CHULA VISTA ELEMENTARY SCHOOL DISTRICT

AGENDA

REGULAR MEETING – June 14, 2023
CLOSED SESSION – 2:00 P.M.
OPEN SESSION – 6 P.M.

BOARD OF EDUCATION

KATE BISHOP • DELIA DOMINGUEZ CERVANTES •
CESAR T. FERNANDEZ • FRANCISCO TAMAYO • LUCY UGARTE

EDUARDO REYES, ED.D.
SECRETARY/SUPERINTENDENT

THIS MEETING IS BEING RECORDED

In accordance with the Brown Act, all public Board meeting recordings are available for review for 30 days following the meeting, after which they are recycled. Audio recordings are available on the District website at www.cvesd.org.

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Persons wishing to address the Board of Education on any agenda item may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 to the start of the meeting. Telephone line opens one hour prior to the start of the meeting. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the Board of Education or District staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code Section 54954.3. Speakers must limit remarks to three minutes (generally, statements of 390 words may be spoken out loud within three minutes) and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. The meeting will also be livestreamed. For access to the livestream, please click here (English) and click here (Spanish) or on the links at the bottom of this page.

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

In compliance with Government Code Section 54957.5, nonexempt writings that are distributed to a majority or all of the Board of Education in advance of a meeting may be reviewed on our website by clicking on the following link:
http://cvesd.org/board_of_education/board_meetings.

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EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District prohibits discrimination, harassment, intimidation and bullying based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics in any program, practice or activity it conducts. The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable State and Federal laws and regulations. Any individual who believes they have been a victim of unlawful discrimination in employment, contracting or in an education program or activity may file a formal complaint.

To watch the livestream of the Regular Board Meeting click on the link below or cut and paste it into your browser:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_NDVhZTMzZjctODg0NS00OTNmLTkzN2MtNzEyMTE3ZDhjOGJl%40thread.v2/0?context=%7B%22Tid%22%3A%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2C%22Oid%22%3A%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2C%22IsBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

To watch the livestream of the Regular Board Meeting in Spanish click on the link below or cut and paste it into your browser:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDVmZjVjNWQtZjAzZS00OTNhLTk0ZTItNGRjYTc0M2M1MjVm%40thread.v2/0?context=%7B%22Tid%22%3A%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2C%22Oid%22%3A%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2C%22IsBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

84 EAST "J" STREET • CHULA VISTA, CALIFORNIA 91910 • (619) 425-9600
EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

AGENDA
BOARD OF EDUCATION

Regular Meeting – June 14, 2023
Closed Session – 2:00 P.M.
Open Session – 6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

B. Roll Call

Members Present:
Members Absent:
Others Present:

2. APPROVE AGENDA (Action)

Approve Agenda

Motion:_____, Second:_____, Vote:_____

3. ORAL COMMUNICATIONS ON CLOSED SESSION ITEMS

Oral Communications on Closed Session Items

The Oral Communications section provides the public with an opportunity to address the Board on closed session items only. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Telephone line opens one hour prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

Closed Session

4. ADMINISTRATIVE ACTION ITEMS

A. Approve New Certificated Management Job Description of Executive Director of Human Resources, Teacher Residency and Charter Schools, on the 223-Workday Management Salary Schedule

5. ADJOURN TO CLOSED SESSION

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees; Administrators Association of Chula Vista (AACV)

Government Code Section 54957: Public Employee Discipline/ Dismissal/Release

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2023010509

Government Code Section 54957: Public Employee Performance Evaluation - Superintendent

Government Code Section 54957: Public Employee Appointment/ Employment:

Title:

- Area Assistant Superintendent
- Director of Attendance and Welfare
- Executive Director of Human Resources, Teacher Residency & Charter Schools
- Principal, Liberty Elementary School Principal
- Principal, Thurgood Marshall Elementary School
- Principal, John. J. Montgomery Elementary School
- Principal, Saburo Muraoka Elementary School

6. RECONVENE TO OPEN SESSION

Reconvene to Open Session

A. Call to Order

B. Roll Call
Members Present:
Members Absent:
Others Present:

C. Pledge of Allegiance

7. APPROVE AGENDA (Action)

Approve Agenda

Motion:_____, Second:_____, Vote:_____

8. SPECIAL RECOGNITION, AWARDS, AND HONORS *Special Recognition/ Awards, Honors*

A. Presentation of Newly Hired and Promoted Employees

B. Recognition of Health Station for Honorable Mention for the 2023 Classroom of the Future Foundation Inspire Award

C. Recognition of Exemplary Service in Parent Teacher Association

9 COMMUNICATIONS TO THE BOARD OF EDUCATION *Communications to the Board*

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

10. ORAL COMMUNICATIONS *Oral Communications*

The Oral Communications section provides the public with an opportunity to address the Board on non-agenda items. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Telephone line opens one hour prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

11. ORAL PRESENTATIONS AND WRITTEN REPORTS *Oral Presentations/ Written Reports*

A. District Safety/Health Update

B. Report on Results of California School Dashboard Local Indicators

C. Community Schools Presentation Report

12. APPROVE CONSENT CALENDAR (Action) *Consent Calendar*

The following items listed under Consent Calendar are considered by the Board in one action. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Regular Meeting May 24, 2023, and Special Meeting May 31, 2023

B. Approve Superintendent's Evaluation for the 2022-2023 School Year

C. Approve and/or Ratify Human Resources Items A Through K

D. Authorize the Assistant Superintendent for Human Resources Services and Support to Execute Agreements with Universities and Colleges for Administrative Services and Dietician Internships; Counselor, Social Worker, Speech Pathologist, and Psychologist Internships/Practicums; Student Nursing Programs; and Student Teaching for the 2023-24 School Year

E. Authorize the Possible Employment of Limited-Term Management Employees for the 2023-24 School Year

F. Approve Memorandum of Understanding with National University Teacher Quality Partnership Grant

G. Approve Purchase of Cyber/Privacy Liability Policy from Ascot Specialty Insurance Company for a Policy Period of July 1, 2023, Through June 30, 2024

H. Approve Purchase of Excess Workers' Compensation Policy from Star Insurance Company Underwriters for the Period of July 1, 2023, Through June 30, 2024

I. Approve Agreements with the San Diego County Office of Education for:

   (1) Participation in the Outdoor Education Program for the Period of July 1, 2023, Through June 30, 2024; and

   (2) Participation in the Science Outreach Program for the Period of July 1, 2023, Through June 30, 2024

J. Approve Agreement with the YMCA of San Diego County for Participation in the Outdoor Education Program for the Period of July 1, 2023, Through June 30, 2024

K. Approve Agreement with Sweetwater Authority for Use of the Assembly Room at the Richard A. Reynolds Groundwater Desalination Facility for the Period of July 1, 2023, Through June 30, 2024

L. Approve Memorandum of Agreement with the South Bay Family YMCA for the Dynamic Afterschool Hours/Junior Academy Program and Chula Vista Elementary School District for the Period of July 19, 2023, Through June 30, 2024

M. Approve and/or Ratify Agreement with Curriculum Associates for the i-Ready® Personalized Math Online Instruction and Diagnostic Assessment, for the Period of July 1, 2023, Through June 30, 2024

N. Adopt Resolution for Purchase of i-Ready® Curriculum for Mae L. Feaster Charter School Through Curriculum Associates

O. Adopt Resolution for Purchase of Benchmark Education Curriculum by Mae L. Feaster Charter School

P. Approve Memorandum of Understanding with Jewish Family Service Positive Parenting Program, for the 2023-24 School Year

Q. Ratify Memorandum of Understanding with Children's Primary Dental Care, for the period of April 2023 Through April 2024

R. Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank for the Food 4 Kids Backpack Program, for the 2023-24 School Year

S. Ratify School Plans for Student Achievement for Ella B. Allen, Joseph Casillas, Chula Vista Hills, Clear View, EastLake, Olympic View, Parkview, Sunnyside, Burton C. Tiffany, and Valley Vista Elementary Schools Operating Title I Schoolwide Program, for the 2022-23 School Year

T. Approve Single Plans for Student Achievement, for the 2023-24 School Year

U. Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds, for the 2023-24 School Year

V. Approve Nonpublic, Nonsectarian School Master Contracts with ACES Academy, Aseltine School, Banyan Tree Compass Academy, Community School of San Diego, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, Stein Center, and Winston School for Special Education and Related Services for Individuals with Exceptional Needs, for the 2023-24 School Year

W. Approve Nonpublic, Nonsectarian Individual Services Agreements, for the 2023-24 School Year with:

(1) ACES Academy for Students Nos. 114395 and 307621;

(2) Aseltine School for Students Nos. 273712 and 307708;

(3) Sierra School of San Diego for Student No. 308237; and

(4) The Institute for Effective Education for Student No. 306358

X. Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs, for the 2023-24 School Year

Y. Approve Flying the Juneteenth Flag In Place of the Progress Flag on June 19, 2023 at Chula Vista Elementary School District's Education Support and Services Center

Z. Adopt Resolution Approving the Chula Vista Elementary School District's 2023-24 Estimated Education Protection Account Expenditures

AA. Approve Award of Bid No. 22/23 - 7 to W2W Sport, to Provide and Install Artificial Turf in the Large Playground Surface Area for Robert L. Mueller Charter School in the Amount of $58,513, for the Period of June 15, 2023, Through Completion of Project

BB. Approve Renewal of Customer Agreement with Frontline Technologies Group, LLC, dba Frontline Education in the Amount of $20,914.49 for Absence Management and Substitute Placement Services, for the Period of July 1, 2023, Through June 30, 2024

CC. Adopt Resolution Authorizing Utilization of the Hawthorne School District RFP No. FS21-22-1, Distribution of Frozen, Refrigerated, Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies with Gold Star Foods, Driftwood Dairy, Inc. and P & R Paper Supply Company, Inc., for the Period of July 1, 2023, Through June 30, 2024

DD. Approve Renewal of Contract with PowerSchool Group, LLC, in the Amount of $332,528.04 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications, Enterprise Management Service, and Unified Admin *BusinessPlus PunchOut* M&S, for the Period of July 1, 2023, Through June 30, 2024

EE. Approve Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program for the Period of July 1, 2023, Through June 30, 2024

FF. Authorize Staff to Solicit Recommendations for Name of Elementary School Site in Otay Ranch Village 2, Site 2, During the Period of June 15, 2023, Through July 14, 2023

GG. Adopt Resolution Authorizing Utilization of the State of California, Department of Technology's Category 19 CALNET Cellular Voice and Data Services Contract, Subcategory 19.1 with Cellco Partnership d/b/a Verizon Wireless, for the Period of July 1, 2023, Through June 30, 2025

HH. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through May 31, 2023

II. Approve/Ratify Inservice/Travel Requests

13. PUBLIC HEARINGS

Public Hearings

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items must complete a "Request to Be Heard" card and submit it to the Recording Secretary start of the meeting or call 619-679-9001 prior to the start of the meeting. Telephone line opens one hour prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for input on each public hearing item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

A. (1) Conduct Public Hearing to Perform Specified Service for the Period of July 1, 2023 Through June 30, 2024; and

(2) Adopt Resolution Regarding Short-Term Classified Employee

Motion:_____, Second:_____, Vote:_____

B. (1) Conduct Public Hearing to Perform Specified Service for the Period of June 20, 2023, Through September 29, 2023; and

(2) Adopt Resolution Regarding Short-Term Classified Employee

Motion:_____, Second:_____, Vote:_____

C. (1) Conduct Public Hearing Regarding New Fee Schedule for Use of District Facilities; and

(2) Approve New Fee Schedule for Use of District Facilities Effective July 1, 2023

Motion:_____, Second:_____, Vote:_____

14. ADMINISTRATIVE ACTION ITEMS *Administrative Action Items*

A. Approve Renewal of the Superintendent's Contract

Motion:_____, Second:_____, Vote:_____

B. Approve Renewal of the Assistant Superintendents' Contracts

Motion:_____, Second:_____, Vote:_____

C. Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2023-24 School Year

Motion:_____, Second:_____, Vote:_____

D. (1) Receive Annual Report of the Chula Vista Elementary School District Independent Citizens Oversight Committee; and

(2) Receive and File 2021-22 Measure VV and Measure M Building Fund General Obligation Bond Financial and Compliance Audit

Motion:_____, Second:_____, Vote:_____

E. Adopt 2023-24 Proposed Budget of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

F. Review Criteria and Standards for 2023-24 Budget and Authorize the Superintendent to Sign Certification

Motion:_____, Second:_____, Vote:_____

15. FIRST AND SECOND READINGS, BOARD POLICIES, ADMINISTRATIVE REGULATIONS, AND BOARD BYLAWS *First and Second Readings*

None.

16. GENERAL INFORMATION ITEMS/REPORTS *Information Items/Reports*

A. Report Calendar to Board of Education

17. BOARD COMMUNICATIONS *Board Communications*

18. SUPERINTENDENT'S COMMUNICATION *Supt's Communication*

19. ADJOURNMENT *Adjournment*

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, JULY 12, 2023, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve New Certificated Management Job Description of Executive Director of Human Resources, Teacher Residency and Charter Schools, on the 223-Workday Management Salary Schedule

_____Action **_____X____Information**

BACKGROUND INFORMATION:

To better support the District, the new job description of the Executive Director of Human Resources, Teacher Residency and Charter Schools is to provide oversight and effective implementation of the Teacher Residency Program, and coordinates the programs of recruitment, medical examinations, testing, performance evaluation, employee discipline and counseling, credentials, and contract management for employees; and is committed to teamwork, collaboration, and cross-training job functions to provide optimum services for students, staff, and community along with general support in all Human Resources functions.

Under the direction from the Assistant Superintendent of Human Resources Services and Support, this role will include faculty seminar planning and instruction, facilitating regular mentor collaboration and professional development, collaborating on curriculum development; providing individual coaching to support and create a robust and excellent pipeline of future educators. Additional responsibilities will include being the District representative with charter schools and attending the regular charter school joint meetings.

The new certificated management job description of Executive Director of Human Resources, Teacher Residency and Charter Schools will be placed on Management Salary Schedule, yearly salary $179,127.43 - $186,400.72 on the 223-Workday.

ADDITIONAL DATA:

This position will support the additional work required for the Advancing Student Progress through an Innovative Residency Experience (ASPIRE) program with the National University grant.

FISCAL IMPACT/FUNDING SOURCE:

The estimated salary and benefit costs for 1.0 FTE Executive Director of Human Resources, Teacher Residency and Charter Schools position on the 223-Workday year calendar and the salary will be paid from the general fund. Additional $20,000 will come from National University reducing the current cost of the position. Net cost of <$10,893.45>.

STAFF RECOMMENDATION:

Recommend approval.

MANAGEMENT JOB DESCRIPTION

EXECUTIVE DIRECTOR OF HUMAN RESOURCES, TEACHER RESIDENCY AND CHARTER SCHOOLS

JOB SUMMARY:

Under administrative direction from the Assistant Superintendent for Human Resources Services and Support, coordinates the programs of recruitment, medical examinations, testing, performance evaluation, employee discipline and counseling, credentials, and contract management for employees; and is committed to teamwork, collaboration, and cross-training job functions to provide optimum services for students, staff, and community along with general support in all Human Resources functions. The job of the Executive Director position is to provide oversight and effective implementation of the Teacher Residency Program. This role will include faculty seminar planning and instruction, facilitating regular mentor collaboration and professional development, collaborating on curriculum development; providing individual coaching to support and create a robust and excellent pipeline of future educators. Additional responsibilities will include being the district representative with charter schools and attending the regular charter school joint meeting.

ESSENTIAL JOB FUNCTIONS:

- Commits to District's Vision and Values including quality staffing.
- Plans, develops, and implements the District's employment programs, including, but not limited to: recruitment, personnel recommendations, and assignments; performance evaluations; salary schedule placement; exit interviews; data-driven reports; surveys; staff development and professional growth; online employment application process; and medical examinations for applicants and employees.
- Assists supervisors with employee-related issues and concerns.
- Assists employees regarding work problems.
- Provides technical personnel support to all District sites and departments.
- Provides administrative and technical staff assistance to Assistant Superintendent of Human Resources.
- Assists in determining site certificated staffing needs based on student enrollment and current staffing allocation.
- Coordinates the screening, interviewing, and employment of personnel; prepares postings for open positions; interviews and screens applicants; assists applicants regarding questions about positions; and refers applicants to sites for interviews.

- Directs the preparation of recommendations for employment, transfers, leaves of absence, resignations, and retirements or terminations of personnel.
- Supervises and evaluates Human Resources staff as assigned.
- Monitors assignments of teachers to ensure compliance with credential requirements and supervises work on credential applications.
- Assists with the annual evaluation of staff; and monitors and participates in employee discipline.
- Directs and supervises the assignment of substitutes to positions within the District.
- Selects, supervises, trains, and evaluates assigned staff.
- Monitors program and site compliance with pertinent rules, regulations, and laws regarding employment; and assists in ensuring the District's Affirmative Action Program is carried out.
- Represents the District at meetings and conferences related to employment and prepares, presents, and assists with reports concerning personnel and other correspondence.
- Serves on various District committees to support all divisions and sites.
- Utilizes high-tech procedures for application process and reports.
- Provides coaching, support, and professional development to principals, teachers, and staff.
- Oversees policies and procedures to ensure effective and efficient management controls a Charter schools.
- Charter School liaison with CVESD to keep Superintendent and CVESD Governing Board informed on Charter School Business
- Regular communication with Charter School and participates in Charter School renewal process.
- Leads the overall vision, management and execution of the residency, serves as a key collaborator and partner with supporting university, and guides mentor and resident development.
- Supervise, manage and support Teacher Residents through the Residency year.
- Design and facilitate group professional learning for all mentors and provide on-going coaching and support.
- Support and collaborate with site principals who work with Teacher Residents.
- Lead site visits that foster Resident and Mentor growth.
- Oversees and monitors resident progress around course requirements, degree and credential requirements and works collaborative with respective university(ies) to ensure Residents are supported and on track for graduation.
- Collaborate with District leadership and respective university to recruit, select, and match resident/mentor cohort each year.

- Travel as necessary
- Performs other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Administrative credential required.
- Master's Degree or higher.
- 5 or more years of experience and success in related roles. Experience as school principal preferred.

Knowledge, Skills, and Abilities:

- Highly knowledgeable and experienced with research-based culturally responsive school leadership practices and equity-driven leadership.
- Demonstrated leadership and project management skills (planning, coordinating, implementing, and evaluating).
- Successful experience in planning, providing, and/or facilitating professional development and school improvement activities.
- Experience and demonstrated success with evidence-based decision making.
- Ability to work collaboratively with various groups to gain consensus related to project implementation.
- Demonstrated strong interpersonal skills and positive working relationships with individuals, teams, and stakeholder groups at all levels of the organization.
- Deep understanding of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.
- Demonstration of effective professional practices in teacher and learning, scholarship and service.
- Experienced in supporting highly effective and new teachers.
- Deep knowledge of curriculum, instruction and adult learning.
- Ability to work in ambiguous, complex and rapidly changing environments.
- Experience using the California Standards for the Teaching Profession.
- Demonstrated excellent oral and written communication skills.
- Ability to work independently with limited direct supervision, and to adhere to schedules and timelines.
- Ability to use Microsoft Office tools to facilitate organization, communication, presentations, and data analysis.

