and I.E. Explorer, the milestone evening featured 47 outstanding student performances and acts spanning music, dance, and the visual arts. The talented students performed everything from modern classics and old standards to vibrant cultural dances, showcasing their skills on the guitar, clarinet, vocals, and through dance. Supported by "Mr. RITZ" **Logan M. Dominguez** and "Miss RITZ" **Zayla Williams**, the celebration drew a packed house to honor 20 years of student creativity. The landmark evening also featured a special appearance by State Superintendent of Public Instruction **Mr. Tony Thurmond** and highlighted the presentation of the annual Top Hat Awards to former RUSD Board of Education trustees **Mrs. Joanne T. Gilbert** and **Mr. Dennis Mobley** in recognition of their longtime advocacy for the arts.

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

IMPORTANT PUBLIC NOTICE

For those who wish to participate in the meeting and/or make public comments, please follow the steps below:

- **To access the Board Meeting via live stream, go to "Our Board," scroll down to "Board Meeting Videos," and click play.**
- **To access the meeting agenda, visit our website and click on "Our Board," then scroll down to "Agendas and Minutes."**
- **To make public comments, please arrive five minutes prior to the school Board meeting to allow time for you to submit your public comment request. Remember that comments are limited to three minutes on each item on or off the agenda.**
- **If you have any questions, please contact Martha Degortari, Executive Assistant to the Board, at mdegorta@rialtousd.org, or 1(909) 820-7700, ext. 2124.**

RIALTO UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
AGENDA

May 6, 2026
Dr. John R. Kazalunas Education Center
182 East Walnut Avenue
Rialto, California

Board Members:

Joseph W. Martinez, President
Edgar Montes, Vice President
Dakira R. Williams, Clerk
Evelyn P. Dominguez, LVN, Member
Dr. Stephanie E. Lewis, Member
Audrey Gonzalez, Student Board Member

Superintendent:

Alejandro Álvarez, Ed.D.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Pages

A. OPENING

A.1 CALL TO ORDER 5:30 p.m.

A.2 OPEN SESSION

A.3 CLOSED SESSION

Moved _____

Seconded _____

As provided by law, the following are the items for discussion and consideration at the Closed Session of the Board Meeting:

- **PUBLIC EMPLOYEE EMPLOYMENT / DISCIPLINE / DISMISSAL / RELEASE / REASSIGNMENT OF EMPLOYEES (GOVERNMENT CODE SECTION 54957)**
- **STUDENT EXPULSIONS / REINSTATEMENTS / EXPULSION ENROLLMENTS**
- **CONFERENCE WITH LABOR NEGOTIATORS**
- **UNREPRESENTED EMPLOYEES**

Agency designated representatives: Alejandro Álvarez, Ed.D., Superintendent; and Denise Ellis, Ed.D., Associate Superintendent, Human Resources.

Employee organizations: California School Employees Association, Chapter 203 (CSEA), Rialto Education Association (REA), Teamsters Local 986, and Communications Workers of America (CWA)

- **PURSUANT TO GOVERNMENT CODE SECTION 54956.9(d) and/or (d)(3). CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION SIGNIFICANT EXPOSURE LITIGATION -** Number of Potential Claims: 1

COMMENTS ON CLOSED SESSION AGENDA ITEMS

Any person wishing to speak on any item on the Closed Session Agenda will be granted three minutes.

Vote by Board Members to move into Closed Session:

Ayes:_____Noes:_____Abstain:_____Absent:_____

Time: _____

A.4 ADJOURNMENT OF CLOSED SESSION

Moved _____

Seconded _____

Vote by Board Members to adjourn Closed Session:

Ayes:_____Noes:_____Abstain:_____Absent:_____

Time:_____

A.5 OPEN SESSION RECONVENED - 7:00 p.m.

A.6 PLEDGE OF ALLEGIANCE

A.7 PRESENTATION BY KOLB MIDDLE SCHOOL

A.8 REPORT OUT OF CLOSED SESSION

A.9 ADOPTION OF AGENDA

Moved _____

Seconded _____

Vote by Board Members to adopt the agenda:

Ayes:_____Noes:_____Abstain:_____ Absent:_____

B. PRESENTATIONS

B.1 MIDDLE SCHOOL - DISTRICT STUDENT ADVISORY COMMITTEE (DSAC)

B.2 KEY TO THE DISTRICT

Presentation of the Key to the District by Board Member, Evelyn P. Dominguez, LVN, to Community Member, Mr. Darious Harris.

B.3 RECOGNITION OF DISTRICT CLASSIFIED EMPLOYEES OF THE YEAR

- Olga Guerrero, Paraprofessional–Mild/Moderate, Simpson Elementary School
- Diane Komiyama, Nutrition Services Worker III, Rialto M.S./Nutrition Services
- Wendy Moreno, Workability Transition Case Technician, Eisenhower High School/Special Services
- Edith Ortiz Torres, Communications & Media Technician, Communications/Media Services
- Raymond Palacios, Lead Custodian, Preston Elementary School
- Michael Slone, Wide Area Network Specialist, Technology Services
- Rachelle Warner, Safety Control Dispatcher, Safety Services

C. COMMENTS

C.1 PUBLIC COMMENTS NOT ON THE AGENDA

At this time, any person wishing to speak on any item **not on** the Agenda will be granted three minutes.

C.2 PUBLIC COMMENTS ON AGENDA ITEMS

Any person wishing to speak on any item **on** the Agenda will be granted three minutes.

C.3 COMMENTS FROM ASSOCIATION EXECUTIVE BOARD MEMBERS

- Rialto Education Association (REA)
- California School Employees Association (CSEA)
- Teamsters Local 986
- Communications Workers of America (CWA)
- Rialto School Managers Association (RSMA)

C.4 COMMENTS FROM THE STUDENT BOARD MEMBER

C.5 COMMENTS FROM THE SUPERINTENDENT

C.6 COMMENTS FROM MEMBERS OF THE BOARD OF EDUCATION

D. PUBLIC HEARING 14

D.1 OPEN PUBLIC HEARING

Any person wishing to speak on the item on the Public Hearing Agenda will be granted three mintues.

Moved _____

Seconded _____

Vote by Board Members to open Public Hearing:

Ayes:_____Noes:_____Abstain:_____Absent:_____

Time:_____

D.1.1 FORM FOR PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT (AB1200) - RIALTO EDUCATION ASSOCIATION 15

Pursuant to the requirements of Governmental Code and Board Policy, the Form for Public Disclosure of Proposed Collective Bargaining Agreement [AB1200 (Statutes of 1991, Chapter 1213) as revised by AB2756 (Statutes of 2004, Chapter 25), Government Code 3547.5] between the Rialto Unified School District Board of Education, and the Rialto Education Association (REA), is hereby posted in compliance with the legislative requirements for public notice.

D.2 CLOSE PUBLIC HEARING

Moved _____

Seconded _____

Vote by Board Members to close Public Hearing:

Ayes:_____Noes:_____Abstain:_____Absent:_____

Time:_____

E. CONSENT CALENDAR ITEMS 20

All items on the Consent Calendar will be acted upon in one motion unless pulled by Board of Education members or the Superintendent for individual action.

Moved _____

Seconded _____

Vote by Board Members to approve Consent Calendar Items:

_____ Preferential vote by Student Board Member, Audrey Gonzalez

_____ Dr. Stephanie E. Lewis, Member

_____ Evelyn P. Dominguez, LVN, Member

_____ Dakira R. Williams, Clerk

_____ Edgar Montes, Vice President

_____ Joseph W. Martinez, President

E.1 GENERAL FUNCTIONS CONSENT ITEMS

E.1.1 APPROVE THE SECOND READING OF REVISED BOARD BYLAW 9010; PUBLIC STATEMENTS 21

E.1.2 APPROVE THE SECOND READING OF REVISED BOARD BYLAW 9012; BOARD MEMBER ELECTRONIC COMMUNICATIONS 24

E.1.3 APPROVE THE FIRST READING OF REVISED BOARD POLICY 3311; BIDS 28

E.1.4 APPROVE THE FIRST READING OF REVISED BOARD POLICY 3312; CONTRACTS 37

E.1.5 APPROVE THE FIRST READING OF REVISED BOARD POLICY 3515.4; RECOVERY FOR PROPERTY LOSS OR DAMAGE 49

E.1.6 APPROVE THE FIRST READING OF REVISED BOARD POLICIES 4119.24, 4219.24, AND 4319.24; MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS 53

E.1.7 APPROVE THE FIRST READING OF REVISED BOARD POLICY 5131.8; MOBILE COMMUNICATION DEVICES 68

E.2 INSTRUCTION CONSENT ITEMS

E.2.1 APPROVE AN OVERNIGHT TRIP TO THE 2026 YOUTH PHYSICAL FITNESS NATIONAL CHAMPIONSHIP - RIALTO HIGH SCHOOL 73

Approve airfare transportation, lodging and related costs for an overnight trip for 12 Rialto High School NJROTC students [six (6) male and six (6) female] and two (2) chaperones [one (1) male and one (1) female] to participate in the 2026 Youth Physical Fitness National Championship at Mott Haven Educational Campus in Bronx, New York, effective May 15, 2026, through May 18, 2026, at a cost not to exceed $25,000.00, and to be paid from the General Fund.

E.2.2 APPROVE AN OVERNIGHT TRIP TO NORTHERN ARIZONA UNIVERSITY FOOTBALL CAMP - CARTER HIGH SCHOOL 74

Approve registration fees, lodging, and transportation for 40 Carter High School male students from the Football team and four (4) male chaperones to participate at the Flagstaff, Arizona NAU football camp and 7 on 7 tournament at Northern Arizona University in Flagstaff, Arizona, effective June 19, 2026, through June 21, 2026, at a cost not to exceed $15,000.00, and to be paid from the General Fund (Athletics and Site Booster).

E.3 BUSINESS AND FINANCIAL CONSENT ITEMS

E.3.1 APPROVE THE WARRANT LISTING AND PURCHASE ORDER LISTING 75

Approve all funds from April 1, 2026 through April 14, 2026.

E.3.2 DONATIONS 94

Accept the donations and send a letter of appreciation to the following donors: AALRR Law Firm; Kroger Co.; America's Charities; Never Stop Grinding/Darious Harris; Fernando Lopez; Lakeshore; Riverside Hotel & Casino, Laughlin; Helios; and Sea World, San Diego.

E.3.3 APPROVE AN AMENDMENT TO THE AGREEMENT WITH CHEMEKETA COMMUNITY COLLEGE 95

Approve Amendment #1 for the Practicum Agreement Speech-Language Pathology Assisting Program contract #10676200 extending the term through September 30, 2028 at no cost to the District.

E.3.4 APPROVE A RENEWAL AGREEMENT WITH VARIOUS VENDORS FOR THE 2026 UMOJA SUMMER EXCELLENCE ENRICHMENT PROGRAM 96

Approve renewal agreements with multiple vendors for the Umoja Summer Excellence Enrichment Program, effective June 8, 2026, through June 30, 2026, at a cost not to exceed $46,500.00, and to be paid from the General Fund.

E.3.5 APPROVE A RENEWAL AGREEMENT WITH VARIOUS PHOTOGRAPHY AND YEARBOOK VENDORS FOR ALL RIALTO USD SCHOOLS 97

Approve the listed Photography and Yearbook vendors for the 2026-2027 school year, effective July 1, 2026, through June 30, 2027, at no cost to the District.

E.3.6 APPROVE AN AGREEMENT WITH VARIOUS VENDORS FOR THE DISTRICT'S DIVERGENT GAMES ATHLETIC EVENT 98

Provide supplies, equipment and student awards for Rialto's Divergent Games, effective June 12, 2026, at a cost not to exceed $12,000.00, and to be paid from the General Fund.

E.3.7 APPROVE AN AMENDMENT TO THE AGREEMENT WITH ZEN EDUCATE 99

Amend Agreement #C-26-001469 with Zen Educate and approve the cost increase of the original agreement of $650,000.00 by an additional $350,000.00, at a cost not to exceed $1,000,000.00, and to be paid from the General Fund. All other terms and conditions will remain the same.

E.3.8 APPROVE AN AGREEMENT WITH PURPLE EASEL - MORRIS ELEMENTARY SCHOOL 100

Provide after-school visual arts instruction through Purple Easel for students in grades TK–5 at Morris Elementary School, effective May 7, 2026, through June 30, 2026, at a cost not to exceed $7,000.00, and to be paid from the General Fund (PROP 28 AMS).

E.3.9 APPROVE THE 2026 STUDENT BOARD MEMBER SCHOLARSHIP 101

Authorize a scholarship check in the amount of $3,000.00 for Student Board Member, Audrey Gonzalez, and to be paid from the General Fund.

E.3.10 APPROVE TENTATIVE SETTLEMENT AGREEMENT BETWEEN RIALTO EDUCATION ASSOCIATION AND RIALTO UNIFIED SCHOOL DISTRICT 102

E.3.11 ADOPT RESOLUTION NO. 25-26-32 AUTHORIZE TEMPORARY BORROWING BETWEEN FUNDS OF THE SCHOOL DISTRICT 165

E.4 FACILITIES PLANNING CONSENT ITEMS - None

E.5 HUMAN RESOURCES CONSENT ITEMS

E.5.1 APPROVE THE HUMAN RESOURCES REPORT NO. 1355 FOR CLASSIFIED AND CERTIFICATED EMPLOYEES 167

E.6 MINUTES 172

E.6.1 APPROVE THE MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING HELD APRIL 22, 2026 173

F. DISCUSSION/ACTION ITEMS

198

F.1 ADOPT RESOLUTION NO. 25-26-33 COMMUNITY FACILITIES DISTRICT NO. 2019-1 ESTABLISHING ANNUAL SPECIAL TAX FOR FISCAL YEAR 2026-2027

199

Moved _____

Seconded _____

Authorize and provide for the levying of special taxes within Community Facilities District No. 2019-1, which are not otherwise exempt from taxation. Special taxes levied in accordance with the Rate and Method of Apportionment requires payment to the Treasurer/Tax Collector of the County of San Bernardino, California.

DISCUSSION

Vote by Board Members:

_____ Preferential vote by Student Board Member, Audrey Gonzalez

_____ Dr. Stephanie E. Lewis, Member

_____ Evelyn P. Dominguez, LVN, Member

_____ Dakira R. Williams, Clerk

_____ Edgar Montes, Vice President

_____ Joseph W. Martinez, President

F.2 ADOPT RESOLUTION NO. 25-26-34 REMUNERATION

Excuse the absence of Board President, Joseph W. Martinez, from the Wednesday, April 22, 2026, regular meeting of the Board of Education.

Moved _____

Seconded _____

DISCUSSION

Vote by Board Members:

_____ Preferential vote by Student Board Member, Audrey Gonzalez

_____ Dr. Stephanie E. Lewis, Member

_____ Evelyn P. Dominguez, LVN, Member

_____ Dakira R. Williams, Clerk

_____ Edgar Montes, Vice President

_____ Joseph W. Martinez, President

G. ADJOURNMENT

The next regular meeting of the Board of Education of the Rialto Unified School District will be held on May 20, 2026, at 7:00 p.m. at the Dr. John R. Kazalunas Education Center, 182 East Walnut Ave, Rialto, California.

Materials distributed or presented to the Board of Education at the Board Meeting are available upon request from the Superintendent's Office.

Moved _____

Seconded _____

Vote by Board Members to adjourn:

Ayes:_____Noes:_____Abstain:_____Absent:_____

Time:_____

PUBLIC HEARING

PLEASE POST **PLEASE POST**

PUBLIC NOTICE

PURSUANT TO THE REQUIREMENTS OF GOVERNMENT CODE AND BOARD POLICY, THE ATTACHED FORM FOR PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT [AB1200 (STATUTES OF 1991, CHAPTER 1213) AS REVISED BY AB 2756 (STATUTES OF 2004, CHAPTER 25), GOVERNMENT CODE 3547.5] BETWEEN THE RIALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION, AND THE RIALTO EDUCATION ASSOCIATION (REA) IS HEREBY POSTED IN COMPLIANCE WITH THE LEGISLATIVE REQUIREMENTS FOR PUBLIC NOTICE.

Diane Romo
Associate Superintendent, Business Services

April 29, 2026

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

RIALTO UNIFIED SCHOOL DISTRICT	SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

RIALTO EDUCATION ASSOCIATION (REA)	BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on: **05/06/26**

A. **PERIOD OF AGREEMENT:**

The proposed bargaining agreement covers the period beginning: **07/01/25**
and ending: **06/30/26**
for the following fiscal years:

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

1.	Current Year Costs Before Agreement	$223,401,613.33
2.	Current Year Costs After Agreement	$233,783,687.85
3.	Total Cost Change	$10,382,074.52
4.	Percentage Change	4.65%
5.	Value of a 1% Change	$1,954,998.10

C. **PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1.	Salary Schedule change (% Change To Existing Salary Schedule) (% change for one time bonus/stipend or salary reduction)	3.50% 1.5%
2.	Step & Column (Average % Change Over Prior Year Salary Schedule)	
3.	TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE	5.00%
4.	Change in # of Work Days (+/-) Related to % Change	0
5.	Total # of Work Days to be provided in Fiscal Year	Up to 261
6.	Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	180

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

RIALTO UNIFIED SCHOOL DISTRICT **SCHOOL DISTRICT**

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	*$66,889,076.33*
2.	Cost of Benefits After Agreement	*$68,959,506.85*
3.	Percentage Change in Total Costs	*3.10%*

E. **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	*$525,828,991.00*
2.	Percentage Reserve Level State Standard for District:	*3.00%*
3.	Amount of State Minimum Reserve Standard:	*$15,774,869.73*

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	*$15,774,869.73*
5.	Unassigned/Unappropriated (Object 9790)	*0.00*
6.	**Total Reserves: (Object 9789 + 9790)**	*$15,774,869.73*

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	*0*

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	*$15,774,869.73*
9.	Percentage of General Fund Expenditures/Uses	*3.00%*

Difference between District Reserves and Minimum State Requirement

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

RIALTO UNIFIED SCHOOL DISTRICT **SCHOOL DISTRICT**

F. **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

None

G. **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

None

H. **NARRATIVE OF AGREEMENT**

The Certificated Salary Schedule will be increased by 3.5% for FY 2025-26. Staff will also receive a 1.5% off schedule bonus based on their salary placement as of September 1, 2025. The Extra Duty hourly rate calculation was increased to .001068. $63.40. Staff who teach in a mild/moderate or extensive needs class will receive two additional days for testing.

I. **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

General Fund, Adult Education Fund, and the Child Development Fund.

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

RIALTO UNIFIED SCHOOL DISTRICT SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent - signature	*Date* 4-29-26
Chief Business Official- signature	*Date* 4/29/26

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 5/6/2026 *took action to approve the proposed Agreement with the* RIALTO EDUCATION ASSOCIATION (REA) *Bargaining Unit.*

President, Governing Board (signature)	*Date*

CONSENT CALENDAR ITEMS

Bylaws of the Board BB 9010(a)

Public Statements

The Board of Education recognizes the ~~rights~~ **responsibility** of Board members~~,~~ in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the District, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding District issues, Board members are expected to respect the authority of the Board to choose its representatives**,** to communicate its positions**,** and to abide by established protocols.

Board Spokesperson

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or**, with respect to a specific issue or topic, a** ~~other designated~~ representative~~.~~**as designated by the Board or Board president.**

When speaking for~~ the District,~~ the Board**,** ~~encourages it's~~ **the Board** spokesperson~~(s) to~~ **shall** exercise restraint and tact and ~~to~~ communicate ~~the message~~ in a manner that promotes public confidence in the Board's leadership.

The Board spokesperson~~(s)~~ shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board~~.~~**or by law.** (Government Code 54963)

Statements by Individual Board Members

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify ~~personal~~ **when a** viewpoint**s** ~~as such and not as the viewpoint of the Board.~~ **is held by an individual Board member rather than the Board as a whole. For example, a Board member may include a disclaimer on the Board member's personal social media account that the Board member is expressing personal viewpoints and not those of the Board or the District.**

~~In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for District students, parents, staff, and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.~~

Board members who opt to express their opinions on District matters, whether in-person or online, are expected to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for District students and the community.

Public Statements

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35010	Control of district; prescription and enforcement of rules
Gov. Code 54960	Actions to stop or prevent violation of meeting provisions
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 7920.000-7930.170	California Public Records Act

Management Resources	Description
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Website	CSBA District and County Office of Education Legal Services
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1000	Concepts And Roles
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1160	Political Processes
1340	Access To District Records
1340	Access To District Records
2110	Superintendent Responsibilities And Duties
4143	Negotiations/Consultation

Public Statements

Code	Descriptions
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9121	President
9140	Board Representatives
9200	Limits Of Board Member Authority
9230	Orientation

Bylaws of the Board BB 9012(a)

Board Member Electronic Communications

The Board of Education recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information with~~in the~~ **each other, D**~~d~~istrict **staff,** and ~~with~~ members of the public. Board members shall exercise caution ~~so as~~ to ensure ~~that electronic communications are not used as a means for the Board to deliberate outside of an agendized meeting nor to circumvent the public's right to access records regarding district business.~~**compliance with the Brown Act, the Public Records Act, and other applicable laws.**

A majority of the Board ~~members~~ shall not, outside of a**n** ~~noticed~~ **authorized** meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~To avoid inadvertently violating the prohibition of law against a serial meeting, a Board member shall not forward his/her comments on an electronic communication he/she receives from another member regarding an issue within the subject matter jurisdiction of the Board to any other member.~~

Examples of permissible electronic communications concerning District business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. Additionally, Board members are prohibited from using digital icons, such as "likes" or "emojis," that express reactions to communications made by other Board members regarding matters within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~When communicating electronically,~~ Board members shall make every effort to ~~adhere to the same standards and protocols established for other forms of communication. A Board member may respond to an electronic communication received form a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. As appropriate, complaints or requests for information may be forwarded to the Superintendent so that the issue may receive proper consideration and be handled through the appropriate district process. Communication received from the media shall be forwarded to the designated district spokesperson.~~**ensure that their electronic communications conform to Board Bylaw 9010 - Public Statements and shall forward any complaints or requests for information to the Superintendent in accordance with applicable Board bylaws.**

Board Member Electronic Communications

To the extent possible, electronic communications regarding any District-related business shall be transmitted through a District-provided device or account. When any such communication is transmitted through a Board member's personal device or account, the Board member shall copy the communication to a District electronic storage device for easy retrieval.

This Bylaw does not apply to Board member electronic communications not related to District business or not conducted by a Board member in the Board member's official capacity.

~~A Board member's electronic communications, including, but not limited to, emails and text messages, which are related to the conduct of district business may be subject to disclosure under the California Public Records Act, regardless of whether they are sent or received on the Board member's personal or district-provided account or device. To the extent possible, electronic communications regarding any Board business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communications of a district electronic storage device for easy retrieval.~~

~~Board members may use electronic communications to discuss matters that are outside the jurisdiction of the Board, regardless of the number of members participating in the discussion, and such personal communications are generally not subject to public disclosure.~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35140	Time and place of meetings
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.2	Meeting; defined
Gov. Code 54953	Meetings to be open and public; attendance
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 7920.000-7930.215	California Public Records Act

Board Member Electronic Communications

Management Resources	Description
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	California Attorney General's Office
Website	CSBA

Code	Description
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.1-E PDF(1)	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E PDF(1)	Complaints Concerning Instructional Materials

Board Member Electronic Communications

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E PDF(1)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3320-E PDF(1)	Claims And Actions Against The District
3580	District Records
3580	District Records
5125	Student Records
5125	Student Records
9000	Role Of The Board
9005	Governance Standards
9010	Public Statements
9121	President
9200	Limits Of Board Member Authority
9230	Orientation
9320	Meetings And Notices
9320-E PDF(0)	Meetings And Notices
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2-E PDF(1)	Actions By The Board

Policy
Adopted: December 16, 2009
revised: April 11, 2018
revised: September 26, 2018
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Business and Non-Instructional Operations BP 3311(a)

Bids

The Board of Education is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the District, including when contracting for public projects involving District facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the District, such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

The Superintendent or designee shall establish comprehensive bidding procedures for the ~~d~~**D**istrict in accordance with ~~law~~ **Government Code 54202, and that meet the requirements for bidding procedures specified in law**. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

When calling for bids, the Superintendent or designee shall ensure that the bid specification**s** clearly describe~~s~~ in appropriate detail the quality, delivery, ~~and~~ service required, and includes all information **of** which the District knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Award of Contracts

~~Except as authorized by law, c~~**C**ontracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

Bids

However, the Board may let contracts to other than only the lowest responsible bidder in the following circumstances:

1. **When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of three lowest responsible bidders (Public Contract Code 20118.1)**

2. **When the contract is for any transportation service which involves an expenditure of more than $10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)**

3. **When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)**

4. **When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406**

5. **When procuring a design-build contract for a public works project in excess of $1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the District, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)**

6. **When procuring an alternative design-build contract for a public works project in excess of $5,000,000 in accordance with Education Code 17250.62, in which case the Board may award the contract to either the low bid or the best value, taking into consideration, at a minimum, design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs (Education Code 17250.61, 17250.62)**

Bids

Protests by Bidders

If the bidder believes that the award was not in compliance with law, Board policy, administrative regulation, or the bid specification, the bidder may protest the award. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protested documents in a timely manner shall constitute a waiver of the right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Bids Not Required

When the Board has determined that it is in the best interest of the District, the District may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property ~~to the extent authorized by law.~~, **including the lease of data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the District in the manner that other public corporation or agency is authorized to make the leases or purchases from a vendor.** (Public Contract Code 20118)

Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the District and meet the cost-effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on a cost and saving comparison finding specified in Government Code 4217.12. (Government Code 4217.12)

In an emergency when any repairs, alterations, work or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

Bids

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. Code 7056	General engineering contractor
Bus. Code 7057	General building contractor
CA Constitution, Article 2, Section 31(a)	Prohibition of discrimination in operation of public education
Code of Civil Procedure 446	Verification of pleadings
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17250.10-17250.52	Design-build contracts
Ed. Code 17250.60-17250.69	Alternative design-build contracts
Ed. Code 17400	Leasing Property
Ed. Code 17406	Lease-leaseback contract
Ed. Code 17595	Purchase of supplies through Department of General Services
Ed. Code 17602	Purchase of surplus property from federal agencies
Ed. Code 38083	Purchase of perishable foodstuffs and seasonal commodities
Ed. Code 38110-38120	Apparatus and supplies

Bids

State	Description
Ed. Code 39802	Transportation services
Gov. Code 4217.10-4217.18	Energy conservation contracts
Gov. Code 4330-4334	California made materials
Gov. Code 53060	Special services and advice
Gov. Code 54201-54205	Purchase of supplies and equipment by local agencies
Gov. Code 7920.530	Public record; definition
Pub. Cont. Code 1102	Emergency; definition
Pub. Cont. Code 1103	Responsible bidder; definition
Pub. Cont. Code 12200	Recycled goods, materials and supplies; definition
Pub. Cont. Code 2000-2002	Responsive bidders
Pub. Cont. Code 20101-20103.7	Public construction projects; requirements for bidding
Pub. Cont. Code 20103.8	Award of contracts
Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
Pub. Cont. Code 20189	Bidder's security; earthquake relief
Pub. Cont. Code 22000-22045	Uniform Public Construction Cost Accounting Act
Pub. Cont. Code 22152	Recycled product procurement

Bids

State	Description
Pub. Cont. Code 3000-3010	Roofing projects
Pub. Cont. Code 3400	Bid specifications
Pub. Cont. Code 3410	U.S. produce and processed foods
Pub. Cont. Code 4113	Prime contractor; subcontractor
Pub. Cont. Code 6102	Bribery of public official; voidable contract
Pub. Cont. Code 6610	Bid visits

Management Resources	Description
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 1 (2006)
CA Department of General Services Publication	Office of Public School Construction, Piggyback Contracts
CA Department of General Services Publication	Office of Public School Construction Notification to School Districts Regarding Use of Piggyback Contracts for SAB-Administered Programs, July 2022
CA Department of Industrial Relations Publication	Model Prequalification Questionnaire
Court Decision	City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court (1972) 7 Cal.3d 861
Court Decision	Great West Contractors Inc. v. Irvine Unified School District (2010) 187 Cal.App.4th 1425
Court Decision	Konica Business Machines v. Regents of the University of California (1988) 206 Cal.App.3d 449
Court Decision	Los Angeles Unified School District v. Great American Insurance Co. (2010) 49 Cal.4th 739

Bids

Management Resources	Description
Court Decision	Marshall v. Pasadena Unified School District (2004) 119 Cal.App.4th 1241
Website	CSBA District and County Office of Education Legal Services
Website	California Department of General Services
Website	CSBA
Website	California Department of Education
Website	California Association of School Business Officials

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1113	District And School Websites
1113	District And School Websites
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3230	Federal Grant Funds
3230	Federal Grant Funds
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3300	Expenditures And Purchases

Bids

Code	Description
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3311.4	Procurement Of Technological Equipment
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3511-E PDF(1)	Energy And Water Management - Energy Conservation And Building Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
3512	Equipment
3512	Equipment
3512-E PDF(1)	Equipment - Epuipment
3517	Facilities Inspection
3517	Facilities Inspection
3517-E(1)	Facilities Inspection

Bids

Code	Description
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3580	District Records
3580	District Records
3600	Consultants
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
7000	Concepts And Roles
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9270	Conflict Of Interest
9320	Meetings And Notices
9320-E PDF(0)	Meetings And Notices
9323.2	Actions By The Board
9323.2-E PDF(1)	Actions By The Board

Policy
adopted: February 14, 2001
revised: February 22, 2017
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Contracts

The Board of Education recognizes its responsibility to enter into contracts on behalf of the District for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of District goals. In exercising this authority to enter into a contract, the Board shall ensure that the District's interest**s** ~~is~~ **are** protected and that the terms of the contract conform to **any** applicable legal standards, including**, but not limited to,** ~~the~~ bidding requirements in Public Contract Code 20111.

~~(cf. 2121 - Superintendent's Contract)~~

~~(cf. 4312.1 - Contracts)~~

~~(cf. 9124 - Attorney)~~

Board members and District employees involved in the making of contracts on behalf of the District shall comply with applicable law and the District's conflict of interest policy, as specified in Board Bylaw 9270 - Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the District. To be valid or to constitute an enforceable obligation against the District, all such contracts must be approved and/or ratified by the Board. **(Education Code 17604, 17605, 35161)**

~~(cf. 3300 - Expenditures/Expending Authority)~~

~~(cf. 3314 - Payment for Goods and Services)~~

Unless otherwise exempt from disclosure under state or federal law, executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, are public records to which members of the public shall have access. (Government Code 7928.801)

~~Every contract entered into on behalf of the District shall be made available for public inspection, except when the law prohibits disclosure.~~

No contract shall prohibit a District employee from disparaging the goods or services of any contracting party. **(Education Code 35182.5)**

~~(cf. 1340 - Access to District Records)~~

If the District utilizes a private labor compliance entity, the Superintendent or designee shall verify that the entity does not have a conflict of interest. (Labor Code 1771.8)

A *private labor compliance entity* is a third-party company hired by a District to perform labor compliance and enforcement activities on public works projects on the District's behalf. (Labor Code 1771.8)

Contracts

A *conflict of interest* is a situation in which a private labor compliance entity performs labor compliance work under contract for both the District and a contractor who is bidding a public works project for the District. (Labor Code 1771.8)

If the District's private labor compliance entity seeks to respond to an alleged conflict of interest, the Superintendent or designee shall confer with the entity and/or the contractor regarding the applicable contracts and relevant public works law. (Labor Code 1771.8)
Contracts for Non-Nutritious Foods or Beverages

The District shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431~~0~~-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 2~~3~~**2**0.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in ~~the~~ applicable law.