BOARD APPROVED:06/14/23
REVISION DATES:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Presentation of Newly Hired and Promoted Employees

_____Action **____X____Information**

BACKGROUND INFORMATION:

Tonight, Human Resources Assistant Superintentdent will announce newly hired and promoted employees.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Health Station for Honorable Mention for the 2023 Classroom of the Future Foundation Inspire Award

_____Action **___X___Information**

BACKGROUND INFORMATION:

The Classroom of the Future Foundation (CFF) inspires, supports, and recognizes educational innovation in San Diego County schools by partnering with education, business, and community leaders. At their annual Innovation in Education Awards, they recognize programs for their ability to get students excited about learning and enhance learning outcomes through effective use of teachnology. CFF recognizes these programs through their Inspire, Innovate, Achieve, and Impact awards. Recently, at their annual event, they recognized the District's Health Station (HeS) with an Honorable Mention for the Inspire Award. The Inspire Award is given to programs that inspire, excite, motivate, spark, and or influence teachers to teach and students to learn through exceptional, unprecedented or extraordinary programs.

ADDITIONAL DATA:

In partnership with the City of Chula Vista and the Chula Vista Elite Athlete Training Center (CVEATC), the HeS experience gives Grade 4 students the opportunity to explore their strengths and interests and align them with potential careers in the health sciences and beyond. While at the HeS, students tour the CVEATC and participate in engaging, hands-on career exploration activities to help them better understand their interests and how to lead a healthy lifestyle and achieve moderate to vigorous levels of physical activity.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge HeS Teacher Ricardo Ramirez with a Certificate of Recognition.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Recognition of Exemplary Service in Parent Teacher Association

_____Action ____X____Information

BACKGROUND INFORMATION:

The Chula Vista Elementary Council of Parent Teacher Associations (PTA) has been an incubator of higher leadership in the PTA hierarchy for many years. District wishes to recognize four outstanding individuals.

ADDITIONAL DATA:

Carol Green, a Chula Vista resident and former President of Chula Vista Council of PTAs (2006-2008), is completing two years as President of the California State PTA as of June 30, 2023.

Retiring from the Ninth District PTA, which serves San Diego and Imperial Counties, after 30+ years of service in PTAs, including many years on the Chula Vista Elementary Council of PTA's Executive Board:

- Danielle Montijo
- Javier Montijo
- Mary Anne Tang

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will present Certificates of Recognition to these distinguished individuals.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Results of California School Dashboard Local Indicators

_____Action ____X____Information

BACKGROUND INFORMATION:

The California School Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement. For Local Control Federal Funding priorities where data is not collected at the state level, LEAs will measure and report to the California Department of Education on their progress through the Dashboard based on locally collected data. Local Indicators on the California Dashboard are measured in Priority 1, Priority 2, Priority 3, Priority 6 and Priority 7. Results of Local Indicators in those five priority areas are as follows:

- **Priority 1: Basic Services and Conditions- Criteria: Met**

  LEA annually measures its progress in meeting the *Williams* settlement requirements at 100 percent of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board, stakeholders, and the public through the evaluation rubrics.

- **Priority 2: Implementation of State Academic Standards. Criteria: Met**

  LEA annually measures its progress implementing state academic standards and reports the results to its local governing board, stakeholders, and to the public through the evaluation rubrics.

- **Priority 3: Parent Engagement. Criteria: Met**

  LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and

reports the results to its local governing board, stakeholders, and the public through the evaluation rubrics.

- **Priority 6: School Climate. Criteria: Met**

  LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span that the LEA serves, and reports the results to its local governing board, stakeholders, and the public through a narrative summary.

- **Priority 7: Access to a Broad Course of Study. Criteria: Met**

  LEA annually measure its progress in whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, reports to the results to its governing board, stakeholders, and the public through a narrative summary.

The District has met the California School Dashboard criteria in all five of the Local Indicator priority areas.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Area Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Community Schools Presentation Report

_____Action **____X____Information**

BACKGROUND INFORMATION:

This presentation will focus on the collaborative work between Chula Vista Educators (CVE) and Chula Vista Elementary School District (CVESD) in a Community Schools District Steering Committee to open the first two Community Schools at Harborside and Palomar Elementary Schools.

ADDITIONAL DATA:

Tonight, Dr. Lisa Forehand, Senior Director, Rosi Martinez, CVE President, Tom Perez-Chica, CVE Vice-President, and Joshua Kohler, Community School Coordinator, will present a report on the collaborative work of the Community Schools District Steering Committee. The work includes a history of the timeline, the progress of Community Schools thus far, and plans moving forward. The Community Implementation Grant was awarded from the California Department of Education (CDE) in the amount of $2,612.500 over five years.

Additional information is available for review in the office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

MINUTES
BOARD OF EDUCATION

Regular Meeting – May 24, 2023
Closed Session – 3 P.M.
Open Session – 6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES

Opening Procedures

Vice President Tamayo called the meeting to order at 3:07 P.M.

A. Roll Call

Members Present:
Mr. Francisco Tamayo, Vice President
Mr. Cesar T. Fernandez, Clerk
Ms. Kate Bishop, Member
Ms. Delia Dominguez Cervantes, Member

Members Absent:
Ms. Lucy Ugarte, President

Others Present:
Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Ms. Sharon Casey, Asst. Supt. Student Services
Ms. Jessica Morales, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt. Human Resources
Ms. Rochelle Caroll, Executive Director of Curriculum and Instruction Services and Support
Ms. Giovanna Castro, Communications Officer
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager

Agenda Item 12.A.
June 14, 2023

UNADOPTED

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS ON CLOSED SESSION ITEMS *Oral Communications on Closed Session Items*

The Oral Communications section provides the public with an opportunity to address the Board on closed session items only. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

No speakers.

4. ADJOURN TO CLOSED SESSION *Closed Session*

Vice President Tamayo adjourned to closed session at 3:10 P.M. in accordance with the following:

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees; Administrators Association of Chula Vista (AACV)

Government Code Section 54957: Public Employee Discipline/ Dismissal/Release

- Employee No. 2010923981

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2023040868

Government Code Section 54957: Public Employee Performance Evaluation - Superintendent

Government Code Section 54957: Public Employee Appointment/ Employment:

Title:

- Principal, Arroyo Vista
- Principal, Veterans
- Director of Expanded Learning Opportunities Program (ELOP)
- Director of Innovation – Instructional Services

UNADOPTED

5. RECONVENE TO OPEN SESSION

Reconvene to Open Session

Vice President Tamayo reconvened to open session at 6:10 P.M.

Clerk Fernandez announced that in closed session the Board:

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2023040868

Unanimously approved the Settlement Agreement of Case No. 2023040868

Motion: BISHOP, Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Government Code Section 54957: Public Employee Discipline/ Dismissal/Release

Unanimously approved dismissal of Employee No. 2010923981.

Motion: FERNANDEZ, Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Government Code Section 54957: Public Employee Appointment/ Employment:

Appointed Mary-Margaret Landers as Principal, Arroyo Vista Charter.

Ms. Landers thanked the Board, Superintendent, and Executive Cabinet for the being selected and given the opportunity to serve the Arroyo Vista Charter community.

Motion: BISHOP, Second: TAMAYO
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Appointed Erika Gregg as Principal, Veterans.

Ms. Gregg thanked the Board, Superintendent, and Executive Cabinet for the being selected and given the opportunity to serve the Veterans community.

Motion: FERNANDEZ, Second: BISHOP
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

UNADOPTED

Appointed Omar Calleros as Director of Expanded Learning Opportunities Program (ELOP).

Mr. Calleros expressed his appreciation for being selected and looks forward to serving children and parents of the District.

Motion: BISHOP, Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Appointed Michael Bruder as Director of Innovation – Instructional Services.

Mr. Bruder expressed his gratitude for being selected and looks forward to leading the work of innovation across the District.

Motion: FERNANDEZ, Second: BISHOP
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

A. Call to Order

Vice President Tamayo reconvened to open session at 6:18 P.M.

B. Roll Call

Members Present:

Mr. Francisco Tamayo, Vice President
Mr. Cesar T. Fernandez, Clerk
Ms. Kate Bishop, Member
Ms. Delia Dominguez Cervantes, Member

Members Absent:

Ms. Lucy Ugarte, President

Others Present:

Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Ms. Sharon Casey, Asst. Supt. Student Services
Ms. Jessica Morales, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt. Human Resources
Ms. Rochelle Caroll, Executive Director of Curriculum and Instruction Services and Support
Ms. Giovanna Castro, Communications Officer
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager

UNADOPTED

C. Pledge of Allegiance

Vice President Tamayo asked Ms. Carroll to led the Pledge of Allegiance

6. APPROVE AGENDA (Action) *Approve Agenda*

Member Bishop motioned to move Items 7.F. through 7.J. prior to Item 7.A. to honor children and get them home early. Additionally, move Consent Item 11.M. to after Item 7 Special Recognitions.

Member Dominguez Cervantes opposed moving Item 11.M. and prefers to move it instead to after Item 9. Oral Communications. Board Member Bishop amended her motion as stated by Member Dominguez Cervantes.

(The items referenced above were discussed out of the numbering sequence of the agenda. The meeting minutes will remain in the numbering sequence.)

Motion: BISHOP, Second: DOMNGUEZ CERVANTES, Vote: UNANIMOUS

7. SPECIAL RECOGNITION, AWARDS, AND HONORS *Special Recognition/ Awards, Honors*

A. Presentation of Newly Hired and Promoted Employees

Assistant Superintendent of Human Resources Mr. Jason Romero announced promoted employees and added it gives great pride to be able to promote employees who have grown with the District.

B. Recognition of Chula Vista Elementary School District Staff

Dr. Reyes recognized Lauderbach Principal Dr. Melody Belcher for 32 years of distinguished service, leadership, and dedication in education. Dr. Belcher will be retiring this June.

Board Members presented a Certificate of Recognition to Dr. Belcher and commended her commitment and service to education.

C. Recognition of 2022-23 School Site Classified Employees and District Classified Employee of the Year

The District reintroduced the process for District Classified Employee of the Year for the 2022-23 school year in appreciation of their work and commitment. A total of 27 schools submitted nominations. Nominees were selected in accordance with criteria as outlined by the San Diego County Office of Education's Classified Employee of the Year Program.

A selection committee selected Planning and Facilities Technician Socorro Fisher as the District Classified Employee of the year. Ms. Fisher has been enrolled in the San Diego County Classified

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Employee of the Year Program, which only allows for one classified candidate per District.

Board Members and CVCEO President presented the employees with a Certificate of Recognition and thanked them for their dedication and commitment to the District and community.

D. Recognition of 2022-23 District Teachers of the Year

Area Assistant Superintendent of Instructional Services and Support Ms. Jessica Morales shared that the District reintroduced the process for District Teacher of the Year for having some of the most innovative, creative, and successful teachers in San Diego County.

A total of 27 schools submitted nominations which were evaluated in the areas of Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Students' Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Students for Learning; Developing as a Professional Educator; Written Communication; Verbal Communication; Cultural, Socioeconomic, and Ethnicity Sensitivity; and Attitude, Initiative, and Cooperation.

The three Teachers of the Year below will represent the District at the San Diego County Office of Education County Teacher of the Year process.

- Melissa Showman, Grade 3 Teacher, Myrtle S. Finney Elementary
- Anika Ito, Resource Specialist Teacher, Fred H. Rohr Elementary
- Erin Marmion, Grade 5 Teacher, Wolf Canyon Elementary

Board Members and CVE President presented the employees with a Certificate of Recognition and thanked them for their dedication and commitment to the District and community.

E. Recognition of the Chula Vista Elementary School District Being Named a 2023 National Association of Music Merchants Best Community for Music Education and California Music Educators Association's 2023 CMEA Outstanding Music Educator from the Southern Border Section and State of California Recipient

For six years in a row, the National Association of Music Merchants (NAMM) Foundation designated the Chula Vista Elementary School District as a Best Community for Music Education for its funding, music class participation, instruction time, facilities, support for the music program, and community music-making programs.

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Ms. Jessica Morales announced Wolf Canyon VAPA Music Teacher Lowri Casimiro, recently named the California Music Educators Association's (CMEA) 2023 CMEA Outstanding Music Educator from the Southern Border Section, as well as the state of California. Ms. Casimiro has been instrumental in creating the music programs at Wolf Canyon, and outside of school is a Conductor with the San Diego Youth Symphony.

Board Members presented Certificates of Recognition to VAPA Coordinator Marc Keehmer who accepted on behalf of the District and to Ms. Lowri Casimiro.

F. Recognition of 41st Annual Greater San Diego Reading Association Literacy Leader Award Recipients

The GSDRA annually celebrates the endeavors of educators and community members who have made significant contributions in the areas of reading and language arts. Each district selects individuals who meet the criteria of excellence in teaching and promoting literacy. Ms. Rochelle Carroll introduced Multi-Tiered System of Supports-Reading (MTSS-R) Coaches Hind Falconer and Karen Lee for being outstanding literacy leaders. They were presented with an Award of Excellence at the annual "Celebration of Literacy Leaders" held on May 13, 2023, at the Handlery Hotel in San Diego.

Board Members presented Certificates of Recognition to the coaches and thanked them for their ongoing support.

G. Recognition of Rosebank Elementary School Student Nathan Sevilla

Dr. Reyes introduced Rosebank Elementary Grade 6 Student Nathan Sevilla, an accomplished pianist and well-rounded student. Nathan's passion for music shines through, reminding everyone of the transformative power that art brings to the world. He performed in the Board Room before the start of the Board of Education meeting.

Board Members presented Nicolas with a Certificate of Recognition thanked him for his performance and commended his talent.

H. Recognition of Chula Vista Safety Patrol Colonel and Lieutenant Colonels

The CVPD Safety Patrol Program panel interviews all the Majors and selects one to be promoted to the rank of Colonel and several to the rank of Lieutenant Colonel. Fourteen schools participated in the Colonel/Lieutenant Colonel promotion. Ms. Carroll introduced Fahari L. Jeffers Student Cadance Hall promoted to the rank of Colonel. Enrique S. Camarena Student Titus Aquino, Saburo Muraoka

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Student Aubrey McMillian, and Salt Creek Student Radhika Patel promoted to the rank of Lieutenant Colonel.

Board Members presented Certificates of Recognition to the students and commended them for their dedication and leadership.

I. Recognition of the 24® Game (Math 24) Challenge Grade Four Champions in Chula Vista Elementary School District

Math 24 is a tournament-style competition, where students compete using addition, subtraction, multiplication, or division to develop solutions to problems that equal 24 and expands strategic thinking and adaptive reasoning abilities, laying the groundwork for higher-order math skills such as Computational Thinking.

The first in-person Math 24 Challenge in the District took place on April 29, 2023. Ms. Carroll proudly introduced overall Math 24 Challenge student winner Eli Lee, Grade 4, from Wolf Canyon. She announced the winning school team from Wolf Canyon, coached by teachers Ron Marcus and Jennifer Randolph, and the runner up team from Mae L. Feaster Charter, coached by teacher Ruben Samaniego.

Board Members presented Certificates of Recognition to the students and commended them for their brilliance and academic success.

J. Recognition of District Students for Seven and Nine Years of Perfect Attendance

Deputy Superintendent Oscar Esquivel announced six students who achieved perfect attendance for seven consecutive years, from Kindergarten through Grade 6.

- Jason Alex Abercrombie, Chula Vista Hills Elementary
- Uhriel Romo Leon, Chula Vista Hills Elementary
- Alanis Isabelle Leal, Mae L. Feaster Charter School
- Penelope Go Burgos, Anne & William Hedenkamp Elementary
- Emma Taylor Valcazar, Otay Elementary
- Xavier Romero-Alanzo Barrios, Sunnyside Elementary

Mr. Esquivel also acknowledged one student who achieved perfect attendance for nine consecutive years, from Kindergarten through Grade 8.

- Jancarlo Vazquez, Chula Vista Learning Community Charter School

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Board Members presented Certificates of Recognition to the students and commended them and their parents for their commitment and extraordinary efforts for perfect attendance.

Vice President Tamayo requested a break at 8:14 P.M. and meeting reconvened at 8:24 P.M.

8. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization

President Angela Reed reflected on the importance of Classified Staff Appreciation. Classified employees are on the front lines and in the background. She believes they build the foundation for our schools to succeed. Transportation staff get students where they need to be. Facilities and custodial staff ensure sanitation, maintenance, and structure of the schools. Office staff tend to student, parent, community, and staff needs. IT staff maintain support for students and staff. Contributions of these and many more classified staff culminate and empower each site to see the needs of every student.

Tonight, she asked to reflect on the many contributions of all classified personnel and extend it beyond this week. She pleads for equity in salary, and professional development, and that they are treated fairly and respected.

B. Chula Vista Educators

President Rosi Martinez congratulated classified employees of the year, and District teachers of the year. They are a role models of great work across the district.

There have been many challenges as well as many accomplishments and recognized the efforts by the parents, classified, certificated, administrators, Board, District leaders, community, and CVE members. She publicly thanked Rochelle Carroll, Jessica Morales, Sharon Casey, Dr. Lisa Forehand, Lani Perez, Dr. Reyes, Jason Romero, and Trustees.

While most are on summer break, the bargaining Teams will be working to renegotiate contracts. There are 18 Articles open for negotiation. Ms. Martinez expressed the needs of those working closely with students to fair compensation, access to good health benefits, appropriate evaluation process, fair transfer rights, safe workplace, and commitment to Community Schools.

C. Administrators Association of Chula Vista

President Theresa Corona shared that May marks the one-year anniversary for the formation of the Administrators Association of

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Chula Vista (AACV) union. Monthly meetings have been held with the Superintendent and he has been very supportive.

One of today's agenda items is AACV's initial proposal for bargaining. She feels it is reasonable, reflects the needs of its members, and supports student learning.

9. ORAL COMMUNICATIONS

Oral Communications

The Oral Communications section provides the public with an opportunity to address the Board on non-agenda items. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

There were 22 speakers. Board consensus to allot one minute to each speaker.

- Jacqueline Gonzalez (Call-In), Vista Square parent shared getting 2021-22 flashbacks when she reviewed items on the agenda.
- Student Sofia Garcia requested to establish a girls' basketball division in the District and gifted the Board a basketball autographed by the girls on the team.
- Barbara Zacharias addressed Member Bishop's profile on the District website and her priority statement on the 2020 Voter's Edge website.
- Rosemary Ballard expressed concern about presenting sexual orientation ideology to young children.
- Anna addressed controversy concerning Member Bishop.
- Elizabeth Villalpando, Montgomery parent expressed concern about transferring Principal Dr. Lydia Burgos.
- Melissa Forte shared concern regarding violent and extreme student behavior.
- Richard Jimenez, employee in the position of student attendant regarding the frozen salary.
- Vanessa Ferrussia, parent at Parkview concerned about teacher turnover and combo classes.
- Manuel Yvellez requested reconsideration in the reassignment of Montgomery Principal Dr. Lydia Burgos.
- Noel Saullo requested reconsideration of the reassignment of Montgomery Principal Dr. Lydia Burgos.

UNADOPTED

- Teri Ben-Shimeon, teacher at Montgomery requested reconsideration of the reassignment of Montgomery Principal Dr. Lydia Burgos.
- Mary Davis expressed concerns regarding Member Bishop.
- Marigy Bowles voiced her opinion about preserving the innocence of children, and the flagpole.
- Barbara Todd shared concern of the shortened time allotted to speakers.
- Alan C. regarding the Pride Flag causing divisiveness.
- Jennifer K. expressed concerns regarding safety on campus.
- Reana expressed concern regarding class safety dismissal and combo classes.

Vice President Tamayo warned the public about inappropriate behavior and exceeding their allotted time to speak.

(Consent Calendar Item 11.M. moved to this part of the meeting. Minutes are reflected in the corresponding number sequence.)

10. ORAL PRESENTATIONS AND WRITTEN REPORTS

Oral Presentations/ Written Reports

A. District Safety/Health Update

Mr. Jason Romero shared that Campus Clinic services continue to be in place, and that cart testing and therapy will continue throughout the summer.

Effective July 1, 2023, Senate Bill 906 requires Districts to immediately report threats to law enforcement agency (LEA), and the requirement from the LEA to provide safe weapon storage and handling.

Pre-employment screenings began at the District to ease the onboarding process. He discussed safety committee topics about revised security procedures, security related training, security assessment update from the Sobel Group at 30 schools, and a District camera project update.

There were three speakers.

- Nikayla Gamez shared concerns on the safety incident at Finney.
- Alan C. shared concerns about the potential of reopening a park next to Harborside Elementary.
- Sarah Wahlroos-Donetto shared concerns about incomplete work order repairs for windows and blinds and inappropriate lockdown procedures for students with disabilities.

Board Members had the opportunity to comment and ask questions.

Dr. Reyes took a brief a moment to recognize the artwork on the wall in the room. Every semester he meets with student leaders to give them an

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opportunity to share their interests and how they feel about any given topic. The wall titled Student Leadership Voices listed some of their responses to questions.

What advice would you give to incoming students?

Do your best; lead by example; keep a positive attitude even when times are tough.

If given an opportunity to after school class or activities, what would you like?

Cooking classes, robotics, non-athletic clubs, Disney club, board game club, service clubs.

11. APPROVE CONSENT CALENDAR (Action) *Consent Calendar*

The following items listed under Consent Calendar are considered by the Board in one action. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Prior to approval of the Consent Calendar, Vice President shared that Item 11.M. was addressed after Item 9. Oral Communications. Therefore, it will no longer be considered in this section of the Consent Calendar.

The Public has pulled Item 11.A, and 11.C., Member Dominguez Cervantes pulled 11.A., 11.B., 11.E., 11.F., 11.H., 11.I., 11.J., 11.K., 11.L., 11.N., 11.P., and 11.Q.

Motion: BISHOP, Second: DOMINGUEZ CERVANTES
Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting April 19, 2023

Board Member Dominguez Cervantes pointed out discrepancies on Item 9. Oral Communications, comments from Amy Mudd. Board Member Bishop elaborated on the discrepancies. Since there was a disparity on what to correct, Dr. Reyes stated that the minutes will be recorded verbatim to avoid any misinterpretation.

Amend Item 10.B. Report on District Online Programs:

- Ms. Carroll presented on District online learning. Diagnostic assessments administered three times per year are via Achieve 3000 (grades 2-6), i-Ready (grades **K-6**), and SmartyAnts (grades **K-2**).

Amend Item 10.D. Presentation on Student Supports

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- Board Member Bishop motioned to add an Action Item to the May Board Agenda on raising the Pride Flag for the Month of June.

  Member Dominguez Cervantes pointed out that Member Bishop motioned, and President Ugarte seconded, but no vote was taken.

Vice President Tamayo requested a break at 10:48 P.M. and meeting reconvened at 10:57 P.M.

Due to the time constraint, Vice President Tamayo requested a second and final extension of the meeting for an additional hour. Board consensus to extend to 12:00 A.M.

Motion: DOMINGUEZ CERVANTES, Second: BISHOP
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

B. Approve and/or Ratify Human Resources Items A Through M

Board Member Dominguez Cervantes inquired on the Consultants Solis Group, Marjorie P. Block, The Music Therapy, and San Diego Center for Vision Care Optometry.

- Mr. Esquivel: Solis Group is required by the PLA (project labor agreement). They ensure labor hours are in compliance with prevailing wages as per requirements of the PLA.
- Ms. Casey: Marjorie P. Block is an independent contractor that provides services for our students that we have settlement agreements with or independent educational evaluation that was approved by the District.
- Ms.Casey: The Music Therapy is an independent contractor that provides music therapy based on student IEPs.
- Ms. Casey: San Diego Center for Vision Care Optometry is an independent contractor that provides vision therapy based on student IEPs.

Board Member Kate Bishop acknowledged Parent Engagement Liaison Angelia Maldonado and Program Specialist Chelsea Gould for their service.

Vice President Tamayo requested to reconsider the reassignment of Montgomery Principal Dr. Burgos. Dr. Reyes commended Dr. Burgos for being an amazing principal and educator. Lauderbach is a much larger school with more programs, and she is the right fit. Additionally, the transfer supports her trajectory. As for Montgomery, there will be a recruitment process where teachers, parents, and classified will have an opportunity to serve on the interview panel. The objective is to involve staff in recruitment process.

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Motion: FERNANDEZ Second: TAMAYO
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

C. Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the United States Department of Transportation Drug Testing Program, for the Period of July 1, 2023, Through June 30, 2024

- Alan C. talked about his mission to outlaw Fentanyl in the hospitals.

Motion: FERNANDEZ Second: BISHOP
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

D. Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the Employee Assistance Service for Education Program, for the Period of July 1, 2023, Through June 30, 2024

E. Approve Agreement with Bloom Software, Inc., dba Thrively, Inc., for Thrively Pro Services, for the 2023-24 School Year

Board Member Dominguez Cervantes asked what time of the year strength assessments are administered. Mr. Bruder stated it is available at the beginning of the year.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

F. Approve and/or Ratify Districtwide Science Curriculum

Board Member Dominguez Cervantes would like to see the curriculum that was approved by the Board in February. Ms. Carroll said this ratification is to increase the order from the original quote.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: DOMINGUEZ CERVANTES; Abstain: NONE

UNADOPTED

G. Approve Agreement with Curriculum Associates for the i-Ready® Personalized Math Online Instruction and Diagnostic Assessment, for the Period of July 1, 2023, Through June 30, 2024

H. Authorize the Assistant Superintendent of Student Services to Execute Interdistrict Attendance Agreements with School Districts, for the Period of February 15, 2023, Through June 30, 2028

Board Member Dominguez Cervantes inquired on the average daily attendance (ADA). Mr. Esquivel confirmed ADA is still $12,095.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

I. Approve Request for Ann and William Hedenkamp and Corky McMillin Elementary Schools to Apply for a Waiver, with the California Department of Education, to Authorize Title I Schoolwide Programs, for the 2023-24 School Year

Board Member Dominguez Cervantes questioned the reason for the waiver. Dr. Reyes stated it allows schools to use Title I funds all students.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

J. Ratify Application for a Waiver with the California Department of Education (CDE) to Authorize Title I Schoolwide Programs, for Ella B. Allen, Joseph Casillas, Chula Vista Hills, Clear View, EastLake, Olympic View, Parkview, Sunnyside, Burton C. Tiffany, and Valley Vista Elementary Schools, for the 2022-23 School Year

Board Member Dominguez Cervantes had a question on how the waiver provides flexibility to operate for schoolwide programs. The answer was provided in the response to Item 11.I.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

K. Approve Memorandum of Understanding with Harmony, Operated by System Management Group, for the 2023-24 School Year

Board Member Dominguez Cervantes cannot approve the MOU without first seeing the document. Ms. Casey explained it has been

UNADOPTED

used since 2020. These groups support students with social emotional learning every morning.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

L. Approve Contract with the San Diego County Superintendent of Schools for the Improving Chronic Absence Network, for the 2023-24 School Year.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

M. Approve Chula Vista Elementary School District to Raise the Inclusive Pride Flag at the District Office in June in Recognition of Pride Month

There were 19 speakers. Board consensus to allot two minutes to each speaker.

- Good Citizen shared concerns regarding flying the Pride Flag.
- Margaret, parent, and grandmother shared concerns regarding flying the Pride Flag.
- Rosemary Ballard shared concerns regarding flying the Pride Flag.
- Mo Soyoza, parent, shared concerns regarding flying the Pride Flag.
- Mary Davis shared concerns regarding flying the Pride Flag.
- Nadia Keen-Ayub, parent, supports flying the Pride Flag.
- Olivia, grandmother, expressed opposition to flying the Pride Flag.
- Barbara Todd shared concerns regarding flying the Pride Flag.
- Susana Sanchez, parent, and teacher expressed opposition to flying the Pride Flag.
- Alan C. shared concerns regarding flying the Pride Flag.
- Anna addressed Member Bishop and shared concerns regarding flying the Pride Flag.
- Fernando, parent expressed opposition to flying the Pride Flag.
- Cheryl P. expressed opposition to flying the Pride Flag.
- Leticia Lares shared concerns regarding flying the Pride Flag.
- Gina expressed opposition to flying the Pride Flag.
- Benjamin Kennedy expressed support of flying the Pride Flag.
- Scott expressed opposition to flying the Pride Flag.

UNADOPTED

Board Member Bishop thanked all speakers on this topic and for engaging in the community. She shared that symbols matter to people. Flying the Progressive Pride Flag is our commitment to support LGBTQ students in our District and that we care. The suicide rate in this group is extremely high. The flag will be flown at the District Office, not at the schools. Straight kids will not be harmed by flying the flag.

Due to the time constraint, Vice President Tamayo requested to extend the meeting for one hour. Board consensus to extend to 11:00 P.M.

Motion: TAMAYO, Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Board Member Delia Dominguez Cervantes sees the passion on this topic and what divides us. The American flag represents everyone in this country, yet the Pride flag represents only a group of individuals. It has nothing to do with academics and it is shameful that this topic is on the agenda. We should focus on improving support systems to improve test scores and academic success. She does not support flying the Pride flag.

Board Member Fernandez sees the struggles that LGBTQ face. He feels that flying the Pride flag supports these students.

Vice President Tamayo said he was elected to serve on the Board to ensure all students are treated equally. He feels the District does a good job at providing additional support systems for LGBTQ students. If this were an item to provide additional supports to any particular group of students, he would support this. His focus is Teaching and Learning. Since this item does not advance us as a District and does not advance us in Teaching and Learning, at this time he cannot support approving this item.

Motion: FERNANDEZ, Second: BISHOP
Vote: Ayes: BISHOP, FERNANDEZ
Absent: UGARTE; Noes: DOMINGUEZ CERVANTES, TAMAYO
Abstain: NONE; MOTION FAILS

N. Approve Amendment to Memorandum of Understanding with Simamura EduAbroad for the American Companion Program, for the Period of July 1, 2023, Through September 30, 2025

Board Member Dominguez Cervantes questioned what benefits the agency gets from paying our District. Dr. Reyes explained the organization provides foreign exchange opportunities for students.

UNADOPTED

Students from the organization and our students learn from each other's language, culture, and school experience.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

O. (1) Authorize Designated Personnel of the Chula Vista Elementary School District to Execute Documents on Behalf of the District for Fiscal Year 2023-24; and

(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2023-24

P. Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2023-24

Board Member Dominguez Cervantes questioned use of restricted funds. Mr. Esquivel explained it allows for transfer to and from restricted funds and non-restricted funds, mainly a cash-flow process. Repayment is processed once funds are received.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

Q. (1) Approve Award of Contracts for Bid Package Nos. 1 through 6, Nos. 8 through 12, and No. 14, to Various Contractors, in the Total Amount of $8,951,713, for the Construction of the Village 2, Site 2, New Classroom Building at Otay Ranch Village 2, Site 2, Elementary School; and

(2) Approve Rejection of Bid Package Nos. 7 and 13 for the Construction of Village 2, Site 2, New Classroom Building and Direct Staff to Re-advertise and Rebid Prime Bid Package Nos. 7, and 13

Board Member Dominguez Cervantes asked if rejected bidders received proper notification of the rebidding process. Mr. Esquivel confirmed they were given preconference workshop and instruction of bid requirements.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

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R. (1) Reject Bid by Hamel Concrete, Inc.; and

(2) Approve Award of Prime Bid Package No.1 to Conan Construction, Inc., for the Maxwell Transportation Bus Yard Project in the Amount of $13,317,000, for the Period of May 25, 2023, Through Completion of the Project

Board Member Dominguez Cervantes asked if rejected bidders received proper notification of the rebidding process. Mr. Esquivel confirmed they were given preconference workshop and detailed instruction of bid requirements.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

S. Adopt Resolution Ratifying and Approving a Change Order for Asphalt and Related Work on the Transitional Kindergarten Portables Project

T. (1) Approve Retention Release for Bid No. 21/22-6 Bid Package No. 1 for Replacement Heating, Ventilating, and Air Conditioning on the Oldest Portable Classrooms Units at Chula Vista Hills, EastLake, Harborside, Karl H. Kellogg, J. Calvin Lauderbach, Loma Verde, Otay, and Valley Vista Elementary Schools, and Discovery and Robert L. Mueller Charter Schools to Able Heating & Air Conditioning;

(2) Approve Change Order to Able Heating & Air Conditioning for a Decrease in the Amount of <$86,288>; and

(3) Approve Notice of Completion for Bid Package to Able Heating & Air Conditioning

U. (1) Approve Retention Release for Bid No. 21/22-5 Bid Package No. 1 for Replacement of Heating, Ventilating, and Air Conditioning on All Permanent Classroom and Office Buildings at Halecrest and Loma Verde Elementary Schools to Jackson & Blanc;

(2) Approve Change Order to Jackson & Blanc for a Decrease in the Amount of <$102,456>; and

(3) Approve Notice of Completion for Bid Package to Jackson & Blanc

UNADOPTED

V. Ratify Renewal of Bid No. 21/22-3 Network Hardware Equipment with GigaKOM, for the Period of April 1, 2023, Through March 31, 2024

W. Adopt Resolution Authorizing Utilization of the Kings County Superintendent of Schools Request for Bid No. 535122, PEPPM 2023 Product Line Bid-California, for Linewize Products with BorderLan, Inc., for the Period of July 1, 2023, through July 1, 2026

X. Authorize Agreement with Paradigm HealthCare Services to Provide Claim Services for the Medi-Cal Administrative Activities Program, Local Educational Agency Billing Program, and Cost and Reimbursement Comparison Schedule for the Medi-Cal Administrative Activities Program, for the Period of July 1, 2023, Through June 30, 2024

Y. Approve Contract Authorizing Purchase of Microsoft Unified Enterprise Support with Zones, LLC, for Microsoft Services in the Amount of $88,965, for the Period of June 28, 2023, Through June 27, 2024

Z. Authorize Scheduling a Public Hearing on June 14, 2023, to Establish Fees Charged for Use of District Facilities, Effective July 1, 2023

AA. Approve Annual Requests for Use of District Facilities from Nonprofit and Community Organizations, Clubs, and Associations, and Certain Commercial Organizations, for the Period of July 1, 2023, Through June 30, 2024

BB. Accept Donations

CC. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through April 30, 2023

DD. Approve and/or Ratify Inservice/Travel Requests

12. PUBLIC HEARINGS

Public Hearings

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total

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time for input on each public hearing item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

A. (1) Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Elementary School District (CVESD) to the Administrators Association Chula Vista (AACV), for the 2023-24 School Year

(2) Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the AACV to CVESD, for the 2023-24 School Year

Mr. Romero provided an overview of the "Sunshine" proposal for the new union's (AACV) and CVESD's response to the initial proposal. Since it is a brand-new contract, there are numerous items. He explained the process of sunshining.

No speakers.

Ms. Dominguez Cervantes requested to revise the opening paragraph of the Public Hearing by adding that the call-in feature is open (is available) one-hour prior to the start of the Board meeting.

Motion: BISHOP; Second: DOMINGUEZ CERVANTES
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

B. Conduct Public Hearing on Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2023-24 School Year

Ms. Morales presented an overview of the Local Control and Accountability Plan (LCAP) and an opportunity for public hearing. This is Year-3 of updating the plan.

Ms. Lani Perez said the plan was implemented in 2021 and runs through 2024. This year is a review of the plan, monitoring of its effectiveness, soliciting input from educational partner groups on how to improve the plan, and submittal to our Board for approval.

The presentation included a definition of LCAP and what it must address. Information shared included on the District profile, Instructional Focus Statement, Shared Vision, Thoughtexchange Process, Educational Partners, engagement with Chula Vista Classified Employees Organization and Chula Vista Educators, Administrators, District Advisory Committee/District English Learner Advisory Committee, Student Focus Groups, and goals.

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Board Member Dominguez Cervantes asked how an English Learner (EL) child can get reclassified. Ms. Perez stated that specifics about the process is shared with DAC/DELAC meetings. She will include the process in the next Friday Update to the Board.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

C. (1) Review of the Governor's May Revise and Forecast of District's Economic Standing; and

(2) Conduct Public Hearing on the District's 2023-24 Proposed Budget

Mr. Esquivel provided a review of the 2023-24 Proposed Budget and the Governor's May Revise released in May. He presented a PowerPoint that included major education budget items on 2022-23 General Fund Budget Summary; 2022-23 General Fund Unrestricted and Restricted; 2022-23 Committed funds; 2022-23 Restricted Fund Balance Designations; 2022-23 Reserve for Economic Uncertainties Changes; 2022-23 Unrestricted Revenue and Other Sources/Uses Changes, 2022-23 Unrestricted Expenditure Changes; 2023-24 General Fund Proposed Budget Comparison to 2022-23 Estimated Actuals; 2023-24 General Fund Unrestricted and Restricted; 2023-24 Committed Funds; 2023-24 Restricted Fund Balance Designations; 2023-24 Reserve for Economic Uncertainties Changes; 2023-24 Unrestricted Revenue and Other Sources/Uses Changes; 2023-24 Unrestricted Expenditure Changes; 2023-24 Proposed Budget Multiyear Assumptions; Multiyear Projection 2023-24 Through 2025-26; Historical Average Daily Attendance (ADA); Reasons for 2023-24 Ending Balance in Excess of 3% Minimum Reserve Requirement, and Reasons for 2023-24 Ending Balance in Excess of 3% Minimum Reserve Requirement. He clarified that this is an information item, not an action item.

13. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

Vice President Tamayo proposed to motion Items 13.B. through 13.E. as a slate.

A. Approve Submission of Declaration of Need for Fully Qualified Educators for the 2023-24 School Year

Mr. Romero said this item is brought forward annually and with the Williams Settlement and No Child Left Behind rulings there was a

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declaration requirement that all teachers brought forward be fully credentialed. He said it qualifies and allows the hiring of people that have requirements for a particular subject area and to obtain the right authorization within a one-year period. This is particularly important in the case of staffing shortages and special education needs.