~~(cf. 3554 - Other Food Sales)~~

~~(cf. 3555 - Nutrition Program Compliance)~~

Before the District enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages**,** or non-nutritious food**s** as defined in law, the Board shall ensure that the District has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the District's internal control procedures to protect the integrity of public funds. Such internal controls may include, but **are** not ~~be~~ limited to, the following:

1. Procedures that produce accurate and reliable financial statements~~,~~ and**,** at the same time, safeguard the assets, financial resources**,** and integrity of every employee responsible for handling money or property~~.~~

Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

~~(cf. 3100 - Budget)~~

~~(cf. 3400 - Management of District Assets/Accounts)~~

~~(cf. 3460 - Financial Reports and Accountability)~~

2. Procedures to ensure that District personnel do not handle cash or product at the school site~~.~~

The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for District proceeds directly to the control office.

Contracts

To ensure that funds raised by the contract benefit District schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

~~(cf. 1220 - Citizen Advisory Committees)~~

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities ~~which~~ **that** will be funded by the proceeds of the contract and consider how the contract reflects the District's vision and goals.

~~(cf. 0000 - Vision)~~

~~(cf. 0100 - Philosophy)~~

~~(cf. 0200 - Goals for the School District)~~

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the District and the amount of money raised by the sales.

The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

~~(cf. 1230 - School-Connected Organizations)~~

~~(cf. 1321 - Solicitation of Funds from and by Students)~~

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

~~(cf. 3311 - Bids)~~

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, ~~or~~ **on** non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in **a** manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

Contracts

~~(cf. 9322 - Agendas/Meeting Materials)~~

~~(cf. 9323 - Meeting Conduct)~~

The public hearing shall include, but not be limited to, a discussion of the nutritional value of food**s** and beverages sold within the District; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the food**s** and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

~~(cf. 5030 - Student Wellness)~~

The contract shall be **a public record and shall be** accessible to the public**. The District** ~~and~~ may not include a confidentiality clause that would prevent the District or a District school from making any part of the contract public **and may not enforce and such clause included by a contracting party**. (Education Code 35182.5**; Government Code 7928.801**)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed~~,~~ public hearing of the Board~~.~~

~~(cf. 9320 - Meetings and Notices)~~

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students~~.~~

~~(cf. 0440 - District Technology Plan)~~

3. Makes a finding that the District cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students~~.~~

~~(cf. 1325 - Advertising and Promotion)~~

4. As part of the District's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center**s**~~.~~

~~(cf. 5145.6 - Parental Notifications)~~

5. Offers parents/guardians the opportunity to request in writing that the~~ir child~~ **student** not be exposed to the program that contains the advertising~~.~~

~~Any~~ **A** request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time~~.~~

Contracts

Contracts for Digital Storage and Maintenance of Student Records

The District may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the ~~District that is directly related to a student and any information maintained by the~~ District that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other District employee, and do not include de-identified information. (Education Code 49073.1)

~~(cf. 5125 - Student Records)~~

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the District
2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account
3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract
4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information
5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records
6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records
7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing ~~the~~ **that** content~~.~~
8. A description of how the District and the third party will jointly ensure compliance with the federal Family Education**al** Rights and Privacy Act, 20 USC 1232g
9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts

Contracts for Personal Services

In order to achieve cost savings, the District may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees~~,~~ if the contract does not displace ~~school d~~**D**istrict employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the District meets the ~~numerous~~ conditions specified in Education Code 45103.1.

~~(cf. 4200 - Classified Personnel)~~

In addition, the District may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions exist~~s~~: (Education Code 45103.1)

1. The contract is for new District functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors~~.~~
2. The services contracted are not available within the District, cannot be performed satisfactorily by District employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the District~~.~~
3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented~~.~~
4. The District's policy, administrative, or legal goals and purposes cannot be accomplished through **the** utilization of persons selected pursuant to the regular or ordinary District hiring process~~.~~
5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply~~.~~
6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the District in the location where the services are to be performed~~.~~
7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the District's regular or ordinary hiring process would frustrate their very purpose~~.~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15500	Food sales in elementary schools
5 CCR 15501	Food sales in high schools and junior high schools
5 CCR 15575-15578	Requirements for foods and beverages outside the federal meals program

Contracts

State	Description
Ed. Code 14505	Provisions required in contracts for audits
Ed. Code 17250.10-17250.55	Design-build contracts
Ed. Code 17595-17606	Contracts
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35161	Governing boards; powers and duties
Ed. Code 35182.5	Contracts for advertising
Ed. Code 45103.1	Personal services contracts
Ed. Code 45103.5	Contracts for management consulting services; restrictions
Ed. Code 49073.1	Contract requirements for digital storage, maintenance and retrieval of student records
Ed. Code 49431-49431.7	Nutritional standards
Gov. Code 1090	Prohibition of financial interest in contracts by specified officers
Gov. Code 1097.6	Independent contractors
Gov. Code 12990	Nondiscrimination and compliance employment programs

Contracts

State	Description
Gov. Code 53260	Contract provision re maximum cash settlement
Gov. Code 53262	Employment contracts
Gov. Code 7928.801	Public Records Act; contracts for goods and services
Gov. Code 84308	Campaign disclosure
Lab. Code 1771.8	Private labor compliance entity; potential conflict of interest
Lab. Code 1775	Penalties for violations
Lab. Code 1810-1813	Working hours
Pub. Cont. Code 20104.50	Timely progress payments
Pub. Cont. Code 20111	Contracts over $50,000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 22300	Performance retentions
Pub. Cont. Code 4100-4114	Subletting and subcontracting fair practices
Pub. Cont. Code 6102	Awarding of contracts
Pub. Cont. Code 7104	Contracts for excavations; discovery of hazardous waste
Pub. Cont. Code 7106	Noncollusion affidavit

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
7 CFR 210.1-210.33	National School Lunch Program
7 CFR 220.1-220.21	National School Breakfast Program

Contracts

Management Resources	Description
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, April 2006
Website	Financial Crisis & Management Assistance Team
Website	CSBA District and County Office of Education Legal Services
Website	CSBA
Website	California Association of School Business Officials

Cross References

Code	Description
0100	Philosophy
0200	Goals For The School District
0440	District Technology Plan
0440	District Technology Plan
0441	Artificial Intelligence
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1321	Solicitation Of Funds From And By Students
1321	Solicitation Of Funds From And By Students
1325	Advertising And Promotion
1325	Advertising And Promotion
1340	Access To District Records
1340	Access To District Records

Contracts

Code	Description
1700	Relations Between Private Industry And The Schools
2121	Superintendent's Contract
3000	Concepts And Roles
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3290	Gifts, Grants And Bequests
3300	Expenditures And Purchases
3311	Bids
3311	Bids
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3311.4	Procurement Of Technological Equipment
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management

Contracts

Code	Description
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3554	Other Food Sales
3554	Other Food Sales
3554-E PDF(1)	Other Food Sales
3555	Nutrition Program Compliance
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.23	Special Education Staff
4112.23	Special Education Staff
4112.4	Health Examinations
4112.4	Health Examinations
4132	Publication Or Creation Of Materials
4200	Classified Personnel
4200	Classified Personnel
4212.4	Health Examinations
4212.4	Health Examinations
4232	Publication Or Creation Of Materials
4312.1	Contracts
4312.4	Health Examinations
4312.4	Health Examinations
4332	Publication Or Creation Of Materials
5030	Student Wellness
5030	Student Wellness

Contracts

Code	Description
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6162.6	Use Of Copyrighted Materials
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9000	Role Of The Board
9124	Attorney
9320	Meetings And Notices
9320-E PDF(0)	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct

Recovery For Property Loss Or Damage

The Board of Education desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. ~~To discourage such acts,~~ **When District property is damaged due to the willful misconduct of a student or other person,** the ~~District~~ **Superintendent or designee** shall seek reimbursement of damages, within the limitations specified in law, ~~from any individual, or~~ from the parent/guardian of ~~any~~ minor **child or from any other responsible individual.** ~~who has committed theft or has willfully damaged District or employee property.~~

The District may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of District books, supplies, or property loaned to a student that the student fails to return or that is willfully cut, defaced, or otherwise damaged. However, the Superintendent or designee shall not collect debt for such damage caused by a current or former student experiencing homelessness or foster child or youth. (Education Code 48904, 49014)

Rewards

~~When District or law enforcement officials have not been able to identify the person)s) responsible for the theft or vandalism of District property, t~~**T**he Board may authorize a reward for **information leading to the determination of** the identi**ty**~~fication~~ **of,** and **the** apprehension of**,** ~~the~~ **any** ~~responsible~~ person~~(s).~~ **who willfully damages or destroys any District property. (Government Code 53069.5)**

The Board authorizes the Superintendent or designee to offer a reward in any amount ~~he/she~~ deemed appropriate, not exceeding $2,500. A reward in excess of $2,500 shall be authorized in advance by the Board.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. **If more than one person provides information, the reward shall be divided among them as appropriate.**

Policy Reference Disclaimer:
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State	Description
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 19910	Libraries; malicious cutting, tearing, defacing, breaking or injuring
Ed. Code 19911	Libraries; willful detention of property

Recovery For Property Loss Or Damage

State	Description
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 48904	Liability of parent or guardian; withholding of grades, diplomas, transcripts
Ed. Code 49014	Public School Fair Debt Collection Act
Gov. Code 53069.5	Reward for information
Gov. Code 53069.6	Actions to recover damages
Gov. Code 54951	Local agency; definition
Pen. Code 484	Theft defined
Pen. Code 594	Vandalism
Pen. Code 594.1	Aerosol paint and etching cream
Pen. Code 640.5	Graffiti; facilities or vehicles of governmental entity
Pen. Code 640.6	Graffiti

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	Judicial Council of California
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
1330.1	Joint Use Agreements

Recovery For Property Loss Or Damage

Code	Description
3260	Fees And Charges
3260	Fees And Charges
3512	Equipment
3512	Equipment
3512-E PDF(1)	Equipment - Epuipment
3515	Campus Security
3515	Campus Security
3515-E PDF(1)	Campus Security
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5136	Gangs
5136	Gangs
5144	Discipline
5144	Discipline

Recovery For Property Loss Or Damage

Code	Description
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
6161.2	Damaged Or Lost Instructional Materials
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E PDF(1)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

Policy
adopted: June 23, 1999
revised: March 24, 2010
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Personnel BP 4119.24(a)

Maintaining Appropriate Adult-Student Interactions

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the District.

The Board of Education desires to provide a positive school environment that protects the safety and well-being of District students. The Board of Education expects all adults with whom students may interact at school or in school-related activities, ~~including employees, independent contractors, and volunteers,~~ to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, **in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards**. Such adults shall not engage in **threatening, unsafe,** unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

~~Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.~~

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

~~Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.~~

~~Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.~~

The District's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or District web sites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

Maintaining Appropriate Adult-Student Interactions

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100).

~~Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety~~ **Inappropriate employee conduct** include**s**, but ~~are~~ **is** not limited to:

1. Initiating inappropriate physical contact
2. **Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature**
3. **Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student**
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student **during or outside the school day** that has no legitimate educational purpose, by phone, letter, **text message, social media internet platforms,** electronic communications, or other means, without including the student's parent/guardian ~~or the principal~~

   In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, ~~When communicating electronically with students,~~ employees shall use District equipment or technological resources when available, **when communicating electronically with students**. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of District technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

Maintaining Appropriate Adult-Student Interactions

12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide ~~their~~ personal or family problems and/or relationships without referring the student to the appropriate staff for assistance
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. **Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence**
17. **Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed**
18. **Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child**
19. **Using profane, obscene, or abusive language against students**

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

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State	Description
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct

Maintaining Appropriate Adult-Student Interactions

State	Description
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 48980	Parent/Guardian notifications
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E PDF(1)	Charter School Oversight
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel

Maintaining Appropriate Adult-Student Interactions

Code	Description
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4311	Recruitment And Selection
4311	Recruitment And Selection
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4319.21	Professional Standards
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
5131	Conduct
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.4-E PDF(1)	Child Abuse Prevention And Reporting - Child Abuse Reporting Procedures
5142	Safety
5142	Safety
5145.7	Sexual Harassment
5145.7	Sexual Harassment
7110	Facilities Master Plan
7110	Facilities Master Plan

Policy
Adopted: July 28, 1999
revised: July 26, 2006
revised: May 21, 2025
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Personnel BP 4219.24(a)

Maintaining Appropriate Adult-Student Interactions

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0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E PDF(1)	Charter School Oversight
0450	Comprehensive Safety Plan
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4112.5-E PDF(1)	Criminal Record Check
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel

Maintaining Appropriate Adult-Student Interactions

Code	Description
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
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4319.21	Professional Standards
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
5131	Conduct
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.4-E PDF(1)	Child Abuse Prevention And Reporting - Child Abuse Reporting Procedures
5142	Safety
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5145.7	Sexual Harassment
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Policy
Adopted: July 28, 1999
revised: July 26, 2006
revised: May 21, 2025
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Personnel BP 4319.24(a)

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The District's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or District web sites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

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The Board prohibits inappropriate conduct between employees and students. (Education Code 32100).

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4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student **during or outside the school day** that has no legitimate educational purpose, by phone, letter, **text message, social media internet platforms,** electronic communications, or other means, without including the student's parent/guardian ~~or the principal~~

   In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, ~~When communicating electronically with students,~~ employees shall use District equipment or technological resources when available, **when communicating electronically with students**. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of District technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

Maintaining Appropriate Adult-Student Interactions

12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide ~~their~~ personal or family problems and/or relationships without referring the student to the appropriate staff for assistance
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. **Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence**
17. **Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed**
18. **Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child**
19. **Using profane, obscene, or abusive language against students**

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct

Maintaining Appropriate Adult-Student Interactions

State	Description
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 48980	Parent/Guardian notifications
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E PDF(1)	Charter School Oversight
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel

Maintaining Appropriate Adult-Student Interactions

Code	Description
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4311	Recruitment And Selection
4311	Recruitment And Selection
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4319.21	Professional Standards
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
5131	Conduct
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.4-E PDF(1)	Child Abuse Prevention And Reporting - Child Abuse Reporting Procedures
5142	Safety
5142	Safety
5145.7	Sexual Harassment
5145.7	Sexual Harassment
7110	Facilities Master Plan
7110	Facilities Master Plan

Policy
Adopted: July 28, 1999
revised: July 26, 2006
revised: May 21, 2025
revised:

RIALTO UNIFIED SCHOOL DISTRICT
Rialto, California

Mobile Communication Devices

The Board of Education of the Rialto Unified School District recognizes that the use of smartphones**, smart devices,** and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be **harmful and** disruptive of the instructional program in some circumstances. **When on campus or when under the supervision of District employees, students may use smartphones, smart devices, and other mobile communication devices only as permitted under this policy.** ~~Possession of such devices on campus is a privilege and the Board permits limited use of mobile communication devices on campus in accordance with law and the district's policy (AR 5131.8).~~

Elementary students shall not use smartphones, smart devices, or other mobile communication devices while at a school site or under the supervision and control of a District employee.

Middle and high school students may use smartphones, smart devices, or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

~~It is the student's responsibility to ensure that his/her electronic devices are turned off and secured at all times within the specified time period of the policy. The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.~~

Smartphones, smart devices, and other m~~M~~obile communication devices shall be turned off during instructional time.

However, a student shall not be prohibited from possessing or using a **smartphone, smart device, or other** 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. When a teacher or administrator grants permission to the student to possess or use a **smartphone, smart device, or other** mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

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

Smartphones**, smart devices,** and other mobile communication devices ~~with a camera, video, or voice recording function~~ shall not be used in any manner which infringes on the privacy rights of any other person.

Mobile Communication Devices

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 permitted pursuant to Penal Code 1546.1.

~~When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.~~

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 shall be subject to progressive discipline and a ~~d~~**D**istrict employee may **temporarily** confiscate the device ~~in accordance with law~~. **The employee shall store the device securely until it is returned to the student or parent/guardian, or turned over to the principal or designee, as appropriate.**

A student shall also ~~receive consequences~~ **be subject to discipline**, in accordance with law, Board policy, or administrative regulation, for off-campus use of a **smartphone, smart device, or other** mobile communication device, including bus transportation to and from school, which poses a threat or danger to the safety of students, staff, or ~~d~~**D**istrict property or substantially disrupts school activities.

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

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 the school community.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students

Mobile Communication Devices

State	Description
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of smartphones
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources	Description
California Department of Education Publication	Bullying at School, 2003
Court Decision	Safford Unified School District V. Redding (2009) 557 US 364
Court Decision	Mahanoy Area School District v. B.L. (2021) 594 U.S. 180
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Mobile Communication Devices

Management Resources	Description
U.S. Department of Education Publication	Planning Together: A Playbook for Student Personal Device Policies, December 2024
Website	CSBA District and County Office of Education Legal Services
Website	National School Safety Center
Website	Center for Safe and Responsible Internet Use
Website	California Department of Education, Safe Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.9	Academic Honesty
5131.9	Academic Honesty
5137	Positive School Climate
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.52-E PDF(1)	Suicide Prevention
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
6159	Individualized Education Program
6159	Individualized Education Program

Mobile Communication Devices

Code	Description
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

Policy
adopted: October 1, 2019
revised: March 1, 2025
revised:

APPROVE AN OVERNIGHT TRIP TO THE 2026 YOUTH PHYSICAL FITNESS NATIONAL CHAMPIONSHIP - RIALTO HIGH SCHOOL

BACKGROUND:

The Youth Physical Fitness (YPF) National Championship., sponsored by the United States Marines Youth Foundation Inc., was established by MajGen Walter A. Churchill, USMC (Ret.) and inaugurated at the Marine Barracks in Washington, DC in 1966. This premier competition is designed to promote fitness, discipline, and drug-free lifestyles for American youth and focuses on five core events modeled after Marine Corps training.

REASONING:

The United States Marines Youth Foundation 2026 Youth Physical Fitness Program High School National Championship will provide Rialto High School students a unique experience to compete in a major national event and put Rialto High School, along with the Rialto Unified School District, on the national NJROTC map. The students will engage in an exciting and challenging competition, with the principal goals of developing self-confidence and furthering their skills in both leadership and teamwork, while influencing the same in others. Travel is requested for students to compete in the YPF National Championship with additional opportunities to visit educational sites in New York City. The event host, United States Marines Youth Foundation, has offered to cover 1 night lodging and airfare for the students to and from the event, the remaining costs would be paid from Rialto High School's General Fund.

RECOMMENDATION:

To approve airfare transportation, lodging and related costs for an overnight trip for 12 Rialto High School NJROTC students [six (6) male and six (6) female] and two (2) chaperones [one (1) male and one (1) female] to participate in the 2026 Youth Physical Fitness National Championship at Mott Haven Educational Campus in Bronx, New York, effective May 15, 2026, through May 18, 2026, at a cost not to exceed $25,000.00, and to be paid from the General Fund.

SUBMITTED/REVIEWED BY: Caroline Sweeney, Ed.D./Jon Black, Ed.D.

CONTRACT: N/A

APPROVE AN OVERNIGHT TRIP TO NORTHERN ARIZONA UNIVERSITY FOOTBALL CAMP - CARTER HIGH SCHOOL

BACKGROUND:

Athletic teams often engage in tournaments that take place beyond their regular season games, allowing them to compete against a diverse range of opponents. These tournaments can provide valuable opportunities for teams to hone their skills, test their strategies, and build camaraderie. Participation in such events enhances the athletes' experience and plays a crucial role in their development, fostering teamwork, discipline, and resilience in a competitive environment.

REASONING:

The purpose of this trip is to provide the opportunity for our athletes to compete at Northern Arizona University in Flagstaff, Arizona. Transportation will be arranged through the District Transportation Department for a bus. Accommodations will be at a recommended hotel in the Flagstaff area. The experience will provide an opportunity for our athletes to show their talents in a competitive environment.

RECOMMENDATION:

To approve registration fees, lodging, and transportation for forty (40) Carter High School male students from the Football team and four (4) male chaperones to participate at the Flagstaff, Arizona NAU football camp and 7 on 7 tournament at Northern Arizona University in Flagstaff, Arizona, effective June 19, 2026, through June 21, 2026, at a cost not to exceed $15,000.00, and to be paid from the General Fund (Athletics and Site Booster).

SUBMITTED/REVIEWED BY: Kristy Streff/Jon Black, Ed.D.

CONTRACT: N/A

Rialto Unified School District
Board of Education
May 6, 2026

Warrant & Purchase Order Listing

4/1/2026 – 4/14/2026

Rialto Unified School District

Board of Education

May 6, 2026

WARRANT LISTING

4/1/2026 – 4/14/2026

RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
870796	EBERHARD EQUIPMENT	04/01/2026	$13,280.62	R
870797	ELEVO	04/01/2026	$276,471.00	R
870798	ERS CONSULTING SERVICES	04/01/2026	$5,000.00	R
870799	EVERDRIVEN TECHNOLOGIES LLC	04/01/2026	$244,426.89	R
870800	IN N OUT BURGER	04/01/2026	$6,847.84	R
870801	LAKESHORE LEARNING MATERIALS	04/01/2026	$10,811.14	R
870802	LOWE'S	04/01/2026	$14,686.89	R
870803	MAIN STREET SIGNS	04/01/2026	$320.81	R
870804	MICHAEL'S STORE INC & SUBS	04/01/2026	$43.46	R
870805	MILLER ARCHITECTURAL CORP	04/01/2026	$1,450.00	
870806	NAPA AUTO PARTS	04/01/2026	$1,582.25	R
870807	NATURAL GAS SYSTEMS INC	04/01/2026	$1,890.00	R
870808	NEW IMAGE INTERIOR FLOORING	04/01/2026	$17,297.63	
870809	O.F. WOLFINBARGER INC	04/01/2026	$3,006.22	R
870810	OCCUPATIONAL HEALTH CENTERS OF	04/01/2026	$6,563.00	R
870811	OFFICE SOLUTIONS BUSINESS	04/01/2026	$1,647.40	R
870812	O'REILLY AUTOMOTIVE INC	04/01/2026	$623.10	R
870813	OTC BRANDS INC	04/01/2026	$1,657.84	R
870814	PERFORMANCE RIVERSIDE	04/01/2026	$650.00	
870815	THE LIBRARY STORE	04/01/2026	$402.40	R
870816	A O-KAY GLASS & SCREEN	04/01/2026	$618.71	R
870817	AAA CONTAINER SALES & RENTALS	04/01/2026	$5,043.87	R
870818	ACCO BRANDS USA LLC	04/01/2026	$612.05	R
870819	ADORAMA INC	04/01/2026	$389.02	
870820	AIR & HOSE SOURCE INC	04/01/2026	$478.41	R
870821	NICOLE ALBISO	04/01/2026	$369.38	R
870822	ALIKA'S GRINDZ LLC	04/01/2026	$538.75	R
870823	ALLIED REFRIGERATION INC	04/01/2026	$2,377.74	R
870824	MICHELLE ALVARADO	04/01/2026	$22.62	R
870825	BRENDA ANGUIANO	04/01/2026	$189.00	R
870826	ANIXTER INC	04/01/2026	$904.98	R
870827	APPLE VALLEY COMMUNICATIONS	04/01/2026	$343.00	R
870828	AQUASOURCE	04/01/2026	$12,723.12	
870829	ASSURED FIRE SYSTEMS INC	04/01/2026	$3,295.00	R
870830	ATKINSON ANDELSON LOYA RUUD	04/01/2026	$7,361.82	R
870831	AVALON TRANSPORTATION LLC	04/01/2026	$23,212.45	R
870832	A-Z BUS SALES INC COLTON	04/01/2026	$118.93	R
870833	BEN'S ASPHALT INC	04/01/2026	$13,500.00	R
870834	BUILDING BLOCK ENTERTAINMENT	04/01/2026	$1,195.00	R
870835	CROWN EQUIPMENT CORPORATION	04/01/2026	$900.00	R
870836	DISCOVERY CUBE OC	04/01/2026	$1,317.00	R
871524	BEN'S ASPHALT INC	04/02/2026	$470,837.10	R
871525	GEBRAEL INC	04/02/2026	$1,271.50	R

Status Codes: {blank} = Outstanding; C = Cancelled; R = Redeemed; S = Stopped; V = Voided; X = Staledated

RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
871526	GLAZIER CLINICS	04/02/2026	$529.00	R
871527	GLENDALE PARADE STORE LLC	04/02/2026	$8,619.09	R
871528	GOLD STAR	04/02/2026	$31,220.30	R
871529	GOLDEN TOUCH PRODUCTIONS LLC	04/02/2026	$4,275.00	R
871530	GOPHER	04/02/2026	$10,955.30	R
871531	GPG MUSIC	04/02/2026	$4,395.00	R
871532	GRADWEAR INC	04/02/2026	$1,053.47	
871533	GRAINGER INC	04/02/2026	$724.25	R
871534	GRAYBAR ELECTRIC CO INC	04/02/2026	$2,151.64	R
871535	GROCERY OUTLET OF RIALTO	04/02/2026	$1,283.82	
871536	GUITAR CENTER	04/02/2026	$463.33	R
871537	IEP INC	04/02/2026	$5,950.00	R
871538	JOHN R BYERLY INC	04/02/2026	$565.00	R
871539	JUAN POLLO #77	04/02/2026	$712.31	
871540	NICK BARBIERI TRUCKING LLC	04/02/2026	$980.36	R
871541	PACIFIC HEARING AUDIOLOGICAL	04/02/2026	$1,025.00	R
871542	PANERA LLC	04/02/2026	$2,583.80	R
871543	PARKHOUSE TIRE INC	04/02/2026	$4,792.29	R
871544	PERMA-BOUND BOOKS	04/02/2026	$79.87	R
871545	PET WORLD INCORPORATED	04/02/2026	$294.76	R
871546	POSITIVE PROMOTIONS INC	04/02/2026	$355.95	R
871547	PRIME GLASS	04/02/2026	$785.10	R
871548	PRINTED SOLID INC	04/02/2026	$3,466.87	
871549	PROFESSIONAL TUTORS OF AMERICA	04/02/2026	$6,522.25	R
871550	QUILL CORPORATION	04/02/2026	$433.74	R
871551	R & V ALDRETE CUSTOM	04/02/2026	$3,778.79	R
871552	RANCHO CUCAMONGA QUAKES	04/02/2026	$540.00	R
871553	RIVERSIDE WINNELSON	04/02/2026	$219.80	R
871554	ROMAN TINT INC	04/02/2026	$9,818.18	R
871555	RUSSELL SIGLER INC	04/02/2026	$3,192.49	R
871556	VERIZON WIRELESS	04/02/2026	$20,053.10	R
871557	TABITHA T. PLUNKETT	04/02/2026	$261.77	
871558	VERIZON WIRELESS	04/02/2026	$77.30	R
871559	PIPS	04/02/2026	$579,466.83	R
871560	KAISER PERMANENTE	04/02/2026	$4,402,843.68	R
871561	KIMBERLY SCHMIDT	04/02/2026	$1,642.44	R
872441	FLOOR TECH AMERICA INC	04/03/2026	$246,227.06	R
872442	FRANKLIN HAYNES MARIONETTES	04/03/2026	$3,600.00	R
872443	IEP INC	04/03/2026	$5,950.00	R
872444	A.C.E.S INTERPRETING SERVICES	04/03/2026	$13,506.50	
872445	AARVIG PENNELL APC	04/03/2026	$5,070.94	R
872446	ABOVE ALL NAMES	04/03/2026	$4,990.00	R
872447	ACTIVE EDUCATION INC	04/03/2026	$17,380.00	R

Status Codes: {blank} = Outstanding; C = Cancelled; R = Redeemed; S = Stopped; V = Voided; X = Staledated

RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
872448	ALLIED STORAGE CONTAINERS	04/03/2026	$4,169.93	R
872449	APPLE INC	04/03/2026	$45,115.29	R
872450	ART SPECIALTIES INC	04/03/2026	$35,356.45	R
872451	ATHLETIC FIELD SPECIALIST INC	04/03/2026	$66,000.00	
872452	ATKINSON ANDELSON LOYA RUUD	04/03/2026	$927.94	R
872453	AWARDS UNLIMITED INC	04/03/2026	$5,183.65	
872454	CONVERGEONE INC	04/03/2026	$193,918.29	R
872455	EDPUZZLE INC	04/03/2026	$3,850.00	
872456	LAKESHORE LEARNING MATERIALS	04/03/2026	$184.22	R
872457	MCCUNE & HARBER LLP	04/03/2026	$10,886.70	
872458	MIRACLE RECREATION EQUIPMENT	04/03/2026	$3,460.49	R
872459	GENERATOR SERVICES COMPANY	04/03/2026	$7,599.33	R
872460	GRAINGER INC	04/03/2026	$18,602.72	R
872461	B & H PHOTO	04/03/2026	$14,728.81	R
872462	BARNES & NOBLE	04/03/2026	$29.26	R
872463	MARY M BARTLETT	04/03/2026	$2,000.00	R
872464	BATTERY WORX INC	04/03/2026	$2,104.25	R
872465	BELL'S EDUCATION LLC	04/03/2026	$24,298.00	R
872466	BERTRANDS MUSIC	04/03/2026	$1,756.00	R
872467	BEST GOLF CARTS INC	04/03/2026	$165.46	R
872468	BLUM ELECTRIC	04/03/2026	$4,950.00	R
872469	BURLINGTON STORES INC	04/03/2026	$11,613.66	
873045	B & H PHOTO	04/06/2026	$1,356.57	
873046	BDJTECH	04/06/2026	$4,687.13	
873047	HEWLETT-PACKARD COMPANY	04/06/2026	$16,363.63	
873048	365 EVENTS E L INC	04/06/2026	$14,150.00	R
873049	OFFICE SOLUTIONS BUSINESS	04/06/2026	$4,461.16	R
873050	OFFICE SOLUTIONS BUSINESS	04/06/2026	$4,658.13	R
873051	OFFICE SOLUTIONS BUSINESS	04/06/2026	$8,678.25	R
873871	GEORGE ANTHONY AREVALO	04/07/2026	$8,000.00	R
873872	ZULMA E. BOHORQUEZ	04/07/2026	$8,000.00	
873873	INIUBONGOBU EKPO	04/07/2026	$8,000.00	R
873874	YESENIA ESQUIVEL	04/07/2026	$8,000.00	
873875	NANCY G. FLORES	04/07/2026	$8,000.00	
873876	AMBAR S. FLORES-MERINIO	04/07/2026	$8,000.00	R
873877	JENNIFER MENESES	04/07/2026	$8,000.00	
873878	STEPHANIE NAVARRO	04/07/2026	$8,000.00	R
873879	TATIANA STARKS	04/07/2026	$8,000.00	
873880	PIONEER CHEMICAL CO	04/07/2026	$3,179.52	R
873881	PRO PIPE AND SUPPLY	04/07/2026	$8,472.37	R
873882	DR. ALEJANDRO ALVAREZ	04/07/2026	$800.60	R
873883	NSAV INC	04/07/2026	$166.00	R
873884	P F VISION INC	04/07/2026	$840.00	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
873885	PERKINS EASTMAN ARCHITECTS DPC	04/07/2026	$490.00	
874757	10-8 RETROFIT INC	04/08/2026	$10,539.36	R
874758	SAN BERNARDINO COUNTY FIRE DEP	04/08/2026	$1,067.00	
874759	SAN BERNARDINO COUNTY MUSEUM	04/08/2026	$987.00	R
874760	SOLUTION TREE	04/08/2026	$1,718.00	
874761	SWEETWATER SOUND HOLDINGS LLC	04/08/2026	$996.39	
874762	TAYLOR & FRANCIS GROUP LLC	04/08/2026	$99.37	R
874763	TEK TIME SYSTEMS INC	04/08/2026	$88.95	
874764	THE STANDARD DESIGN GROUP	04/08/2026	$6,221.22	R
874765	U S BANK	04/08/2026	$1,680.47	
874766	ULINE	04/08/2026	$419.94	
874767	UNIVERSAL STUDIOS HOLLYWOOD	04/08/2026	$5,778.00	
874768	BELDA VELASQUEZ	04/08/2026	$960.00	
874769	VERDI HEALTH AND WELLNESS LLC	04/08/2026	$350.00	
874770	WEST COAST LANYARDS INC	04/08/2026	$374.00	
874771	AMERICAN RED CROSS	04/08/2026	$1,060.80	R
874772	JULIEN ANSERMET	04/08/2026	$116.82	
874773	ATKINSON ANDELSON LOYA RUUD	04/08/2026	$14,326.87	R
874774	B & H PHOTO	04/08/2026	$775.56	R
874775	ALMA BANUELOS	04/08/2026	$76.86	R
874776	BASIC BACKFLOW	04/08/2026	$1,800.00	
874777	BEARCOM	04/08/2026	$163.54	R
874778	BENNYS SMOG CHECK	04/08/2026	$55.00	
874779	BEST BUY BUSINESS ADVANTAGE	04/08/2026	$1,734.59	R
874780	BEST GOLF CARTS INC	04/08/2026	$319.48	
874781	BIG TS PIZZA GROUP CORP	04/08/2026	$1,087.80	
874782	JAMIE BILLINGS	04/08/2026	$637.89	
874783	BLICK ART MATERIALS	04/08/2026	$2,754.07	R
874784	BMS MOVING & STORAGE	04/08/2026	$3,348.90	
874785	BMX FREESTYLE TEAM LLC	04/08/2026	$2,450.00	R
874786	BRINK'S INCORPORATED	04/08/2026	$5,687.86	
874787	BROTHERS PIZZA INC.	04/08/2026	$41.97	
874788	BSN SPORTS LLC	04/08/2026	$3,650.25	R
874789	THE BULK BOOKSTORE	04/08/2026	$512.46	
874790	DAVE BANG ASSOCIATES INC	04/08/2026	$690.59	
874791	DISPLAYS2GO	04/08/2026	$331.76	R
875917	IMPERIAL DADE	04/09/2026	$28,655.98	
875918	RIALTO WATER SERVICES	04/09/2026	$1,332.82	
875919	U S BANK	04/09/2026	$2,308.10	
875920	WPS	04/09/2026	$2,100.50	
875921	OFFICE SOLUTIONS BUSINESS	04/09/2026	$6,677.20	R
875922	LOEWY ENTERPRISES LLC	04/09/2026	$293,346.78	
875923	SMART & FINAL	04/09/2026	$1,430.52	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
875924	LAKESHORE LEARNING MATERIALS	04/09/2026	$1,291.56	
875925	SARAH LLOYD	04/09/2026	$20.00	
875926	LUCILLES SMOKEHOUSE BBQ	04/09/2026	$4,046.21	
875927	MANALISCO GROWERS	04/09/2026	$15.00	
875928	APRIL MCELFISH	04/09/2026	$95.00	
875929	MUSIC AND ARTS	04/09/2026	$379.58	
875930	NSTA	04/09/2026	$1,725.00	
875931	NVB EQUIPMENT INC	04/09/2026	$365.30	
875932	O.F. WOLFINBARGER INC	04/09/2026	$2,041.86	
875933	OFFICE SOLUTIONS BUSINESS	04/09/2026	$623.22	
875934	O'REILLY AUTOMOTIVE INC	04/09/2026	$295.99	
875935	OTC BRANDS INC	04/09/2026	$187.43	
875936	PANERA LLC	04/09/2026	$844.66	
875937	PERMA-BOUND BOOKS	04/09/2026	$111.81	
875938	PIONEER CHEMICAL CO	04/09/2026	$166.02	
875939	PITSCO EDUCATION LLC	04/09/2026	$1,365.90	
875940	PRIME GLASS	04/09/2026	$336.73	
875941	RAM DESIGN AND PRINT INC	04/09/2026	$2,370.50	
875942	JOSLYNNE RAYMOND	04/09/2026	$89.00	
875943	RDO EQUIPMENT CO	04/09/2026	$152.07	
875944	REALLY GOOD STUFF	04/09/2026	$510.45	
875945	RULING OUR EXPERIENCES INC	04/09/2026	$1,000.00	
875946	BURRTEC WASTE GROUP INC	04/09/2026	$875.14	R
875947	BURRTEC WASTE INDUSTRIES INC	04/09/2026	$27,481.83	R
875948	COLTON PUBLIC UTILITIES	04/09/2026	$8,181.84	
875949	CROWN CASTLE FIBER LLC	04/09/2026	$11,769.92	
875950	FRONTIER	04/09/2026	$239.25	
875951	RIALTO WATER SERVICES	04/09/2026	$34,319.63	R
875952	SOCALGAS	04/09/2026	$133.18	
875953	SOUTHERN CALIFORNIA EDISON	04/09/2026	$215,528.89	
875954	T-MOBILE	04/09/2026	$17,832.00	
875955	WEST VALLEY WATER DISTRICT	04/09/2026	$36,957.48	R
875956	KARINA RODRIGUEZ	04/09/2026	$583.08	
875957	BIDDLE CONSULTING GROUP INC	04/09/2026	$5,390.00	
875958	COMPUTERIZED EMBROIDERY CO	04/09/2026	$3,398.44	
875959	SPECTRATURF	04/09/2026	$67,825.00	
875960	U S BANK	04/09/2026	$890.92	
875961	MERIT OIL COMPANY	04/09/2026	$77,922.22	
875962	PARENT INSTITUTE	04/09/2026	$14,500.00	
875963	PRO PIPE AND SUPPLY	04/09/2026	$18,488.82	
875964	RANCHO CUCAMONGA QUAKES	04/09/2026	$495.00	
875965	ING NORTHERN ANNUITY	04/09/2026	$29,142.95	R
876854	ADVANCED COPY SYSTEMS	04/10/2026	$220.52	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
876855	AMAZON CAPITAL SERVICES	04/10/2026	$233.90	
876856	ARROW RESTAURANT EQUIPMENT	04/10/2026	$678.83	
876857	CINTAS CORPORATION #150	04/10/2026	$617.32	
876858	JOHNSON HARDWARE CO	04/10/2026	$252.29	
876859	JOMAR TABLE LINENS	04/10/2026	$523.30	
876860	KB FOODS DISTRIBUTION INC	04/10/2026	$25,712.29	
876861	PURETEC INDUSTRIAL WATER	04/10/2026	$145.60	
876862	STEVEN SAENZ JR	04/10/2026	$31.17	
876863	SHARP EXTERMINATOR	04/10/2026	$557.50	
876864	SMART & FINAL	04/10/2026	$67.98	
876865	SWEETWATER SOUND HOLDINGS LLC	04/10/2026	$59,468.68	
876866	WPS	04/10/2026	$7,839.59	
876867	AZIZ FARMS	04/10/2026	$18,002.00	
876868	G & B WHOLESALE	04/10/2026	$708.75	
876869	GRAINGER INC	04/10/2026	$1,374.67	
876870	OFFICE SOLUTIONS BUSINESS	04/10/2026	$233.91	
876871	OLD GROVE ORANGE	04/10/2026	$3,287.00	
876872	R.S.D.	04/10/2026	$1,993.28	
876873	S.W. SCHOOL SUPPLY	04/10/2026	$201.28	
876874	SMC GREASE SPECIALISTS INC	04/10/2026	$928.25	
876875	ULINE	04/10/2026	$142.09	
876876	ZORO TOOLS INC	04/10/2026	$5,289.92	
876877	EMPLOYMENT DEVELOPMENT DEPT	04/10/2026	$34,788.43	
876878	SOUTHERN CALIFORNIA EDISON	04/10/2026	$13,799.80	
876879	P F VISION INC	04/10/2026	$3,230.00	
876880	JOHN ABBAS	04/10/2026	$31.32	
876881	LAURA ACOSTA	04/10/2026	$56.19	
876882	ROSA AGUIRRE	04/10/2026	$22.34	
876883	JON BLACK	04/10/2026	$99.33	
876884	ELIZABETH BROADSTON	04/10/2026	$397.92	
876885	ANTHONY BROWN	04/10/2026	$211.10	
876886	BUNNIE CERVANTES	04/10/2026	$86.93	
876887	KIMBERLY CRENSHAW	04/10/2026	$19.43	
876888	STEPHANIE DE LOERA	04/10/2026	$219.35	
876889	SHONTA EDWARDS	04/10/2026	$930.85	
876890	PAULINA ESCOBEDO	04/10/2026	$47.11	
876891	GEORGI FELIX	04/10/2026	$222.25	
876892	ERIKA GIBBS COCHRAN	04/10/2026	$20.59	
876893	JORGE GODINEZ	04/10/2026	$19.14	
876894	JAMIE GOERTZ	04/10/2026	$15.44	
876895	LEIGH HALE	04/10/2026	$31.18	
876896	SUSANA HERNANDEZ	04/10/2026	$38.50	
876897	HSIAOWEN HSIEH	04/10/2026	$53.58	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
876898	MARIA HURTADO	04/10/2026	$92.80	R
876899	ROSE JARBIGIAN	04/10/2026	$28.72	
876900	CRYSTAL LOPEZ	04/10/2026	$234.15	
876901	GIL LOPEZ	04/10/2026	$30.00	
876902	NORBERTO PEREZ	04/10/2026	$60.00	
876903	OWEN ROSS	04/10/2026	$47.99	
876904	SAN BERNARDINO COMMUNITY	04/10/2026	$11,220.00	
876905	SAN DIEGO PRINTERS	04/10/2026	$3,276.95	
876906	STEWART INVESTIGATIVE SERVICES	04/10/2026	$895.00	
876907	ULINE	04/10/2026	$9,904.75	
876908	VARSITY SPIRIT FASHIONS & SUPP	04/10/2026	$1,508.77	
876909	VISSER BUS SERVICES INC	04/10/2026	$706.35	
876910	WCM & ASSOCIATES INC	04/10/2026	$9,935.00	
876911	WITH OPEN ARMS INC	04/10/2026	$22,000.00	
876912	IST CAMPUS TOURS	04/10/2026	$10,374.00	
877836	STEVEN GONZALEZ	04/13/2026	$3,872.33	
877837	CUMMINS-ALLISON CORP.	04/13/2026	$3,806.73	
877838	INDIVIDUAL FOODSERVICE	04/13/2026	$7,895.94	
877839	PARTS TOWN LLC	04/13/2026	$7,859.87	
877840	SIERRA SCHOOL EQUIPMENT	04/13/2026	$137,852.00	
877841	STUDENT TRANSPORTATION	04/13/2026	$652,999.90	
877842	CALIFORNIA DEPARTMENT OF TAX	04/13/2026	$2,711.00	
877843	34ED LLC	04/13/2026	$5,000.00	
877844	BARNES & NOBLE	04/13/2026	$49.10	
877845	BERTRANDS MUSIC	04/13/2026	$3,215.26	
877846	BUDGET BLINDS OF RANCHO	04/13/2026	$870.00	
877847	CACHE VALLEY BANK TRUSTEE	04/13/2026	$3,000.00	
877848	CALIFORNIA TOOL & WELDING	04/13/2026	$120.32	
877849	CDW GOVERNMENT INC	04/13/2026	$7,447.39	
877850	CED	04/13/2026	$7,059.86	
877851	CELLULAR ACCESSORIES FOR LESS	04/13/2026	$23.58	
877852	CHARTER COMMUNICATIONS	04/13/2026	$230.86	
877853	KAREN CHAVEZ	04/13/2026	$100.83	
877854	CHEF'S TOYS	04/13/2026	$873.66	
877855	CHICK-FIL-A RIALTO	04/13/2026	$2,758.03	
877856	CM SCHOOL SUPPLY INC	04/13/2026	$45.23	
877857	CMS COMMUNICATIONS INC	04/13/2026	$254.44	
877858	COLTON ADVANCED SILKSCREEN	04/13/2026	$1,772.63	
877859	COMPLETE BOOK & MEDIA	04/13/2026	$251.10	
877860	COMPLETE BUSINESS SYSTEMS	04/13/2026	$5,118.05	
877861	COMPUTER POWER SOLUTIONS INC	04/13/2026	$1,381.38	
877862	CORE & MAIN LP	04/13/2026	$453.05	
877863	ANGELICA CUEVAS	04/13/2026	$1,520.00	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
877864	CULVER-NEWLIN	04/13/2026	$310.75	
877865	EFFICIENT X-RAY INC	04/13/2026	$75.00	
877866	LUIS DIEGO ESCOBAR-GUTIERREZ	04/13/2026	$5,000.00	
877867	FORGE PROMOTIONS LLC	04/13/2026	$1,418.00	
877868	CACHE VALLEY BANK TRUSTEE	04/13/2026	$7,000.00	
877869	LAMAR COMPANIES	04/13/2026	$3,920.00	
877870	LISTEN INNOVATION INC	04/13/2026	$850.00	
877871	LOWE'S	04/13/2026	$644.29	
877872	MAGNATAG INC	04/13/2026	$420.03	
877873	METEOR EDUCATION LLC	04/13/2026	$4,895.88	
877874	MIRACLE RECREATION EQUIPMENT	04/13/2026	$4,498.98	
877875	MSTS RECEIVABLES LLC	04/13/2026	$172.98	
877876	NEW IMAGE INTERIOR FLOORING	04/13/2026	$5,829.00	
877877	O.F. WOLFINBARGER INC	04/13/2026	$964.36	
877878	ODP BUSINESS SOLUTIONS LLC	04/13/2026	$1,468.33	
877879	OFFICE SOLUTIONS BUSINESS	04/13/2026	$2,824.06	
877880	OTC BRANDS INC	04/13/2026	$589.23	
877881	OUTCOMES OPERATING INC	04/13/2026	$274.77	
877882	SMART & FINAL	04/13/2026	$378.31	
877883	ANGEL PIMENTEL	04/13/2026	$8,000.00	
878712	ULINE	04/14/2026	$5,753.85	
878713	WALMART	04/14/2026	$11,995.64	
878714	CAPETOWN COLTON HOTEL LLC	04/14/2026	$50,940.00	
878715	MARIBEL COLIN	04/14/2026	$9,000.00	
878716	CONVERGEONE INC	04/14/2026	$85,747.12	
878717	CULVER-NEWLIN	04/14/2026	$20,204.20	
878718	CURLS COILS & CROWNS	04/14/2026	$26,548.18	
878719	DODGER TICKETS LLC	04/14/2026	$6,800.00	
878720	LAKESHORE LEARNING MATERIALS	04/14/2026	$17,783.01	
878721	DALE B. MARSDEN	04/14/2026	$4,375.00	
878722	NEW IMAGE INTERIOR FLOORING	04/14/2026	$16,593.00	
878723	CINTAS CORPORATION NO. 2	04/14/2026	$1,259.81	
878724	STUTTERING THERAPY	04/14/2026	$921.13	
878725	SWEETWATER SOUND HOLDINGS LLC	04/14/2026	$3,420.38	
878726	TK ELEVATOR CORPORATION	04/14/2026	$13,295.74	
878727	ULINE	04/14/2026	$3,144.26	
878728	WALMART	04/14/2026	$2,344.89	
878729	WPS	04/14/2026	$708.91	
878730	LOWE'S	04/14/2026	$10.70	
878731	MUSIC AND ARTS	04/14/2026	$379.54	
878732	PANDA EXPRESS INC 2910	04/14/2026	$386.28	
878733	PARENT INSTITUTE	04/14/2026	$15,500.00	
878734	PERMA-BOUND BOOKS	04/14/2026	$359.07	

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RIALTO UNIFIED SCHOOL DISTRICT

Warrant Listing

From 4/1/2026 To 4/14/2026

WARRANT #	PAYEE NAME	DATE ISSUED	AMOUNT	STATUS
878735	PIONEER CHEMICAL CO	04/14/2026	$3,955.11	
878736	PITSCO EDUCATION LLC	04/14/2026	$410.49	
878737	MARIA Y PORTILLO	04/14/2026	$351.17	
878738	PRO PIPE AND SUPPLY	04/14/2026	$175.60	
878739	QUADIENT INC	04/14/2026	$70.63	
878740	R.E. SCHULTZ CONSTRUCTION INC	04/14/2026	$4,212.00	
878741	RAISING A READER	04/14/2026	$2,497.96	
878742	RENAISSANCE LEARNING INC	04/14/2026	$5,992.50	
878743	JOSE MARTIN REYES	04/14/2026	$4,400.00	
		TOTAL	**$9,645,839.74**	

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Rialto Unified School District

Board of Education

May 6, 2026

PURCHASE ORDER LISTING

4/1/2026 – 4/14/2026

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266150	WALMART	SUPPLIES	$500.00
266151	AMAZON	SUPPLIES	$2,500.00
266152	ULINE	SUPPLIES	$660.52
266153	RAYMOND GEDDES & COMPANY INC	STUDENT REWARDS	$1,000.00
266154	SCHOOL OUTFITTERS	SUPPLIES	$4,072.95
266155	4IMPRINT INC	OTHER ADMINISTRATIVE CHARGES	$987.78
266156	SCHOOL NURSE SUPPLY INC	SUPPLIES	$779.78
266157	HOME DEPOT	SUPPLIES	$394.30
266158	CULVER-NEWLIN	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$16,408.70
266159	BEARCOM	SUPPLIES	$123.91
266160	VELASQUEZ, BELDA	OTHER ADMINISTRATIVE CHARGES	$720.00
266161	GBC	SUPPLIES	$231.91
266162	LOWE'S	SUPPLIES	$500.00
266163	HONORS GRADUATION LLC	SUPPLIES/OTHER ADMIN CHARGES	$1,196.50
266164	ULINE	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$2,392.06
266165	HOME DEPOT	SUPPLIES	$1,500.00
266166	RENAISSANCE LEARNING	COMPUTER RELATED SERVICES	$3,125.00
266167	HONORS GRADUATION LLC	SUPPLIES	$1,813.34
266168	TEAM PRIME TIME INC	CONTRACTED SERVICES	$0.01
266169	ULINE	SUPPLIES	$4,110.64
266170	BOOMERANG PROJECT	TRAVEL AND CONFERENCE	$7,990.00
266171	RUSD DISTRICT CREDIT CARD	OTHER ADMINISTRATIVE CHARGES	$129.33
266172	LAKESHORE LEARNING MATERIALS	SUPPLIES	$163.73
266173	CROWN AWARDS	STUDENT REWARDS	$600.00
266174	JAMECO ELECTRONICS	SUPPLIES	$472.57
266175	LAKESHORE LEARNING MATERIALS	SUPPLIES	$152.46
266176	WALMART	LIGHT REFRESHMENTS	$300.00
266177	B & H PHOTO	SUPPLIES	$2,568.24
266178	DEGORTARI,MARTHA L	LIGHT REFRESHMENTS/PREPARED FOODS	$187.54
266179	BROWN, TINA	LIGHT REFRESHMENTS	$63.91
266180	SCHOOL SPECIALTY LLC	SUPPLIES	$348.03
266181	COMPLETE OFFICE LLC	SUPPLIES	$279.20
266182	SCHOOL NURSE SUPPLY INC	SUPPLIES	$967.18
266183	DREAM IMAGE	OTHE ADMINISTRATIVE CHARGES	$592.63
266184	MUSIC AND ARTS	BOOKS	$206.56
266185	LUCILLES SMOKEHOUSE BBQ	PREPARED FOODS	$8,471.28
266186	RUSD DISTRICT CREDIT CARD	OTHER ADMINISTRATIVE CHARGES	$3,705.83
266187	REALLY GOOD STUFF LLC	SUPPLIES	$4,301.74
266188	COLTON ADVANCED SILKSCREEN	OTHER ADMINISTRATIVE CHARGES	$3,103.20
266189	COLTON ADVANCED SILKSCREEN	OTHER ADMINISTRATIVE CHARGES	$272.18
266190	LAKESHORE LEARNING MATERIALS	SUPPLIES	$563.94
266191	STEWART SIGNS	SUPPLIES	$502.03
266192	GERFLOR USA INC	BUILDING IMPROVEMENT/CONSTRUCTION	$12,990.95
266193	NEW IMAGE INTERIOR FLOORING	BUILDING IMPROVEMENT/CONSTRUCTION	$17,127.00
266194	SITEONE LANDSCAPE SUPPLY	SUPPLIES	$16,109.40
266195	TRANE BUILDING AUTOMATION	NON-CAPITAL INVENTORY EQUIPMENT	$2,425.84
266196	HOME DEPOT	NON-CAPITAL INVENTORY EQUIPMENT	$645.42
266197	SCHOOL SPIRIT PROMOS LLC	OTHER ADMINISTRATIVE CHARGES	$109.10

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266198	LAKESHORE LEARNING MATERIALS	SUPPLIES	$1,677.44
266199	PLAQUES & SUCH	OTHER ADMINISTRATIVE CHARGES	$1,029.02
266200	SUPPLY ROOM INC	SUPPLIES/OTHER ADMIN CHARGES	$237.11
266201	LOPEZ, ESMERALDA	SUPPLIES	$127.78
266202	LOPEZ,ELIZABETH	OTHER ADMINISTRATIVE SUPPLIES	$584.64
266203	ALLIED REFRIGERATION	NON-CAPITAL INVENTORY EQUIPMENT	$1,647.55
266204	RUSD DISTRICT CREDIT CARD	OTHER ADMINISTRATIVE CHARGES	$309.80
266205	SCHOOL NURSE SUPPLY INC	SUPPLIES	$736.43
266206	TRANE BUILDING AUTOMATION	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$1,707.47
266207	B & H PHOTO	SUPPLIES	$180.37
266208	SCHOOL HEALTH CORPORATION	SUPPLIES	$849.84
266209	QUINN RENTAL SERVICES	REPAIRS AND NON-CAPITALIZED IMPROVEMENTS	$7,000.00
266210	SHIVO MOBILITY	SUPPLIES	$709.21
266211	HOME DEPOT	RENTALS AND LEASES	$69.30
266212	BSN SPORTS LLC	SUPPLIES	$929.86
266213	SCHOOL NURSE SUPPLY INC	SUPPLIES	$554.04
266214	ALLIED REFRIGERATION	NON-CAPITAL INVENTORY EQUIPMENT	$1,632.93
266215	SCHOOL HEALTH CORPORATION	SUPPLIES	$1,084.86
266216	SCHOOL NURSE SUPPLY INC	SUPPLIES	$202.09
266217	RUSD DISTRICT CREDIT CARD	PREPARED FOODS	$1,026.60
266218	PROSOLVE LLC	SUPPLIES/CONTRACTED SERVICES/COMPUTER RELA	$89,825.05
266219	RAISING A READER	SUPPLIES	$2,497.96
266220	MICHAELS STORES	STUDENT REWARDS	$5,000.00
266221	LAKESHORE LEARNING MATERIALS	SUPPLIES	$132.05
266222	HARBOR FREIGHT TOOLS	SUPPLIES	$1,000.00
266223	WALMART	STUDENT REWARDS	$1,000.00
266224	ULINE	SUPPLIES	$246.80
266225	POCKET NURSE ENTERPRISES INC	SUPPLIES	$2,201.51
266226	HONORS GRADUATION LLC	SUPPLIES	$894.05
266227	HOME DEPOT	SUPPLIES	$345.96
266228	GRAYBAR ELECTRIC COMPANY INC	SUPPLIES	$36,332.22
266229	TASSEL DEPOT	OTHER ADMINISTRATIVE CHARGES	$5,225.88
266230	GRAYBAR ELECTRIC COMPANY INC	SUPPLIES	$8,121.28
266231	CONVERGEONE INC	NON-CAPITAL INVENTORY EQUIP/SUPPLIES/INSTAL	$10,193.74
266232	RUSSELL SIGLER INC	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$5,742.24
266233	DATA IMPRESSIONS	COMPUTER INVENTORY EQUIP/SUPPLIES/NON-CAP	$12,001.75
266234	PRO PIPE AND SUPPLY	NON-CAPITAL INVENTORY EQUIPMENT	$2,693.64
266235	SC FENCE COMPANY	SITE IMPROVEMENT	$34,890.00
266236	SMITTY'S CONSTRUCTION	SITE IMPROVEMENT	$44,985.00
266237	ANIXTER INC	REPAIRS AND NON-CAPITALIZED IMPROVEMENTS	$3,349.73
266238	FABCO STEEL FABRICATION INC	SITE IMPROVEMENT	$35,018.75
266239	CULVER-NEWLIN	NON-CAPITAL INVENTORY EQUIPMENT	$31,264.09
266240	POSITIVE PROMOTIONS INC	OTHER ADMINISTRATIVE CHARGES	$1,642.57
266241	CASTLE PARK	ADMISSION/ENTRY FEES/PREPARED FOODS	$3,966.75
266242	WOODCREST CHRISTIAN	ADMISSION/ENTRY FEES	$2,500.00
266243	RUSD DISTRICT CREDIT CARD	PREPARED FOODS	$2,000.00
266244	TNT PROMOTIONAL PRODUCTS	OTHER ADMINISTRATIVE CHARGES	$4,000.00
266245	TNT PROMOTIONAL PRODUCTS	STUDENT REWARDS	$10,000.00

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266246	RUSD DISTRICT CREDIT CARD	OTHER ADMIN CHARGES/PREPARED FOODS	$19,000.00
266247	JOSTENS INC	OTHER ADMINISTRATIVE CHARGES	$198.80
266248	CASTLE PARK	ADMISSION/ENTRY FEES	$3,424.65
266249	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$1,115.08
266250	JUMP N JUMP	RENTALS AND LEASES	$491.50
266251	RULING OUR EXPERIENCES INC	CONTRACTED SERVICES	$300.00
266252	LAMINATOR.COM INC	SUPPLIES	$306.16
266253	BEST BUY BUSINESS ADVANTAGE	SUPPLIES	$446.72
266254	CHAMPION TEAMWEAR AR	OTHER ADMINISTRATIVE CHARGES	$767.46
266255	GO CAR WASH MANAGEMENT CORP	CONTRACTED SERVICES	$68.00
266256	DAILY JOURNAL CORPORATION	ADVERTISEMENT	$840.00
266257	CROWN AWARDS	STUDENT REWARDS	$930.45
266258	WILLIAM V MACGILL & CO	SUPPLIES	$378.78
266259	WILLIAM H SADLIER INC	BOOKS	$585.98
266260	COMPLETE OFFICE LLC	SUPPLIES	$3,000.00
266261	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$7,110.00
266262	OTC BRANDS INC	STUDENT REWARDS	$1,500.00
266263	WALMART	STUDENT REWARDS/SUPPLIES	$2,850.00
266264	WALMART	LIGHT REFRESHMENTS/SUPPLIES	$600.00
266265	OTC BRANDS INC	SUPPLIES/OTHER ADMIN CHARGES	$323.82
266266	OTC BRANDS INC	SUPPLIES	$1,500.00
266267	ROQUE, VANESSA	LIGHT REFRESHMENTS	$134.59
266268	WALMART	OTHER ADMINSTRATIVE CHARGES	$1,500.00
266269	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$1,064.57
266270	NATIONAL EDUCATIONAL MUSIC COMPAN	SUPPLIES	$2,514.89
266271	COMPLETE BUSINESS SYSTEMS	MAINTENANCE CONTRACT	$990.00
266272	WILLIAM V MACGILL & CO	SUPPLIES	$506.99
266273	CM SCHOOL SUPPLY INC	SUPPLIES	$68.36
266274	RIALTO HIGH SCHOOL ASB	ADMISSION/ENTRY FEES/OTHER ADMIN CHRGS	$2,320.00
266275	RIALTO HIGH SCHOOL ASB	ADMISSION/ENTRY FEES/OTHER ADMIN CHRGS	$75.00
266276	GO CAR WASH MANAGEMENT CORP	CONTRACTED SERVICES	$136.00
266277	RUSD DISTRICT CREDIT CARD	SUPPLIES	$150.00
266278	BSN SPORTS LLC	NON-CAPITAL INVENTORY EQUIPMENT	$2,943.75
266279	BIG TS PIZZA GROUP CORP	PREPARED FOODS	$200.00
266280	SCHOOL NURSE SUPPLY INC	NON-CAPITAL INVENTORY EQUIPMENT	$981.66
266281	BEST BUY BUSINESS ADVANTAGE	NON-CAPITAL INVENTORY EQUIPMENT	$1,229.56
266282	NEW TANGRAM LLC	NON-CAPITAL INVENTORY EQUIP/INSTALLATION	$5,198.82
266283	DATA IMPRESSIONS	COMPUTER INVENTORY EQUIPMENT	$12,878.11
266284	FUN SERVICES	RENTALS AND LEASES	$2,710.00
266285	COLTON ADVANCED SILKSCREEN	OTHER ADMINISTRATIVE CHARGES	$12,958.65
266286	RANCHO CUCAMONGA QUAKES	ADMISSION/ENTRY FEES/PREPARED FOODS	$495.00
266287	COMPLETE OFFICE LLC	SUPPLIES	$4,000.00
266288	PANERA BREAD LLC	PREPARED FOODS	$2,500.00
266289	LAKESHORE LEARNING MATERIALS	SUPPLIES	$3,694.14
266290	SCHOOL NURSE SUPPLY INC	SUPPLIES	$1,558.43
266291	FOLKLOR VILLAGE LLC	SUPPLIES	$8,913.25
266292	RIALTO HIGH SCHOOL ASB	OTHER ADMINISTRATIVE CHARGES	$7,800.00
266293	ART SPECIALTIES INC	OTHER ADMIN CHARGES/INSTALLATION	$7,400.35