Motion: BISHOP; Second: TAMAYO
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

B. Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Authorizing the Issuance of Chula Vista Elementary School District (San Diego County, California) Election of 2018 General Obligation Bonds, Series A in a Principal Amount Not to Exceed $100,000,000 and Approving Certain Other Matters Related Thereto

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

C. Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Authorizing the Issuance of Chula Vista Elementary School District (San Diego County, California) Election of 2020 General Obligation Bonds, Series B, Pursuant to Certain Provisions of the Government Code in a Principal Amount Not to Exceed $62,500,000 and Approving Certain Other Matters Related Thereto

Board Member Dominguez Cervantes expressed concern on passing this Item in a slate as it pertains to Measure M funds approved by voters. Mr. Esquivel explained that expenditures include HVAC, roofing, field upgrades, asphalting, paving, and staff housing which are all allowable expenditures under Measure M.

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

D. Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Authorizing the Issuance of Refunding Bonds of the School Facilities Improvement District No. 1 of the Chula Vista Elementary School District (General Obligation Bonds, 2012 Election, Series A) in a Principal Amount Not to Exceed $23,000,000 and Approving Various Actions Related Thereto

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Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

E. (1) Address Bid Protests and/or Bid Defects, If Any, Prior to Award of Contract for Bid: Universal Transitional Kindergarten (TK) Portable Project; and

(2) Approve Award of Contract for Bid: Universal Transitional Kindergarten (TK) Portable Project to Conan Construction, Inc., for the Period of May 25, 2023, Through Completion of Project

Motion: BISHOP; Second: FERNANDEZ
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

14. FIRST AND SECOND READINGS, BOARD POLICIES, ADMINISTRATIVE REGULATIONS, AND BOARD BYLAWS

First and Second Readings

None.

15. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

Board Member Dominguez Cervantes requested for the second time a more defined report on tutoring, the possibility of teachers tutoring, and tutoring across the District. Dr. Reyes will include it in a forthcoming Board meeting.

Board Member Bishop requested a report on GATE assessments and the protocols in place to engage with GATE students. Dr. Reyes will include it in a forthcoming Board meeting.

16. BOARD COMMUNICATIONS

Board Communications

Supt's Communication

Board Member Dominguez Cervantes visited Allen School, observed Campus Clinic in action, and attended the Teachers Induction for an opportunity to meet with teachers to see what their needs are. She visited Cook Elementary for the Sixth Grade Exhibition Showcase and attended the DAC/DELAC meeting.

17. SUPERINTENDENT'S COMMUNICATION

UNADOPTED

18. ADJOURNMENT *Adjournment*

Vice President Tamayo adjourned the meeting at 11:59 P.M.

Motion: FERNANDEZ; Second: TAMAYO
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO
Absent: UGARTE; Noes: NONE; Abstain: NONE

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, JUNE 14, 2023, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

MINUTES
BOARD OF EDUCATION

NOTICE OF SPECIAL MEETING

Written notice is hereby given, in accordance with Education Code Section 35144 and Government Code Section 54956, that a special meeting of the Board of Education of the Chula Vista Elementary School District will be held as follows:

MAY 31, 2023
3 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES

Opening Procedures

President Ugarte called the meeting to order at 3:06 P.M.

A. Call to Order

B. Roll Call

Members Present:
Ms. Lucy Ugarte, President
Mr. Francisco Tamayo, Vice President
Mr. Cesar T. Fernandez, Clerk
Ms. Kate Bishop, Member
Ms. Delia Dominguez Cervantes, Member

Members Absent:
None.

Others Present:
Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Ms. Sharon Casey, Asst. Supt. Student Services
Ms. Jessica Morales, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt. Human Resources
Ms. Rochelle Caroll, Executive Director of Curriculum and Instruction Services and Support
Ms. Giovanna Castro, Communications Officer
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager

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C. Pledge of Allegiance

President Ugarte led the Pledge of Allegiance.

APPROVE AGENDA (Action)

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE; Noes: DOMINGUEZ CERVANTES; Abstain: NONE

2. ORAL COMMUNICATIONS *Approve Agenda*

The Oral Communications portion of this special meeting provides the public with information regarding addressing the Board, as follows: The public has the opportunity to be heard on any items included in the agenda. Speakers are requested to limit their remarks to items on the special meeting agenda and to three minutes (approximately 390 words) and speak in a respectful and professional manner. Community members wishing to comment must attend the meeting in person, complete a "Request to Be Heard" card, and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

Before asking the Board about the time allotted per speaker, President Ugarte reminded the Public that "this is a Special meeting with a focus. All public comments shall remain on topic and about the agenda item. Hate speech will not be tolerated. This is not the quorum for personal attacks, and you will be cut off. Boisterous or belligerent composure will result in the removal of the public so that only the speaker and the dais remain in the room. You will not be warned. This is your warning".

There are 61 speakers. The Board agreed on two minutes per speaker.
Ebony Tyree (Call-In), parent of two students addressed racial bias, reluctance to raising the flag, and supports raising the Pride flag.
Jacky Taylor (Call-In), supports the adoption of the resolution on equality for all students and LGBTQ, and agrees with flying the Pride flag.
Itzel Martinez (Call-In), believes children should focus on school work, feels the flag would create division among students, and opposes raising the Pride flag.

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- Debra Vigil (Call-In), raised concern about the resolution, feels raising the flag would not help unfortunate hate and violence, and opposes raising the Pride flag.
- Mary Davis believes the item is to push a politized agenda to bolster the political careers of the backers than doing anything to keep children safe and opposes flying the Pride flag.
- John Brickley shared concerns on the early time of the meeting and the limited speaking time on such an important topic.
- Barbara Todd feels befuddled why an elementary school district is so enthralled on the sexualization of its students, addressed Mr. Tamayo, and opposes flying the Pride flag.
- Ana L. addressed Mr. Tamayo and disagreed with him bringing the item back for Board approval.
- Bidian Harrison spoke against flying the Pride flag, the American flag includes all, and schools should concentrate on providing the best education.
- Sara Ochoa urged the Board to raising the Pride flag joyfully.
- Nadia Kean Ayub noticed that everyone was there for the same reason- the children, that children know we support them, and is in favor of raising the Pride flag.
- Patti Boman feels the resolution represents all students, it is not a political stance, but a human one, and supports raising the Pride flag so LGBTQ students feel validated.
- Mike M. is in favor of raising the Pride flag to support inclusivity.
- Gretel Rodriguez feels this item is a non-partisan area and supports raising the Pride for inclusivity.
- Margie feels the method in which tolerance is taught to children is misguided, and flying the Pride flag forces young children to answer questions about sexuality and opposes flying the flag.
- Irina Kaplova said that being trans or gay is not an ideology and supports raising the Pride flag.
- Suiza Bustarde feels that flying the Pride flag is showing sexual orientation and opposes flying it.
- Jesse Sanchez opposes flying the Pride flag and feels that all students need to be supported, not just this group of students.

  President Ugarte reminded the public that if they are boisterous or loud they will be removed from the building so that only the speaker and the dais remain in the room.

- Tanya feels the American flag represents freedom as to who we are, flying the Pride flag inappropriately teaches children about sexual preferences, and opposes flying the Pride flag.
- Diana MJC said the resolution is for equality but flying the Pride flag addresses only a small portion of the community and opposes flying the Pride flag.

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- Genevieve said the Pride flag supports LGBTQ students and fully supports flying it.
- Rosemary Ballard feels the rainbow flag is not about equality and opposes flying the Pride flag.
- Valerie said that adopting resolution on inclusivity allows students feel supported, can save a life, and supports flying the Pride flag.
- Olivia Garcia requested a no vote on the flying the Pride flag and addressed Mr. Tamayo to rather focus on student excellence.
- Lois Morera is opposed to the Pride flag being flown and that all children should be recognized for their accomplishments.
- Lillie Hebert (A. Bear) opposes flying the Pride flag and feels only the American flag and California belong on the flagpole.
- Tochtli Cervantes said flying the Pride flag is to support and represent LGBTQ students.
- Hope opposes flying the Pride flag and that the American flag represents all.
- Mo Soyosa does not feel that flying the Pride flag makes people feel safe, it instills sexualization, and opposes flying it.
- Arturo Avina said the Pride flag represents an ideal of what we can become, can save a life, and supports flying it.
- Gale Moriarity talked about respect and said the Pride flag is a special interest flag and requested a no vote on flying it.
- David Vance, on behalf of the San Diego LGBTQ Center, urged a yes vote on the resolution and flying Pride flag as a symbol of acceptance and love for all students.
- Jen LaBabara shared the importance of children seeing themselves and their families reflected and represented by the District and supports flying the Pride flag.
- Noemi Abrego addressed Mr. Tamayo, feels the American flag represents everyone, and opposes flying the Pride flag.
- Dr. Norell Martinez praised the resolution, feels it provides representation and builds self-esteem, and supports flying the Pride flag for equality.
- Susana Sanchez is opposed to flying the Pride flag and feels the Board should focus on children's academic attainment.
- Jesus Torres feels that raising Pride flag will not change hateful words and ignorance and opposes a vote to approve.
- Amy Mudd believes the Pride flag is a symbol diversity, inclusion, and acceptance, discussed struggles of LGBTQ youth, and is in support of raising the flag.
- Rosa Sanchez believes parents are responsible for supporting their children with challenges and that the Pride flag does not represent everybody.

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- Kate Mayer believes the Pride flag shows inclusiveness and acceptance and is in favor of adopting the proposed resolution is clearly to support equality for all students in the District.
- Carolyn Scofield thanked the Board for their service to this community and urged them to adopt the resolution to support equality for all students in the District.
- Bertha Lopez feels the Board violated the Brown Act, and shared concerns on the early time of the meeting.
- Claudia Lopez, parent addressed Board Member Bishop, feels the Pride flag is exclusive and does not promote safety, and opposes flying the flag.
- Margaret Baker has seen increased prejudice and hate toward LGBTQ youth, and believes this item supports equality for all students.
- Susan Skala shared she is an ally of LGBTQ community, rises in favor of the agenda item to show that marginalized students also matter, and to motion fly the flag every June in perpetuity.
- Martin Campos firmly supports the resolution, believes the Pride flag is not about being a political statement but unifying the community and having the LGBTQ community feel welcomed.
- Dr. Christos Korgan feels the resolution affirms self-development of a vulnerable population and pleaded for a yes vote to fly the Pride flag.
- Maria Rubalcaba opposes raising the flag, feels it is about sexuality and does not have a place in education, and shared concerns on the early time of the meeting.
- Katherine Neubauer feels there was a lot of division in the room, referred back to the significance of the Pledge of Allegiance and proposed only the American flag be flown.
- Cindy Uribe shared that suicide in youth is the second leading cause of death, having an affirming school reduces the risk of suicide, and asked the Board to approve the resolution.
- Robert Hicks supports the resolution to secure the rights of the LGBTQ community to serve as a symbol of hope and identity, and that all families be treated with respect and feel safe and secured.
- Vanessa Alonso opposes flying the Pride flag, feels it excludes every other race and child with disability, school should focus on academics, and the American flag represents everyone.
- Danielle Richardson supports flying the Pride flag as symbol of safety for LGBTQ, and not flying it signifies bullying.
- Gina E. opposes flying the Pride flag, it will not improve test scores, this item is causing more division, and referenced that only the American flag was flown Sept. 11.
- Michelle Krugg stated how scary it is to feel the tension in the room with something as simple of flying the Pride flag to let kids feel that

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they are seen, and thanked Board Members for bringing the resolution forward.

- Liz Murphy in firm support of the inclusion resolution to accept all students equally, to allow students who have been marginalized feel validated and accepted for who they are, and flying the Pride flag will not hurt anyone.
- Jesse Schmidt from Senator Padilla's Office to express strong support of Pride flag, and resolution demonstrate a visible reminder and clear commitment to the principals of equality, acceptance, respect for all individuals regardless of their sexual orientation/identity, and affirmation of human rights.

President Ugarte requested a break at 5:15 P.M. and meeting reconvened at 5:21 P.M.

Administrative Action Items

3. ADMINISTRATIVE ACTION ITEMS

A. Adopt Resolution Adopt a Resolution to support equality for all students in Chula Vista Elementary School District.

Vice President Tamayo, as the author of the resolution, invited fellow trustees to read it out. Since Trustee Dominguez Cervantes chose not to participate, Trustee Bishop began, followed by Trustee Fernandez, President Ugarte, and Vice President Tamayo.

Board Member Dominguez asked the fellow trustees to first share their position on the item. since her vote is being protested by bring it back to the board. She deserves the right to all her trustee colleagues of share their position and why so she can then share her position and why.

Board Member Bishop requested revisions to the resolution prior to sharing her comments:

"WHEREAS, the District recognizes that there are employees and educators of the highest caliber who are gay, bisexual, lesbian, and transgender, and queer/questioning, and that all employees are valued members of the school community regardless of their gender identity, gender expression, or sexual orientation; and"

"WHEREAS, the Student Success and Opportunity Act of 2013 strengtheneds protections for transgender students and affirmeds that all students should be recognized and participate in activities by their gender of identity; and"

"BE IT FURTHER RESOLVED, that the school board directs the Superintendent to create a working group with staff and students that would raise the LGBTQIA+ voices of our students and staff in

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our District and to identify additional opportunities instructional supports that would benefit all students in inclusivity, and equality; and"

She also requested to add:

"BE IT FURTHER RESOLVED, that the District affirms and celebrates its LGBTQ students, staff, and families/caregivers, that students of all genders and orientations will have opportunities to see positive depictions of LGBTQ historical and literary figures and relationships; and that every student has the right to their own gender identity and expressions, and shall be addressed as such by the school community, and be welcomed to participate in activities offered congruent with their gender identity."

Vice President Tamayo motioned to accept the friendly amendment to the resolution, and President Ugarte seconded the motion.

Board Member Bishop stated:

So many people, uh, if you watched the last meeting, you see most of what I wanted to say, cuz I said it then and I'll say it again. Um, flags have meaning as was demonstrated by so many people holding up the American flag and saying how meaningful it was to them. Um, it is meaning, the pride flag meaningful to the LGBTQ community. It's a fact. It is a meaningful symbol that says that we are a safe place.

Um, I really appreciated a lot of the comments. I really liked Ebony Tyree saying that Jesus rocked with people on the margins of society. Um, my church passed out these buttons while we marched in pride parade last year that say beautifully and wonderfully made that has the name of my church on the bottom.

Um I really appreciate the fact that that there is a variety of people bringing a variety of arguments in favor of why we should support our LGBTQ students. Um and I really was moved and horrified by what Ms. Kean Ayub said that other groups aren't being told to kill themselves. Cuz that is true. We 're lifting up a group that is being marginalized specifically. It's not, it's not excluding other people. It never was. The pride flag lifts up a group of people that are otherwise under attack. All of these. When they're being told that being themselves in the classroom keeps other kids from learning, that's a problem in a classroom. It's not just in society, it's in a classroom.

Um, the pride flag, thank you, Patty Bowman it does represent love and it is not contagious. Um, and one of the, we see you, we hear you, and we embrace you exactly as you are, that is the message that we are trying to share with our community here.

UNADOPTED

Um, there's concern that the pride flag excludes people questioning themselves and that's actually an, an issue that's important. Cuz the flag, the pride flag does not exclude people questioning. A lot of kids in elementary school, this is the time that if they are in a safe environment then they can figure out who they are. They can figure out their own identity in a safe and loving environment.

And there's adults in this LGTBQ community that are here to protect the children in the community in ways that they weren't protected as kids. And I feel you. Growing up as an LGBTQ kid, and not having supports, is a huge impact on a person's self esteem. It's enormous.

And kids know who they are often from birth. When you say, oh, a kid can't be LGBTQ in elementary school because that's for later. When did you decide to be straight?

Note to side, you're born that way. And now more kids in more loving environments are finding that they themselves identify with this community. Thank you, Valerie, for 20% of young adults identify as LGBTQ and that is one in five. Our kids are not a tiny minority here. Our kids and our families, so many people in this community know somebody in their family, in their group of friends, in their household who is LGTBQ. We're protecting them and I really wanna say Tochtli Cervantes, and I'm sorry if I butchered you name, hun, she said some words that really, really resonated with me. She knew from the beginning who she was. And she was not represented in school and was bullied. And that is what we allow to happen when we don't protect these kids.

The US flag does represent the ideal of what we can become not what we are today. And I do, Arturo, I want to save one and I want to do it now.

There are so many more things that you all said that just really, I'm gonna take these home and I'm gonna read them again and again.

But finally, Cindy, queer people are here, we've always been here, and we'll always be here. I've been in support of raising this flag. I stay in support of raising this flag. And I will always support raising this flag. And I support this resolution to protect our children. Thank you.

Clerk Fernandez confirmed that his vote last week was his true vote. He shared a friend's experience: he was attacked by members of the public, some who were in the room, on social media for supporting LGBTQIA+ students and they continued by attacking his kids. Clerk Fernandez exclaimed it was disgusting and it showed the need for these types of resolutions, a symbol of inclusion and safety for students, their families, and staff.

UNADOPTED

Vice President Tamayo said it took many drafts in writing the resolution. He heard valid points from both sides, thought of how to embrace everyone, and at the same time put teaching and instruction at the forefront of this issue. We should raise the voice of our students and staff, and need additional understanding of what it means in raising the flag for LGBTQIA+ individuals. This is a safe and welcoming district to everyone. The resolution is a start that pushes the understanding of how we create a more united nation and continue to be at the forefront of being an outstanding district.

President Ugarte said she missed last week's meeting because she was sick for several days. She has the right to be ill and take care of herself. Going back to work on Friday was heartbreaking explaining to her students what had occurred and not being present to stand up for them. She has interacted with hundreds of students, many who have been oppressed. Seeing the flag shows them they are in a place where they are seen, valued, and loved.

President Ugarte exclaimed that she operates in a place of abundance. Because we empower a group of human beings does not mean there's not enough to empower other groups.

She added that the Board has a legal right to reconvene when one of its members has dissented and calls for a special meeting. She apologized for the clerical error on the agenda. Oral Communications should have been listed under the Administrative Action Item. She affirmed no Brown Act law had been violated.

Board Member Dominguez Cervantes stated:

There will be some rhetorical questions I ask here. Number one, before everybody gets all twisted up, I support every single child, including those children that have been identified in this resolution. Let there be no mistake about that. I support every single child. I have told this community time and again that I have immediate family members that belong to the LGBTQIA+ community so to settle that, keep those thoughts of this phobia, or that phobia, or whatever. It's not even in this planet.

Number one, what I don't agree in of the resolution is flying the flag. That's what was before that. Everyone is else is talking about attacking a certain group of individuals. That was not before us on the agenda. It became that way because my trustee colleague made it that way. Trustee Kate Bishop. The rest of you bought into it.

First question. In April, a motion was made raise to fly flag. Fly the Pride flag and to add on the May agenda. Rhetorical question. First, someone please tell me why this special election was scheduled for 3:00 pm on very short notice. It deprives the community from

UNADOPTED

attending. We have people here that don't even live in Chula Vista. They're from a regional this, and a regional that. They came because of, like I shared with you guys earlier, I sent a text screenshot of a Facebook message that trustee colleague Kate Bishop sent to friends abroad. Please if you wanna speak, I can put a slip in for you. That was ___. Dr. Reyes clarified that could not be done. So, I'm trying to give you guys a picture of that everybody here is not from this community. Is not from your, this community. You're bringing what works for your community here.

So, I want to know, staff is working. I was supposed to take my mother today to the chiropractor. This basically overnight meeting. I was supposed to go to my niece's graduation at Tiffany but I couldn't. Why? Because I had to figure out how I am going. I was elected to do a job. My family is being sacrificed because I am here. Family comes first, but I took an oath and a responsibility to speak for those who can't or are afraid to speak because they get cancelled.

I found out about this meeting Monday night from a democratic party operative. Heather Polland's, social media which she posted at approximately 8:58pm. A screenshot was sent to me where Polland claims she is posting for her good friend Nadia Kean Ayub who also happens to be a good friend of Trustee Kate Bishop. How could they know about this meeting before me? Before the Superintendent? How does a special board meeting get triggered for something already voted on? Trustee Tamayo and Chair Ugarte. Trustee Tamayo and Chair Ugarte had to connect. Trustee Ugarte had to agree and call a meeting. This is supposed to be the process.

So I ask again, how does Heather Polland and Nadia Kean Ayub know before I do? Think about that. I think this merits a board act violation and investigation. Tell me. Tell me how this looks transparent? It smells.

As of this morning, although earlier President Ugarte told me she saw the agenda posted yesterday. I didn't look until this morning at 9:00 am and it was not posted. How does a community even know what we're going to talk about? So, when you're hearing a lopsided this way, or a lop side this opinion. Number one, we don't have the community here reflected. We have outsiders here.

Number two, our community did not know about this. Did you send any notices to the churches? To the schools? Which would be a reflection. They would know that we're having a meeting on what topic.

Before I speak on the resolution, I want answers on this and we deserve them. Seven days ago, we, the Chula Vista Elementary School Board voted on whether to fly the pride flag at this district for

UNADOPTED

the month of June. It was voted down on a 2-2 split vote. Our board chair, Lucy Ugarte was absent and certainly she deserves to be sick. We hope doesn't get sick, but she had that right not to be. Francisco Tamayo and I voted that motion down. The very next day, dems social media went ballistic. And who knows who or what else was attacking Trustee Tamayo for his vote not to raise the pride flag. I saw, and I have screen shots, them, this group of folks, dems and mostly certain groups questioning his loyalty to his democratic party. Literally threatening Trustee Tamayo on his potential political career. Or rather that he would have none. So, yes, Mr. Tamayo was elected to do a job. I would've expected him to have the backbone to stand to his decision to vote the same as before. But I do understand non-verbal and verbal threats. But you have to wonder, who put the horse's head in Trustee Tamayo's bed.

The reason, the reasons for the special board meeting according to the statements issued under my colleague Trustee Tamayo's name is due to, "the amount of hate speech, threats, and intimidation that were directed towards our teachers, parents, and students was highly concerning. As responsible leaders, we could not in good conscience expose our staff and students to such risks without proper measures to ensure their safety".

Considering the length of time that people had to wait last week, it was over two hours before we got through all the well deserved teachers, awards, presentations, students, presentations. I would ask our Superintendent Reyes in the future for something as valuable as that that we pick another day to recognize our teachers and staff. We had our classified staff here that were recognized as well.

Trustee Tamayo handled the meeting well. Considering that there were such polarizing opinions. On top of that we had the classified staff here, in their shirts, very energetic, rightfully so. They wanted their raise. Yes. They spoke out of turn. They have a right to. Yes. Trustee Tamayo told them to calm down. Was polite in asking people to keep the order.

In regards to a stand against hate speech and discrimination, rhetorical question, Trustee Tamayo, if you saw or heard hate speech, threats, and intimidation towards anyone let alone students, why did you allow it? Let me answer that for you. You didn't because it did not happen.

You sat in on the meeting. You know that those accusations are not true. Had you not acting on something that serious. I believe strongly that his board here and people out there with no doubt, they would have stopped it. They would have jumped to protect, to rescue that person, that adult, that child. Like when Nadia Kean

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Ayub called a pastor a, out loud, “B”, “I”, “T”, “C”, “H”. That pastor was standing on the back wall. And that pastor asker her “are you talking to me”, and she said “yes!”. That is what you call abiding by decorum? Which she accuses others of not abiding by? I do not believe that statement is really from you, Mr. Tamayo, because it did not happen.

You were here. From the dais here we can see and hear, not everything, but we would’ve seen that kind of an uproar.

In regards to the reason we are holding this special board meeting, supposed hate speech, threats, and intimidation, based on your statement, I will have to address the reasons we are here, Trustee Tamayo. Question is, the statement referring to Nadia Kean Ayub who told us here herself last week that she is the executive director for rainbow spaces. And who also called a pastor a “B”, “I”, “T”, “C”, “H”, is not who, then is a statement alleging that to whom? Is the statement accusing the basketball mother who waited patiently for hours with her daughter and basketball team, begging for a girls’ basketball league. She was almost not allowed to speak. Yes, that mom demanded loudly. She came up here to the center. She demanded loudly to have her voice heard and the voice of her children heard. Is that whose social media states was lacking decorum?

So, calling someone a “B”, “T”, “C”, “I”, “H” is not lacking decorum? Let me rephrase this. She called the pastor a “bitch”. The pot calling the kettle….

At this point, President Ugarte interrupted. She warned Board Member Dominguez Cervantes to refrain from using expletive language and instructed her to wrap up her speech or she would call the question.

I’m sorry. You brought me back. Most people…

President Ugarte then reminded her she had used that expletive three times.

No, I never said the word. I spelled it.

President Ugarte then said “she just said It”.

I’m sorry. I won’t say the word.

Most people waited for over five hours to only then be allowed to speak for sixty seconds. And only after some begging were allowed to two minutes. After waiting for hours, some people with young children left.

Additionally, an elderly lady, and she is a lady, Lillie Hebert and uses a walker was verbally accosted outside in the dark by Nadia Kean

UNADOPTED

Ayub. By the way, Ms. Lillie Hebert is a retired teacher, who is disabled.

Yes, the classified staff were also expressing their free speech. And in their chant to ask for a raise. Yes, they spoke out of order. As did some other people. But none of it was hate speech. None of it was terrorizing in nature in here.

Last Wednesday, our meeting into midnight. Here is a lie perpetrated by someone who does not even, did not even attend a meeting here. And Trustee Cesar Fernandez referred to, I'm sure, the post by Michael Inzunza who posted it saying that Trustee Bishop and Fernandez were terrorized by adults. That is a blatant lie.

Other social media posts were similar nature accusing Trustee Tamayo of being a trader for not voting with the group who wants the pride flag.

Lest I forget I was also accused of being on my soap box like I will today be accused of as well. For over well 10 minutes Quote "because I was claiming to be concerned about test scores". Well, that's a wonderful thing to be accused of. I was elected to bring the focus back to academics. I am concerned about our test scores. I found out about this special meeting. What I told you earlier. Very late. So, yes, I missed family functions. I missed going out to celebrate retirements. Excuse me, graduations. My mother's doctor's appointment. But this was important.

Intimidation and hate, here. My teacher family was here last week. As they are here. They were not intimidated because there was an allegation that teachers were intimidated. Some classified staff that I know was here. They were not intimidated. My husband was here as he is now. He was not intimidated. So exactly who was intimidated. When you make those sorts of allegations. They require facts to back them up. And I have seen none.

I believe this resolution doesn't go far enough. Might be surprised. I don't believe it goes far enough. It starts off correctly. It's titled a resolution to support equality for all students. But it only identifies, the majority of it, LGBTQIA students and staff. That is not all. All means all. All is absolute. So I do not believe this resolution goes far enough. If anything, it separates again. It segregates, again We're going backwards. Where are the rest of the students and the staff included in this resolution. They are not. There's no mention. Again, all means all, and all is not there. Which is why I preface before I spoke. That I agreed with practically everything here except raising the flag should not be here. Why? Because it segregates.

UNADOPTED

We will have other groups of people here asking us to raise their commemorative flag.

There is already supreme court case and let me get that for you so that you know that you've been forewarned, we will be sued. There is a court call Shurtleff vs. the City of Boston. It required Boston to be impartial in allowing flags. Thus, the nuclear flag is now flying as well. As they have to also entertain. Guess what else? The confederate flag. What are we going to say then? That's a class action suit ready to happen. I had an attorney already approach me to let me know that they are ready to file a class action suit. Flying the flag May 22nd, all of June and all of October. All of June. How does that help the students that need help in class? Because, by virtue of this resolution, you're somehow saying the teachers and the staff classified aren't doing their job. Because if they were doing the job, all children would be treated equally. So, you're saying that they are not. I'm with the teachers. You obviously are not. Because I'm with the teachers, I believe they lovingly care for all children. That's what we're supposed to be doing. This resolution is ordering on top of an expectation that they do it. Because we will not be in that classroom with that teacher, or the cla, the classified. That won't be us. The flag, yes, someone actually help me with some clarification, I believe is the uh, professor who said he, he was also in psychology. Yes, it's an, a ideal, our flag. We have never been perfect. Never. We still are not perfect. Yes. And my colleague Trustee Kate Bishop wants us to fly the Pride flag, but she won't even salute the current flag. Could you imagine how many flags now we're going to be asked to fly? It's divisive. Look at what we're supposed to be speaking about. The academics I shared with you last time. 72% of our children can't do math. Kindergarten to second grade, we're looking at over 60% that cannot read at the level that they're supposed to read. Over half of our third to sixth graders can't read. So they can't do math. Look at this divisiveness. We should be all together joined in trying to find solutions to help our teachers and our classified be more pro, more supported and to helping our children. Unfortunately, some individuals have made this about politics. It should never be about politics. It should never. This is a political ____. Unfortunately, it happens around the same time, June. Last year, August 12th, the last day that we were required, any candidate required to file a ballot statement. I was there. Jesse Vigil was there. One of our campaign managers were there. And another individual also running for the school board district. I went in to fill out my paperwork to submit my ballot statement. When I came out, Trustee Tamayo was sitting there with the others. As I came out, one of the group that was there said "hey, hey, did you see what, hear what Tamayo said?" Well, what's that, cause I caught the tail end, I didn't get the full of the conversation. They

UNADOPTED

clarified there, Tamayo told us that none of the board member wanted to fly the pride flag. That they were wondering why we had not recalled Trustee Kate Bishop….

At this point, Clerk Fernandez called the question. President Ugarte called out the motion. Motion carries 4-1.

Motion: TAMAYO, Second: UGARTE
Vote: Ayes: BISHOP, FERNANDEZ, TAMAYO, UGARTE
Noes: DOMINGUEZ-CERVANTES, Abstain: NONE

President Ugarte thanked the public for their composure. She reminded fellow trustees that she is the spokesperson for the District. If they choose to address the media, she made it clear they are speaking as an individual on their own behalf. The media will be deferred to the Communications Officer. Any communication regarding the resolution will be released from the Office of the Superintendent and the District Office.

4. ADJOURN TO CLOSED SESSION *Closed Session*

President Ugarte adjourned to closed session at 6:08 P.M. in accordance with the following:

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees; Administrators Association of Chula Vista (AACV)

Government Code Section 54957: Public Employee Appointment/ Employment:

Title:

- Principal

5. RECONVENE TO OPEN SESSION *Reconvene to Open Session*

President Ugarte reconvened to open session at 6:18 P.M. with Members Bishop, Dominguez Cervantes, Fernandez, Tamayo, and Ugarte present.

Clerk Fernandez announced that in closed session the Board:

Government Code Section 54957: Public Employee Appointment/ Employment:

Approved Dr. Charles Grisier as Principal at Hilltop Drive School

Motion: TAMAYO; Second: BISHOP; Vote: UNANIMOUS

UNADOPTED

6. ADJOURNMENT *Adjournment*

President Ugarte adjourned the meeting at 6:20 P.M.

Motion: TAMAYO, Second: BISHOP
Vote: Ayes: BISHOP, DOMINGUEZ CERVANTES, FERNANDEZ, TAMAYO, UGARTE

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Approve Superintendent's Evaluation for the 2022-2023 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Superintendent of the Chula Vista Elementary School District is evaluated by the Board of Education on an annual basis. In accordance with the contract approved by the Board, the Superintendent's job performance must be satisfactory or above.

ADDITIONAL DATA:

During closed session at the May 24, 2023, regular meeting, the Board discussed the Superintendent's evaluation for the 2022-2023 school year. The evaluation document was subsequently completed, and the Board reviewed a draft during closed session at the June 14, 2023, regular meeting. The Board will approve the evaluation today.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through K

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Derrick deGeus, Transportation Manager, 223 days, Management Schedule Range K, Step 3, $466.63 per day, effective July 31, 2023

Tracy Estrada, Instructional Assistant Special Education, 5.8 hours per day, 5 days per week, Range 18, Step 1, $17.38 per hour, effective May 22, 2023

Natalia Garcia Machado, Technology Services Technician, 8 hours per day, 5 days per week, 261 days, Range 37, Step 1, $27.16 per hour, effective May 25, 2023

Rosa Hernandez Alvarado, Child Nutrition Services I, 2.5 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective May 26, 2023

Edith Medina, Noon Duty Supervisor, 1.5 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective May 16, 2023

Yakira Merlin, Special Day Class -Mild/Moderate, Moderate/Severe Teacher, 185 days, Class I, Range 1, salary $55,353, effective July 17, 2023

Cole Milkovich, Occupational Therapist, 8 hours per day, 5 days per week, 185 days, Class 55, Step 3, $46.01 per hour, plus 4 percent, effective June 1, 2023

Carolina Peters, District Social Worker, 190 days, Management Salary Schedule J, Step 1, daily rate $486.74, effective July 10, 2023

Christina Salazar, Child Nutrition Services I, 2 hours per day, 5 days per week, Range 15, Step 5, $19.60 per hour, effective May 17, 2023

Edythe Solis, Special Day Class – Mild/Moderate Teacher, 185 days, Class IV, Step 17, salary $96,702, effective July 17, 2023

Kristin Tappen, Special Day Class – Mild/Moderate Teacher, 185 days, Class IV, Step 4, salary $66,736, effective July 17, 2023

Ethel Vargas, Child Nutrition Services I, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective May 17, 2023

Olga Zintzun, Child Nutrition Services I, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective May 17, 2023

B. REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES PREVIOUSLY EMPLOYED UNDER EDUCATION CODE SECTIONS 44909, 44911, OR 44920 FOR THE 2023-24 SCHOOL YEAR

Chantille Bortscheller, Temporary Counselor, (per Education Code Section 44920), 185 days, Class IV, Step 1, salary $58,535, effective July 17, 2023, through June 6, 2024

Agostina Carrera Nogueira, Temporary Teacher, (per Education Code Section 44920), 185 days, Class III, Step 5, salary $66,103, effective July 17, 2023, through June 6, 2024

Amanda Cocking, Temporary Teacher, (per Education Code Section 44920), 185 days, Class III, Step 7, salary $71,500, effective July 17, 2023, through June 6, 2024

Ashley Day, Temporary Teacher, (per Education Code Section 44920), 185 days, Class V, Step 4, salary $70,077 effective July 17, 2023, through June 6, 2024

Nicole Duncombe, Temporary Teacher, (per Education Code Section 44920), 185 days, Class V, Step 7, salary $78,763 effective July 17, 2023, through June 6, 2024

Sarah Fogelman, Temporary Social Worker, (per Education Code Section 44920), 185 days, Class V, Step 3, salary $67,175, effective July 17, 2023, through June 6, 2024

Maria Gonzalez, Temporary Impact Teacher, (per Education Code Section 44920), 185 days, Class IV, Step 2, salary $61,195, effective July 17, 2023, through June 6, 2024

Emily Guerrero, Temporary Teacher, (per Education Code Section 44920), 185 days, Class III, Step 9, salary $76,882, effective July 17, 2023, through June 6, 2024

Angelica Guillen, Temporary Counselor (per Education Code Section 44920), 185 days, Class IV, Step 5, salary $61,195 effective July 17, 2023, through June 6, 2024

Mitzi Guillen, Temporary Teacher, (per Education Code Section 44920), 185 days, Class III, Step 8, salary $74,204, effective July 17, 2023, through June 6, 2024

Sarah Hart, Temporary Teacher, (per Education Code Section 44920), 185 days, Class IV, Step 2, salary $61,195, effective July 17, 2023, through June 6, 2024

Jose Hernandez, Temporary Counselor, (per Education Code Section 44920), 185 days, Class IV, Step 2, salary $61,195, effective July 17, 2023, through June 6, 2024

Ruth Hill, Temporary Teacher, (per Education Code Section 44920), 185 days, Class IV, Step 3, salary $63,940, effective July 17, 2023, through June 6, 2024

Alison Kiviat, Temporary Counselor, (per Education Code Section 44920), 185 days, Class V, Step 2, salary $64,378, effective July 17, 2023, through June 6, 2024

Meghan Koos, Temporary Counselor, (per Education Code Section 44920), 185 days, Class V, Step 3, salary $67,175, effective July 17, 2023, through June 6, 2024

Jillian Musa, Temporary Teacher, (per Education Code Section 44920), 185 days, Class V, Step 7, salary $78,763, effective July 17, 2023, through June 6, 2024

Kalika Rasmussen Harris, Temporary Teacher, (per Education Code Section 44920), 185 days, Class I, Step 3, salary $55,504, effective July 17, 2023, through June 6, 2024

Jamaal Simms, Temporary Counselor, (per Education Code Section 44920), 185 days, Class V, Step 5, salary $72,971, effective July 17, 2023, through June 6, 2024

Bethany West, Temporary Counselor, (per Education Code Section 44920), 185 days, Class V, Step 3, salary $67,175, effective July 17, 2023, through June 6, 2024

Lisa Weber, Temporary Teacher, (per Education Code Section 44920), 185 days, Class III, Step 8, salary $74,204, effective July 17, 2023, through June 6, 2024

Kasey Wells, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 3, salary $60,702 effective July 17, 2023, through June 6, 2024

C. JOB DESCRIPTIONS

Expanded Learning Site Lead

This new position is being brought forward for approval to oversee the site needs for the Expanded Learning Opportunities Program.

Independent Study Teacher (K-6)

The District is updating the job description to meet the needs of our students who will be participating in independent study.