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266294	PBK ARCHITECTS INC	ARCHITECT FEES (BLDGS)	$644,763.00
266295	BSN SPORTS LLC	NON-CAPITAL INVENTORY EQUIPMENT	$2,165.39
266296	WALMART	STUDENT REWARDS	$1,000.00
266297	DODGER TICKETS LLC	ADMISSION/ENTRY FEES/PREPARED FOODS	$6,800.00
266298	LAKESHORE LEARNING MATERIALS	SUPPLIES	$1,500.00
266299	SOUTHWEST SCHOOL & OFFICE	SUPPLIES	$1,500.00
266300	RUSD DISTRICT CREDIT CARD	SUPPLIES	$1,100.00
266301	OTC BRANDS INC	STUDENT REWARDS	$1,000.00
266302	WALMART	STUDENT REWARDS	$1,000.00
266303	HOME DEPOT	SUPPLIES	$253.23
266304	TROPHY HOUSE	OTHER ADMINISTRATIVE CHARGES	$2,828.44
266305	DEMCO INC	SUPPLIES	$167.69
266306	COMPLETE OFFICE LLC	SUPPLIES	$3,000.00
266307	HOME DEPOT	SUPPLIES	$3,807.89
266308	SWEETWATER MUSIC EDUCATION	SUPPLIES	$1,318.55
266309	HONORS GRADUATION LLC	SUPPLIES	$1,144.97
266310	SMART & FINAL	LIGHT REFRESHMENTS	$5,000.00
266311	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$1,701.76
266312	MODEREGER, BECKI	LIGHT REFRESHMENTS/PREPARED FOODS	$793.02
266313	INLAND EMPIRE 66ERS BASEBALL	ADMISSION/ENTRY FEES	$975.00
266314	OFFICE SOLUTIONS BUSINESS	SUPPLIES	$900.00
266315	CDW GOVERNMENT INC	SUPPLIES	$850.91
266316	LAKESHORE LEARNING MATERIALS	SUPPLIES	$1,306.14
266317	RANCHO CLEANERS	OTHER ADMINISTRATIVE CHARGES	$600.00
266318	UNISOURCE APPAREL INC	OTHER ADMINISTRATIVE CHARGES	$1,306.47
266319	HAPPY CAMPER CREAMERY	STUDENT REWARDS	$991.88
266320	VARITRONICS LLC	SUPPLIES	$1,654.91
266321	ACCO BRANDS USA LLC	SUPPLIES	$654.90
266322	HOME DEPOT	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$1,307.70
266323	CSU SAN BERNARDINO	PREPARED FOODS	$1,712.82
266324	BGZ PARTY SALES & RENTALS	RENTALS AND LEASES	$1,637.80
266325	BIG TS PIZZA GROUP CORP	PREPARED FOODS	$500.00
266326	QUINTERO JR., ANTONIO	SUPPLIES	$118.22
266327	POOL, CYNTHIA	PREPARED FOODS	$399.92
266328	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$430.00
266329	POCKET NURSE ENTERPRISES INC	NON-CAPITAL INVENTORY EQUIP/SUPPLIES	$2,476.35
266330	OFFICE SOLUTIONS BUSINESS	SUPPLIES	$300.00
266331	RUSD DISTRICT CREDIT CARD	PREPARED FOODS	$2,200.00
266332	SUBWAY	PREPARED FOODS	$400.00
266333	AUTOGRAPHIX	OTHER ADMINISTRATIVE CHARGES	$1,090.97
266334	JONES SCHOOL SUPPLY CO INC	OTHER ADMINISTRATIVE CHARGES	$3,000.00
266335	RUSD DISTRICT CREDIT CARD	RENTALS AND LEASES	$500.00
266336	WALMART	STUDENT REWARDS	$1,000.00
266337	PANERA BREAD LLC	PREPARED FOODS	$1,000.00
266338	WALMART	OTHER ADMINISTRATIVE CHARGES	$500.00
266339	WALMART	SUPPLIES	$300.00
266340	OTC BRANDS INC	SUPPLIES	$500.00
266341	JONES SCHOOL SUPPLY CO INC	SUPPLIES	$905.46

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266342	STUDIO 1	OTHER ADMINISTRATIVE CHARGES	$2,355.54
266343	SCHOLASTIC INC	BOOKS	$1,143.59
266344	SAN BERNARDINO COUNTY SUPERINTENDE	OTHER ADMINISTRATIVE CHARGES	$1,000.00
266345	POSITIVE PROMOTIONS INC	OTHER ADMINISTRATIVE CHARGES	$257.75
266346	FOLLETT CONTENT SOLUTIONS LLC	BOOKS	$2,280.27
266347	ALLIANCE ENVIRONMENTAL	WASTE DISPOSAL	$7,114.35
266348	PANERA BREAD LLC	PREPARED FOODS	$800.00
266349	AMAZON	OTHER ADMINISTRATIVE CHARGES	$400.00
266350	ICOOK INC	CONTRACTED SERVICES	$90,816.00
266351	BMX FREESTYLE TEAM LLC	CONTRACTED SERVICES	$1,875.00
266352	RUSD NUTRITION SERVICES	PREPARED FOODS	$34.50
266353	REALLY GOOD STUFF LLC	SUPPLIES	$141.27
266354	SCHOOL NURSE SUPPLY INC	SUPPLIES	$642.22
266355	ULINE	NON-CAPITAL INVENTORY EQUIPMENT	$1,023.63
266356	COMPLETE BUSINESS SYSTEMS	SUPPLIES	$261.62
266357	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$1,349.55
266358	RUSD NUTRITION SERVICES	STUDENT REWARDS	$1,000.00
266359	DISCOUNT SCHOOL SUPPLY	SUPPLIES	$88.74
266360	DISCOUNT SCHOOL SUPPLY	SUPPLIES	$181.17
266361	CROSMAN CORPORATION	SUPPLIES	$3,362.02
266362	WILLIAM V MACGILL & CO	SUPPLIES	$468.55
266363	BLICK ART MATERIALS	SUPPLIES	$213.35
266364	AUTOGRAPHIX	OTHER ADMINISTRATIVE CHARGES	$38.25
266365	AMAZON	SUPPLIES	$388.91
266366	WALMART	SUPPLIES	$400.00
266367	WALMART	LIGHT REFRESHMENTS	$1,000.00
266368	DISCOUNT SCHOOL SUPPLY	SUPPLIES	$505.32
266369	NEVER STOP GRINDING IMPACT	CONTRACTED SERVICES	$57,250.00
266370	RUSD DISTRICT CREDIT CARD	SUPPLIES	$250.00
266371	SCHOOL HEALTH CORPORATION	SUPPLIES	$329.46
266372	WILLIAM V MACGILL & CO	SUPPLIES	$637.98
266373	RUSD DISTRICT CREDIT CARD	ADMISSION/ENTRY FEES	$462.50
266374	CASTLE PARK	ADMISSION/ENTRY FEES	$999.60
266375	RUSD NUTRITION SERVICES	LIGHT REFRESHMENTS	$417.53
266376	PERMA-BOUND BOOKS	BOOKS	$107.66
266377	COMPLETE OFFICE LLC	SUPPLIES	$722.42
266378	BGZ PARTY SALES & RENTALS	RENTALS AND LEASES	$969.76
266379	BAGSINBULK.COM	OTHER ADMINISTRATIVE CHARGES	$1,500.00
266380	RUSD DISTRICT CREDIT CARD	OTHER ADMINISTRATIVE CHARGES	$4,000.00
266381	CHICK-FIL-A	PREPARED FOODS	$4,600.00
266382	POSITIVE PROMOTIONS INC	SUPPLIES	$1,708.58
266383	VELASQUEZ, BELDA	SUPPLIES	$1,000.00
266384	OFFICE SOLUTIONS BUSINESS	SUPPLIES	$700.00
266385	BEST IMPRESSIONS	OTHER ADMINISTRATIVE SERVICES	$5,926.88
266386	APPLE INC	SUPPLIES	$1,236.97
266387	ISLAND GRAD	OTHER ADMINISTRATIVE CHARGES	$2,100.00
266388	ALL ACTION AWARDS	SUPPLIES	$474.50
266389	CHICK-FIL-A	STUDENT REWARDS	$1,400.00

RIALTO UNIFIED SCHOOL DISTRICT

Purchase Order Listing

From 4/1/2026 To 4/14/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
266390	BOWLERO FONTANA	ADMISSION/ENTRY FEES	$1,848.47
266391	SANCHEZ, DENISE	SUPPLIES	$130.49
266392	RUSD DISTRICT CREDIT CARD	LIGHT REFRESHMENTS	$448.50
266393	4IMPRINT INC	OTHER ADMINISTRATIVE CHARGES	$1,006.03
266394	PEAP	STUDENT REWARDS	$410.18
266395	OFFICE SOLUTIONS BUSINESS	OTHER ADMINISTRATIVE CHARGES	$1,500.00
266396	WOMANS CLUB OF RIALTO	DUES AND MEMBERSHIPS	$352.00
266397	PMW ASSOCIATES	TRAVEL AND CONFERENCE	$775.00
266398	ONTARIO-MONTCLAIR SCHOOL	TRAVEL AND CONFERENCE	$4,485.00
266399	CALIFORNIA LEAGUE OF SCHOOLS	OUT-OF-STATE TRAVEL AND CONFERENCE	$4,740.00
266400	AVID CENTER	TRAVEL AND CONFERENCE	$8,792.00
266401	AVID CENTER	TRAVEL AND CONFERENCE	$2,198.00
266402	RIVERSIDE COUNTY OFFICE OF ED	TRAVEL AND CONFERENCE	$1,260.00
266403	KELLY SPICERS INC	SUPPLIES	$6,343.20
266404	RUSD PRINT SHOP	SUPPLIES	$1,801.58
266405	VARITRONICS LLC	SUPPLIES	$894.27
266406	CRESTLINE SPECIALTIES INC	OTHER ADMINISTRATIVE CHARGES	$880.95
266407	RUSD DISTRICT CREDIT CARD	TRAVEL AND CONFERENCE	$1,333.20
266408	RUSD DISTRICT CREDIT CARD	TRAVEL AND CONFERENCE	$30.00
266409	RUSD DISTRICT CREDIT CARD	TRAVEL AND CONFERENCE	$1,552.35
266410	AVID CENTER	TRAVEL AND CONFERENCE	$12,089.00
266411	SAN BERNARDINO COUNTY SUPERINTENDE	TRAVEL AND CONFERENCE	$65.00
266412	ORANGE COUNTY DEPT OF ED	TRAVEL AND CONFERENCE	$400.00
		TOTAL	**$1,608,027.62**

Rialto Unified School District

Nutrition Services

Purchase Order Listings

04/01/2026 - 4/15/2026

PO NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
202600495	GOLD STAR	FOOD PURCHASES	$ 11,685.00
202600496	INDIVIDUAL FOOD SERVICE	KITCHEN SUPPLIES	$ 2,371.36
202600497	IMPERIAL DADE	KITCHEN SUPPLIES	$ 5,450.00
202600498	CASEPARTS COMPANY	EQUIP. REPAIR PARTS/SUPPL	$ 467.00
202600499	GOLD STAR	FOOD PURCHASES	$ 393.81
202600500	HERITAGE/PARTS TOWN	EQUIP. REPAIR PARTS/SUPPL	$ 70.27
202600501	AVANTI RESTAURANT SOLUTIONS	KITCHEN SUPPLIES	$ 6,422.98
202600502	TUCS EQUIPMENT, INC.	EQUIP. REPAIR PARTS/SUPPL	$ 298.33
202600503	FERGUSON/WOLSELEY INVESTMENTS	EQUIP. REPAIR PARTS/SUPPL	$ 441.52
202600504	HERITAGE/PARTS TOWN	EQUIP. REPAIR PARTS/SUPPL	$ 606.78
202600505	R.S.D.	EQUIP. REPAIR PARTS/SUPPL	$ 1,255.05
202600506	CASEPARTS COMPANY	EQUIP. REPAIR PARTS/SUPPL	$ 672.58
202600507	ULINE	KITCHEN SUPPLIES	$ 94.02
202600508	POUR AWAY	KITCHEN SUPPLIES	$ 15,309.41
202600509	CENTRAL RESTAURANT PRODUCTS	NON CAPITAL EQUIPMENT	$ 22,553.00
202600510	SMART & FINAL	FOOD PURCHASES	$ 300.00
202600511	SOUTHWEST SCHOOL & OFFICE SUPPLY	OFFICE SUPPLIES	$ 86.23
202600512	SUNRISE PRODUCE	FOOD PURCHASES	$ 627.00
202600513	SYSCO	FOOD PURCHASES	$ 3,771.27
202600514	RIALTO MIDDLE SCHOOL	FOOD PURCHASES	$ 66.67
202600515	INDIVIDUAL FOOD SERVICE	KITCHEN SUPPLIES	$ 11,555.67
202600516	GOLD STAR	FOOD PURCHASES	$ 8,694.67
	TOTAL PURCHASE ORDERS		**$ 93,192.62**

DONATIONS

Monetary Donation(s)

Location: Human Resources — Purpose: We Honor Our Own employee recognition event
Donor: AALRR Law Firm — Amount: $1,000.00

Location: Garcia Elementary — Purpose: Instructional supplies
Donor: Kroger Co. — Amount: $1,563.51

Location: Morgan Elementary — Purpose: Instructional supplies
Donor: America's Charities — Amount: $50.00

Location: Communications/Media Services — Purpose: The Ritz
Donor: Never Stop Grinding/Darious Harris — Amount: $1,000.00

Non-Monetary Donation(s)

Location: Dollahan Elementary
Items: 12 packs of Prevail daily briefs; valued at approx. $200
Donor: Fernando Lopez

Location: Kordyak Elementary
Items: Staff coupons
Donor: Lakeshore

Location: Human Resources — Purpose: We Honor Our Own employee recognition event

Items:	Two-night hotel stay	Donor:	Riverside Hotel & Casino, Laughlin
Items:	$250 e-gift card	Donor:	Helios
Items:	Four tickets	Donor:	Sea World, San Diego

RECOMMENDATION:

Accept the donation(s) and send a letter of appreciation to the donor(s): AALRR Law Firm; Kroger Co.; America's Charities; Never Stop Grinding/Darious Harris; Fernando Lopez; Lakeshore; Riverside Hotel & Casino, Laughlin; Helios; and Sea World, San Diego.

Monetary Donations - May 6, 2026	$3,613.51
Donations - Fiscal Year-to-Date	$5,045,882.75

SUBMITTED/REVIEWED BY: Diane Romo

APPROVE AN AMENDMENT TO THE AGREEMENT WITH CHEMEKETA COMMUNITY COLLEGE

BACKGROUND:

Chemeketa Community College has established training programs providing education in Speech-Language Pathology Assisting which require the use of facilities at schools, clinics and other sites for practicum education.

REASONING:

The Speech-Language Pathology Assisting Program intends to prepare students for positions requiring entry-level speech-language pathology assistants. University students enrolled in this program will acquire skills and gain experience through participation with the District.

RECOMMENDATION:

Approve Amendment #1 for the Practicum Agreement Speech-Language Pathology Assisting Program contract #10676200 extending the term through September 30, 2028 at no cost to the District.

SUBMITTED/REVIEWED BY: Ricardo Carranza/Denise Ellis, Ed.D.

Contract: Fully Approved Contract

APPROVE A RENEWAL AGREEMENT WITH VARIOUS VENDORS FOR THE 2026 UMOJA SUMMER EXCELLENCE ENRICHMENT PROGRAM

BACKGROUND:

The Umoja Summer Excellence Program is designed to offer targeted intervention and enrichment for students across the district. These students were selected to participate using iReady scores from the last assessments. The Umoja Summer Excellence program is a program designed to monitor and support students' growth in Math and Reading throughout the year. The Summer enrichment program will be hosted at Hughbanks Elementary School for various students across the district between June 8, 2026 through June 30, 2026.

REASONING:

The Umoja Saturday Excellence Program will support and create opportunities for various district elementary students, including reading, writing, and math interventions and enrichment. The priority is to provide students with targeted academic enrichment support.

Name of Vendor: Handle It Helping Hands Inc.
Product Overview: STEM technology
Total Cost: $30,000.00

Name of Vendor: Village Life Education
Product Overview: Math Literacy
Total Cost: $16,500.00

RECOMMENDATION:

Approve renewal agreements with multiple vendors for the Umoja Summer Excellence Enrichment Program, effective June 8, 2026, through June 30, 2026, at a cost not to exceed $46,500.00, and to be paid from the General Fund.

SUBMITTED/REVIEWED BY: Ayanna Ibrahim-Balogun, Ed.D./Jon Black, Ed.D.

CONTRACT(S): Yes

APPROVE A RENEWAL AGREEMENT WITH VARIOUS PHOTOGRAPHY AND YEARBOOK VENDORS FOR ALL RIALTO USD SCHOOLS

BACKGROUND:

Throughout the year, the Board of Education is asked to approve individual contracts for services. Many of these contracts have already undergone thorough review by District staff. To improve efficiency and streamline processes, Education Services will present a list of vendors to the Board for pre-approval. This item pertains specifically to photography and yearbook vendors serving RUSD schools. Photography vendors offer families the opportunity to purchase school pictures, support campus safety by providing student ID cards, and document important school events. Yearbooks contribute to school culture by preserving and commemorating these experiences for students and families.

REASONING:

Pre-approved vendors will enable schools to enter into agreements in a timely manner, ensuring contracts are in place by the start of the school year. This will allow services to be provided to students more efficiently. In alignment with the District's Strategic Plan, Strategy V, which focuses on creating welcoming and friendly school environments, we present the following yearbook and photography vendors for use by our schools.

Yearbook	Photography
Entourage Yearbooks	Lifetouch
Treering	Cherished Memories Photography
Walsworth Yearbooks	Studio 1 Distinctive Portraiture
	Olson Photography

RECOMMENDATION:

To approve the listed Photography and Yearbook vendors for the 2026-2027 school year, effective July 1, 2026, through June 30, 2027, at no cost to the District.

SUBMITTED/REVIEWED BY: Kevin Hodgson, Ed.D./Jon Black, Ed.D.

CONTRACT:

APPROVE AN AGREEMENT WITH VARIOUS VENDORS FOR THE DISTRICT'S DIVERGENT GAMES ATHLETIC EVENT

BACKGROUND:

The Divergent Games is a sports event designed for students with identified intellectual disabilities, cognitive delays, and significant learning or vocational challenges stemming from cognitive issues. The primary goal of the Divergent Games is to foster an inclusive environment and showcase the unique talents of students with exceptional abilities. This athletic event celebrates the power of diversity by highlighting the skills and successes of these students.

REASONING:

This event is congruent with Strategy V, Plan 4, which emphasizes interactive events and activities that actively engage students. It is also consistent with Strategy I, Plan V, which aims to provide after-school enrichment programs. The district plans to hire multiple vendors to provide food and entertainment for the event. The total cost for these services is approximately $12,000.00, to be paid to the vendors as follows:

909Jumpers.com: $3,000.00
Xihomara's Party Balloon Decor: $2,000.00
Brothers Awards & Trophies: $2,000.00
Amazon: $2,000.00
T-shirt shop: $3,000.00

RECOMMENDATION:

To provide supplies, equipment and student awards for Rialto's Divergent Games, effective June 12, 2026, at a cost not to exceed $12,000.00, and to be paid from the General Fund.

SUBMITTED/REVIEWED BY: Sonya Scott, Ed.D./Jon Black, Ed.D.

CONTRACT: N/A

APPROVE AN AMENDMENT TO THE AGREEMENT WITH ZEN EDUCATE

BACKGROUND:

On July 1, 2025, the Board of Education approved an agreement with Zen Educate to provide instructional and behavior support aides during the 2025-2026 school year, at a cost not to exceed $650,000.00, and to be paid from the General Fund.

REASONING:

To comply with both Federal and State regulations, the District is obligated to deliver special education and related services that are explicitly outlined in each student's Individualized Education Program (IEP). This commitment not only ensures that students with disabilities receive the necessary support to thrive in their educational environments but also aligns with legal standards aimed at promoting equitable access to education for all students. The IEP serves as a comprehensive roadmap detailing the specific services, accommodations, and modifications required to meet the unique needs of each student, fostering their academic and personal growth within the school system.

RECOMMENDATION:

To amend Agreement #C-26-001469 with Zen Educate and approve the cost increase of the original agreement of $650,000.00 by an additional $350,000.00, at a cost not to exceed $1,000,000.00, and to be paid from the General Fund. All other terms and conditions will remain the same.

SUBMITTED/REVIEWED BY: Sonya Scott, Ed.D./Jon Black, Ed.D.

CONTRACT: ZEN

APPROVE AN AGREEMENT WITH PURPLE EASEL - MORRIS ELEMENTARY SCHOOL

BACKGROUND:

Purple Easel is an arts-based organization that provides guided painting experiences for students through structured, step-by-step instruction led by trained artists. The organization specializes in creating engaging, hands-on visual arts opportunities that promote creativity, self-expression, and confidence in young learners. Purple Easel provides on-site visual arts instruction where students participate in structured painting sessions and complete individual art pieces using provided materials and supplies. Their program is designed to foster creativity, collaboration, and engagement in a supportive learning environment. While Rialto Unified School District has limited prior experience with Purple Easel, Morris Elementary School has identified this organization as a valuable partner to support the expansion of visual and performing arts opportunities aligned with Proposition 28 funding priorities.

REASONING:

Providing visual arts instruction through Purple Easel supports the District's Strategic Plan by promoting a well-rounded education and increasing student engagement through creative, meaningful learning experiences. Morris Elementary is requesting after-school visual arts services for all TK–5 students, offering structured, hands-on painting sessions that build creativity, visual literacy, and self-expression on site. Funded by Proposition 28, this new program expands access to visual and performing arts and aligns with the school's arts plan to increase opportunities such as painting, theater, and school-wide performances. Effectiveness will be measured through student participation, project completion, engagement, and feedback, as well as growth in student confidence and creativity.

RECOMMENDATION:

To provide after-school visual arts instruction through Purple Easel for students in grades TK–5 at Morris Elementary School, effective May 7, 2026, through June 30, 2026, at a cost not to exceed $7,000.00, and to be paid from the General Fund (PROP 28 AMS).

SUBMITTED/REVIEWED BY: Karla Guzman/Jon Black, Ed.D.

CONTRACT:

APPROVE THE 2026 STUDENT BOARD MEMBER SCHOLARSHIP

BACKGROUND:

The Student Board Member position is filled from each high school in sequence to serve a one-year term. The student is seated with other members of the Board and is recognized at Board meetings as a full member.

REASONING:

The Superintendent's office requests the Board of Education authorize a scholarship check to be awarded to Student Board Member Audrey Gonzalez in recognition of the service and dedication rendered as a Student Board Member for the 2025-2026 school year.

RECOMMENDATION:

Authorize a scholarship check in the amount of $3,000.00 for Student Board Member, Audrey Gonzalez, and to be paid from the General Fund.

SUBMITTED/REVIEWED BY: Alejandro Álvarez, Ed.D.

Rialto Unified School District and Rialto Education Association
Tentative 2025 - 2026 Contract Agreement
ADDENDUM
April 22, 2026 (Article XIX F.)

March 31, 2026

This Tentative Agreement is entered into by and between the Rialto Education Association ("REA") and the Rialto Unified School District ("District") and contains the agreements reached over the parties 2025 - 2026 bargaining proposals.

Any issue, subject, or matter discussed by the District and REA during negotiations over the 2025 - 2026 bargaining proposals not contained in this document shall be considered withdrawn by the party presenting it. Any "oral agreement" or "understanding" not reflected in writing below shall have no force or effect.

Agreement on the 2025 - 2026 contract amendments shall be conditional upon ratification of this Tentative Agreement and finalization of contract language.

Change to language is indicated in bold for additional/new language and strike through for deletions:

ARTICLE I: AGREEMENT

B. This Agreement shall remain in full force and effect for a three-year period of ~~July 1, 2011 through June 30, 2014~~, **July 1, 2025 through June 30, 2026**, with reopeners on Salary, Health and Welfare benefits and two (2) articles from each Party.

ARTICLE V: CLASS SIZE

A. Class Size Adjustments

When actual enrollments are known during the first few weeks of school, additional staff will be assigned as needed or teachers will be transferred from schools.

B. Class Size Maximums

On or before the twentieth (20th) day of the school year, the following maximums shall not be exceeded for over eight (8) days without specific approval of teachers concerned. This should be considered the maximum time and every effort will be made to expedite the process. Class counts shall exclude TA's (student teaching assistants). These limits will be interpreted as averages for teacher-student ratio in open space buildings~~, driver education classes~~, and other kinds of team teaching and large group instructional situations.

MAXIMUM

a.	Elementary (T-K)	~~25~~ **20**	
	1:10 adult to student ratio in TK		*~~S~~State funded Grade Span Adjustment (GSA) rules apply. Implementation of Full-Day Kindergarten or a Half-Day Kindergarten program is at the discretion of the District.
	~~Half-Day Kindergarten~~	~~32:1*~~	
	Full-Day Kindergarten	25:1*	
	Elementary (K-3)	32*	
	Elementary (4-5)	34	
b.	Middle School (6-8)	36	
c.	High School (9-12)	36	
d.	Continuation High School (10-12)	30	
e.	Home Economics & Industrial Technology	32	or the number of operable stations, whichever is lower.
f.	~~Typing~~ **Computers**	50	or the number of operable stations, whichever is lower.
g.	Physical Education	50	

h. Performing groups such as, but not limited to, chorus, band, athletic teams, drill teams, drama production – Unlimited

i. Designated remediation classes for competencies Grades 6–12.

Reading	30
Writing	30
Mathematics	30

j. Special Education Classes*:

Preschool SDC	12

(Not to exceed 12 students during the course of a day. The teacher will support the Rialto Preschool Assessment Teacher (RPAT) during their off session **on a rotating schedule.**)

Preschool Autism	10
Elementary SDC	15
Elementary ED or ~~MH~~**ESN**	12
Elementary Autism	10
Middle School SDC	18
High School SDC	18
Secondary ~~MH~~**ESN**	15

	Secondary Autism	12	
	Secondary ED	12	
k.	High School Summer School Classes (English, Mathematics, Social Sciences and Sciences)	40	5 days of summer school to balance the class loads

*The number of RSP**/SAI** students in core academic classes will not exceed 49% of the students enrolled.

*After the 20th day of the start of the school year, individual unit members may voluntarily accept a maximum of two (2) additional students that exceed the contract class size limit. Unit members who voluntarily accept additional students will be compensated at 0.50% or .005 of the Index Base of the Certificated Salary Schedule for each additional student at a prorated monthly basis. Unit members will be compensated for the actual days the students are enrolled in their class. The maximum of two (2) additional students applies per unit member for all elementary and secondary teachers and all mild/moderate, ~~moderate/severe~~ **extensive support need** teachers. **Compensation will be paid quarterly for students enrolled.**

1. When applicable legal requirements impose class size limits, the maximum class size should be either the legal limit or the Agreement limit, whichever is lower.

C. Class Size Initiative

Should the District receive additional funds from the legislature or initiative sources during the term of this Agreement designated for the purpose of reducing class size, the parties shall convene at the request of either party to negotiate those issues appropriately subject to the collective bargaining process.

D. **Combination classes will be avoided or discontinued whenever feasible as determined by administration.**

E. **Kindergarten classrooms will receive one hour of instructional support daily. Kindergarten teacher will direct the instructional activities provided by the support staff.**

F. Middle School Counselors (6th – 8th Grades)

Middle schools with less than 1,400 students will be assigned three (3) counselors.

Middle schools with more than 1,400 students will be assigned four (4) counselors.

G. **Speech & Language Pathologists**

The District will follow the Education Code regarding Speech & Language Pathologist caseloads.

The Speech Language Pathologists will provide supervision and indirect oversight for the Speech Language Pathology Assistants that are assigned to support the workload according to California Regulations.

ARTICLE IX: EVALUATIONS

A. The District shall evaluate all bargaining unit members in accordance with the following procedure and criteria:

1. Unit member performance shall be objectively evaluated based on evidence obtained through observation, conversation, student performance, unit member records and areas of focus designed by the unit member. Classroom teacher evaluations and objectives will be based on the California Standards for the Teaching Profession (CSTP) as described in this article. Non-classroom teacher unit member evaluations and objectives will be based on criteria described in this article. The provisions of this Article shall be administered fairly and equitably and in a non-arbitrary and non-capricious manner.

2. Evaluation ratings for classroom teachers shall be based upon rubrics developed to describe performance standards for each element of the six Teaching Standards. Ratings will be based on differing expectations (placement on rubrics) for teachers depending on training and experience as shown below:

	Emerging	Exploring	Applying	Integrating	Innovating
1st year teacher*	Unsatisfactory or SWAN	Meets Standards	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary
2nd year teacher*	Unsatisfactory	SWAN or Meets Standards	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary
3rd year & tenured teacher (except Intern)	Unsatisfactory	Unsatisfactory or SWAN	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary

*Refers to years of working in the teaching profession (not just in Rialto)

3. Nothing in this Article shall be construed as restricting or preventing the unit member and the evaluator from informally discussing in a cooperative and constructive manner any and/or all matters relating to this evaluation and

these evaluation procedures, or working together throughout the process in a cooperative and constructive manner to complete the process.

4. Classroom presentations by unit members shall be given in a fair and representative manner and shall be relevant to the curriculum involved.

5. Any complaint which may adversely affect a unit member's evaluation shall be reported as soon as possible to the unit member by the Immediate Supervisor. The unit member may arrange a conference with the complainant and a District representative.

6. Information received from undisclosed complainants shall not adversely affect the evaluation of a unit member.

7. All monitoring or observation of the work performance of a unit member shall be conducted openly and with full knowledge of the unit member.

8. An evaluation shall be final and not subject to the grievance procedure unless mistake or failure to follow the evaluation procedures can be shown on the part of the evaluator.

9. Forms for observation and evaluation are found in Appendix D.1- D.5 of this agreement.

10. Classroom teachers with an overall unsatisfactory evaluation resulting from unsatisfactory performance in the areas of teaching methods or instruction shall be referred to the Peer Assistance and Review (PAR) Program as defined in Article XXIII of this agreement. (Ed. Code 44664 (b)). Referrals to PAR shall not be made for unsatisfactory performance in standard 6. (See B-3 for CSTP standards.)

B. Evaluation System

1. The purpose of evaluation is to improve instruction and the learning experiences for all students.

2. The District shall encourage that variety in methods and techniques of instruction be used as necessary to meet the needs of all pupils.

3. Evaluation of classroom teacher certificated unit members shall be based upon the California Standards for the Teaching Profession. All teachers are accountable for all standards as follows:

~~Standard 1- Engaging and Supporting All Students in Learning~~

~~1.1 Using knowledge of students to engage them in learning~~
~~1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests~~

1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

Standard 2 - Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, and norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

Standard 3 - Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to content

Standard 4 - Planning Instruction and Designing Learning Experiences for All Students

~~4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction~~

~~4.2 Establishing and articulating goals for students learning~~

~~4.3 Developing and sequencing long-term and short-term instructional plans to support learning~~

~~4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students~~

~~4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students~~

~~Standard 5 - Assessing Students for Learning~~

~~5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments~~

~~5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction~~

~~5.3 Reviewing date, both individually and with colleagues, to monitor student learning~~

~~5.4 Using assessment data to establish learning goals and to plan, Differentiate, and modify instruction~~

~~5.5 Involving all students in self-assessment, goal setting, and monitoring progress~~

~~5.6 Using available technologies to assist in assessment, analysis, and communication of student learning~~

~~5.7 Using assessment information to share timely and comprehensible feedback with students and their families~~

~~Standard 6 - Developing as a Professional Educator~~

~~6.1 Reflecting on teaching practice in support of student learning~~

~~6.2 Establishing professional goals, and engaging in continuous and purposeful professional growth and development~~

~~6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning~~

~~6.4 Working with families to support student learning~~

~~6.5 Engaging local communities in support of the instructional program~~

~~6.6 Managing professional responsibilities to maintain motivation and commitment to all students~~

~~6.7 Demonstrating professional responsibility, integrity, and ethical conduct~~

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Element 1A Example Indicators

Teachers:

- **1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.**
- **1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.**
- **1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.**
- **1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.**
- **1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.Element 1B: Knowledge of Students**

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers:

- **1B–1: Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.**
- **1B–2: Create learning opportunities that draw on students' interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.**
- **1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.**
- **1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' linguistic assets and address the diverse needs of all students.**

- **1B–5: Respond to and implement support for students' social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.**

- **Element 1C: Student Backgrounds and Family Engagement**

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers:

- **1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.**

- **1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.**

- **1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences.**

- **1C–4: Engage in reciprocal communication about learning, academic, and social– emotional expectations with families, guardians, and caregivers and share systems of instruction and support.**

- **1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.**

- **Element 1D: Diversity and Equity**

1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers:

- **1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.**

- **1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.**

- **1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.**
- **1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.**

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.

Element 2A Example Indicators

Teachers:

- **2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.**
- **2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.**
- **2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.**
- **2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.**
- **2A–5: Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.**
- **Element 2B: Student Behavior**

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers:

- **2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.**
- **2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.**
- **2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.**
- **2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.**
- **2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.**
- **Element 2C: Organizational and Resource Management**

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers:

- **2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.**
- **2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.**
- **2C–3: Coordinate logistics and resources needed to facilitate students' in-person and remote learning.**
- **2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.**
- **2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.**
- **Element 2D: Inclusive Environment**

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers:

- **2D–1: Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.**
- **2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.**
- **2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.**
- **2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.**

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.

Element 3A Example Indicators

Teachers:

- **3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.**
- **3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.**
- **3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social–emotional learning.**
- **3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social–emotional development.**

- **3A–5: Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.**

- **Element 3B: Connecting Subject Matter to Real-World Contexts**

3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers:

- **3B–1: Prioritize students' assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.**

- **3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.**

- **3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.**

- **3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.**

- **3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).**

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner's growth.

Element 3C Example Indicators

Teachers:

- **3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.**

- **3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.**

- **3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.**
- **3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities.**
- **3C–5: Use the California Practitioners' Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.**
- **3C–6: Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.**

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers:

- **3D–1: Integrate key concepts, themes, and connections across subject matter areas.**
- **3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.**
- **3D–3: Extend students' interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.**
- **3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.**
- **3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.**

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers:

- **3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.**
- **3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.**
- **3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.**
- **3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.**
- **3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.**

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers:

- **4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.**
- **4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.**
- **4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.**
- **4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.**

- **4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.**

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers:

- **4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.**
- **4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.**
- **4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.**
- **4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.**
- **4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.**

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators

Teachers:

- **4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.**
- **4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.**
- **4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.**

- **4C–4: Provide students with a variety of ways to demonstrate their learning.**
- **4C–5: Conduct and support productive student learning experiences that are offered in-person or remotely.**

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

Element 4D Example Indicators

Teachers:

- **4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.**
- **4D–2: Group and regroup students in ways that promote academic and social–emotional development.**
- **4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.**
- **4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.**
- **4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.**

CSTP 5: Assessing for Student Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Element 5A Example Indicators

Teachers:

- **5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.**

- **5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.**
- **5A–3: Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students.**
- **5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.**
- **5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.**
- **5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.**
- **Element 5B: Interpreting and Using Assessment Data to Inform Student Learning**

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

Element 5B Example Indicators

Teachers:

- **5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.**
- **5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.**
- **5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.**
- **5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.**
- **5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.**

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers:

- **5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.**
- **5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.**
- **5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.**
- **5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.**
- **5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.**
- **Element 5D: Assessment for Continuous Improvement**

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers:

- **5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.**
- **5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.**
- **5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.**

- **5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.**
- **5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.**

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers:

- **6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student's learning and well-being.**
- **6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.**
- **6A–3: Analyze their instructional successes and dilemmas to create next steps.**
- **6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.**
- **6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.**
- **Element 6B: Focused Professional Learning**

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers:

- **6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.**
- **6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.**
- **6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.**
- **6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators' improvement in key areas.**
- **6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students' backgrounds, interests, and experiences and that positively affect students' learning and well-being.**

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers:

- **6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.**
- **6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.**
- **6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.**
- **6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.**
- **6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.**

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers:

- **6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.**
- **6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.**
- **6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.**
- **6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.**
- **6D–5: Participate in the development of formal learning plans, student study teams, Individualized Education Programs (IEPs), and support plans that provide insights from each teacher's area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.**

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

Element 6E Example Indicators

Teachers:

- **6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.**
- **6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.**
- **6E–3: Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.**

- **6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.**
- **6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.**

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers:

- **6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.**
- **6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.**
- **6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.**
- **6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.**
- **6F–5: Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.**

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers:

- **6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.**
- **6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.**

- **6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.**
- **6G–4: Add to and benefit from the broader knowledge base of the professional community.**

4. Evaluation of non-classroom teacher certificated unit members shall be based upon the following areas: (For purposes of this article non-teaching unit members positions include, but are not limited to, ~~Counselor~~, Librarian, Nurse, Resource Specialist Teacher, Reading Specialist, Adaptive P.E., VAPA, Speech Language Pathologist, Itinerant Music Teacher, and Teacher on Special Assignment).

   Standard 1 – Adherence to Established Procedures Within the Scope of the Unit Member's Assignment

   1.1 Implements established programs and provides required services.
   1.2 Maintains required records in an accurate and timely manner
   1.3 Complies with adopted guidelines and school procedures
   1.4 Supports District and school goals and objectives applicable to the unit member's assignment
   1.5 Fulfills adjunct duties (as defined in Article XVIII, Teaching Hours, Non-Teaching & Extra Curricular Duties)

   Standard 2 – Fulfillment of Responsibilities and Duties to Students, Parents and Staff

   2.1 Is accessible to students, parents and staff
   2.2 Communicates effectively with students, parents and staff
   2.3 Works cooperatively with students, parents and staff
   2.4 Uses discretion in handling confidential information

   2.5 **Demonstrates honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities.**

   Standard 3 - Demonstration of Knowledge and Skills

   3.1 Demonstrates and applies current knowledge related to the assignment
   3.2 Plans work throughout the year to meet required timelines

3.3 Continuously examines and evaluates their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

3.4 Promote equitable outcomes for students/staff based on relevant and accurate evidence and available research.

3.5 Advocate for equity and access in providing educational, linguistic, cultural, and social-emotional needs so that every student/staff can reach educational expectations and goals.

3.6 Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

5. Evaluator Training

The use of this type of system for teacher performance evaluation requires extensive training for evaluators and orientation for teachers. Evaluators will be trained on the California Standards for the Teaching Profession and techniques for gathering and evaluating evidence in relation to performance rubrics.

6. Counselors will be evaluated based on the California Standards for the School Counseling Profession.

THE CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION provides a common language and a vision of the scope and complexity of the school counseling profession. With these standards, all counselors can define and develop their practice. The standards address the diversity of California's student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development. In promoting the success of all students, school counselors:

~~Standard 1 - Engage, Advocate For and Support All Students In Learning~~

~~1.1 Ensure all students are engaged in a system of support designed for learning and academic success~~
~~1.2 Advocate for educational opportunity, equity and access for all students~~
~~1.3 Advocate for the learning and academic success of all students~~
~~1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies~~

~~Standard 2 - Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students~~

~~2.1 Demonstrate organization skills~~
~~2.2 Develop outcome based programs~~
~~2.3 Assess program outcomes and analyze data~~
~~2.4 Demonstrate leadership in program development~~

~~Standard 3 - Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement~~

~~3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement~~
~~3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans~~
~~3.3 Monitor student personal, academic, and career progress~~

~~Standard 4 - Collaborate and Coordinate with School And Community Resources~~

~~4.1 Build and maintain student support teams for student achievement~~
~~4.2 Provide consultation and education for teachers and parents~~
~~4.3 Develop working relationships within the school that include school staff members, parents, and community members~~
~~4.4 Coordinate support from community agencies~~

~~Standard 5 - Promote and Maintain a Safe Learning Environment for all Students~~

~~5.1 Promote a positive, safe, and supportive learning environment~~
~~5.2 Develop and implement programs that address the personal and social risk factors of students~~
~~5.3 Develop and implement programs that reduce the incidence of school site violence~~
~~5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system~~

~~Standard 6 - Develop As a Professional School Counselor~~

~~6.1 Establish professional goals and pursue opportunities to improve~~
~~6.2 Model effective practices and continuous progress in school counseling~~
~~6.3 Adhere to professional codes of ethics, legal mandates, and district policies~~

STANDARD 1 - PROFESSIONAL SCHOOL COUNSELOR DEVELOPMENT

Emphasizes a commitment to continuous professional growth, enabling school counselors to address evolving student needs and refine their practices.

ELEMENT 1A: LEADERSHIP - Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.

Effective school counselors:

Indicator 1A-1: develop action plans to yield measurable student outcomes that demonstrate intentionality within the scope of services delivered to all students.

Indicator 1A-2: promote meaningful change within school communities by strategizing on programmatic needs and gaps in service delivery, and by inspiring solution-focused transformations that benefit students, teachers, administrators, caregivers, and district leaders.

Indicator 1A-3: communicate the appropriate roles, responsibilities, and duties related to the school counseling profession with educational partners, including, but not limited to students, teachers, administrators, district leaders, board members, families, caregivers, and community partners.

Indicator 1A-4: model for student and staff the importance of mutual respect and embracing the social, cultural, and linguistic diversities of the school community.

ELEMENT 1B: REFLECTIVE & ETHICAL PRACTICE - Effective school counselors emphasize the importance of upholding ethical mandates and developing a critical reflective practice.

Effective school counselors:

Indicator 1B-1: operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

Indicator 1B-2: follow mandated reporting protocols.

Indicator 1B-3: actively integrate ethical practices into their daily work as outlined by the American School Counselor Association (ASCA).

Indicator 1B-4: assess and develop a plan for areas of professional growth through self-reflective practice.

ELEMENT 1C: PROFESSIONAL DEVELOPMENT - Effective school counselors continuously refine their skills, expand their knowledge base, and enhance their effectiveness in supporting the academic,

personal, and social growth of their students through ongoing professional development.

Effective school counselors:

Indicator 1C-1: stay current on innovations in the field of school counseling and education, by reviewing relevant literature, staying up-to-date with research and informed on best practices.

Indicator 1C-2: participate in professional learning activities, such as workshops, seminars, trainings, and conferences to enhance their skills and knowledge with the intent of expanding their expertise and staying current within professional practices.

Indicator 1C-3: belong to state and national professional associations and participate in professional leadership to support the advancement of the profession.

ELEMENT 1D: CULTURALLY AND LINGUISTICALLY RESPONSIVE SCHOOL COUNSELING - Effective school counselors recognize and leverage the cultural assets and resources students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage.

Effective school counselors:

Indicator 1D-1: address individual assumptions, values, and beliefs to support students' diverse academic, linguistic, cultural, social-emotional, physical, and economic strengths and requirements.

Indicator 1D-2: integrate students' diverse cultural backgrounds and life experiences into school counseling practices.

Indicator 1D-3: identify and address systemic bias within a school system.

Indicator 1D-4: lead comprehensive and culturally sustaining school counseling programs.

STANDARD 2 - SCHOOL-BASED MENTAL HEALTH

Recognizes the importance of students' emotional well-being and provides the necessary support to ensure a conducive learning environment.

ELEMENT 2A: SCHOOL-WIDE MENTAL AND BEHAVIORAL HEALTH PROMOTION - Effective school counselors focus on preventive care rather than reactive. Activities associated with this standard include preventing academic and/or social problems by building a healthy learning environment for students. This includes building systems and

addressing policies where mental and behavioral health are valued and prioritized and by employing inclusive and culturally responsive strategies that reduce stigma and remove systemic barriers.

Effective school counselors:

Indicator 2A-1: collaborate within educational systems to foster a robust, welcoming, and encouraging school environment by employing diverse delivery models and methods such as classroom education, trauma-informed practices, restorative approaches, and culturally responsive techniques.

Indicator 2A-2: use various mental and behavioral health assessments to understand students' needs, analyze schoolwide data, set up screening procedures, and keep a record of resources for addressing these needs.

Indicator 2A-3: facilitate culturally responsive and inclusive mental and behavioral health training and educational programs for students, staff, and parents, including, but not limited to, early warning sign recognition, trauma-informed care, and restorative practices.

ELEMENT 2B: COMPREHENSIVE MENTAL HEALTH SERVICES FOR IDENTIFIED STUDENTS - Effective school counselors play a vital role in early identification of students or subgroups who display early signs and symptoms of mental health problems through specialized support services.

Effective school counselors:

Indicator 2B-1: design and monitor systems for early identification of students needing additional mental health support.

Indicator 2B-2: provide targeted interventions that are delivered through individual and group counseling services.

Indicator 2B-3: facilitate peer mentoring programs to enhance social support on campus.

Indicator 2B-4: provide immediate support to students, staff, and families during times of crisis.

ELEMENT 2C: ADDRESSING ACUTE AND CHRONIC MENTAL HEALTH NEEDS - Effective school counselors are at the intersection of education with intensive support systems to address acute and chronic mental health needs of students. This includes conducting suicide assessments and working as a conduit for therapeutic treatment of students.

Effective school counselors:

Indicator 2C-1: participate in interdisciplinary teams to provide care coordination including identifying, referring, monitoring, and evaluating progress.

Indicator 2C-2: catalog a list of internal and external resources to meet the diverse mental and behavioral health needs of all students and families.

Indicator 2C-3: monitor and document student progress within an Individual Service Plan, that could also include Targeted Case Management (TCM) service.

Indicator 2C-4: work as service providers within reimbursable billing structures such as MediCal, Manage Care, or other medical billing programs.

STANDARD 3 - SCHOOL COUNSELING DOMAINS:

Academic, Postsecondary, and Social Emotional Development Encompasses Academic, Postsecondary, and Social Emotional Development, fostering a balanced and holistic approach to student development.

ELEMENT 3A: ACADEMIC DEVELOPMENT - Effective school counselors foster academic excellence and success for all students by considering individual strengths, needs, and challenges. School counselors collaborate with various educational partners to provide appropriate support, eliminate barriers, and guide students on their educational pathways, contributing to a positive and empowering learning experience for all students within the school community.

Effective school counselors:

Indicator 3A-1: collaborate with students to develop academic plans and equitably address academic needs by implementing an ongoing review system that includes, but is not limited to credit recovery, tutoring, skill-based interventions toward meeting promotion and graduation requirements.

Indicator 3A-2: work with students, teachers, parents, caregivers, and community members, to ensure student academic achievement.

Indicator 3A-3: provide transitional services between pivotal grade levels that communicate academic expectations and engage students and families in academic planning to meet requirements for continued success.

Indicator 3A-4: promote rigorous coursework aligned with grade-level expectations, state and national standards, and college and career pathways.

ELEMENT 3B: POSTSECONDARY DEVELOPMENT - Effective school counselors work within a cradle to career support system. In a scope and sequence frame, they educate students at all grade levels and prepare students to access various postsecondary options and provide comprehensive information regarding career pathways and financial aid to support informed decision making. Additionally, they educate students and caregivers on the sequential steps needed to prepare for admission into postsecondary institutions and workforce opportunities.

Effective school counselors:

Indicator 3B-1: create a robust, equitable, and inclusive preschool to profession system that is differentiated to the diverse needs and interests of all students. This process involves leveraging technology and the forging of business community partnerships and other organizations that can contribute to student career goals, while creating a comprehensive support network that enhances their chances for workforce success.

Indicator 3B-2: provide personalized counseling for students, accounting for their intellectual strengths, unique aspirations and interests. School counselors guide and advise students about the various postsecondary eligibility criteria and options available to them, such as 2-year colleges, 4-year colleges, technical colleges, the military, apprenticeships, and direct employment opportunities.

Indicator 3B-3: inform students and families about the necessary steps to apply for postsecondary and work-based learning opportunities. This includes providing guidance on academic requirements such as the A-G and college admission requirements, financial aid application processes like the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA), military enlistment opportunities, and participation in specialized readiness programs such as, Advancement Via Individual Determination (AVID) early college program, dual enrollment, advanced placement, and International Baccalaureate Program.

Indicator 3B-4: provide lessons, workshops, and resources to students and families on topics related to career development, college, and all postsecondary options, as well as workplace and employability skills. These lessons and workshops cover essential topics around employability. Additionally, school counselors work within college and career readiness systems to administer career inventories that help both students and families gain a deeper understanding of the students' career and personal interests and skills.

ELEMENT 3C: TRANSFORMATIVE SOCIAL EMOTIONAL DEVELOPMENT - Effective school counselors provide grade-level appropriate Social Emotional Learning (SEL) lessons, fostering emotional intelligence and well-being in students. This comprehensive approach integrates SEL principles into a schoolwide skill-building

system, aligned with grade-level standards and SEL benchmarks, ensuring a positive and lasting impact on students' lives both inside and outside the school environment.

Effective school counselors:

Indicator 3C-1: develop and implement grade-level appropriate SEL lessons integrated into the instructional program that foster emotional intelligence and well-being in students.

Indicator 3C-2: provide self management and relationship skills to help students understand the impact of their actions on themselves and others as a guide to navigating challenging situations and promoting their emotional growth.

Indicator 3C-3: prepare and disseminate resources and training for school staff members, parents, and caregivers on SEL strategies. Indicator 3C-4: develop comprehensive schoolwide systems that incorporate SEL principles aligned with grade-level standards and SEL benchmarks. These systems are integrated into various aspects of the school, including classroom instruction, school culture, and extracurricular activities.

STANDARD 4 - MULTI-TIERED SYSTEMS OF SUPPORT

Implements a tiered approach to intervention and assistance to address the diverse needs of students through a Multi-Tiered System of Support.

ELEMENT 4A: CA MTSS FRAMEWORK - Effective school counselors design and deliver programs and services aligned with the California MTSS framework.

Effective school counselors:

Indicator 4A-1: design and deliver Tier 1universal interventions in the form of a whole child approach through universal screening, classroom instruction, schoolwide programming, and parent education.

Indicator 4A-2: provide Tier 2 interventions including small group and individual counseling, consultation and collaboration with school personnel, families, and community partners.

Indicator 4A-3: support Tier 3 services through individual counseling, suicide risk and threat assessments, safety and reentry plans, brief behavior support plans, intensive progress monitoring, consultation, collaboration and facilitation of referrals.

ELEMENT 4B: DATA INFORMED DECISION MAKING - Effective school counselors utilize data to inform decision-making and drive improvements in student outcomes.

Effective school counselors:

Indicator 4B-1: collaborate with the MTSS team to collect, disaggregate, and analyze school-wide data (e.g., attendance, discipline, etc.) to identify systemic barriers and equity gaps.

Indicator 4B-2: use data to identify and improve student outcomes including setting measurable goals and monitoring the impact of implementation.

Indicator 4B-3: employ various data sources, encompassing screening and progress monitoring information to guide instructional choices and counseling interventions and determine transitions within the multi-level prevention framework.

ELEMENT 4C: SYSTEMS - Effective school counselors foster a school-wide approach aimed at enhancing and refining MTSS to better meet the needs of all students through establishing collaborative partnerships.

Effective school counselors:

Indicator 4C-1: work in conjunction with educational partners to address challenges specific to MTSS implementation, such as building consensus that identifies and removes barriers that hinder the development of an effective multi-tiered system during the implementation process.

Indicator 4C-2: assess supports offered through MTSS, ensuring they adopt a strengths-based, culturally responsive approach designed to enhance accessibility and engagement, ultimately striving to promote equitable access for all students. Indicator 4C-3: gather input from community partners, including staff, families, and the community to ensure a comprehensive and inclusive approach to MTSS decision-making.

<u>STANDARD 5 - INDIRECT SERVICES:</u>

Coordination, Collaboration, Consultation, & Supervision Focuses on the collaborative efforts of coordination, consultation, and supervision to establish a nurturing and collaborative ecosystem that supports student success through indirect services.

ELEMENT 5A: COORDINATION & COLLABORATION - Effective school counselors emphasize working together with various partners within the school and the broader community to enhance school-based services.

Effective school counselors:

Indicator 5A-1: coordinate school and community resources to meet the needs of students and families.

Indicator 5A-2: actively coordinate and participate in interdisciplinary teams, including union representation, school site council, and other advisory committees.

Indicator 5A-3: coordinate school counseling professional learning communities (PLCs) to facilitate the implementation of comprehensive school counseling programs and services.

ELEMENT 5B: CONSULTATION - Effective school counselors engage with consultees (parent, teacher, administrator, etc.) with the primary objective of fostering positive change in students.

Effective school counselors:

Indicator 5B-1: provide consultative support to teachers and other school staff to effectively address student-related issues and foster academic success.

Indicator 5B-2: offer consultative support to parents/caregivers, guiding them on matters pertaining to their child's academic, postsecondary, and social emotional needs.

Indicator 5B-3: engage in consultations with community-based service providers, including state licensed practitioners, to ensure effective communication regarding student progress.

Indicator 5B-4: consulting with teachers, staff, and families in comprehending how issues are interconnected within broader systems.

ELEMENT 5C: SUPERVISION - Effective school counselors take on the responsibility of overseeing and guiding various professionals, agencies, volunteers, paraprofessionals and pre-service school counselors who provide pupil personnel related services within the school setting as required in law (80049.1(c)).

Effective school counselors:

Indicator 5C-1: supervise school-based activities by community-based service providers who do not hold a valid Pupil Personnel Services (PPS) credential but are involved in delivering psychology and counseling services on school campuses.

Indicator 5C-2: oversee the activities of volunteers and paraprofessionals who are involved in delivering counseling and psychology-related support within the school setting.

Indicator 5C-3: maintain structured supervisory relationships with preservice school counselors, adhering to effective practices from literature and university fieldwork guidelines.

STANDARD 6 - CREATING & MAINTAINING SAFE, SUPPORTIVE, AND INCLUSIVE ENVIRONMENTS FOR STUDENT WELLBEING

Ensures that the school environment is inclusive, safe, and supportive for the overall well-being of students.

ELEMENT 6A: SCHOOL CLIMATE - Effective school counselors foster a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff in order to reduce conflict.

Effective school counselors:

Indicator 6A-1: assist students with examining their identities, personal values, biases, and assumptions while fostering understanding and acceptance of diverse cultures and experiences.

Indicator 6A-2: create opportunities for students to learn communication, problem solving and conflict resolution skills that help them achieve their goals and establish successful relationships.

Indicator 6A-3: engage in prevention programs and activities aimed at anti-bullying, anti-harassment and violence prevention, while also facilitating peer mediation and conflict resolution.

Indicator 6A-4: collaborate with school leadership to monitor and evaluate attendance, discipline, and other pertinent data to improve overall school climate.

Indicator 6A-5: ensure that students from historically marginalized backgrounds, including those from low socioeconomic backgrounds, ethnicity subgroups, English learners, youth in foster care, youth experiencing homelessness, students with special needs are, LGBTQI+, are not subjected to discrimination based on their identity factors.

ELEMENT 6B: SCHOOL SAFETY - Effective school counselors contribute to a safe and secure learning environment by being accessible for reporting threats, intervening with students involved in unsafe behaviors and incorporating substance abuse prevention measures.

Effective school counselors:

Indicator 6B-1: conduct suicide, threat and risk assessments to identify potential safety concerns and collaborate with relevant educational partners to develop appropriate interventions.

Indicator 6B-2: educate students, families, and the school community about topics related to substance abuse prevention, including but not limited to conducting awareness campaigns, and providing support to individuals at risk of substance misuse.

Indicator 6B-3: participate in district and school response team planning and practices and assist in helping students and staff are able to process/understand crisis response drills.

Indicator 6B-4: create a structured reintegration program for students who are returning to school following suspension or expulsion, incorporating ongoing monitoring and counseling support.

ELEMENT 6C: SCHOOL ENGAGEMENT - Effective school counselors foster academic, social, and personal engagement through strategies that promote involvement, collaboration, and a sense of belonging within the school community.

Effective school counselors:

Indicator 6C-1: promote school-wide practices that are culturally responsive, trauma-informed, and restorative, fostering environments that are inclusive and equitable.

Indicator 6C-2: identify and address underlying issues such as learning difficulties, lack of interest, external stressors, attendance, and disciplinary issues, thereby enhancing students' academic engagement with specialized interventions.

Indicator 6C-3: encourage students to establish connections within peer-to-peer relationships, as well as with younger and older students, teachers, administrators, student support staff, and the broader school community.

Indicator 6C-4: empower students to identify personal interests, set goals, and explore extracurricular activities or projects that foster personal engagement and a sense of purpose.

C. Pre-Evaluation

1. Orientation to the Evaluation Procedure. The evaluators will acquaint evaluatees with the procedures and requirements of the evaluation system and will provide the evaluatee with a copy of the procedures and the requirements within the first twenty (20) school days of the school year.

2. The pre-evaluation conference shall be held within forty (40) school days of the opening of school.

    a. The evaluator and the evaluatee shall discuss the evaluation system and area(s) of evaluation, and agree upon the evaluatee's area(s) of focus as defined in Section I (Glossary) paragraph 8 and any additional materials, instructional aids and supportive services critical to the function of the program (indicate availability).

b. All unit members are required to develop from one to three area(s) of focus as defined in Section I (Glossary) paragraph 8 based upon a self-evaluation using the standards rubrics.

c. Probationary and Temporary teachers shall be evaluated on CSTP Standards 2, 3 and 5 during their first evaluation year and all of the CSTP Standards during subsequent evaluation years.

d. Permanent teachers shall be evaluated on all standards of the CSTP.

e. Non-teaching unit members shall develop one to three (3) area(s) of focus as defined in Section I (Glossary) paragraph 8. Each area(s) of focus shall be based on requirements appropriate to their position and aligned with standards 1, 2, and 3 in section B-4.

f. Pre-evaluation agreements must be written using appropriate forms in Appendix D.1-D.5 with copies furnished for participants including the secondary evaluator, if appropriate, and signed by them.

3. In the event a pre-evaluation agreement cannot be reached within five (5) school days of the initial pre-evaluation conference, the problem will be referred by the evaluator within an additional five (5) school days to the Associate Superintendent, Instructional Services, or the Associate Superintendent, Personnel Services, for final resolution.

4. Agreements are flexible. As such, necessary revisions or changes may be made by mutual agreement. All changes must be signed by the evaluator and the evaluatee including secondary evaluator, if appropriate. A copy of the revisions or changes shall be provided to the secondary evaluator, if appropriate. Should the parties fail to reach agreement on any revisions or changes, the appeal process set forth in section C-3 above shall be followed.

5. Any formal observations (scheduled or unscheduled) done by a secondary evaluator shall be done separately. This does not limit any administrator from completing walk-throughs and observations.

D. Interim Evaluation

1. The observation summaries, conferences and Interim Evaluation Report shall be based upon the evaluatee's area(s) of focus as defined in Section I (Glossary) paragraph 8, the criteria for assessment (see Appendix E) and other area(s) of evaluation set forth in this procedure as previously identified to the evaluatee using the appropriate forms found in Appendix D.1-D.7.

2. Observations

a. A written summary of each observation shall be made and provided to the evaluatee no later than ten (10) school days after the observation. The summary should include evidence of standards elements observed as listed in B3 or B-4, with special emphasis on standards in the evaluatee's area(s) of focus. This material shall be kept on file by the evaluator for the use of the evaluator and evaluatee.

b. If the evaluator indicates by written notation a need for assistance or improvement on the part of the evaluatee, a conference shall be scheduled and held no later than fifteen (15) school days after the observation(s). A written program for assistance and/or follow-up shall be developed and mutually agreed upon.

3. Interim Evaluation Reports

a. The Interim Evaluation conference shall be held approximately midway (75 school days) through the evaluation year. The Interim Evaluation shall include a written summary of each observation and other pertinent data provided by the evaluator or the evaluatee that would impact upon the evaluatee's progress toward the attainment of the evaluation criteria using the appropriate form found in Appendix D.1-D.5.

b. At this time, any concern(s) relating to the areas of evaluation which have arisen since the Pre-Evaluation Agreement shall be formally identified and mutually agreed upon criteria for assessment shall be developed.

c. If the evaluator indicates by written notation a weakness on the part of the evaluatee, a written program for assistance and/or follow-up shall be developed with the input of the evaluate.

4. The evaluatee shall provide evidence of progress in the evaluatee's area(s) of focus as defined in Section I (Glossary) paragraph 8.

5. A written copy of the Interim Evaluation Report shall be provided to the evaluatee no later than twenty (20) school days after the interim evaluation conference(s).

6. Within twenty-five (25) school days following the interim evaluation conference, the evaluatee may submit a written response to be included with the Interim Evaluation.

E. Final Evaluation

1. The Final Evaluation Summary and conference shall be based upon the evaluatee's area(s) of focus, the criteria for assessment and any other of the

area(s) of evaluation set forth in this procedure as previously identified to the evaluatee using the appropriate form found in Appendix D.1-D.7.

2. The evaluatee shall provide evidence of progress in the evaluatee's area(s) of focus.

3. A summary will be written for each standard based on specific evidence of performance. Records of evidence will be provided to the unit member for any rating given less than satisfactory.