D. LEAVE OF ABSENCE

Silvia Guichenne, Student Attendant, effective May 23, 2023

Maria Horta, Instructional Assistant Special Education, effective July 19, 2023

Patricia McGinty, Teacher, effective May 1, 2023

Leonor Miramontes, Instructional Assistant Special Education, effective July 19, 2023

Jordan Ramm, Language Speech Hearing Specialist, effective July 24, 2023

Alyssa Schenk, Language Speech Hearing Specialist, effective May 4, 2023

Kyle Vance, Psychologist, effective May 9, 2023

E. EXHAUSTED ALL PAID LEAVE—PLACED ON 39-MONTH REEMPLOYMENT LIST

Employee No: 2011723209

F. PROMOTIONS

Rubi Croce, from Instructional Assistant Special Education to School Attendance Secretary/Health Specialist, 200 days, 8 hours per day, 5 days per week, Range 28, Step 3, $24.09 per hour, plus 4 percent, effective May 26, 2023

Judith Echevarria Garcia, from Noon Duty to Bus Attendant, 180 days, 5 hours per day, 5 days per week, Range 16, Step 5, $19.99 per hour, effective July 19, 2023

John Remley Jr., from Van Driver to Bus Driver,6.34 hours per day, 5 days per week, Range 26, Step 1, $20.92 per hour, effective May 23, 2023

Daniel Villa, from Gardener Groundskeeper to Grounds Equipment Operator, 209 days, 10 hours per day, 4 days per week, Range 28, Step 7, $28.25 per hour, effective May 25, 2023

G. RELEASE

Employee Nos: 2011623374 and 2011723660

H. RESIGNATIONS

Steven Cooper, Teacher, effective June 6, 2023

Janelle Cubillo, Instructional Assistant Special Education, effective June 3, 2023

Yvonee Cuevas, Noon Duty Supervisor, effective June 3, 2023

Karina Delgado, Instructional Assistant (Preschool), effective June 3, 2023

Cheryl Dupart, Occupational Therapist, effective June 6, 2023

Jackqueline Espinoza Campos, Permit Teacher, effective June 6, 2023

Cynthia Fernandez, Child Nutrition Services I, effective June 3, 2023

Chelsea Geyer, District Social Worker, effective June 10, 2023

Bridgit Griffiths, Noon Duty Supervisor, effective June 3, 2023

Nicole Gulisano, Instructional Assistant Special Education, effective June 3, 2023

Sharon James, Instructional Assistant (Preschool), effective June 3, 2023

Gabriela Llamas, Principal on Special Assignment, effective June 27, 2023

Jill Lord, Noon Duty Supervisor, effective June 3, 2023

Jennifer Martin, Teacher, effective June 6, 2023

Elena Marquez, Special Day Class – Mild/Moderate Teacher, effective June 6, 2023

Nicole Medina, Instructional Assistant Special Education, effective June 3, 2023

Susan Navilliat, Occupational Therapist, effective June 6, 2023

Hayley Noll, Occupational Therapist, effective June 6, 2023

Briana Palacios, Teacher, effective June 6, 2023

Cheyenne Raines, Special Day Class/Early Childhood Teacher, effective June 6, 2023

Astrid Rea Preciado, Instructional Assistant – English Language Learner, effective June 3, 2023

Juan Ricoy, Principal, effective June 27, 2023

Deborah Robles, Resource Specialist, effective May 26, 2023

Alba Ruiz Herrero, Teacher, effective June 6, 2023

Kathy Sides, Noon Duty Supervisor, effective June 3, 2023

Omar Torres, Special Day Class/Early Childhood Teacher, effective June 6, 2023

Jodie Turner, Student, Family and Community Service Project Manager, effective June 13, 2023

Jeanette Valdez, Special Day Class – Mild/Moderate Teacher, effective June 6, 2023

Rosario Valencia-Pendleton, Instructional Assistant (Preschool), effective June 3, 2023

Kathryn Walker, Psychologist, effective June 6, 2023

I. RETIREMENT

Elvia Banales Romero, Teacher, effective June 6, 2023

Melody Belcher, Principal, effective June 27, 2023

Janete Carrillo, Child Nutrition Services III, effective June 6, 2023

Maria Guiao, Student Attendant, effective June 3, 2023

Janelle Helms, Language, Speech, and Hearing Specialist, effective June 6, 2023

Becky Inumerable, Teacher, effective June 6, 2023

J. PRE-EMPLOYMENT PHSYCIAL/DRUG SCREENING

Campus Clinic, effective July 1, 2023, through July 31, 2023

K. CONSULTANTS

On September 14, 2022, the Board approved a contract with The Sobel Group Inc. to provide independent school site safety audits at all Chula Vista Elementary School District school sites. The scope of the work will include visitation to school sites, meeting with school site staff and recommendations for further action. An amendment was approved on March 8, 2023, for the dates of services that were provided from October 1, 2022, through June 30, 2023. An additional amendment is needed only for dates from July 1, 2023, through December 31, 2023. Funding remains the same and the sum not to exceed $112,000 will be paid from the General Fund.

Adams Silva & McNally LLP (ASM) will perform legal and consultant services related to general personnel/legal matters, labor relations, litigation, and business services issues. Services will be provided July 1, 2023, through June 30, 2024. Cost of services will depend on the service provider at the following hourly rates:

	Rates Per Hour
Partners/Of-Counsel	$300-$335
Associates	$265-$300
Paralegals/Law Clerks	$165-$185

ASM may also provide on-site legal services (“Office Hours”) to address legal issues that arise in District day-to-day operations. Office Hours will consist of eight hours at District offices and include travel to and from the offices. Office Hours will be provided at a reduced hourly rate of $20 less per hour for each of the rates listed above. Costs will be paid from General, Capital, and/or other appropriate District Funds.

ARC of San Diego will provide services including, but not limited to, cleaning the interior of District Buses. ARC employees include many adults with disabilities who are assigned to the District to clean the interior of buses and provides opportunities for adults with disabilities to take on work responsibilities. The cost will be paid in an amount not to exceed $4,710 per month from Transportation funds for the period of July 1, 2023, through June 30, 2024.

Capitol Advisors Group, LLC., will provide legislative advocacy and legislative action services, strategic counsel, and assistance in developing mutually beneficial partnerships. Such services will be related to pursuing and protecting the interests of the District and the District’s key investment and fiscal policies. Services will be provided July 1, 2023, through June 30, 2024.

Cost of service will be $5,000 per month and will be paid from the General Fund.

Authorize the District to Renew Agreement with Facilitron for a Facilities Use Cost Recovery Program for Period July 1, 2023, Through June 30, 2024. All costs and staff training are included in the flat rate 8%-12% commission charged by Facilitron on recovered facility use fees. These fees will vary from year-to-year depending on each year's facility rental revenue. Commission fees will be recovered through an administrative charge added to facility use rental fees, which is projected to result in zero cost to the District for this program.

Fagen Friedman & Fulfrost LLP (FFF) will perform legal and consultant services related to general personnel/legal matters, labor relations, litigation, and business services issues. Services will be provided July 1, 2023, through June 30, 2024. Costs of service will depend on the service provider at the following hourly rates:

	Rates Per Hour
Of-Counsel	$325-$345
Partners	$310-$370
Associates	$260-$290
Consultants	$270
Paralegals/Law Clerks	$175-$260

Fees will be paid from the General Fund, and/or other appropriate District Funds.

Franklin Covey Client Sales, Inc., will provide client training, coaching and materials to be included in the Leader in me network schools. Services will be provided June 30, 2023, through June 30, 2024. The sum not to exceed $8,170 will be paid from Title 1 Funds.

Gafcon will provide project labor coordination services for the Maxwell Corporate Bus Yard expansion. The cost not to exceed $29,930 will be paid from General Obligation Bond and other Capital funds. Services will commence July 1, 2023, and will continue through completion of the project.

Power School to provide complex data analysis, recommendations, boundary modification services and public engagement services that will support enrollment balancing and optimal building utilization, primarily for the Otay Ranch Village 2 School Community. PowerSchool Enrollment consultants will utilize their extensive experience as boundary consultants, as well as their proprietary GeoSpatial Mapping and Enrollment projections to work with

District staff at Chula Vista Elementary School District. The total cost is $56,182 and will be paid from Capital Funds.

Stepping Stones Therapy Inc. will provide speech assessment and consultation services. Services will be provided November 2, 2022, through June 30, 2023. The sum not to exceed $1,650 will be paid from Special Education Speech Services Funds.

Rachel Sweigart will provide oversight and logistical support on COVID-19 related matters including, but not limited to, contact tracing, testing, and other safety mitigations. Services will be provided July 1,2023, through June 30, 2024. The sum not to exceed $125,000 will be paid from the District General Elementary and Secondary School Emergency Relief Funds.

The Solis Group will provide project labor coordination services for Otay Ranch Village 2, Site 2 Classroom Addition. The cost not to exceed $68,340 will be paid from General Obligation Bond and other Capital funds. Services will commence July 1, 2023, and will continue through completion of the project.

Special District Financing and Administration (SDFA) provides consulting services related to the District's various debt financings, mitigation agreements, developer fee studies, Tax Roll Services, and additional related services as needed including but not limited to monitoring delinquencies, preparing reports, and disclosure and disseminating services. Services will be provided July 1, 2023, through June 30, 2024. Cost of services have not increased from 2021-22 and will depend on the service provided, at the following hourly rates:

	Rates Per Hour – 2023-24
Principal	$160
Senior Associate	$125
Associate	$ 90
Support Staff	$ 50

Costs will be paid from Community Facilities District, Capital, and/or other appropriate District Funds.

Stapledon Enterprises, Inc. will provide Division of State Architect (DSA) Inspection on an as-needed basis for the services for the Otay Ranch Village 2, Site 2 Classroom Addition at a rate of $97 per hour. Services will commence July 1, 2023, and will continue through the completion of the project. The cost will be paid from Capital Funds.

Kelly Wraight, Consultant, will provide oversight and logistical support on COVID-19 related matters including, but not limited to, contact tracing, testing, and other safety mitigations. Services will be provided July 1,2023, through June 30, 2024. The sum not to exceed $100,000 will be paid from the District General Elementary and Secondary School Emergency Relief Funds.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

INDEPENDENT STUDY TEACHER (K-6)

JOB SUMMARY:

Under the supervision of the site administrator, while performing duties and tasks from the assigned school site, provides a virtual independent study educational program for pupils in Grades K, 1, 2, 3, 4, 5, 6, or a combination thereof, and assists in other school programs as assigned. Creates a virtual elementary-grade independent study program favorable to learning and personal growth in each pupil. Establishes effective rapport with pupils and at-home instructors to motivate them to develop skills and knowledge needed to provide a good foundation for further participation in independent study in accordance with the California State Standards. Establishes good relationships with parents/guardians and other staff members. Supervises instructional aides when applicable.

Pending Board Approval

ESSENTIAL JOB FUNCTIONS:

- Assesses students' current academic proficiency to determine needs. Develops course objectives, activities, and materials based on student assessment to provide a quality, appropriate individualized independent study educational program.
- Plans and assigns language arts, social studies, mathematics, science, physical education, and other appropriate learning activities to students in an independent study program model aligned to the California State Standards.
- Provides virtual synchronous and asynchronous instruction based on the independent study program model.
- Plans long-range goals and rigorous tasks for students to ensure preparation for college and career.
- Instructs students in citizenship, communication skills, and other elements of the independent student program model specific to state law and administrative regulations and procedures of the District.
- Develops synchronous and asynchronous lesson plans and instructional materials; provides instruction to adapt the curriculum to the needs of each independent study student.
- Evaluates students' academic assignments and monitor work completion in alignment with the independent study program model.
- Evaluates students' academic and social growth, keep appropriate records, and prepare progress reports.
- Creates a virtual learning platform to house grade-level curriculum, assign lessons and assessments, provide student feedback on learning, and communicate with students and at-home instructors.
- Communicates with parents/guardians through a variety of methods.
- Holds individual student and parent conferences in alignment with independent study program written agreement to discuss the individual student's progress and interpret the school program.

- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Creates and maintains a virtual learning environment that is safe and optimal for student needs.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere online.
- Meets regularly with site administration to review independent study student work and data to assess progress toward goals.
- Maintains professional competence through participation in in-service education activities provided by the District, site administration, and/or self-selected professional growth activities.
- Observes legal mandates, including the maintenance and reporting of grades, independent study documentation, student work, and attendance.
- Administers standardized tests and other District-selected tests in accordance with the District testing program.
- Attends a reasonable number of meetings and parent conferences.
- Selects and requisitions books, instructional supplies and maintains required inventory logs.
- Coordinates the distribution of student supplies as needed.
- Participates in faculty committees.
- Plans and coordinates the work of Instructional Assistants and other paraprofessionals.
- Attends scheduled staff meetings, IEP meetings, and other assigned meetings as required.

Pending Board Approval

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credential:**
  Multiple Subject Teaching, or credential deemed appropriate for the specific position.
  "No Child Left Behind" compliant.
  CLAD or BCLAD or equivalent.

- **Education:**
  Bachelor's Degree, including all courses needed to meet credential requirements.

- **Highly Desired Skills:**
  - Knowledge of educational research and effective, research-based instructional practices.
  - Experience implementing the California State Standards and providing individualized instruction.

- Experience with administration and interpretation of screening, diagnostic, and progress monitoring assessments, including working with associated online data systems.
- Ability to develop and implement innovative and flexible programs for students.
- Ability to evaluate student progress accurately and maintain thorough written records.
- Demonstrated written and verbal communication.
- Ability to balance and prioritize individualized instructional student needs and professional duties.
- Ability to develop and meet project timelines and schedules, track progress, implement projects, and evaluate effectiveness.
- Ability to use various technology resources as instructional tools.
- Demonstrated punctuality, preparedness, organization, and commitment.

Pending Board Approval

Certificated Salary Schedule
BOARD APPROVED:
REVISION DATES:

EXPANDED LEARNING SITE LEAD

JOB SUMMARY:
Under the supervision of the site administrator and ELOP Coordinator, coordinate and oversee the site Expanded Learning program components related to staffing, safety, program management, program quality, and perform a variety of support duties for administrators, instructors, and students.

ESSENTIAL JOB FUNCTIONS:
- Build and maintain relationships with parents, families, teachers, administrators, and community providers.
- Oversee program instructors and community providers with respect to monitoring and implementing the supervision of the day-to-day duties to ensure the operation of effective expanded learning programs for students.
- Provide program coordination functions with respect to monitoring and implementing the supervision of the day-to-day duties to ensure the operation of an effective Expanded Learning program for students.
- Monitor, maintain, and complete all program records related to student target enrollment and develop waiting lists for student placement.
- Implement the recruitment, registration and placement of students participating in expanded learning programs.
- Develop and ensure check in/out procedures for students are established and program paperwork is maintained, including attendance records, monthly program reports and submit timecards for processing.
- Oversee and complete the site program evaluation in compliance with all grant components, including the programs Quality Program Improvement Plan.
- Evaluate staff performance and address areas of concerns and need.
- Create and maintain accountability systems for task and project completion.
- Coordinate program field trips and special events, including parent nights.
- Distribute required snack and submit related paperwork.
- Attend scheduled meetings and professional development.
- Perform a variety of duties as assigned.

Pending Board Approval

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:
- Must be at least 18 years of age.
- High school diploma or General Education Degree (GED).
- Experience mentoring and leading other adults or teaching staff highly desired.

- Work a flexible schedule in line with the school district calendar and schedule.
- Communicate effectively both orally and in writing. Proper English usage, grammar, spelling, punctuation, and vocabulary in all forms of communication.
- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required.
- Highly organized with exceptional interpersonal and partnering relationship skills.
- Enthusiastic and highly motivated.
- Proven leadership and team-building skills.
- Excellent time management skills.
- Provides effective customer service.
- Must be flexible, team oriented and student focused.
- If assigned to more than one site, available to travel between sites.
- Ability to meet state-specific requirements; Fingerprint LIVE SCAN, CPR/FA, TB test and Mandated Reporter training.

Pending Board Approval

Certificated Salary Schedule
BOARD APPROVED:
REVISION DATES:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Authorize the Assistant Superintendent for Human Resources Services and Support to Execute Agreements with Universities and Colleges for Administrative Services and Dietician Internships; Counselor, Social Worker, Speech Pathologist, and Psychologist Internships/Practicums; Student Nursing Programs; and Student Teaching, for the 2023-24 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Throughout the school year, the District receives many requests from universities and colleges to enter into agreements for internships, practicums, and other programs for administrative services, dietician, counselor, social worker, speech pathologist, psychologist, and nursing students and for student teaching. These agreements allow the District to provide field experiences within school facilities for qualified students enrolled in higher-learning institutions.

ADDITIONAL DATA:

Copies of agreements are available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Based on the terms of each of the agreements with the universities and colleges, payments to the District can range up to $250 per semester per university/college student.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Authorize the Possible Employment of Limited-Term Management Employees for the 2023-24 School Year

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Throughout each school year, the District encounters the need to hire limited-term employees to fill in for management positions that come up when principals retire or resign (while the hiring process is ongoing), or when they are on extended leaves of absence. Securing previous authorization allows enhanced efficiency in placing a temporary leader to ensure the continuity of the school environment.

ADDITIONAL DATA:

A list of possible limited-term management employees is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The District will pay each limited-term management employee a daily rate based on the Management Salary Schedule.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with National University Teacher Quality Partnership Grant

_____X____Action **_____Information**

BACKGROUND INFORMATION:

The Memorandum of Agreement in support of the Teacher Quality Partnership Grant, *ASPIRE (Advancing Student Progress through an Innovative Residency Experience)*, National University ("NU"), in partnership and on behalf of the project's participating Local Education Agency (LEA"), Chula Vista Elementary School District ("CVESD"), will commit to responsibilities should the grant be awarded by the U.S. Depart of Education, effective March 1, 2023, through June 30, 2029

ADDITIONAL DATA:

A copy of the MOU is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The funding will be from the Teacher Quality Partnership Grant.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Purchase of Cyber/Privacy Liability Policy from Ascot Specialty Insurance Company, for a Policy Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District has been working to ensure it maintains the appropriate insurance coverage for any event that occurs. With an increase of technology being utilized in our schools and District office, new risks have emerged that present an opportunity for loss. The District worked with its HUB International insurance brokers to quote an insurance policy to cover the District from losses related to cyber, privacy, and media liability. This policy with Homeland Insurance Co will replace the current cyber liability insurance that will expire on June 30, 2023.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources and Support.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the Cyber/Privacy Liability Policy is $61,908. and will be paid through the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Purchase of Excess Workers' Compensation Policy from Star Insurance Company Underwriters, for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

Beginning July 1, 2023, the Chula Vista Elementary School District will renew its Excess Workers' Compensation policy with Star Insurance Company Underwriters. The District has maintained self-insured status with the State of California for more than 15 years and retains losses up to $1,000,000. The District has purchased excess coverage for catastrophic losses to ensure it is able to meet its financial obligations if a loss occurs. During the coming policy period, the District will maintain its excess workers' compensation coverage at $25,000,000.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources and Support.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the Excess Workers' Compensation policy is $217,180 and will be paid through the Workers' Compensation Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreements with the San Diego County Office of Education for:

(1) Participation in the Outdoor Education Program for the Period of July 1, 2023, Through June 30, 2024; and

(2) Participation in the Science Outreach Program for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

The San Diego County Office of Education (SDCOE) operates the Outdoor Education Program, which allows Grade 6 students to stay four or five days at a designated site where they are provided with hands-on learning opportunities that incorporate the Next Generation Science Standards and Common Core State Standards. The program's curriculum includes life science, biology, botany, earth science, geology, meteorology, astronomy, outdoor skills, recreation activities, and crafts. The SDCOE requests districts to sign an agreement for each of their participating schools. The agreement allows for scheduling and other necessary preparations for use of outdoor education facilities. The agreement dooes not change the obligation of the individual schools to provide funding for participating students.