4. A conference between the evaluator and the evaluatee and a written copy of the Final Evaluation Summary and "Criteria for Assessment" forms with evidence and comments shall be completed no later than 30 days before the evaluatee's last scheduled day. This summary shall become a part of evaluatee's permanent personnel file.

5. The evaluatee may submit a written response to be attached to the Final Evaluation Summary no later than the evaluatee's last scheduled school day.

6. Any evaluatee receiving a less than satisfactory rating will have any Assistance Plan (s), Interim Evaluation(s), "Criteria for Assessment" forms with evidence and comments, and Final Evaluation placed in their personnel file.

F. Performance Rating

1. Determining ratings for each element in a standard using descriptors in the rubric:

Unsatisfactory – below expectations in most areas of the element.
Satisfactory with Assistance Needed (SWAN) – meets expectations in most areas of the element.
Meets Standards – meets expectations in all areas of the element.
Exemplary – exceeds expectations in all areas of the element.
Ratings are to be based on differing expectations for unit members depending on overall experience working in the teaching profession (not just in Rialto) as follows:

	Emerging	Exploring	Applying	Integrating	Innovating
1st year teacher*	Unsatisfactory or SWAN	Meets Standards	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary
2nd year teacher*	Unsatisfactory	SWAN or Meets Standards	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary
3rd year & tenured teacher (except Intern)	Unsatisfactory	Unsatisfactory or SWAN	Meets Standards	Meets Standards/ Exemplary	Meets Standards/ Exemplary

2. The evaluatee shall receive an overall rating of Exemplary, Satisfactory, Satisfactory with Assistance Needed (SWAN), or Unsatisfactory.

3. Determining ratings:

   a. Rating a standard:
   Unsatisfactory
   - Unsatisfactory in three (3) or more elements

   Satisfactory with Assistance Needed (SWAN):
   - Meets expectations in most areas of the standard.

   Meets Standards
   - Meets expectations in all areas of the standard.

   Exemplary
   - Exceeds expectations in most elements and
   - No Unsatisfactory or SWAN elements

   b. Rating the overall evaluation:

   Unsatisfactory
   - Unsatisfactory in two (2) or more standards or
   - One (1) or more standards in standards 2, 3, or 5 for first year Probationary teachers

   Satisfactory with Assistance Needed (SWAN):
   - Meets expectations in most of the standards.

   Meets Standards
   - Meets expectations in all of the standards.

   Exemplary
   - Exceeds expectations in most standards and
   - No unsatisfactory or SWAN standards.

   c. An overall rating of unsatisfactory must be supported by a minimum of four (4) observations, which shall include both a scheduled and an unscheduled observation prior to the interim evaluation and a scheduled and an unscheduled observation after the interim evaluation prior to the final evaluation.

4. Evaluatees receiving either an Unsatisfactory or a Satisfactory with Assistance Needed (SWAN) evaluation rating shall be provided specifically set forth areas of deficiency and areas of recommendation for improvement.

5. If a Satisfactory with Assistance Needed (SWAN) or an Unsatisfactory rating is received, then the evaluator and the evaluatee shall develop a written Assistance Plan for improvement with the input of the evaluatee. The appropriate standards rubrics and evidence will be the basis for this plan and shall include the following: (see C-3 for resolution process)

   a. Identification of specific deficiencies.
   b. Specific expectations.
   c. Methods for assessment.

d. Program of assistance.
e. The date by which satisfactory progress in the correction of the deficiencies should be demonstrated.

6. The evaluatee shall sign all of the written evaluation summaries to signify only that he/she has read the document and has been provided the opportunity to respond in writing. The written response, if any, shall become a part of the evaluatee's final evaluation. (See E-5)

A. Frequency of Formal Evaluation

1. The evaluation process for probationary certificated personnel shall be completed annually.

2. The evaluation process for permanent certificated personnel shall be completed at least every other year.

3. Unit members with permanent status who have been employed at least ten (10) years with the school district, are highly qualified, as defined in Federal and State regulations (ESEA), and whose previous evaluation rated the unit member overall as satisfactory or exemplary using the standards-based evaluation defined in this article, shall be evaluated every five (5) years if the unit member and evaluator consent to this schedule. Should the evaluator withdraw consent, notice and the reason(s) for return to the two-year evaluation cycle shall be provided in writing to the unit member. For the purposes of this section, a year of employment shall count if the unit member has served in their assignment for at least seventy-five (75) percent of the days required in the unit members work year. The ten (10) years of employment need not be continuous.

4 Permanent employees receiving a Satisfactory with Assistance Needed (SWAN) evaluation shall be evaluated annually on the area(s) identified as needing improvement until the employee receives a Satisfactory Evaluation.

5. Permanent employees receiving an Unsatisfactory Evaluation shall be evaluated annually until the employee receives a Meets Standards Evaluation, or is separated from the District.

H. Differentiated Evaluation

1. Eligibility for differentiated evaluation

a. Permanent satisfactory or exemplary teacher
b. Completion of two consecutive evaluation cycles as a teacher in the Rialto Unified School District
c. Mutual agreement with the principal

d. Voluntary – teacher may choose to continue in the process designed for other permanent teachers

2. Differentiated evaluation criteria

a. Issue(s) chosen for study must concern the teaching and learning process in relation to improving student performance.
b. Issue(s) must be within the teacher's scope of influence.
c. Issue(s) must be mutually agreed upon with evaluator.
d. Classroom observations and follow-up meetings conducted by an administrator, based on CSTP, would still be done in order to stay in touch with classroom activities.
e. Projects for differentiated evaluation shall be completed within the two-year evaluation cycle and reported as specified in #4 below.
f. Satisfactory and exemplary teachers shall have the opportunity to participate in the differentiated evaluation process every other cycle. A standard evaluation process will be used in the subsequent evaluation cycle.

3. Differentiated evaluation options

a. Action Research – The individual teacher or a group of teachers with a shared interest examines practices in their own classroom(s) or school and develops a plan that includes:
   - Identification of the problem or issue
   - Student outcome
   - Data collection strategies (minimum of three (3) sources)
   - Implementation
   - Data analysis
   - Reflection
   - Review with evaluator

b. National Board certification.
c. Individual proposal by a teacher or group of teachers, with agreement of evaluator that meets the criteria of section 2 above.

4. Differentiated evaluation reporting requirements

a. Periodic progress reports at the end of each semester or trimester.
b. Portfolio presented to the evaluator, which would include:
   - Self-assessment and reflection on the process and outcomes of the activity including next steps.
   - Student work samples and other artifacts.

I. Glossary

1. Assessment

Judgment of teaching performance based on evidence and compared to a set criteria.

2. Evaluation
An over-all judgment of teaching performance based on a series of objective assessments collected over time.

3. Program for Assistance (Assistance Plan)
A written assistance plan developed by the evaluator and the evaluatee that specifies responsibilities of each party to support improving the evaluatee's performance.

4. Criteria
A standard for assessment based upon the California Standards for the Teaching Profession.

5. Evaluatee/Unit Member
Employee who is being evaluated and belongs to the Certificated Bargaining Unit represented by the Rialto Education Association.

6. Evaluator

a. Primary Evaluator A Board-certified and trained certificated evaluator legally responsible for the evaluation of unit members under his/her supervision.

b. Secondary Evaluator An evaluator from the list of Board certified and trained evaluators requested by the evaluatee for the purpose of gathering data for input regarding a specific evaluation. The evaluator is optional and may be utilized only at the request of the evaluatee.

7. Goal
A statement of broad direction or intent that is general and not concerned with a particular achievement within a specified time period.

8. Area of Focus
Element(s) of a CSTP standard that a unit member will emphasize while continuing to develop his/her teaching practice.

9. Standard
A guide for unit members as they define and develop their practice.

10. California Standards for the Teaching Profession (CSTP)

Six interrelated categories of teaching practice that together represent a developmental, holistic view of teaching intended to meet the needs of diverse teachers and students in California.

11. Element
Identifies a key area within the domain of a standard.

12. Evidence
Data gathered from multiple sources that is observable and objective (not influenced by the observer's perspective).

ARTICLE XVIII:
TEACHING HOURS, NON-TEACHING AND EXTRA-CURRICULAR DUTIES

A. Unit members shall be required to report to school thirty (30) minutes before the commencement of the first class and shall remain until the dismissal of the last regularly scheduled class at the given site and until such time as their professional duties and obligations are accomplished. Late kindergarten classes shall be excluded from the "last regularly scheduled class" provision.

B. Professional duties and obligations (Item A above) under the direction of the Immediate Supervisor will include:

1. Responsibility for direct supervision, instruction and control of students.

2. Conferences with parents and students arranged at the mutual convenience of both parties.

3. Back-to-school night and open house, annually, with minimum days provided.

4. Staff, department, district-wide and in-service meetings will be held on as-needed basis. Normally such meetings will not exceed sixty (60) minutes. When possible, prior notice of such meetings shall be given. At the elementary level, no meetings shall be held during the ten (10) minimum days of parent teacher conferences as established by the Board approved calendar.

5. Staff, department, district-wide and in-service meetings will be limited to two (2) hours on each of the teacher preparation days at the beginning of the school year, or four (4) hours cumulative on one of the preparation days.

6. **At least two consecutive hours of the District-wide professional development day provided on the non-instructional day when returning from winter break will be used for preparation time for all unit members.**

6. Staff, department, district-wide, and in-service meetings will be limited to two (2) hours on the last teacher workday of the school year.

7. Supervision/**Adjunct Duty**

   a. General supervision of student activities such as dances, parties, performances, and athletic events are limited to a maximum of four (4) such assignments annually. Assignments will be equitably distributed among all members of the staff of a school.

   b. Assignments to a club or class sponsorship, which are voluntary, will be accepted in lieu of supervisory assignments to other non-instructional activities. The school principal shall assign volunteers to such duties as prescribed in procedures implementing this policy.

   c. Assignment of middle school teachers to non-paid duties such as speech, chorus, art production or non-paid athletic coaching assignments will be accepted in lieu of other supervisory assignments.

   d. ~~Supervision of night programs beyond Open House and Back to School Night shall be considered voluntary provided however that if teachers and administrators agree to such a performance or otherwise take steps towards the presentation of a program/performance such as announcements to parent's rehearsals with students, making of costumes, etc., then an obligation to present said program; performance shall be deemed to have been established.~~

   Supervision of night programs, excluding Open House and Back to School Night, shall be voluntary. If teachers and administrators agree to participate in a program or take steps toward its presentation (such as making announcements to parents, conducting student rehearsals, creating costumes, etc.) they will be obligated to follow through with the program or performance.

   e. Voluntary tutoring of students after school may be accepted in lieu of supervisory assignments to other non-instructional activities.

8. Preparation/**conference** periods are to be used by classroom unit members for activities that improve the instructional program, including collaboration meetings with colleagues, conferences, grading assessments and/or assignments, class preparation, attendance at IEPs, SST's, ITM's**, PTCs** and 504 plans and other professional duties and obligations.

9. Whenever practicable, IEP/SST meetings shall be held during the school day. Time limits for the meeting will be established when the meeting is scheduled.

10. Conferences will be held between unit members and a District Administrator at reasonable times and on an as-needed basis.

11. Such other duties and obligations that bear a direct and substantial relationship to their professional duties and obligations.

C. Elementary classroom unit members (grades 1-5) shall have an instructional day not to exceed the minutes stated in this Article.

The District shall provide 16 prep periods during the school year for elementary teachers (grades 1-5). Elementary teachers will also have four (4) agreed upon District minimum days not designated for Open House, Back to School, and conferences to be used as prep time.

If the District implements full-day kindergarten, then 16 prep periods during the school year will be provided for elementary teachers grades K-5.

If the District implements a district-wide minimum day for elementary schools, the number of agreed upon minimum days not designated for Open House, Back to School, and conferences, to be used as prep time will increase by an additional five (5) days for a total of nine (9) prep days.

D. Unit members (grades 6-12) shall have a maximum of five (5) periods of teaching with an additional one (1) period per day for a preparation**/conference** period.

E. Unit members who voluntarily teach an extra period during their prep/conference period for a semester shall be compensated at one-sixth (1/6) of his/her per diem rate. Prior to the beginning of the school year, site principals will survey the staff to see who is interested in teaching a 1/6 if needed. Unit members who either teach or substitute on an occasional or random basis shall continue to be paid at the hourly (time card) rate.

1. Occasional one period substitutions. **When** ~~A~~ **a** teacher is requested to substitute for another teacher by the administration during his/her **prep/**conference time**, the** ~~Current rate per period~~ **current hourly rate will be paid** (no benefits). **A** ~~T~~**time** card must be submitted. Note: This includes coverage for coaches who are required to leave school early for games. Substitutes for coaches should be assigned as any period coverage would be assigned.

2. Assignment to a class during the **prep/**conference period as part of the teacher's regular assignment. The assignment shall be from the first day of work for the teacher after the assignment is made with a specific ending date not to exceed the end of a semester. The teachers must be told that they are expected to stay an additional period beyond the duty day as preparation time. The assignment shall be considered part of his/her regular day, including in-service days and during sick days. The amount will be 1/6th of

the teacher's daily rate or current rate, whichever is greater, for the days worked.

Please note: Teachers requested to work during the **prep/**conference period at the beginning of any semester must be told the initial assignment is temporary, and a decision to continue the assignment will be made within one month of the first day of service. Do not initiate any additional assignments (non-substitute) without prior District office approval.

3. Secondary Counselors

When providing additional coverage for a counselor that is out for more than five (5) consecutive days, the counselor will be compensated at the current certificated hourly rate for each day they provide coverage. Not to exceed one hour per day, compensation will begin on the sixth day of absence.

F. First year teachers shall not be assigned as roaming teachers (changing rooms each period). Teachers who are assigned to roam shall not be assigned to roam in consecutive years unless it is voluntary.

G. In the event that a particular program is better served by an adjustment in the preparation, planning and conference times, the unit member and the Immediate Supervisor shall mutually agree to make the necessary modifications provided the total time allotted is equivalent to that of other unit members at the same level and site.

H. The work schedule of classes and lunch periods shall be established by the Immediate Supervisor. Every unit member shall be entitled to one (1) duty-free uninterrupted lunch period each day. The lunch period shall be at least thirty (30) consecutive minutes, exclusive of passing periods. Elementary school unit members may be required to supervise students, if necessary, during inclement weather after their thirty (30) consecutive minutes duty-free lunch period.

I. Unit members may not be required to supervise students or to perform any duties not directly related to the classroom assignments during the legally defined lunch period or **prep/**conference period except in extreme emergencies or instances of flagrant violation of school rules which require immediate action. Elementary teachers may be required during their after-school preparation period for a period to supervise students boarding buses. A duty schedule will be established by the Immediate Supervisor that will provide the minimum number of adults necessary to supervise students and protect pupil health and safety. Whenever possible, at least one site Supervisor will be on duty in the dismissal area(s) daily. **Duty schedules shall be established to ensure fairness and equity among staff members.**

J. Unit members may be excused from minimum duty hours by the Immediate Supervisor at each school or work location when adequate cause is shown and such absence does not interfere with the performance of basic and essential duties

necessary for the operation of the educational and other service programs at the school or work location.

Unit members ending their school year shall be excused after minimum day duty hours by the Immediate Supervisor at each school or work location when their professional duties have been discharged.

K. On days that a unit member is discharging a supervision assignment or adjunct duty outside the basic workday, the Immediate Supervisor may permit the unit member to substitute the time used for a portion of the basic workday provided that this substitution does not interfere with the instruction of students.

L. Unit members will not be required to perform non-professional duties, such as ticket-taking or ticket-selling, commencing or extending one (1) hour or more after the end of the prescribed school day. Professional assignments for which flat rate methods of compensation have been approved do not come within the scope of this policy.

M. "Extra-curricular duties" means those duties which the unit member voluntarily accepts and for which he/she shall be paid as enumerated in Appendix B. Employment shall not be conditional on the acceptance of extra-curricular duties.

N. Create an advisory committee of two elementary, two middle school, and two high school teachers selected by the Association and one elementary, one middle school, one high school, and two Instructional Services administrators selected by the District to discuss the issues of curricular program development and review issues with existing curricular programs.

O. A unit member must obtain written permission from the Superintendent to take students on a field trip when his/her personal automobile is to be used to transport those students. Written permission shall mean that the trip is a school-sponsored activity with the District being secondarily liable for any personal injuries, deaths or damage to personal or real property arising during the course of such trip. The District shall not be obligated to assume any costs or judgments except as provided in the District's liability insurance policy.

P. The District shall survey the teaching staff at the beginning of each school year and make a list of those who desire to serve as an administrative substitute. Except in emergencies, administrative substitutes will be selected from this list. Those who serve five (5) **or more** consecutive days ~~or~~ longer shall ~~be paid in accordance with District Policy.~~ **shall receive 10% of their per diem rate for each day served.**

Q. The normal work year shall be 184 days, including 180 student instructional days, for unit members except for those support positions whose jobs require additional days of service for which they receive extra compensation. Teaching days, holidays, in-service days and other days shall be as provided in the annual District calendar. School nurses shall work three (3) days prior to the students starting school and 1 day immediately following the student calendar.

1. The following positions are eligible for extended year and may earn sick leave as follows with Board approval.

   RSP Teacher/**Education Specialists**, Speech and Language Specialists, Adapted P.E. Teacher and Nurses receive sick leave as follows:

   215 Days = Eleven (11) days sick leave
   225 Days = Twelve (12) days sick leave

R. Notwithstanding any other provision of this Agreement to the contrary, the District reserves the right to assign each full-time unit member up to the following amount of instructional time per school day:

~~Half-Day Kindergarten~~	~~205 minutes*~~
Transitional Kindergarten	**205 minutes**
Full-Day Kindergarten	296 minutes
Grades 1 – 3	296 minutes
Grades 4 – 6	316 minutes
Grades 7 – 8	290 minutes
Grades 9 -12	285 minutes

Six (6) full days per year shall be provided to kindergarten teachers instructing 296 minutes for site and District testing upon request with a minimum notice of five (5) school days. Testing time must be taken in full day increments.

*In addition to the 205 minutes of instructional time, each unit member assigned to **transitional** kindergarten **or half-day** may be assigned to 60 minutes of instructional time in support of the K-3 instructional program. **Transitional or half-day** ~~K~~**k**indergarten teachers shall be engaged in other professional activities that improve the instructional program, including collaboration meetings with colleagues, lesson preparation, conferences, student screening, grading assessments and/or assignments, attendance at IEP's, SST's, ITM's and 504 plans, parent orientation, volunteer/parent training, and other professional duties and obligations when not involved in instructional activities.

For purposes of this section, the term "instructional time" shall mean actual time spent in the classroom (including an activity period for kindergarten) with students during the regular course of instruction. Instructional duties shall not be assigned during a unit member's duty-free lunch period. The above amounts of instructional time provide for a minimum of twenty-five (25) minimum school days at grade levels 1-5, five (5) minimum days at grade levels 6-8, and ten (10) minimum days at grade levels 9-12 for each school year as determined by the Board approved academic calendar. It is the intent of the parties herein under to provide sufficient instructional time to meet the incentive requirements of Education Code 46200 and 46201. This section shall not apply to those programs exempted by Education Code 46201.

S. ~~Three (3) full days per school year shall be provided to all special education teachers for testing and planning time upon request with a minimum notice of five (5) school days. Testing and planning time must be taken in full day increments.~~

Special education teachers shall receive the following days for testing and planning time upon request with a minimum notice of five (5) school days. Testing and planning time must be taken in full-day increments and can not be taken on a Monday or Friday.

- **RSP/SAI – Three (3) days**
- **Mild/Moderate & Extensive Support Needs – Five (5) days**

T. An additional prep**/conference** period will be provided for:

- AVID Coordinator - High Schools and Middle Schools
- Yearbook/Annual Teacher - High Schools and Middle Schools
- Journalism Teacher - High Schools and Middle Schools
- PBIS Coach - High Schools and Middle Schools

Three (3) full release days, one per trimester, shall be provided to all elementary PBIS Coaches. Release days must be taken in full day increments and upon request with a minimum notice of five (5) school days to obtain a substitute.

U. Home Hospital and Home Instruction Teachers will receive ~~30~~ **45** minutes of paid prep time at the hourly rate for every five (5) hours of home hospital and home instruction. Home Hospital and Home Instruction Teachers will be compensated at the hourly rate for 15 minutes of wait time when circumstances require the teacher to wait for the student to begin instruction.

ARTICLE XIX: SALARY, HEALTH AND WELFARE BENEFITS

A. Salary Schedules

1. **Effective July 1, 2025, an increase of a total compensation package reflecting a 3.5% ongoing salary increase retroactive to July 1, 2025.**

2. **A 1.5% one-time off schedule increase will be based on the unit member's base salary as of September 1, 2025. No adjustments will be made to the one-time off schedule payment for increases or deductions to base salary after this date.**

1. Academic Coaching

The criteria and standards for determining which Academic Coaching activities shall be approved for the appropriate stipend shall be developed by a jointly appointed study committee and subsequently agreed to by the District and the Association.

Existing Academic Coaching stipends for middle and elementary schools will apply to STEM, STEAM and Literacy after-school activities for students.

2. Schedules

Salary schedules and extra duty compensation schedules appended hereto as Appendices A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8, A.9, A.10, B shall increase by 1.07% effective for the 2024-2025 school year.

B. Health and Insurance Benefits

1. The District will provide medical, dental, vision and life insurance plans for each regular full-time unit member, spouse or domestic partner (as defined in Article III, Definitions), and eligible dependents. A part-time unit member, working a minimum of fifty percent (50%) of a full-time equivalent position, spouse, domestic partner (as defined in Article III, Definitions), and eligible dependents shall be entitled to group health, dental and vision coverage on a pro rata basis. The District shall assume the cost of maintaining the current level of the fringe benefit program for the duration of the Agreement.

   a. Kaiser Foundation Health Plan for unit member, spouse or domestic partner (as defined in Article III, Definitions), and eligible dependents or amount equal to cost for Kaiser Foundation Health Plan toward other health plans offered by the District for unit member and eligible dependents. Commencing July 1, 2014, the Kaiser Health plan shall constitute a twenty (20) dollar office visit co-payment, a hundred (100) dollar emergency room payment, a fifteen (15) dollar co-payment for generic prescriptions, and a thirty (30) dollar co-payment for brand name prescriptions.

      Effective July 1, 2024, and continuing through June 30, ~~2025~~ **2026**, Certificated bargaining unit members who choose the non-Kaiser Foundation Health Plan will contribute and amount, per month, equal to that of the Classified bargaining unit members, towards the other health plans offered by the District for unit member and eligible dependents.

   b. Dental insurance, to a maximum of $2500 (in network) and $2000 (out of network) for unit member, spouse or domestic partner (as defined in Article III, Definitions), and eligible dependents. Orthodontia coverage for unit members and eligible dependents shall be $1,500.

Commencing on July 1, 2014, the out of network deductible shall be $100.

c. The District will provide group term-life insurance coverage of $50,000 with $50,000 Accidental Death and Dismemberment (AD&D) coverage for unit members working a minimum of fifty percent (50%) of a full-time equivalent position.

d. The District will provide vision coverage for eligible full-time unit members and eligible dependents at the current level of service. Unit members who choose to see an optometrist/ophthalmologist outside of the health plan for an eye exam may choose to enroll in the buy-up plan.

e. Health and Welfare Committee shall be established for the purpose of discussing cost containment along with alternative funding methods, coverage and offerings by current and other carriers. Recommendations from this committee shall be forwarded to the respective main negotiating committees sufficiently in advance of July 1 of the current year (open enrollment) to permit bargaining on potential changes. The Association shall have four (4) voting positions on the Health and Welfare Committee, which shall represent forty-four percent of the committee's voting membership. Recommendations made by the Health and Welfare Committee shall be made by consensus. Failure to reach consensus will result in a vote of the total voting members of the Committee. At least one (1) member of each constituent group must vote on the prevailing side.

f. Eligible unit members are required to sign-up for medical, dental, vision and life insurance plans within thirty (30) days of eligibility. After initial enrollment any change in life status, i.e. marriage, divorce, birth, or adoption of a child must be made within thirty (30) days of the occurrence. If the unit member does not sign-up within thirty (30) days, the plans will go into effect the next available enrollment opportunity.

2. Unit members married to, or in a domestic partnership with other District Employees that enroll in one District provided Health and Welfare Plan shall have a choice of the following options:

a. If plan selected has an employee contribution, the contribution will be borne by the District.

b. If the plan selected has no employee contribution, they shall receive medical office co-pays and/or prescriptions reimbursement for expenses incurred during the school year, up to the amount of the highest available employee contribution.

c. The employee shall provide receipts for reimbursement within 30 days of incurring the expense. This benefit shall not accumulate from year to year.

d. Any difference between the highest available employee contribution (excludes PPO) and the actual contribution for the plan selected shall be provided as reimbursement for medical co-pays and or prescriptions. The employee shall provide receipts for reimbursement within 30 days of incurring the expense. This benefit shall not accumulate from year to year.

3. Any regular unit member who is on the District-paid health plan is eligible to receive said benefits after retirement under the following conditions and subject to the approval of the insurance company.

a. Has attained the age of 55 years with 15 or more years of consecutive service as an employee of the District. Time spent on the 39 month rehire list shall not constitute a break in service for purposes of this article.

b. Will be receiving monthly retirement benefits from State Teachers Retirement System (STRS) **or Public Employee Retirement System (PERS)**.

c. Was an employee of the District immediately prior to going on retirement.

d. Coverage under the District-paid health plan will terminate when the retired unit member reaches his/her 65th birthday.

e. All regular unit members are eligible to receive the benefits outlined under the conditions set forth who meet the District eligibility requirements. The District shall contribute a pro rata amount for part-time unit members.

f. When a retired unit member who has been covered under the District-paid health plan reaches his/her 65th birthday, he/she may continue benefit coverage for the unit member and dependent(s) at the group rate provided the unit member will be responsible for submitting payments for health plan premium to the Risk Management Office of the District on the time schedule established by the District. This shall be done at no cost to the District.

g. Retired unit members receiving benefits under the foregoing plan may add dependent coverage by submitting a monthly check to the District in sufficient time to accompany the District premium warrants.

h. A retiree on the District paid health plan who moves out of the area serviced by that plan and thereafter obtains another plan, shall be eligible to have an amount equal to the monthly premium for the newly obtained plan (but in no case higher than the unit cost for the District's Kaiser Health Plan) credited towards his/her monthly premium. The benefit shall terminate when the retired unit member reaches his/her 65th birthday.

i. Any regular unit member who is on the District Health and Dental Plan at retirement is eligible to remain a member of the group health and dental plan(s) after retirement under the following conditions.

1. Retired unit member must be receiving monthly retirement benefits from the State Teachers' Retirement System (STRS).

2. Retired unit members will be responsible for submitting payments equal to the current unit member premium(s) for health and/or dental plan to the Risk Management Office of the District on the time schedule established by the District. The foregoing retiree dental benefit shall terminate at age 65 and shall be subject to the approval of the dental carrier.

j. For information regarding continuation of benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA) please contact the Risk Management Office.

C. Salary Protection Insurance

Unit members may participate in the salary protection plan of their choice with payroll deduction for this purpose.

D. Tax Sheltered Annuities

Unit members may participate in the tax-sheltered annuity of their choice providing payroll deduction for this purpose.

E. Termination of Benefits

1. The benefits provided in this Article shall remain in effect during the term of this Agreement. Should a unit member's employment terminate, he/she shall be entitled to continued coverage under the health, dental and vision care plans pursuant to the provisions of federal law (COBRA). Such unit member shall pay the premium for said continued coverage on a month-to-month basis.

2. Except as otherwise provided in this Article XIX, should the employment of a unit member terminate prior to completion of his/her employment contract, the above referenced benefits shall cease effective the first day of the month following the month in which the unit member terminated.

3. Except as otherwise provided in this Article XIX, should the employment of a unit member terminate after completion of his/her employment contract, the benefits referenced in paragraph one (1) above, with the exception of the life insurance coverage, shall cease effective June 30 of the year in which the unit member terminated. The life insurance coverage shall cease effective the first day of the month following the month in which the unit member terminated.

F. The base for all extra duty compensation, certificated hourly rate and summer school teacher rates shall be Step 1, Index Base of the salary schedule in effect for the year in which the service is performed. **The Index Base certificated hourly rate shall be calculated as .001068.** The "Extra Duty compensation Schedule" shall be attached as Appendix B.

1. Staff development opportunities before the work year begins and during the school year, on non-duty time, for (a) teachers who are new to the District, and (b) teachers who are on assistance plans, limited to six (6) hours/day maximum.

2. Outside of regular school hours curriculum development.

3. Leadership Team on non-duty time for FPM/Accreditation.

4. Any movement into a newly constructed school on non-duty time.
5. Administrator approved extended day, academic Saturday programs, categorically funded session(s) or summer program, during non-duty time.

6. District offered training during non-duty time.

7. District initiated transfer: ~~during the work year (for non-duty time only)~~ **Unit members shall be compensated for up to fourteen (14) hours at the established certificated hourly rate for time spent (during non-duty time) relocating classroom materials site to site.** (Note: transfer means from site to site).

8. With administrator approval, curriculum/program development outside of regular school hours (i.e. Strategics, Impact Academy, Renaissance Academy, etc.)

9. Providing District approved training during non-duty time within the academic year.

10. **With administrator approval, attending or preparing for District events during non-duty time (i.e. District Literacy Fair, Family Summit, Hispanic Heritage, etc.).**

11. **Administrator approved extended day activities with students to improve academics or social emotional learning, during non-duty time.**

G. Stipend for District approved non-mandatory Curricular/Instructional Programs shall be determined by the District in consultation with the Association. (Examples: CSIN, Math Renaissance, Quest, etc.)

1. Miscellaneous

a. No stipend or extra pay shall be given for duties or activities performed during regular duty time.

b. No stipend or pay shall be given to a person attending a conference during non-duty time.

c. Individuals who volunteer their services do not receive pay/benefits.

H. Each secondary school counselor may be offered the opportunity to work five (5) additional days before the counselors' 189-day contract year begins. Counselors working additional days shall earn "flex time." Flex time will be arranged with the site administrator during days other than the "blocked times" during the school year. The mutually agreed upon "blocked times" include the first two weeks and the last two weeks of each semester.

Flex time earned will not be carried over to the following school year.

The five (5) paid days for which counselors work over and above the teachers' contract work year of 184 days shall be worked three (3) days prior to the teachers' contract year and two (2) days after the teachers' contract year.

I. Unit members authorized by the District to use their personal automobiles in the performance of their duties and directed to attend mandatory meetings, seminars, and workshops shall be reimbursed for mileage at the rate established by the Internal Revenue Service. A change in rate shall be effective the first day of the month following notice received from the Internal Revenue Service.

J. Any newly created coaching positions shall be salaried commensurate with coaching positions with similar responsibilities.

K. Salary Schedule Placement Procedures

1. The basic certificated salary schedule consists of four (IV) ranges:

a. Range I requires a B.A. and has 11 annual increments.

b. Range II requires a B.A. or an M.A. and has 12 annual increments.

c. Range III requires a B.A. plus 45 semester hours of upper division or graduate work beyond the date of the B.A., and has 14 annual increments.

d. Range IV requires a B.A. plus 60 semester hours of upper division or graduate work including an M.A. and/or an earned doctorate and has 15 annual increments. Unit members who have acquired an M.D., J.D., or D.D.S., degree without having acquired an M.A. degree in the course of said acquisition, shall nevertheless be allowed to move to the 4th column on the salary schedule and paid at the appropriate salary. A 5% increase is added for employees who have earned an M.A. and an earned doctorate (Ed.D. or Ph.D.) or who have acquired an M.D., J.D., or D.D.S. degree without having acquired an M.A. degree in the course of said acquisition and who subsequently earns an M.A. degree in education from an institution that is recognized by the American Council on Education in their publication, Accredited Institutions of Post- Secondary Education, or by the University of California. Said stipend shall be effective July 1, 2004, and shall be paid on a current (as opposed to retroactive) basis.

e. Official Transcripts

Official transcripts of course credit/degrees for initial column placement must be received within thirty (30) calendar days of the unit member's start date for said course work/degrees to be effective on the first day of teaching, otherwise, it shall be effective on the date official verification is received.

2. Five (5) increments shall be added to Range III (17, 20, 23, 26, and 29).

a. Unit members in Range III, Step 14 must have completed sixteen (16) years of service in order to be eligible for placement on incentive Step 17.

b. Unit members in Range III on Step 17 must have completed nineteen (19) years of service to be eligible for placement on Step 20.

c. Unit members in Range III on Step 20 must have completed twenty-two (22) years of service in order to be eligible for placement on Step 23.

d. Unit members in Range III on Step 23 must have completed twenty-five (25) years of service in order to be eligible for placement on Step 26.

e. Unit members in Range III on Step 26 must have completed twenty-eight (28) years of service in order to be eligible for placement on Step 29.

4. Five (5) increments shall be added to Range IV (17, 20, 23, 26, and 29).

a. All unit members in Range IV, Step 17 must have completed sixteen (16) years of service to be eligible for Step 17.

b. Unit members in Range IV on Step 17 must have completed nineteen (19) years of service in order to be eligible for placement on Step 20.

c. Unit members in Range IV, Step 20 must have completed twenty-two (22) years of service in order to be eligible for placement on Step 23.

d. Unit member in Range IV on Step 23 must have completed twenty-five (25) years of service in order to be eligible for placement on Step 26.

e. Unit members in Range IV on Step 26 must have completed twenty-eight (28) years of service in order to be eligible for placement on Step 29.

4. Salary Advancement

a. In order to qualify for salary advancement, upper division or graduate work must have been taken in an institution which is recognized by the American Council on Education in their publication, Accredited Institutions of Post-Secondary Education, or by the University of California. Any exception must be approved by the Associate Superintendent, Personnel Services. School nurses shall be permitted to use Continuing Education Unit (CEU) courses completed through the Board of Registered Nurses that are required to maintain an active RN license for movement/placement quarter unit, Fifteen (15) CEU hours = one (1) semester hour.

b. All course work for column and/or incentive advancement shall require a grade of "C" or better, or, in the case of a Pass/Fail enrollment option, a "Pass" shall be deemed a "C" or better.

c. If a unit member believes that participation in a lower division course will be of demonstrable professional benefit to the unit member, the District and the educational program, and that similar benefits are not available as an upper division or graduate course, the employee may

petition the Associate Superintendent, Personnel Services, for a waiver. Such a waiver, if granted, would allow for units so approved to be counted for advancement on the salary schedule. Favorable action on the petition will be for specific units and can in no way be deemed general approval for any particular type of course or series of courses. All petitions for waivers accompanied by statements which clearly indicate the value of the proposed training will be submitted to the Associate Superintendent, Personnel Services, for study and recommendation.

d. Salary advancement will be effective the first day of the month following submission of official transcripts of course credit to Personnel Services. Adjustments in salary will be made within three months, or three pay periods, whichever is longer, after the employee submits official transcripts for the salary increase.

e. Effective July 1, 2024, Continuing Education Unit (CEU) courses completed after the bachelor's degree and through and accredited College/University which is recognized by the American Council on Education in their publication, Accredited Institutions of Post-Secondary Education, or by the University of California, will be accepted for movement/placement on the salary schedule. **One (1) CEU is equivalent to 1/3 semester hour.**

5. Professional Development

a. Teachers may receive unit credit towards advancement on the certificated salary schedule for participation in approved District sponsored Professional Development coursework and/or activities (hereinafter "Program").

b. The purpose of the Program is to improve the quality of consistency of the District's Professional Development activities and to promote participation therein by teachers, to provide incentives for professional development for credential candidates under the mandated State Induction Program, and to provide additional incentive for continuous professional growth to insure better teaching.

c. Teachers who participate in the program shall receive one (1) semester unit towards advancement on the certificated salary schedule for satisfactory completion of at minimum, fifteen (15) hours approved course. Additional outside work or demonstration of performance/use of coursework in the classroom may be required to determine satisfactory completion.

d. Units received shall be used only within the District and shall not be transferable to any other school District.

e. Units shall be given for coursework and/or professional development activities on a pre-approved list developed by a committee comprised of an equal number of teachers and administrators.

f. Teachers will not receive units if university credits are received for the same coursework and/or activities. Teachers shall not receive units if a stipend or an hourly rate/pay was received for the same coursework and/or activities.

g. Units will be available to any teacher in the District, however, units for Induction coursework will only be available to teachers who qualify for the Induction program.

h. The provisions of Article XIX: Salary, Health and Welfare Benefits, Section K: Salary Schedule Placement Procedures, paragraph 4: Salary Advancement, p. 43, of the July 1, 2001 – June 30, 2003 certificated collective bargaining agreement between the District and the Association shall remain in full force and effect and shall therefore, supersede any conflicting understandings set forth herein.

i. Coursework referenced herein shall meet the credentialing requirements under Senate Bill (SB) 2042 including (a) extension of skills and knowledge for all teachers, (b) course content designed to enhance additional certification, and (c) course content for specific teaching specialties.

j. Speech Therapist shall be reimbursed up to $1000 per year for membership in the professional association (ASHA) and continuing education units to maintain the Speech Therapist license.

6. Salary Placement

a. In order for a unit member to qualify for a yearly increment, he/she must have taught for 75% of the contract service days of the school year. Time lost because of accumulated sick leave will not be deducted from the required contract service.

b. A maximum of fourteen (14) years of salary credit shall be granted for outside teaching experience in any public school in the United States, State Community Colleges (effective August 27, 2004), its Territories or U.S. Dependent Schools (effective October 22, 2004), provided such experience was earned within the fifteen (15) year period immediately prior to employment in the District.

1. A maximum of fourteen (14) years of salary credit within the fifteen (15) year period immediately prior to employment in the District shall be granted to nurses and speech therapists for professional licensed post-baccalaureate experience. Other unit members who obtained private or non-public school experience while in possession of a valid teaching, counseling, or librarian credential shall be given the same maximum years of salary credit for only the experience during which they possessed the valid credential. This provision shall be effective July 1, 2001.

2. A maximum of fourteen (14) years of salary credit within the fifteen (15) year period immediately prior to employment in the district shall be granted to career/technical education teachers for industry related experience.

3. The above provisions shall be applicable to all current unit members who submit verification of the claimed years of salary credit to the Personnel Department within sixty (60) days of their first day of service for the 2001/2002 work year. There shall be no retroactivity with respect to the application of these provisions. Thereafter, these provisions shall be applicable to new hires only. The burden of verification shall rest solely with the claiming party. Acceptance authentication shall be presented to the Associate Superintendent of Personnel Services for approval.

c. Before experience credit shall be allowed, all previous teaching experience must be verified by official statements by employers. If a unit member is given a contract, subject to certifying declared upper division or graduate work, and is unable to furnish the required verification before beginning service in the school year for which the contract is given, then the salary shall be adjusted downward to conform to the classification indicated by verified experience and training. Official verification of previous teaching experience must be received within one hundred twenty (120) calendar days of the unit member's start date for said experience credit to be effective on the first day of teaching, otherwise, it shall be effective on the date official verification is received.

d. A unit member holding an earned doctorate shall receive an additional five percent (5%) of their base salary.

e. Unit members who possess a BCC (BCLAD) credential, or other CTC equivalent and who are teaching the approved curriculum in an alternative course of study in a designated class (i.e., Bilingual education/native language instruction or Dual Immersion class) in

which the teacher provides primary language instruction **in Math, Science, and/or Social Studies** shall receive an annual amount equivalent to ~~six (6) times his/her per diem rate~~ **$4,500 prorated to reflect one-fifth (1/5) of said amount for each period taught.**

f. Unit members at the secondary level who possess a BCC (BCLAD) credential, or other CTC equivalent and who are teaching the approved curriculum in an alternative course of study in a designated class (i.e., Bilingual education/native language instruction or Dual Immersion class) in which the teacher provides primary language instruction in Math, Science, and/or Social Studies shall receive an annual amount equivalent to six (6) times his/her per diem prorated to reflect one-fifth (1/5) of said amount for each period taught.

g. The District agrees to one year of credit for two consecutive years of part-time work as a Speech Therapist that is equivalent to a full work year.

ARTICLE XXVII: EXECUTION OF AGREEMENT

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on this 31st day of March, 2026, which shall commence July 1, 2023 and continue through June 30, 2026.

FOR THE DISTRICT:	FOR THE ASSOCIATION:
Denise Ellis 3/31/26	3/31/26
Denise Ellis, Ed.D. Date	Tobin Brinker Date
Associate Superintendent, Human Resources	REA President

RESOLUTION NO. 25-26-32
AUTHORIZE TEMPORARY BORROWING BETWEEN FUNDS OF THE SCHOOL DISTRICT

WHEREAS, the San Bernardino County Treasurer does not have authority to honor warrants drawn on school district funds with insufficient cash balances in the absence of an approved borrowing arrangement with the district; and

WHEREAS, the governing board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, actual interfund transfers shall be accounted for as temporary loans between funds and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The Board of Education of the Rialto Unified School District, hereby authorizes, for fiscal year 2026-2027, temporary transfers between all funds and accounts, with the exception of Fund 21-Building Fund, and authorizes the San Bernardino County Treasurer to honor warrants drawn on those funds, regardless of their cash balances, provided the aggregate cash balance of all funds is positive;

2. The Board of Education of the Rialto Unified School District hereby authorizes the Superintendent or designee to approve any actual interfund transfers processed between the above-mentioned funds.

PASSED AND ADOPTED by the Board of Education of the Rialto Unified School District, at a regular meeting of the Board of Education held May 6, 2026, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

RIALTO UNIFIED SCHOOL DISTRICT

By:_____
Joseph W. Martinez
President, Board of Education

By:_____
Dr. Alejandro Álvarez
Secretary, Board of Education

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Education of the Rialto Unified School District, at a public meeting of said Board held on May 6, 2026.

_____
Dakira R. Williams
Clerk, Board of Education
Rialto Unified School District

SUBMITTED/REVIEWED BY: Nicole Albiso/Diane Romo

CLASSIFIED EXEMPT – HUMAN RESOURCES REPORT NO. 1355

BACKGROUND/CRIMINAL HISTORY CHECKS HAVE BEEN COMPLETED, AS PER LAW, ON ALL INDIVIDUALS RECOMMENDED FOR EMPLOYMENT.

CROSSING GUARDS

Olguin, Dolores	Werner Elementary School	04/21/2026	$16.90 per hour

SUBSTITUTES

Antonio, Maria	Noon Duty Aide	04/21/2026	$16.90 per hour
Espinoza, Amy	Noon Duty Aide	04/21/2026	$16.90 per hour
Friedeck, Patrick	Crossing Guard	02/14/2026	$16.90 per hour
Torres, Melany	Noon Duty Aide	04/21/2026	$16.90 per hour

WORKABILITY

Alcaraz, Johnathan	Walmart	04/24/2026	$14.37 per hour
Carrera, Israel	O'Reilly Auto Parts	04/17/2026	$14.37 per hour
Cota, Marcel	Walmart	04/10/2026	$14.37 per hour
Salter, Janiyah	Grocery Outlet	04/10/2026	$14.37 per hour

RESIGNATIONS

Bernal, Rosita	Noon Duty Aide Preston Elementary School	04/20/2026
Friedeck, Patrick	Crossing Guard Boyd Elementary School	02/13/2026
Vaquera, Valeria	Child Development Apprentice Boyd Elementary School	03/27/2026

NON-CERTIFICATED COACHES

A search of the certificated staff of the Rialto Unified School District has failed to fulfill the District's coaching needs. Pursuant to the Title 5 California Code of Regulations, Section 5531, this is to certify that the following non-certificated coaches employed by the Rialto Unified School District are competent in first aid and emergency procedures as related to coaching techniques in the sports to which they are assigned:

Rialto High School

Brown, Tarina	Varsity Head, Boys' Track	02/24/2026	$5,544.73

SUBMITTED/REVIEWED BY: Armando Urteaga/Denise Ellis, Ed.D.

CLASSIFIED EMPLOYEES – HUMAN RESOURCES REPORT NO. 1355

BACKGROUND/CRIMINAL HISTORY CHECKS HAVE BEEN COMPLETED, AS PER LAW, ON ALL INDIVIDUALS RECOMMENDED FOR EMPLOYMENT.

PROMOTIONS

Aguayo, Noelany	To:	Attendance Specialist Eisenhower High School	04/23/2026	37-4	$31.66 per hour (8 hours, 217 days)
	From:	Office Assistant Eisenhower High School		31-6	$30.02 per hour (8 hours, 217 days)
Ledesma, Merced	To:	Categorical Program Assistant Myers Elementary School	04/21/2026	33-1	$24.71 per hour (6 hours, 227 days)
	From:	Paraprofessional Mod/Severe Werner Elementary School		30-1	$22.92 per hour (6 hours, 203 days)

EMPLOYMENT

Bravo, Sabrina	Paraprofessional Early Ed. Fitzgerald Elementary School	04/17/2026	30-1	$22.92 per hour (7 hours, 203 days)
Colunga Morales, Clarabella	Paraprofessional Werner Elementary School	04/20/2026	26-1	$20.72 per hour (4.5 hours, 203 days)
Garduno, Kimberly	Paraprofessional TK Hughbanks Elementary School	04/17/2026	26-1	$20.72 per hour (4.5 hours, 203 days)
Hudspeth, Portia	Behavioral Support Assistant Kordyak Elementary School	04/17/2026	33-1	$24.71 per hour (7 hours, 203 days)
Jackson, Tamekia	Credential Analyst Human Resources	04/21/2026	2-1	$39.00 per hour (8 hours,12 months) Management Salary Schedule
Lopez, Evelyn	Behavioral Support Assistant Casey Elementary School	04/17/2026	33-1	$24.71 per hour (7 hours, 203 days)
Maldonado, Joe	Grounds Maintenance Worker I Maintenance & Operations	05/04/2026	32-6	$30.78 per hour (8 hours, 261 days)
Martinez, Daniel P.	Paraprofessional Mod/Severe Milor High School	04/17/2026	30-1	$22.92 per hour (7 hours, 203 days)

EMPLOYMENT (Continued)

Perez, Joshua	Paraprofessional Mild/Mod Rialto High School	04/17/2026	27-1	$21.26 per hour (7 hours, 203 days)
Smith, Chanel	Behavioral Support Assistant Rialto High School	04/17/2026	33-1	$24.71 per hour (7 hours, 203 days)

RESIGNATIONS

Medina, Veronica	Nutrition Service Worker I Eisenhower High School	04/16/2026
Melchor, Azalie	Paraprofessional Mild/Mod Rialto Middle School	05/12/2026
Smith, Chanel	Behavioral Support Assistant Rialto High School	04/20/2026

RETIREMENTS

DeMarco, Victoria	Registrar Carter High School	06/30/2026

PLACED ON THE 39-MONTH REEMPLOYMENT LIST

Membrila, Maria	Office Assistant Rialto Middle School	05/19/2026

SUBSTITUTES

Mendoza, Ruby	Nutrition Service Worker I	04/28/2026

CERTIFICATION OF ELIGIBILITY LIST – Lead Buyer
Eligible: 05/07/2026
Expires: 11/07/2026

CERTIFICATION OF ELIGIBILITY LIST – Locker Room Attendant
Eligible: 05/07/2026
Expires: 11/07/2026

**Position reflects the equivalent to a two-range increase for night differential
***Position reflects a $50.00 monthly stipend for Confidential position

SUBMITTED/REVIEWED BY: Armando Urteaga/Denise Ellis, Ed.D.

CERTIFICATED EMPLOYEES – HUMAN RESOURCES REPORT NO. 1355

BACKGROUND/CRIMINAL HISTORY CHECKS HAVE BEEN COMPLETED, AS PER LAW, ON ALL INDIVIDUALS RECOMMENDED FOR EMPLOYMENT.

GUEST TEACHERS (To be used as needed at the appropriate rate per day, effective May 7, 2026, unless earlier date is indicated)

Barrios-Garcia, Leticia	04/24/2026
Perez, Amor	04/20/2026
Shaw, Gerald	04/15/2026

RE-EMPLOYMENT

Leyvas, Perla	Speech Therapist Special Services	07/01/2026	I-1	$102,869.00 (184 days)

RESIGNATIONS OF TEMPORARY EMPLOYMENT CONTRACT

Hudson, Bryan	Education Specialist Henry Elementary School	06/30/2026
Sanchez, Joshua	Assistant Principal Eisenhower High School	06/30/2026

EXTRA DUTY COMPENSATION (Ratify Career Technical Education teachers to help support Career Technical Educational Organizations in our District at all three comprehensive high schools from August 2025 through June 4, 2026, for a total stipend amount of $2,500 each, to be charged to the Carl D. Perkins Grant)

Cervantes, Joaquin	Edwards, Shonta	Muñoz, Marcella
Quezada, Erica	Sedano, Tiffany	

SUPPLEMENTAL SERVICES (Ratify certificated retired teacher to provide supplemental services to ASB Director at Carter High School and Kolb Middle School, from April 2026 through June 2026, at the hourly rate of $55.52, not to exceed 75 hours total, to be charged to the Site Funds)

Erickson, Lauren

SUPPLEMENTAL SERVICES (Ratify certificated retired teacher to provide instructional support in reading skills during and/or after school to students from April 1, 2026 through May 29, 2026 at Hughbanks Elementary School, at the hourly rate of $55.52, not to exceed 75 hours total, to be charged to Title I Funds)

Lenz, Gabriele

EXTRA DUTY COMPENSATION (Ratify additional class assignment at 1/6 of their daily rate or $55.52, whichever is greater, for second semester of the 2025/2026 school year for Eisenhower High School certificated staff to provide credit recovery, not to exceed 55 hours each, to be charged to the A-G Success Grant)

Atkinson, Lance Cole, Joshua Valmores, Anna

ADULT EDUCATION TEACHER (Ratify certificated staff at Rialto Adult School to provide optional foundational mathematics tutoring to adult Pharmacy Technician students, from January 2026 through June 2026, at the regular hourly rate of $55.52, not to exceed 86 hours, to be charged to the site funds)

Beard, Katherine

SUBMITTED/REVIEWED BY: Roxanne Dominguez/Denise Ellis, Ed.D.

MINUTES

RIALTO UNIFIED SCHOOL DISTRICT

April 22, 2026
Dr. John R. Kazalunas Education Center
182 East Walnut Avenue
Rialto, California

Board Members Present:	**Edgar Montes, Vice President** **Dakira R. Williams, Clerk** **Evelyn P. Dominguez, LVN, Member** **Dr. Stephanie E. Lewis, Member** **Audrey Gonzalez, Student Board Member**
Board Members Absent:	**Joseph W. Martinez, President**
Administrators Present:	**Alejandro Álvarez, Ed.D., Superintendent** **Rhea McIver Gibbs, Ed.D., Deputy Superintendent** **Denise Ellis, Ed.D., Associate Superintendent, Human Resources** **Jon Black, Ed.D., Associate Superintendent, Education Services** **Diane Romo, Associate Superintendent, Business Services** Also present was Martha Degortari, Executive Assistant to the Board of Education, and Jose Reyes, Interpreter/Translator

A. OPENING

A.1 CALL TO ORDER 5:30 p.m.

The meeting was called to order at 5:32 p.m.

A.2 OPEN SESSION

A.3 CLOSED SESSION

Moved By Member Dr. Lewis

Seconded By Clerk Williams

As provided by law, the following are the items for discussion and consideration at the Closed Session of the Board Meeting:

- **PUBLIC EMPLOYEE EMPLOYMENT / DISCIPLINE / DISMISSAL / RELEASE / REASSIGNMENT OF EMPLOYEES (GOVERNMENT CODE SECTION 54957)**
- **STUDENT EXPULSIONS / REINSTATEMENTS / EXPULSION ENROLLMENTS**
- **CONFERENCE WITH LABOR NEGOTIATORS**

Agency designated representatives: Alejandro Álvarez, Ed.D., Superintendent; and Denise Ellis, Ed.D., Associate Superintendent, Human Resources.

Employee organizations: California School Employees Association, Chapter 203 (CSEA), Rialto Education Association (REA), Teamsters Local 986, and Communications Workers of America (CWA)

- **PURSUANT TO GOVERNMENT CODE SECTION 54956.9(d) and/or (d)(3). CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION SIGNIFICANT EXPOSURE LITIGATION -** Number of Potential Claims: 5
- **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9)** (San Bernardino Superior Court Case No. CIVSB2228926)
- **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9)** (San Bernardino Superior Court Case No. CIVSB2515142)
- **REVIEW LIABILITY CLAIM NO. 25-26-20 (1-2)**
- **REVIEW LIABILITY CLAIM NO. 25-26-17**

COMMENTS ON CLOSED SESSION AGENDA ITEMS

Any person wishing to speak on any item on the Closed Session Agenda will be granted three minutes.

None.

President Martinez was absent. Vote by Board Members to move into Closed Session:

Time: 5:35 p.m.

Majority Vote

A.4 ADJOURNMENT OF CLOSED SESSION

Moved By Member Dr. Lewis

Seconded By Member Dominguez

President Martinez was absent. Vote by Board Members to adjourn Closed Session:

Time: 7:02 p.m.

Majority Vote

A.5 OPEN SESSION RECONVENED - 7:00 p.m.

Open session reconvened at 7:02 p.m.

A.6 PLEDGE OF ALLEGIANCE

Carter High School Senior Vanessa Perez, led the Pledge of Allegiance.

A.7 PRESENTATION BY CARTER HIGH SCHOOL

In collaboration between the Carter High School Wind Ensemble and Strings, students presented *De Colores*, a traditional Mexican folk song arranged by band Director Ms. Veronica Manzanera and conducted by Strings Director Dr. Susan Barnes.

A.8 REPORT OUT OF CLOSED SESSION

Moved By Member Dominguez

Seconded By Vice President Montes

The Board of Education took action to deny Liability Claim No. 25-26-20-1 and 25-26-20-2.

President Martinez was absent. Vote by Board Members:

(Ayes) Vice President Montes, Member Williams, and Member Dominguez

(Noes) Member Dr. Lewis

(Absent) President Martinez

Majority Vote

Moved By Member Dominguez

Seconded By Clerk Williams

The Board of Education took action to accept the resignation of employee, Grounds Maintenance Worker I, #23053116, under the terms of a resignation agreement.

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

Moved By Member Dominguez

Seconded By Clerk Williams

The Board of Education took action to accept the resignation of employee, Nutrition Service Worker I, #26962116, under the terms of a resignation agreement.

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

Moved By Member Dominguez

Seconded By Clerk Williams

The Board of Education took action to place certificated employee #27202016, on compulsory leave of absence pursuant to Education Code sections 44940 and 44940.5.

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

A.9 ADOPTION OF AGENDA

Moved By Member Dr. Lewis

Seconded By Member Dominguez

President Martinez was absent. Vote by Board Members to adopt the agenda:

Majority Vote

B. PRESENTATIONS

B.1 HIGH SCHOOL - DISTRICT STUDENT ADVISORY COMMITTEE (DSAC)

The following DSAC students shared information and activities held at their school:

Eisenhower High School - Valeria Montes

Carter High School - Melissa Flores

Rialto High School - Serenity West

Milor High School - Audrey Gonzalez

B.2 RECOGNITION OF DISTRICT CERTIFICATED EMPLOYEES OF THE YEAR

- Silk Jones, Simpson Elementary School Teacher
- James Nava, Kolb Middle School Teacher

Ms. Silk Jones, Simpson Elementary School Teacher and Mr. James Nava, Kolb Middle School Teacher were recognized as the Rialto USD Certificated Employees of the Year.

B.3 MATH TEXTBOOK ADOPTION UPDATE

Presentation by Dr. Kevin Goodly, Director - Math, Secondary Instruction

Dr. Kevin Goodly, Director of Math, Secondary Instruction, shared an update presentation on the Math Textbook Adoption. **(See attached copy)**

C. COMMENTS

C.1 PUBLIC COMMENTS NOT ON THE AGENDA

At this time, any person wishing to speak on any item **not on** the Agenda will be granted three minutes.

Darious Harris, Rialto Community Member, shared that as CEO of NSG Impact, he partners with the District to provide enrichment programs combining boxing with social-emotional learning, literacy, and numeracy, and requested support in promoting his organization's monthly food and diaper distribution at Ferguson Park to better reach Rialto residents.

Shanelle Fallon, 11th Grade Student at Eisenhower High School, described her experience attending an HBCU college tour, explaining that it expanded her awareness of out-of-state college options and helped her make more informed decisions about her future.

Tanaya Holt, 11th Grade Student at Carter High School, explained that the HBCU tour shifted her perspective by exposing her to supportive campus environments, inspiring her to consider attending an HBCU and pursue a career in kinesiology and physical therapy.

Hay'lee Moses Johnson, 11th Grade Student at Carter High School, shared that the HBCU tour opened her eyes to new opportunities, increased her confidence about attending college, and helped her envision her future while forming meaningful connections with peers and mentors.

Steven Ruiz, Bridge Builder Participant, expressed gratitude for the Bridge Builders Mentorship Program, stating it helped him improve from a low-performing student to earning straight A's and pursuing advanced academic opportunities.

Estefani Mejia, Jehue Middle School Parent, highlighted that the Bridge Builders program has positively impacted her child by building character,

confidence, leadership skills, and strengthening the partnership between school and family.

Brittany Streets, Eisenhower High School Parent, stated that the Bridge Builders program has become an essential support system for her child, improving her confidence, academic and athletic performance, and providing mentorship beyond the school day.

Zahri Duncan, Kucera Middle School Student, shared that Bridge Builders has helped students become more confident, speak up more, and interact with peers from different schools.

Tayylor Hawkins, Eisenhower High School Student, explained that the Bridge Builders program has provided guidance, accountability, and new opportunities, helping him grow in confidence, explore creative interests like poetry, and prepare for future academic and career paths.

C.2 PUBLIC COMMENTS ON AGENDA ITEMS

Any person wishing to speak on any item **on** the Agenda will be granted three minutes.

Tobin Brinker, Rialto Education Association (REA) President, spoke on Discussion/Action Item F.1, expressed strong support for the Footsteps to Freedom trip, sharing that his own participation 16 years ago was a transformative experience that deepened his understanding of slavery beyond textbooks, enhanced his teaching approach through emotional and historical context, and encouraged the Board to approve the item because of its lasting impact on educators and, ultimately, students.

C.3 COMMENTS FROM ASSOCIATION EXECUTIVE BOARD MEMBERS

- Rialto Education Association (REA)
- California School Employees Association (CSEA)
- Teamsters Local 986
- Communications Workers of America (CWA)
- Rialto School Managers Association (RSMA)

Tobin Brinker, Rialto Education Association (REA) President, emphasized the importance of unity and resilience, spoke of the recent salary agreement above COLA as a result of strategic collaboration, recommended investing in District-employed instructional aides, and

shared that in future negotiations, they will seek to match improvements seen in larger districts like Los Angeles Unified School District, particularly in salary and family leave.

Christina Acosta, California School Employees Association (CSEA) President, described the intense workload and stress classified staff face at the end of the school year, acknowledged a tentative agreement pending member vote, and urged the District to ensure staff feel supported, respected, and valued while navigating both workplace demands and financial pressures.

Heather Estruch, Communications Workers of America (CWA) Representative briefly expressed support for the REA and CSEA agreements, and spoke of their upcoming contract reopener negotiations with the District. She also shared updates about improvements to their union office.

C.4 COMMENTS FROM THE STUDENT BOARD MEMBER

C.5 COMMENTS FROM THE SUPERINTENDENT

C.6 COMMENTS FROM MEMBERS OF THE BOARD OF EDUCATION

D. PUBLIC HEARING

D.1 OPEN PUBLIC HEARING

Any person wishing to speak on the item on the Public Hearing agenda will be granted three minutes.

Moved By Member Dr. Lewis

Seconded By Member Dominguez

NOTICE OF CONSIDERATION OF APPROVING A CHANGE IN STATUTORY SCHOOL FEES IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL CONSTRUCTION PURSUANT TO GOVERNMENT CODE SESION 65995 AND EDUCATION CODE SECTION 17620

President Martinez was absent. Vote by Board Members to open Public Hearing:

Time: 9:34 p.m. **Approved by a Unanimous 4 to 0 Vote**

D.1.1 NOTICE OF CONSIDERATION OF APPROVING A CHANGE IN STATUTORY SCHOOL FEES IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL CONSTRUCTION PURSUANT TO GOVERNMENT CODE SECTION 65995 AND EDUCATION CODE SECTION 17620

Pursuant to Government Code section 65995 and Education Code section 17620, a report entitled "2026 School Fee Justification Study" was prepared pursuant to and in accordance with applicable law, which includes information and analysis demonstrating the relationship between new residential and commercial/industrial development, and the School District's need for the construction of school facilities, the estimated cost of the school facilities, and justification for the levy of Level 1 School Fees on new residential and commercial/industrial development.

D.2 CLOSE PUBLIC HEARING

Moved By Member Dominguez

Seconded By Vice President Montes

NOTICE OF CONSIDERATION OF APPROVING A CHANGE IN STATUTORY SCHOOL FEES IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL CONSTRUCTION PURSUANT TO GOVERNMENT CODE SESION 65995 AND EDUCATION CODE SECTION 17620

Vote by Board Members to close Public Hearing:

Time:9:34 p.m.

Approved by a Unanimous 4 to 0 Vote

E. CONSENT CALENDAR ITEMS

All items on the Consent Calendar will be acted upon in one motion unless pulled by Board of Education members or the Superintendent for individual action.