The SDCOE coordinates the Science Outreach Program, which includes the Green Machine, the Splash Science Mobile Lab, and the Marine Science Floating Lab.

- The Green Machine curriculum aligns with the California Science Content Standards for Kindergarten through Grade 4. It consists of a presentation that describes the journey from seed to dinner table through hands-on learning stations that enable students to learn where their food comes from. A musical and dramatic wrap-up reinforces the learning.
- The Splash Science Mobile Lab curriculum aligns with the California Science Content Standards for Grades 4 through 6. It consists of hands-on learning

opportunities for students at multiple learning stations—watershed and storm drains, water conservation, San Diego estuary, and microscope.
- The Marine Science Floating Lab program consists of half-day field trips on San Diego Bay with hands-on science instruction and materials.

District schools may want to take advantage of these field trip opportunities. In order for the District to participate, an agreement approved by the Board of Education is required. The agreement does not obligate the District but allows schools to participate should they choose to do so.

ADDITIONAL DATA:

Currently, students from the schools listed below will participate in the Outdoor Education Program during the period of July 1, 2023, through June 30, 2024.

- Arroyo Vista Charter
- Discovery Charter
- Clear View
- Myrtle S. Finney
- Halecrest
- Fahari L. Jeffers
- Karl H. Kellogg
- Burton C. Tiffany
- Silver Wing
- Veterans
- Vista Square
- Wolf Canyon

Additional information is available in the Office of the Area Assistant Superintendent of Instructional Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the Outdoor Education Program is covered by students, fundraisers, and site-based funds. A discounted rate will apply to the percentage of students who have been identified as socioeconomically disadvantaged at individual schools. Outdoor Ecuation Program fees are listed below.

Description	Cost
Five-day program	$345 per student
Four-day program	$295 per student

The participation fee for the Green Machine Lab is $616 per trip, serving up to four one-hour classes of up to 30 students each.

The participation fee for the Splash Science Lab is $855 per trip, serving up to four one-hour classes of up to 30 students each.

The participation fee for the Marine Science Floating Lab is $900 per morning trip and $855 per afternoon/twilight trip, serving up to 40 people on one of two boats.

Schools utilize site-based funds to finance the field trips.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreement with the YMCA of San Diego County for Participation in the Outdoor Education Program for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

The YMCA of San Diego County (YMCA) operates the Outdoor Education Program, which allows Grade 6 students to stay for four or five days at a designated site where they are provided with hands-on learning opportunities that incorporate Next Generation Science Standards. The program's curriculum includes life science, biology, botany, earth science, geology, meteorology, astronomy, outdoor skills, Native American lore, recreation activities, and crafts.

YMCA requests each participating district to enter into an agreement to allow for scheduling and other necessary preparations for use of outdoor education facilities. The agreement requires the District to guarantee payment for students in order to cover instructional fees, food, and lodging at YMCA facilities. This agreement does not change the obligation of the individual schools to provide funding for participating students.

ADDITIONAL DATA:

Currently, students from the schools listed below will participate in the Outdoor Education Program during the period of July 1, 2023, through June 30, 2024.

- Ella B. Allen
- Enrique S. Camarena
- Joseph Casillas
- Castle Park
- Chula Vista Hills
- Chula Vista Learning Community Charter
- Hazel Goes Cook
- EastLake
- Mae L. Feaster Charter
- Anne and William Hedenkamp
- Heritage
- Hilltop Drive
- Juarez-Lincoln
- J. Calvin Lauderbach
- Liberty
- Los Altos
- Corky McMillin
- John J. Montgomery
- Olympic View
- Otay
- Palomar
- Fred H. Rohr
- Rosebank
- Salt Creek
- Valle Lindo

Additional information is available in the Office of the Area Assistant Superintendent of Instructional Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the program is covered by students, fundraisers, and site-based funds. A discounted rate will apply based on the percentage of Title I students at individual schools. Program fees are listed below.

Description	Base Cost
Four-day program	$259 per student
Five-day program	$299 per student

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreement with Sweetwater Authority for Use of the Assembly Room at the Richard A. Reynolds Groundwater Desalination Facility for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

In September 2015, the District engaged staff members from Qualcomm and the Chula Vista Public Library to discuss creating an innovative partnership that would focus on the four C's of 21st Century learning: Critical Thinking, Communication, Collaboration, and Creativity. As a result of creative thinking and discussions, the Innovation Station, inspired by Qualcomm's Thinkabit Lab, was launched in early August 2016.

In February 2018, the District engaged staff members from San Diego Gas and Electric, the International Brotherhood of Electrical Workers and National Electrical Contractors Association, and the Chula Vista Public Library to create a career exploration experience centered around renewable energy. As a result, the Energy Station was unveiled in July 2018.

Similarly, in March 2018, the District engaged staff members from Sweetwater Authority and Otay Water District to create an additional experience centered around careers in the water industry, which is part of the Energy, Construction, and Utilities priority sector. This partnership resulted in the opening of the Hydro Station (HS) in April 2019 at the Richard A. Reynolds Groundwater Desalination Facility.

At the HS, classes are led by a District Innovation Teacher who facilitates student learning that addresses real-world challenges in this sector using the Engineering Design Process. During the career exploration portion of the experience, students explore and learn about their strengths and interests, with a focus on using the RIASEC framework (six categories of personality types that align with careers): realistic, investigative, artistic, social, enterprising, and conventional. Students' awareness of careers in this sector are expanded through career exploration

activities. As a result, students walk away with a broader knowledge of careers that align with their strengths and interests.

ADDITIONAL DATA:

In the interest of workforce investment, and paving the way for school success and high-paying recession-proof careers for Chula Vista residents, Sweetwater Authority and the District wish to continue to collaborate to provide a versatile access point for Science, Technology, Engineering, and Math activities. Sweetwater Authority has an assembly room located on its Richard A. Reynolds Groundwater Desalination Facility, which the District would like to continue to utilize for the HS; an agreement has been developed for this purpose.

A copy of the agreement is available for review in the Office of the Area Assistant Superintendent of Instructional Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Sweetwater Authority will provide, at its own cost and expense, the assembly room. The estimated cost for one District Innovation Teacher for the 2023-24 school year is approximately $104,435 and will be paid from Title IV funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Agreement with the South Bay Family YMCA for the Dynamic Afterschool Hours/Junior Academy Program and Chula Vista Elementary School District for the Period of July 19, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

For many years, South Bay Family YMCA has demonstrated great commitment to children by providing safe and nurturing after-school programs that support academic achievement, offer opportunities for cultural and artistic enrichment, and provide organized recreational opportunities. South Bay Family YMCA has operated the Dynamic After-School Hours (DASH)/Junior Academy Program in the District with great success since October 1999 and is prepared to continue for the 2023-2024 school year.

ADDITIONAL DATA:

South Bay Family YMCA will provide DASH/Junior Academy Program, a structured sports and recreation program, at the following 25 sites:

Ella B. Allen	Fahari L. Jeffers	Rosebank
Enrique S. Camarena	Karl H. Kellogg	Salt Creek
Joseph Casillas	Liberty	Sunnyside
Chula Vista Hills	Thurgood Marshall	Burton C. Tiffany
Clear View	Corky McMillin	Valley Vista
EastLake	Saburo Muraoka	Veterans
Halecrest	Olympic View	Wolf Canyon
Anne and William Hedenkamp	Parkview	
Heritage	Greg Rogers	

Additional information is available for review in the Office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The total cost to operate the DASH/Junior Academy will be $3,905,115.00 and will be paid from Expanded Learning Opportunities-Program funds.

DASH ELOP Program	$3,397,942
Sports Enrichment	$120,681
Junior Academy Program	$386,492
Total	**$3,905,115**

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve and/or Ratify Agreement with Curriculum Associates for the i-Ready® Personalized Math Online Instruction and Diagnostic Assessment, for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

With this renewal, students will receive i-Ready® Classroom Mathematics Textbooks - consumable worktexts for students to show their thinking and record their work. They contain student centered instruction and high-quality practice and align with the teacher books and digital resources in the program.

Teachers will also continue to have access to i-Ready® Software - the i-Ready® Adaptive Diagnostic and Personalized Instruction for Mathematics. With the i-Ready® Classroom Mathematics suite, students will have access to Learning Games and Fluency lessons to support student conceptual understanding and fact fluency.

Continued professional learning and support from the i-Ready® team will be provided with implementation support, data reporting and analytics, and instructional guidance throughout the year.

ADDITIONAL DATA:

At its meeting on May 24, 2023, the Board approved the agreement with Curriculum Associates for i-Ready® Personalized Math Online Instruction and Diagnostic Assessment.

Due to a change in projected numbers, including combination classes and Mild-Moderate Special Day Class needs, we had to increase the order from the original quote. Any additional materials we receive that are not needed will be used as overstock for new classrooms.

Additional information is available for review in the Office of the Executive Director of Curriculum and Instruction.

FISCAL IMPACT/FUNDING SOURCE:

The cost for the i-Ready® Personalized Online Math Instruction, Diagnostic Assessment, Classroom texts, and professional development (PD) for the 2023-24 school year will be $1,437,632.29 and will be paid using Restricted Lottery funds. PD for teachers and leaders will be provided by trainers from Curriculum Associates to support the implementation and utilization of the program, Diagnostic Assessment, and resources in July 2023 before the start of the 2023-24 school year, with continued training and support throughout the year.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Resolution for Purchase of i-Ready® Curriculum for Mae L. Feaster Charter School Through Curriculum Associates

____X____Action _____Information

BACKGROUND INFORMATION:

Title 2, Code of Federal Regulations Section 200.320(b) and California Public Contract Code Section 20111(a) require public agencies to utilize the competitive bidding process for expenditures with public funds unless certain exceptions apply; and Title 2, code of Federal Regulations section 200.320(c) permits noncompetitive procurement if the item sought is available only from a single source; and through research of available options, District Charter School Mae L. Feaster (Feaster) Charter School desires to purchase Curriculum Associates supplemental curriculum (Curriculum) utilizing federal Elementary and Secondary School Emergency Relief lll funds as Curriculum Associates' curriculum is unique and is only available from Curriculum Associates.

ADDITIONAL DATA:

The Feaster Charter Board approved a Sole Source Resolution for Curriculum Associates at its May 31, 2023 meeting.

FISCAL IMPACT/FUNDING SOURCE:

The cost of this curriculum is $40,412 and is to be paid from Mae L. Feaster Charter School's ESSER III Funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution for Purchase of i-Ready®)
Curriculum for Mae L. Feaster Charter)
School Through Curriculum Associates)

On motion of Member_____, seconded by Member _____, the following resolution is adopted:

WHEREAS, Title 2, Code of Federal Regulations Section 200.320(b) and California Public Contract Code Section 20111(a) require public agencies to utilize the competitive bidding process for expenditures with public funds unless certain exceptions apply; and

WHEREAS, Title 2, Code of Federal Regulations Section 200.320(c) permits noncompetitive procurement if the item sought is available only from a single source; and

WHEREAS, California Public Contract Code Section 3400(c)(3) permits public agencies to call for a designated material, product or thing by specific brand in order to obtain a necessary item that is only available from one source; and

WHEREAS, California Public Contract Code Section 20118.3 permits a school district to purchase "supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals in any amount needed for the operation of [its schools] without taking estimates or advertising for bids"; and

WHEREAS, after thorough research of available options, District charter school Mae L. Feaster ("Feaster") Charter School desires to purchase Curriculum Associates supplemental curriculum ("Curriculum") utilizing federal Elementary and Secondary School Emergency Relief ("ESSER III") funds; and

WHEREAS, the Curriculum is unique, and thereby only available from one source, because it may be used as a diagnostic tool to assess students at their instructional level and includes curriculum aligned to their grade level standards. The Curriculum 's My Path feature enables students to work at their individual level at all times and differentiates instruction to reteach and/or enhance students' ability to understand classroom instruction. The Curriculum is available for students in grades kindergarten through sixth and offered in both English and Spanish, which is critical to Feaster's dual language program. The District has also implemented the Curriculum, which will better enable Feaster staff to collaborate with the

District, participate in professional development, and access District resources and support. The Curriculum is uniquely developed to support students with the greatest level of need, which will be particularly useful given Feaster's high unduplicated student count and critical to closing the achievement gap; and

WHEREAS, the Curriculum meets the exceptions to competitive bidding requirements set forth in Public Contract Code Section 20118.3 because the Curriculum includes test materials and software; andl

WHEREAS, the Curriculum is best suited to serve the unique needs of District students and staff; and

WHEREAS, competitive bidding requirements would not produce any advantage for the District.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District finds that the Curriculum is unique and meets the sole source public procurement exceptions as cited in Title 2, Code of Federal Regulations Section 200.320(c) and California Public Contract Code Section 3400(c)(3); it would not produce any advantage for the District to comply with competitive bidding requirements in this case; and it is in the District's best interest to authorize a sole source contract to Curriculum Associates for its Curriculum.

BE IT FURTHER RESOLVED that the Board of Education finds that the public bidding exception requirement sets forth in California Public Contract Code Section 20118.3 applies.

BE IT FURTHER RESOLVED that the Board of Education delegates to District staff the authority to take all necessary steps required to contract for the Curriculum as set forth herein.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Resolution for Purchase of Benchmark Education Curriculum by Mae L. Feaster Charter School

____X____Action **_____Information**

BACKGROUND INFORMATION:

Title 2, Code of Federal Regulations Section 200.320(b) and California Public Contract Code Section 20111(a) require public agencies to utilize the competitive bidding process for expenditures with public funds unless certain exceptions apply; and Title 2, code of Federal Regulations section 200.320(c) permits noncompetitive procurement if the item sought is available only from a single source; and through research of available options, District Charter School Mae L. Feaster (Feaster) Charter School desires to purchase Benchmark Education curriculum (Curriculum) utilizing federal Elementary and Secondary School Emergency Relief lll funds as Benchmark Education's curriculum is unique and is only available from Benchmark Education.

ADDITIONAL DATA:

The Feaster Charter Board approved a Sole Source Resolution for Benchmark Education at its May 31, 2023 meeting.

FISCAL IMPACT/FUNDING SOURCE:

The cost of this curriculum is $154,419 and is to be paid from Mae L. Feaster Charter School's ESSER III Funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution for Purchase of Benchmark Education)
Curriculum by Mae L. Feaster Charter School)

On motion of Member_____, seconded by Member _____, the following resolution is adopted:

WHEREAS, Title 2, Code of Federal Regulations Section 200.320(b) and California Public Contract Code Section 20111(a) require public agencies to utilize the competitive bidding process for expenditures with public funds unless certain exceptions apply; and

WHEREAS, Title 2, Code of Federal Regulations Section 200.320(c) permits noncompetitive procurement if the item sought is available only from a single source; and

WHEREAS, California Public Contract Code Section 3400(c)(3) permits public agencies to call for a designated material, product or thing by specific brand in order to obtain a necessary item that is only available from one source; and

WHEREAS, California Public Contract Code Section 20118.3 permits a school district to purchase "supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals in any amount needed for the operation of [its schools] without taking estimates or advertising for bids"; and

WHEREAS, after thorough research of available options, District charter school Mae L. Feaster ("Feaster") Charter School desires to purchase Benchmark Education supplemental curriculum ("Curriculum") utilizing federal Elementary and Secondary School Emergency Relief ("ESSER III") funds; and

WHEREAS, the Curriculum is unique, and thereby only available from one source, because it includes a Spanish program that is not a direct translation of the English program thereby providing students with an authentic language experience. The Curriculum is closely aligned to the state standards and common core, which is vital to our students' learning. The Curriculum is available for students in grades kindergarten through sixth and offered in both English and Spanish, which is critical to Feaster's dual language program. The District has also implemented the Curriculum, which will better enable Feaster staff to collaborate with the District, participate in professional development, and access District resources and support; and

WHEREAS, the Curriculum meets the exceptions to competitive bidding requirements set forth in Public Contract Code Section 20118.3 because the Curriculum includes textbooks, test materials, workbooks, and software; and

WHEREAS, the Curriculum is best suited to serve the unique needs of District students and staff; and

WHEREAS, competitive bidding requirements would not produce any advantage for the District.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District finds that the Curriculum is unique and meets the sole source public procurement exceptions as cited in Title 2, Code of Federal Regulations Section 200.320(c) and California Public Contract Code Section 3400(c)(3); it would not produce any advantage for the District to comply with competitive bidding requirements in this case; and it is in the District's best interest to authorize a sole source contract to Benchmark Education for its Curriculum.

BE IT FURTHER RESOLVED that the Board of Education finds that the public bidding exception requirement sets forth in California Public Contract Code Section 20118.3 applies.

BE IT FURTHER RESOLVED that the Board of Education delegates to District staff the authority to take all necessary steps required to contract for the Curriculum as set forth herein.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Memorandum of Understanding with Jewish Family Service Positive Parenting Program, for the 2023-24 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Jewish Family Service is the County of San Diego contractor for the Positive Parenting Behavioral Health Contract (County Agreement 553898) Positive Parenting Program (Triple P). Triple P is an evidence-based, preventive, early-intervention parent education program focused on improving child behavior management techniques and is offered free to select San Diego County elementary schools, preschool and Head Start centers each year. The program has been funded by a contract with the County of San Diego, Health and Human Services Agency since 2009. The program's goal is to help promote improved effectiveness and wellness of parents which, as research attributes, is the foundation for heathy and well-adjusted students.

The Memorandum of Understanding authorizes the continuation of services provided by Jewish Family Service through Triple P to children and families enrolled in the District. Over the last few years, Cook, Harborside, Juarez-Lincoln, Kellogg, Lauderbach, Los Altos, Otay, Rice, Silver Wing and Vista Square Schools, and Feaster and Mueller Charter Schools have utilized Triple P.

ADDITIONAL DATA:

The Triple P three-seminar series can be presented in three consecutive weeks. Each session lasts two hours when presented live and 90 minutes when presented online via Zoom. Based on each school's needs, presentations may occur in the morning (8:30 A.M. to 10:30 A.M.) or the evening (6:00 P.M. to 8:00 P.M.) in both English and Spanish.

Additional information is available for review in the office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Ratify Memorandum of Understanding with Children's Primary Dental Care, for the period of April 2023 Through April 2024

____X____Action _____Information

BACKGROUND INFORMATION:

The District and Children's Primary Dental Care (CPDC) recognize the importance of every student's physical, dental, and emotional health and its relationship to learning, and believes in the value of maintaining the quality of school health services offered to students and their families.

CPDC will provide, through a licensed dentist, school-based dental services including dental screenings, topical fluoride varnish applications, oral health education, dental report cards, and dental referrals for procedures needing to be completed off-site (hereinafter collectively referred to as "services"). CPDC will provide all equipment and supplies that are necessary and proper to deliver the services being provided under this memorandum.