Moved By Member Dr. Lewis

Seconded By Member Dominguez

All items on the Consent Calendar were voted on in one motion, with the exception of the following items which were pulled for individual action:

- E.3.7 - APPROVE AN AMENDMENT TO THE AGREEMENT WITH SCOOT EDUCATION
- E.3.19 - ADOPT RESOLUTION NO. 25-26-29 TRANSFERS OF APPROPRIATIONS FOR 2026-2027

President Martinez was absent. Vote by Board Members to approve Consent Calendar Items (See Attached List):

Approved by a Unanimous 4 to 0 Vote

E.1 GENERAL FUNCTIONS CONSENT ITEMS

E.1.1 APPROVE THE FIRST READING OF REVISED BOARD BYLAW 9010; PUBLIC STATEMENTS

E.1.2 APPROVE THE FIRST READING OF REVISED BOARD BYLAW 9012; BOARD MEMBER ELECTRONIC COMMUNICATIONS

E.2 INSTRUCTION CONSENT ITEMS

E.2.1 APPROVE PHYSICAL EDUCATION EXEMPTION

Approve an exemption from all physical activities for student 9737431 for the 2025-2026 school year.

E.2.2 APPROVE AN OVERNIGHT TRIP TO THE SAN FRANCISCO CHAMBER OF COMMERCE IN SAN FRANCISCO, CALIFORNIA

Approve transportation, lodging and related fees, for ten (10) students (8 girls, 2 boys) and two (2) chaperones (1male, 1 female) to attend the San Francisco Chamber of Commerce banquet ceremony in San Francisco, California, effective April 24, 2026, through April 25, 2026, at a cost not to exceed $10,000.00, and to be paid from the General Fund (PROP 28 AMS).

E.2.3 APPROVE AN OVERNIGHT TRIP TO THE WEST COAST NATIONAL RUBE GOLDBERG MACHINE CONTEST - MYERS ELEMENTARY SCHOOL

Approve registration fees, lodging, transportation, and related expenses for 12 students and four (4) chaperones from Myers Elementary School to attend the West Coast Rube Goldberg Competition at the Historic Edison Theatre in Long Beach, California, effective May 2, 2026, through May 3, 2026, at a cost not to exceed $7,500.00, and to be paid from the General Fund.

E.3 BUSINESS AND FINANCIAL CONSENT ITEMS

E.3.1 APPROVE THE WARRANT LISTING AND PURCHASE ORDER LISTING

Approve all funds from March 18, 2026 through March 31, 2026.

E.3.2 DONATIONS

Accept the listed donations from Schools First Federal Credit Union; Amazon; and Global Logistics, and that a letter of appreciation be sent to the donor.

E.3.3 SURPLUS EQUIPMENT AND MISCELLANEOUS ITEMS

Declare the specified surplus equipment and miscellaneous items as obsolete and not-serviceable for school use, and authorize the Superintendent/designee to sell or dispose of these items as specified in the Education Code Sections 17545 and 17546.

E.3.4 AUTHORIZE UTILIZING VARIOUS CALIFORNIA MULTIPLE AWARD SCHEDULES (CMAS) FOR THE PURCHASE AND WARRANTY OF SUPPLIES, EQUIPMENT, AND SERVICES FROM VARIOUS VENDORS

Approve the use of the California Multiple Award Schedule (CMAS) list as presented from various vendors, at a cost to be determined at the time of purchase and to be paid using various funds.

E.3.5 APPROVE AGREEMENT NO. 26.27.0119 WITH SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS FOR COURIER SERVICES

Approve Agreement No. 26.27.0119 with San Bernardino County Superintendent of Schools to provide courier services, effective July 1, 2026, through June 30, 2027, at an estimated cost of $22,501.00 and to be paid from the General Fund.

E.3.6 INCREASE THE APPROVED AMOUNT WITH BRINK'S INCORPORATED

Approve the increased cost for Agreement #10000143900/SOW#28718 with Brink's Incorporated by $15,000.00 for a new approved amount of $65,000.00, due to allowable fuel surcharges in the agreement. All other terms of the agreement to remain the same.

E.3.8 APPROVE AN AMENDMENT TO THE AGREEMENT WITH BELL'S EDUCATION - MILOR HIGH SCHOOL

Amend Agreement #C-26-00490 with Bell's Education to provide 8 more sessions for Milor High School teachers and staff, effective October 23, 2025, through June 30, 2026, and increase the cost of the agreement by an additional $24,298.00, to the existing agreement of $24,298.00, for a total cost not to exceed $48,596.00, and to be paid from the General Fund (Equity Multiplier Fund).

E.3.9 APPROVE AN AGREEMENT WITH FLYING MONKEYS, LLC DBA COLLEAGUES ON CALL

Approve the agreement with Colleagues on Call and founder John Antonetti to provide training for Rialto Unified School District staff focused on Powerful Task Design to enhance rigor, engagement, and student thinking, effective June 10, 2026, through June 12, 2026, at a cost not to exceed $22,500.00, and to be paid from the General Fund.

E.3.10 APPROVE AN AGREEMENT WITH NATIONAL CURRICULUM & TRAINING INSTITUTE, INC. (NCTI)

Approve the National Curriculum and Training Institute (NCTI) for training Rialto Unified School District staff to assist with evidence-based behavioral strategies for Tier I and Tier II social emotional support services to Rialto Unified School District students, effective June 8, 2026, through June 12, 2026, at a cost not to exceed $17,985.00, and to be paid from the General Fund (SBHIP).

E.3.11 APPROVE A RENEWAL AGREEMENT WITH VARIOUS VENDORS FOR THE 2026 UMOJA SUMMER EXCELLENCE ENRICHMENT PROGRAM

Approve renewal agreements with multiple vendors for the Umoja Summer Excellence Enrichment Program, effective June 8, 2026, through June 30, 2026, at a cost not to exceed $45,600.00, and to be paid from the General Fund.

E.3.12 APPROVE AN AGREEMENT WITH THE MANHOOD PROJECT

Approve an agreement with The Manhood Project to provide 16 hours of in-person training, 4 hours of virtual follow-up support, and curriculum for up to 25 participants, at Wilmer Amina Carter High School and the Curtis T. Winton Parent Institute, effective April 23,

2026, through June 30, 2026, at a cost not to exceed $33,075.00, and to be paid from the General Fund (Community Engagement Initiative).

E.3.13 APPROVE AN AGREEMENT WITH DAT YOGA DUDE

Provide a wellness workshop for Alianza Latina, that will include yoga and mindfulness sessions for members and families for 2025-2026 school year, effective April 23, 2026, through May 30, 2026, at a cost not to exceed $300.00, and to be paid from the General Fund.

E.3.14 APPROVE THE CLINICAL AFFILIATION AGREEMENT WITH WEST COAST UNIVERSITY

Approve the Clinical Affiliation Agreement with West Coast University to assist current and future nursing students in their specialized field from July 1, 2026 through June 30, 2029 at no cost to the District.

E.3.15 APPROVE AN AGREEMENT WITH UNIVERSITY OF SOUTHERN CALIFORNIA

Approve the School District Placement Agreement with the University of Southern California to assist current and future students with mentoring opportunities in their specialized fields, effective July 1, 2026, through June 30, 2029, at no cost to the District.

E.3.16 APPROVE AN AGREEMENT WITH SAN DIEGO COUNTY OFFICE OF EDUCATION

Approve the Services Agreement with the San Diego County Office of Education to offer education opportunities for educators in their respective programs from July 1, 2026, through June 30, 2029, at no cost to the District.

E.3.17 APPROVE A STUDENT TEACHING PROGRAM MEMORANDUM OF UNDERSTANDING WITH CENTRAL STATE UNIVERSITY

Approve the Student Teaching Program Memorandum of Understanding with Central State University to assist current and future educators in completing state requirements for credentialing from July 1, 2026, through June 30, 2029, at no cost to the District.

E.3.18 APPROVE AN AGREEMENT WITH MELOSPEECH INC

Approve an agreement with Melospeech Inc to provide indicated services, effective April 23, 2026, through June 30, 2027, at a cost not to exceed $7,000.00, and to be paid from the General Fund.

E.4 FACILITIES PLANNING CONSENT ITEMS

E.4.1 APPROVE THE DEDUCTIVE CHANGE ORDER AND FILE A NOTICE OF COMPLETION FOR BEN'S ASPHALT, INC.

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Approve the Deductive Change Order for Ben's Asphalt, Inc., in the amount of $166,525.00, for the School Asphalt Replacement Phase 3, and revise the contract amount from $6,009,495.00 to $5,842,970.00. Accept the work completed on March 30, 2026, by Ben's Asphalt, Inc., and authorize District staff to file a Notice of Completion with the San Bernardino County Recorder.

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

E.4.2 APPROVE AGREEMENT NO. C-00-8855 WITH AIRX UTILITY SURVEYORS INC., TO PROVIDE PROFESSIONAL UNDERGROUND UTILITIES LOCATING AND MAPPING SERVICES FOR THE NEW GENERATOR PROJECT AT THE DISTRICT ENROLLMENT CENTER

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Approve Agreement No. C-00-8855 with AIRX Utility Surveyors, Inc., to provide underground utilities locating and mapping services for the new generator project at the District Enrollment Center effective April 23, 2026, through December 31, 2026, at a cost not to exceed $9,350.00, and to be paid from Fund 40 - Special Reserve for Capital Outlay.

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

E.5 HUMAN RESOURCES CONSENT ITEMS

E.5.1 APPROVE THE HUMAN RESOURCES REPORT NO. 1354 FOR CLASSIFIED AND CERTIFICATED EMPLOYEES

E.6 MINUTES

E.6.1 APPROVE THE MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING HELD APRIL 8, 2026

E. CONSENT CALENDAR ITEMS

E.3 BUSINESS AND FINANCIAL CONSENT ITEMS

E.3.7 APPROVE AN AMENDMENT TO THE AGREEMENT WITH SCOOT EDUCATION

Amend Agreement #C-26-002364 with Scoot Education and approve the cost increase of the original agreement of $800,000.00 by an additional $310,000.00, at a cost not to exceed $1,110,000.00, and to be paid from the General Fund. All other terms and conditions will remain the same.

Moved By Member Dominguez

Seconded By Member Dr. Lewis

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

E.3.19 ADOPT RESOLUTION NO. 25-26-29 TRANSFERS OF APPROPRIATIONS FOR 2026-2027

Authorize staff to process the necessary transfers of funds to revise budget amounts during the course of the fiscal year to reflect changes in District operations.

Moved By Member Dominguez

Seconded By Clerk Williams

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

F. DISCUSSION/ACTION ITEMS

F.1 APPROVE A RENEWAL AGREEMENT WITH FOOTSTEPS TO FREEDOM

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Approve 27 employees (Teachers/Administrators) who have never attended, to participate in the Footsteps to Freedom tour, effective July 7, 2026, through July 14, 2026, at a cost not to exceed $178,122.00, and to be paid from Title IV.

Dr. Jon Black, Associate Superintendent of Education Services provided a brief background presentation on this item**. (See attached copy)**

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

F.2 ADOPT RESOLUTION NO. 25-26-30 APPROVING A CHANGE IN STATUTORY SCHOOL FEES IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL CONSTRUCTION PURSUANT TO EDUCATION CODE SECTION 17620 AND GOVERNMENT CODE SECTION 65995 (LEVEL 1 FEES)

Moved By Member Dominguez

Seconded By Member Dr. Lewis

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

F.3 ADMINISTRATIVE HEARING

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Case Number:
25-26-61

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

F.4 STIPULATED EXPULSIONS

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Case Numbers:
25-26-65
25-26-68
25-26-69
25-26-70

President Martinez was absent. Vote by Board Members:

Approved by a Unanimous 4 to 0 Vote

G. ADJOURNMENT

The next regular meeting of the Board of Education of the Rialto Unified School District will be held on May 6, 2026 , at 7:00 p.m. at the Dr. John R. Kazalunas Education Center, 182 East Walnut Ave, Rialto, California.

Materials distributed or presented to the Board of Education at the Board Meeting are available upon request from the Superintendent's Office.

Moved By Member Dr. Lewis

Seconded By Member Dominguez

President Martinez was absent. Vote by Board Members to adjourn:

Time: 10:14 pm

Approved by a Unanimous 4 to 0 Vote

_____
Clerk, Board of Education

_____
Secretary, Board of Education

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Proposed Textbook Adoption

Mathematics Plan of Action



Revised Textbook Adoption Timeline

February 2026

- Needs Assessment (Google Form)
  - Disaggregate Data
- **Draft Criteria/Guidelines for Piloting Members**
- Form Piloting Group and communicate with members
- Share CDE Approved Vendors List with committees and teachers
- Budget Discussion Items
  - Core Materials
  - Professional Development
    - Onboarding
    - Continuous Support PD
  - Manipulatives
  - Diagnostic Tools
  - Supplementals
  - Compensation for Piloting Members

March 2026

- Meet with Piloting Members
  - Solidify HQIM criteria
  - Review list of CDE approved list of vendors
- Piloting Members review vendors' list
  - Provide individual recommendations with rationale
- Submit initial list for approval
- Contact approved vendors to set up in person Publisher's Fair

April 2026

- Publisher's Fair
  - 2 days
  - Narrowed List
- Narrow the List to 2 per grade level band by end of week
- Working with publishers to get materials to site for August Piloting
- 30 days Public Viewing

May-July 2026

- Set date for Pilot Onboarding PD and Inform Members
- Set Piloting Schedule and Inform Members
- 30 days public viewing of Piloting Materials
  - Conference Room (around the walls)
- Send piloting materials to selected sites with implementation instructions
- Piloting Starts in August 2026

Revised Textbook Adoption Timeline

August-Oct 2026	Oct - Dec 2026	January 2027	Feb-July 2027
• **Piloting Cycle 1** ○ **August 17 - October 9** • Teachers can switch from publisher 1 to 2 and vice versa during the two cycles. • Recommended to pilot 8-10 weeks per publisher. • Three or more publishers would require January-March 2027 cycle and not allow sufficient time to complete board submission and purchase •	• **Piloting Cycle 2** ○ **October 13 - December 11** • Teachers can switch from publisher 1 to 2 and vice versa during the two cycles. • Recommended to pilot 8-10 weeks per publisher. • Three or more publishers would require January-March 2027 cycle and not allow sufficient time to complete board submission and purchase •	• Convene for Final Vote • Update Results with various Committees • Submit Final Publishers to Board for Approval ○ Board Presentation •	• Work with IT to set up SSO with Clever • Work with Publishers to get materials to site • Schedule for Summer Onboarding for all teachers ○ Continuous onboarding for new teachers • Schedule Publisher Push-in PDs for 27/28 SY • Implementation of new materials August 2027 • Monitor Tools for Implementation • Create schedule for School Site Visits

Textbook Adoption Timeline

Months 1-2	Months 1-2	Months 1-3	Month 3
• Needs Assessment (Google Form) ○ Disaggregate Data ○ SBAC Longitudinal Data ○ Create Discussion Items • Initial Vendor Criteria • Draft Criteria with Stakeholder Committees • Set Date for Committees' Planning Meetings (through 2026) • Compile **Preliminary** Adoption Budget ○ Core Materials ○ Professional Development ■ Onboarding ■ Continuous Support PD ○ Manipulatives ○ Diagnostic Tools ○ Supplementals	• RUSD Math K-12 Schema • RUSD Vertical Articulation • RUSD Math Instructional Approach ○ Traditional ○ Integrated ○ Mixed of Both • CDE Approved Vendors List ○ Share with teachers and committees • Revisit: ○ Survey Data ○ Performance Data ○ Budget • Share Adoption Plan with: ○ Teachers ○ Various Committees ○ Administrations ○ REA	• Council/Principals to revise: ○ Math Instructional Schema ○ Assessment Plan ○ Math Practices Plan ■ Math Language Routines (MLR) ■ Math Instructional Routines (Visible Learning) ■ Math Practices Routines (SMP) • Finalize Criteria for Textbooks • Publisher's Fair (Proposal) ○ 2 days (afterschool?) ○ 4-6 publishers? • Work with Publishers to get piloting materials	• Determine K-12 instructional approach • Share piloting list • 30 days public viewing of Piloting Materials ○ Conference Room (around the walls) • Send piloting materials to selected sites with implementation instructions

Textbook Adoption Timeline

Months 4-5

- Pilot of Materials (ES, MS, HS)
  - 10 weeks
    - Site/Teacher commitments
  - Weekly Communication
    - Surveyed Feedback
    - Virtual Meetings
      - Criteria Alignment
- Recalculate Adoption Budget
  - Core Materials
  - Professional Development
    - Onboarding
    - Continuous Support PD
  - Manipulatives
  - Diagnostic Tools
  - Supplementals

Month 6

- Vote to Approve Final Textbook
  - Google Form to voting committee members and piloting teachers
- Share Adoption Result with:
  - Teachers
  - Various Committees
  - Administrations
  - REA
- Finalize Adoption Budget
  - Core Materials
  - Professional Development
    - Onboarding
    - Continuous Support PD
  - Manipulatives
  - Diagnostic Tools
  - Supplementals

Months 6-7

- Board Adoption Presentation
- Order/Purchase of Materials
- Deliver Materials to Sites
- Onboarding PD for teachers
  - Using the materials
  - Scope and Sequence
  - Implementation guidelines
  - Assessments guidelines
  - Buy Back days- PD from Publisher
- Develop Continuous Support Plan for teachers (Publisher provided)
- Create PD Calendar
- Create Diagnostic and Interim Assessments Calendar

Month 8

- Share publicly:
  - Math Instructional Schema
  - Assessment Plan
  - Applied Plan
  - Math Practices Plan
    - Math Language Routines (MLR)
    - Math Instructional Routines (Visible Learning)
    - Math Practices Routines (SMP)
- Continuous Support Plan for teachers
  - Year long vendor push-in PD plan

Textbook Criteria

SCHEMA

- Grade K-8 and Integrated Math I / Algebra 1
  - Prefer TK
  - HS: Integrated and Traditional
- Constructivist & Direct Instruction
- Applied - Engaging - Relevant
- Matches report card grading
- Quantitative Instruction
- Scope & Sequence K-12
- K-12 Vertical Alignment
- Onboarding PD from publishers
- Manipulative Kits

ACCESSIBILITY

- Access for all students
- Dual Language Immersion
  - 50/50 Math not 100/0
    - Affects SBAC and biliteracy
  - Translanguaging
- English Language Learners
- Special Education
  - Defined Tier 1 Support
- Clever Integration
- Online Teacher and Student Materials and Supports
- Parent Access to Resources
- Multilingual translations for assessments and resources

Embedded

- Math Language Routines [1]
  - Clarity
  - Analyze and Discuss
  - Comprehension
- Math Instructional Practices [2]
  - Visible Learning (Hattie)
- Standards for Mathematical Practice
- Common Core State Standards
- Performance Tasks
- Science and Engineering Practices
- Cooperative Learning Practices
- Language and Learning Objectives

[1] (Swiers et al., 2017)
[2] (Hattie, 2012; Hattie, 2023)

Textbook Criteria

CORE RESOURCES	• English and Spanish print • Digital - Multilingual • Embedded Models, Manipulatives, Graphical Representations • Standards clearly stated • 4th year high school math options • Parent Tracking of Student Grades Recorded
SUPPLEMENTAL RESOURCES	• Re-Teach • Re-Engage • Enrichment • Skills-Based • Tied to Diagnostic • Continuity with Grade level Model Progression and Manipulative Kits • Multiple Forms of Assessments • Artificial Intelligence tutoring
PRACTICAL RESOURCES	• Grade Level • Math Language Routines • Math Instructional Routines • Custom selection and ordering of textbooks (no bundles) • Vendor online enrichment and intervention resources • Vendor granting printer access • Performance Tasks • 4th Year of Math options and DLI Math ○ Effects hiring of teachers

ASSESSMENTS

- Multiple Opportunities to show proficiency
- SBAC Format alignment
- Aligned to District Progression
  - Diagnostic - Interim
- Formative and Summative Assessments

ASSESSMENTS FORMAT

- SBAC QUESTION FORMAT (9 types of questions)
  - Multiple Choice
    - Single Correct
    - Multiple Correct
  - Drag and Drop
  - Matching Table
    - True/False
    - Yes/No
  - Short Text Answer
  - Table Fill in
  - Graphing
  - Hot Spot
  - Equation/Numeric
  - Performance Task (short text answer)

Textbook Committees

Voting Committees

- Math Curriculum Committee (ES + Secondary)
- Principals
- Piloting Committee
  - Teachers
    - SPED
    - DLI

Informational Committees

- District Groups:
  - ELAC/DAAPAC/DLAC/Alianza Latina/ETC
- RUSD Certificated Teachers
- Science Curriculum Committee
- District Curriculum Council
- Parents

Discussion/Informational Items

- Math Program Needs Assessment
- Instructional Approach
  - Constructivist/Direct Instruction
  - Traditional and/or Integrated
- Priorities (Instructional Schema)
- Vertical Articulation (Coherence)
- PD: Push-in to schools or Pull-out to district
- Pilot Schools

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Footsteps to Freedom

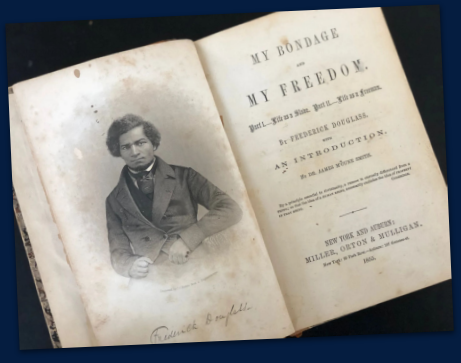


Presented to: **Board of Education**
Presented by: Jon Black
Associate Superintendent
Education Services

April 22, 2026

Overview

- What is Footsteps to Freedom?
- What is the importance of the trip?
- How long have we been participating?
- How many people have attended?
- How were staff chosen to participate this year?
- What is the post-trip plan?



Footsteps to Freedom

The Footsteps to Freedom Underground Railroad Experience is an eight-day immersive professional learning journey retracing the path of freedom seekers from Kentucky to Canada.

Participants visit key historical sites and museums including Maysville, Ripley, Oberlin, Detroit, Windsor, Buxton, and Niagara falls and engage in structured dialogue and reflection on leadership, justice, and community.

The tour is led by experienced conductors and subject matter experts.

Importance of the Trip

- Historical Empathy
- Fosters equitable, transformative change
- Contributes to thriving, inclusive, and united communities that embrace diversity
- Gain firsthand context for embedding inclusive curriculum
- Increase student belonging and school culture
- Cross-cultural leadership that advances districtwide unity and shared purpose



How long have we been participating?

Rialto USD started participating in 2017.

The District did not send any participants in 2021 and 2024.



How many people have attended from RUSD?

Approximately 50

How were staff chosen to participate this year?

- Analyzed African American student data.
- Identified 7 school sites: Dollahan, Kolb, Kordyak, Preston, Rialto HS, Rialto MS, Werner
- Principals & Education Services identified 3 or 4 staff members who have not previously attended from each site for a total of 27.
- 2 Special Services administrators



Post-Trip Plan

- Implement Culturally Responsive Leadership Shifts:
  - Curriculum
  - Student/Family Engagement
  - Discipline
- Present to other administrators & teachers
  - Strengthen parent partnerships
  - Strengthen Ethnic Studies, AP African American Studies, and other relevant courses
  - Contribute to Equity Plan



RESOLUTION NO. 25-26-33
RESOLUTION OF THE RIALTO UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2019-1
ESTABLISHING ANNUAL SPECIAL TAX FOR
FISCAL YEAR 2026-2027

WHEREAS, the Board of Education of the Rialto Unified School District, located in San Bernardino County ("County"), California (hereinafter referred to as the "Legislative Body"), has initiated proceedings, held a public hearing, conducted an election, and received a favorable vote from the qualified electors relating to the levy of a special tax in a community facilities district, all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California. This Community Facilities District shall hereinafter be referred to as the "District"; and,

WHEREAS, this Legislative Body by Ordinance, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of a special tax to pay for costs and expenses related to said District, and this Legislative Body is desirous to establish the specific rate of the special tax to be collected for the next fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

SECTION 1. That the above recitals are all true and correct.

SECTION 2. That the estimated maximum rate and amount of the special tax to be collected to pay for the costs and expenses for the next fiscal year (FY 2026-2027 for the referenced District is hereby determined and established as set forth in the attached, referenced, and incorporated Exhibit "A").

SECTION 3. That the rate as set forth herein does not exceed the amount as previously authorized by Ordinance of this Legislative Body and is not in excess of that as previously approved by the qualified electors of the District and is exempt from Section XIII D of the California State Constitution, which was enacted by the passage of Proposition 218.

SECTION 4. That the proceeds of the special tax shall be used to pay, in whole or in part, the costs of the following:

A. Payment of principal and interest on any outstanding authorized bonded indebtedness, if appropriate;

B. Necessary replenishment of bond reserve funds or other reserve funds, if appropriate;

C. Payment of costs and expenses of authorized public facilities;

D. Repayment of advances and loans, if appropriate; and,

E. Payment of District administrative costs.

The proceeds of the special taxes shall be used as set forth above and shall not be used for any other purpose.

SECTION 5. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and same procedure and sale in cases of any delinquency for ad valorem taxes, and the Tax Collector of the County is hereby authorized to deduct reasonable administrative costs incurred in collecting any said special tax.

SECTION 6. All monies above collected shall be paid into the District funds, including any bond fund and reserve fund.

SECTION 7. The Auditor of the County is hereby directed to enter in the next County assessment roll on which taxes will become due, opposite each lot or parcel of land effected in a space marked "public improvements, special tax" or by any other suitable designation, the installment of the special tax and for the exact rate and amount of said tax, reference is made to the attached Exhibit "A".

SECTION 8. The County Auditor shall then, at the close of the tax collection period, promptly render to this Agency a detailed report showing the amount and/or amounts of such special tax installments, interest, penalties, and percentages so collected and from what property collected and also provide a statement of any percentages retained for the expense of making any such collection.

APPROVED AND ADOPTED by the Governing Board of the Rialto Unified School District of San Bernardino County, at a regular meeting of the Board of Education held May 6, 2026, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

RIALTO UNIFIED SCHOOL DISTRICT

By: _____
Joseph W. Martinez
President, Board of Education

By: _____
Dr. Alejandro Álvarez
Secretary, Board of Education

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Board of Education of the Rialto Unified School District, at a public meeting of said Board held on May 6, 2026.

_____
Dakira R. Williams
Clerk, Board of Education
Rialto Unified School District

SUBMITTED/REVIEWED BY: Diane Romo

EXHIBIT "A"

RIALTO UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2019-1
Fiscal Year 2026 - 2027 Proposed Special Tax Rates

For Fiscal Year (FY) 2026-2027 the effective proposed special tax rates for each of the tax categories are as follows:

DEVELOPED PROPERTY			
LAND USE CLASS	**BUILDING SQUARE FOOTAGE**	**ASSIGNED ANNUAL SPECIAL TAX RATE**	**PROPOSED SPECIAL TAX RATE**
1	≤ 1,600 sq. ft.	$597.31	$597.30
2	1,601 – 1,800 sq. ft.	$616.84	$616.84
3	1,801 – 2,000 sq. ft.	$636.37	$636.36
4	2,001 – 2,200 sq. ft.	$693.80	$693.80
5	2,201 – 2,400 sq. ft.	$742.05	$742.04
6	2,401 – 2,600 sq. ft.	$771.91	$771.90
7	2,601 – 2,800 sq. ft.	$800.63	$800.62
8	2,801 – 3,000 sq. ft.	$844.28	$844.28
9	3,001 – 3,200 sq. ft.	$868.40	$868.40
10	> 3,200 sq. ft.	$892.52	$892.52

EXHIBIT "A"

RIALTO UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2019-1
Fiscal Year 2026 - 2027 Proposed Special Tax Rates

UNDEVELOPED PROPERTY AND PROVISIONAL UNDEVELOPED DEVELOPED PROPERTY		
ZONE	**MAXIMUM SPECIAL TAX RATE**	**PROPOSED SPECIAL TAX RATE**
1	$6,930.02 per Acre	$0.00 per Acre
2	$5,978.90 per Acre	$0.00 per Acre
3	$5,534.36 per Acre	$0.00 per Acre
4	$6,340.74 per Acre	$0.00 per Acre
5	$8,785.14 per Acre	$0.00 per Acre
6	$6,561.29 per Acre	$0.00 per Acre

RESOLUTION NO. 25-26-34
REMUNERATION

WHEREAS, the Governing Board of the Rialto Unified School District acknowledges that Board President, Joseph W. Martinez was excused from the Wednesday, April 22, 2026, regular meeting of the Board of Education;

AND WHEREAS, California Education Code §35120 and Rialto Unified School District Board Bylaw 9250 states that a school board member may be paid for any excused absence, by resolution duly adopted and included in its minutes;

THEREFORE, BE IT RESOLVED, that the Board of Education excuse the absence of Board President, Joseph W. Martinez, from the Wednesday, April 22, 2026, regular meeting of the Board of Education.

_____ _____
Edgar Montes, Board Vice President Date

_____ _____
Alejandro Álvarez, Ed.D., Board Secretary Date

SUBMITTED/REVIEWED BY: Alejandro Álvarez, Ed.D.

Beliefs

We believe that...

- Everyone has unique talent
- There is unlimited power in all of us
- All people have equal inherent worth
- Diversity is strength
- Each person deserves to be treated with respect
- High expectations lead to high achievement
- Risk is essential for success
- Common goals take priority over individual interest
- Integrity is critical to trust
- Honest conversation leads to understanding
- Music is the universal language
- A strong community serves all of its members
- Everyone has the ability to contribute to the good of the community

Parameters

- We will make all decisions in the best interest of students
- We will honor the worth and dignity of each person
- We will hold the highest expectations of everyone
- We will assert the unlimited potential of every student
- We will practice participatory decision-making throughout the district
- We will not allow the past to determine our future

Back Cover Pictures:

Top Photo: Eisenhower High School continues a legacy of distinguished excellence! Eisenhower High School Principal **Mrs. Kristal Henriquez-Pulido** was joined by Rialto Unified School District Superintendent **Dr. Alejandro Álvarez**, District and school leaders and members of the Board of Eduation in accepting the 2026 California Distinguished School award from State Superintendent of Public Instruction **Mr. Tony Thurmond** at the Disneyland Hotel ceremony on Friday, April 24, 2026. The prestigious honor recognizes exceptional student achievement and innovative programs, placing EHS among a select group of schools statewide.

Bottom Photo: Celebrating bilingual brilliance in the Rialto Unified School District! Promoting fifth-grade Dual Language Immersion (DLI) scholars were celebrated by the Rialto Unified School District community at the Wilmer Amina Carter High School gymnasium on Saturday, April 25, 2026. The milestone ceremony honored the academic dedication and cultural achievements of students from Boyd, Garcia, Kelley, and Morris Elementary Schools, recognizing their years of hard work in mastering two languages as they prepare to promote to middle school.


A CALIFORNIA DISTINGUISHED SCHOOL
CALIFORNIA
DISTINGUISHED
SCHOOL
2026