In addition to these services being provided, if CPDC can secure sufficient funding from third party sources, CPDC shall also provide additional preventive dental services including, but not limited to, dental sealants on subsequent visits.

ADDITIONAL DATA:

A copy of the MOU is available for review in the office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

No cost to the District.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank for the Food 4 Kids Backpack Program, for the 2023-24 School Year

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

The Food 4 Kids Backpack Program was established in 2006. This program supplies a weekend's worth of food to chronically hungry elementary school students from low-income households. Eligible students are those at-risk for food instability over the weekend when free school meals are unavailable.

The District warehouse serves as the distribution hub for the Food 4 Kids Backpack Program. Each Friday afternoon, participating students are discreetly given a bag of food which is tucked into their backpacks. Each bag contains enough food to sustain the students through the weekend.

When a school staff member identifies a student who displays signs of chronic hunger, a referral form is sent to the Jacobs & Cushman San Diego Food Bank and the student's parents are sent a permission slip to enroll the student in the program.

Schools above eighty percent Free and Reduce-Price Meal are given priority to participate once they complete the application process. The following ten school sites are currently participating in this program:

· Mae L. Feaster Charter	· Otay
· Harborside	· Palomar
· Juarez-Lincoln	· Lillian J. Rice
· J. Calvin Lauderbach	· Fred H. Rohr
· John J. Montgomery	· Vista Square

ADDITIONAL DATA:

A copy of the MOU is available for review in the office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Funding for the Food 4 Kids Backpack Program is secured through the Jacob & Cushman San Diego Food Bank.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Ratify School Plans for Student Achievement for Ella B. Allen, Joseph Casillas, Chula Vista Hills, Clear View, EastLake, Olympic View, Parkview, Sunnyside, Burton C. Tiffany, and Valley Vista Elementary Schools Operating Title I Schoolwide Program, for the 2022-23 School Year

_____X_____Action **_____Information**

BACKGROUND INFROMATION:

In January 2002, the California Legislature amended the planning requirements for schools that participate in State and federal programs funded through the Consolidated Application process. As required by the Education Code and the federal Elementary and Secondary Education Act, each school must develop a School Plan for Student Achievement (SPSA) to improve the academic performance of all pupils to the level of the performance goals as established by the new State accountability system.

Allen, Casillas, Chula Vista Hills, Clear View, EastLake, Olympic View, Parkview, Sunnyside, Tiffany, and Valley Vista Schools have been identified to receive Title I, Part A funds to operate a Targeted Assistance School (TAS) Program for the 2022-23 school year. The California Department of Education allows Local Educational Agencies (LEA) to apply for a waiver to allow these ten schools to operate Schoolwide Programs (SWP).

Once the local governing board approves the waiver request, the school must then complete the following:

1. Conduct a Needs Assessment.
2. Develop a SWP Plan which is satisfied by the SPSA.
3. Obtain the local governing board approval of the SWP Plan.
4. The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System (CARS).

The following are specific requirements for school plans and are directly related to improving tested student performance.

1. School districts must assure “that School Site Councils (SSCs) have developed and approved a SPSA for schools participating in programs funded through the Consolidated Application and Reporting (CARS) process.”

2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”

3. Any plans required by programs funded through the CARS must be consolidated into a single plan.

4. The content of the plans must be aligned with school goals for improving student achievement.

5. School goals must be based on an analysis of verifiable state data, including the new state accountability system and the English Language Proficiency Assessment for California (ELPAC) and may include any data voluntarily developed by districts to measure pupil achievement.

6. The plans must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC.”

7. Plans must be reviewed and approved by the governing board of the LEA “whenever there are material changes that affect the academic programs for students covered by programs” funded through the CARS.

Each school is responsible for monitoring the effectiveness of its SPSA. All performance goals will be evaluated to assess the impact on student achievement.

ADDITIONAL DATA:

Complete copies of the 2022-23 SPSAs are available for review in the office of the Executive Director of Language Development and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Single Plans for Student Achievement, for the 2023-24 School Year

___X___ Action **_____ Information**

BACKGROUND INFROMATION:

In January 2002, the California Legislature amended the planning requirements for schools that participate in State and federal programs funded through the Consolidated Application process. As required by the Education Code and the federal Elementary and Secondary Education Act, each school must develop a Single Plan for Student Achievement (SPSA) to improve the academic performance of all pupils to the level of the performance goals, as established by the new state accountability system.

The following are specific requirements for school plans and are directly related to improving tested student performance.

1. School districts must assure "that School Site Councils (SSCs) have developed and approved a SPSA for schools participating in programs funded through the Consolidated Application and Reporting (CARS) process."

2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

3. Any plans required by programs funded through the CARS must be consolidated into a single plan.

4. The content of the plans must be aligned with school goals for improving student achievement.

5. School goals must be based on an analysis of verifiable state data, including the new state accountability system and the English Language Proficiency Assessment for California and may include any data voluntarily developed by districts to measure pupil achievement.

6. The plans must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC.”

7. Plans must be reviewed and approved by the governing board of the local educational agency (LEA) “whenever there are material changes that affect the academic programs for students covered by programs” funded through the CARS.

Each school is responsible for monitoring the effectiveness of its SPSA. All performance goals will be evaluated to assess the impact on student achievement. Charter schools are not required to submit a separate plan as their LEA Plan fulfills requirements.

ADDITIONAL DATA:

Goals included in the SPSA to be met by the end of the 2023-24 school year are attached as “Exhibit A.” Goals are based on a comprehensive needs assessment and are intended to increase student performance in the five state indicators on the California Dashboard.

Complete copies of the 2023-24 SPSAs are available for review in the office of the Executive Director of Language Development and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated Districtwide allocation for site-based discretionary and categorical expenditures including prior year carryover is $11,292,725.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

EXHIBIT A

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT:
Summary of Specific, Measurable, Attainable, Relevant, Time-Bound, and Equity Goals and Acronyms

Goals	Goal 1: Language Arts Goal 2: Math Goal 3: English Learner Progress Goal 4: Chronic Absenteeism Goal 5: Suspension Rate
Student Groups	ELs English Learners SED Socioeconomically Disadvantaged SwD Students with Disabilities FY Foster Youth HS Homeless Students
Assessments	ELPAC English Language Proficiency Assessment for California CAASPP ELA California Assessment of Student Performance and Progress (English Language Arts/Literacy) CAASPP Math California Assessment of Student Performance and Progress (Math) Achieve3000® (Language Arts) i-Ready® (Math) Smarty Ants® (Language Arts)

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds, for the 2023-24 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Medi-Cal Collaborative Group, consisting of District administrators, certificated and classified staff, and other community representatives sets priorities for reinvestment of reimbursement funds for qualifying services provided to Medi-Cal eligible students

The intent of the Local Educational Agency (LEA) Medi-Cal Billing Option is outlined in Education Code Section 8800 et seq. School districts applying for and administering Healthy Start and similar operational grants and programs utilize the LEA Medi-Cal Billing Option as a mechanism to generate new funds to sustain and expand these services. A wide range of health and social services for targeted children through consortia and collaboration are permissible as called for in the Education Code.

Reimbursements must be used to supplement and not supplant existing State and federal funding.

ADDITIONAL DATA:

Additional information is available for review in the office of the Assistant Superintendent of Student Services.

FISCAL IMPACT/FUNDING SOURCE:

The estimated beginning balance for the 2023-24 school year is approximately $1,177,103. The Medi-Cal Collaborative is submitting the following recommendation for the allocation of funds:

Family Resource Centers	$320,000
Special Education Providers' Group: Occupational Therapists, Speech Therapists, Psychologists, Nurses	353,131
Nurses Group – Digital Vision Screener and Hearing OAE Equipment; and two "Music 2 My Ears" hearing kits	28,800
Administrative/Clerical Support Salary (25%) = $26,723 Programs Assistant Office supplies, conference, and other misc. costs = $3,277	30,000
Reserve/Vendor fees	445,172
SUB-TOTAL	**$1,177,103**
Additional reserve – allocated funds not used from previous year	30,000
TOTAL	**$1,207,103**

The Medi-Cal Collaborative also recommends that available funding from the reserve can be used to supplement supervision services as required by the Department of Health Care Services for nursing, speech, occupational therapy, and mental health.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Nonpublic, Nonsectarian School Master Contracts with ACES Academy, Aseltine School, Banyan Tree Compass Academy, Community School of San Diego, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, Stein Center, and Winston School for Special Education and Related Services for Individuals with Exceptional Needs, for the 2023-24 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Contracting for the provision of special education and/or related services for a child with exceptional needs in a California nonpublic school (NPS) is made under three basic provisions of the law:

1. An eligible pupil is one for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP, or a student moving from another school district with an existing IEP.

2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.

3. The NPS must be certified by the State Department of Education.

The Department of Special Education and Instruction Services and Support complies with the provisions listed above and anticipates it may establish master contracts with ACES Academy, Aseltine School, Banyan Tree Compass Academy, Community School of San Diego, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, Stein Center, and Winston School.

Public education settings, such as a Special Day Class, are always considered for students who are seriously emotionally disturbed or severely handicapped. An Individual Services Agreement is processed with an NPS in specific instances when the IEP Team recommends that an NPS setting is the most appropriate educational placement for a student who cannot function in a public school setting, even with the support of a one-on-one aide.

ADDITIONAL DATA:

The Department of Special Education and Instruction Services and Support may need to establish contracts with additional nonpublic schools for the 2023-24 school year. Those contracts will be submitted for Board approval at a later date.

Additional information is available for review in the office of the Assistant Superintendent of Student Services.

FISCAL IMPACT/FUNDING SOURCE:

Estimated daily rates for each NPS:

School	Estimated Daily Rate
ACES Academy	$323.50
Aseltine School	$270.00
Banyan Tree Compass Academy	$350.00
Community School of San Diego	$330.00 - $385.00
The Institute for Effective Education	$270.00 - $380.00
New Bridge School	$210.00
San Diego Center for Children Academy	$270.00
Sierra School of San Diego	$260.00
Springall Academy	$330.00
Stein Center	$330.00
Winston School	$330.00

Funding will be provided from Special Education monies and the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Nonpublic, Nonsectarian Individual Services Agreements, for the 2023-24 School Year with:

(1) ACES Academy for Students No. 114395 and 307621;

(2) Aseltine School for Students No. 273712 and 307708;

(3) Sierra School of San Diego for Student No. 308237; and

(4) The Institute for Effective Education for Student No. 306358

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Contracting for the provision of Special Education and/or related services for a child with exceptional needs in a California nonpublic school (NPS) is made under three basic provisions of the law:

1. An eligible pupil is one for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP, or a student moving from another school district with an existing IEP.

2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.

3. The NPS must be certified by the California Department of Education.

The Special Education Department complies with the provisions listed above and wishes to contract with ACES Academy, Aseltine School, Sierra School of San Diego and The Institute for Effective Education for the 2023-24 school year.

IEP Teams met to review placements for the students listed above. At that time, public education settings such as Special Day Classes for students who are seriously emotionally disturbed or severely handicapped were considered. However, it was the recommendation of the teams that the students listed above could not function in a public school setting even with the support of one-on-one attendants. Therefore, NPS settings were deemed the most appropriate educational placements.

ADDITIONAL DATA:

Additional information is available for review in the office of the Assistant Superintendent of Student Services.

FISCAL IMPACT/FUNDING SOURCE:

Estimated costs for the above-mentioned students to attend NPS are:

School	Student Number	Number of Days	Daily Rate	Related Services
ACES Academy	114395 307621	230	$323.50	Intensive Individual Services $25/hour
Aseltine School	273712 307708	210	$270.00	Intensive Individual Services $30/hour
Sierra School of San Diego	308237	210	$260.00	
The Institute for Effective Education	306358	210	$380.00	Intensive Individual Services $150/day

Summary of estimated costs:

ACES Academy	$ 217,810.00
Aseltine School	201,600.00
Sierra School of San Diego	54,600.00
The Institute for Effective Education	111,300.00
Estimated Total Expenditure	**$ 585,310.00**

The following funding sources will be used:

Special Education Funding (Assembly Bill 602)	$ 33,816.90
Special Education Average Daily Attendance Local Control Funding Formula	72,786.00
Other General Fund Revenues	478,707.10
Estimated Total Revenues	**$ 585,310.00**

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs, for the 2023-24 School Year

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Direct services (e.g., Speech Language Pathologists) are provided to students with exceptional needs by independent contractors and nonpublic agencies (NPAs) only when the District is unable to provide those services with District personnel. The Special Education Department wishes to contract with independent contractors and NPAs to provide these services for the 2023-24 school year.

ADDITIONAL DATA:

The attached "Exhibit A" provides a list of contractors that District staff anticipates will be needed to provide services during the 2023-24 school year.

Additional information is available for review in the office of the Assistant Superintendent of Services.

FISCAL IMPACT/FUNDING SOURCE:

The estimated cost for these services for the 2023-24 school year is $11,809,700 and will be paid from Special Education monies and the General Fund.

STAFF RECOMMENDATION:

Recommend authorization.

"EXHIBIT A"
Independent Contractors and NPAs

Contractor	Type of Service	Not to Exceed
AcademiCognitive	Psychology	$ 15,000
Access Behavior	Behavior Support	$ 15,000
Alliance for African Assistance	Interpretation	$ 5,000
Applied Neuropsychology	Psychology	$ 20,000
Assess APE	Adaptive Physical Education	$ 10,000
At Play Occupational Therapy	Occupational Therapy (OT)	$ 11,000
Banyan Tree	Tutoring	$ 20,000
Brain Learning	Psychology	$ 25,000
Children's Occupational Therapy	Occupational Therapy	$ 5,000
Club Xcite	Behavior, Tutoring	$ 70,000
Coastal Speech Therapy	Speech	$1,370,000
Connect4Kids	Psychology	$ 33,400
Cynthia Norall	Psychology	$ 20,000
Deaf Community Services	Interpretation	$ 5,000
EdTheory	Psychology, Teacher	$ 910,000
Eval Group	Speech	$ 480,000
FITS PT	Physical Therapy	$ 10,000
Jill Weckerly	Psychology	$ 11,500
Karen Searcy	Speech	$ 5,000
Kids In Harmony	Psychology	$ 20,000
La Jolla LearningWorks	Tutorial	$ 20,000
La Jolla Psychology Center	Psychology	$ 7,800
Marjorie Block	Occupational Therapy	$ 17,000
Maxim Healthcare	Counseling, Nurse	$1,235,500
Music Therapy Center	Music	$ 60,000
Pedro Olvera	Psychology	$ 20,000
Pioneer Healthcare	Nurse, OT	$ 860,000
Positive Behavior	Behavior	$ 6,000
Professional Tutors of America	Tutorial	$ 10,000
Psychology 360	Psychology	$ 10,000
Psychology Consultation Group	Psychology	$ 20,000
PT In Motion	Physical Therapy	$ 115,000
Rancho Coastal Speech Therapy	Speech	$ 20,000
Ro Health	Nurse	$ 930,000
Robert Gray	Psychology	$ 10,000
San Diego BrainWorks	Psychology	$ 10,000
San Diego Center for Vision	Vision	$ 30,000
San Diego Neuropsychology	Psychology	$ 19,000
San Diego Occupational Therapy	OT, Speech	$ 15,000

"EXHIBIT A" (continued)
Independent Contractors and NPAs

Contractor	Type of Service	Not to Exceed
Segal Speech	Speech	$ 7,000
Soliant Health	OT, Speech	$1,200,000
Speech Pathology Group	Speech	$ 380,000
Specialized Therapy Services	Psych, OT, Speech	$ 100,000
STAR Academy	Tutoring	$ 8,500
Stepping Stones Group	Nurse, OT, Speech	$2,185,000
Sunbelt Staffing	Nurse	$ 600,000
TideSpeak Language & Speech	Speech	$ 5,000
Total Vision	Vision	$ 15,000
Therapy Staff	Nurse	$ 502,000
University of California, San Diego	Medical Consultation	$ 10,000
Verbal Behavior Associates	Behavior	$ 300,000
Vocal T.R.A.C.K.	Speech	$ 6,000
West Neurobehavioral Services	Psychology	$ 15,000

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Student Services

ITEM TITLE:

Approve Flying the Juneteenth Flag In Place of the Progress Flag on June 19, 2023, at Chula Vista Elementary School District's Education Support and Services Center

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Juneteenth flag is a symbol for the Juneteenth holiday in the United States. The colors and symbols on the flag are representative of freedom and the end of slavery.

ADDITIONAL DATA:

Juneteenth recognizes that on June 19, 1865, Union soldiers arrived in Galveston, Texas and enforced the Emancipation Proclamation two and a half years after it was issued by President Abraham Lincoln, freeing the final African American slaves.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Approving the Chula Vista Elementary School District's 2023-24 Estimated Education Protection Account Expenditures

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In accordance with Article XIII, Section 36, of the California Constitution, each school district, charter school, community college district, and county office of education must determine how funds received from the Education Protection Account (EPA) will be spent in its schools. Each Governing Board must make the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries or benefits of administrators or any other administrative costs.

EPA funds are part of the District's Local Control Funding Formula (LCFF) estimated funding and do not represent additional funds above the LCFF estimate. The LCFF is funded by local property taxes, State aid, and State EPA funds. The EPA (Proposition 30) sales tax increase expired on December 31, 2016; whereas the EPA income tax increase expired on December 31, 2018. On November 8, 2016, California voters passed Proposition 55 which extends by twelve years the temporary personal income tax increases enacted in 2012 on high-income earners through 2030.

The attached Resolution includes 2023-24 estimated EPA expenditures based on an established formula. EPA apportionments will be certified late in fiscal year 2023-24. The District must post on its website an accounting of funds received from the EPA and how funds will be spent. The District's annual independent financial and compliance audit must also verify that EPA funds were properly disbursed and expended.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

A copy of the District's estimated EPA expenditures through June 30, 2024, is attached as Exhibit "A" to the resolution.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Approving the Chula)
Vista Elementary School District's)
2023-24 Estimated Education)
Protection Account Expenditures)

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, California voters approved Proposition 30 on November 6, 2012; and Proposition 55 on November 8, 2016.

WHEREAS, Proposition 30 added Article XIII, Section 36, to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e), create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30 of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f), that will be available for transfer into the Education Protection Account during the following fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, charter schools, community college districts, and county offices of education; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; and

WHEREAS, a school district, charter school, community college district, or county office of education shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the Board of Education of the District shall make the spending determinations with respect to monies received from the Education Protection Account in an open session of a public meeting of the Board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs; and

WHEREAS, each school district, charter school, community college district, and county office of education shall annually publish on its website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of school districts, charter schools, community college districts, and county offices of education shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36, of the California Constitution; and

WHEREAS, expenses incurred by school districts, charter schools, community college districts, and county offices of education to comply with the additional audit requirements of Article XIII, Section 36, may be paid with funds from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the Chula Vista Elementary School District as follows:

Section 1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36, of the California Constitution; and the spending determinations on how the money will be spent shall be made in an open session of a public meeting of the Board of Education of the Chula Vista Elementary School District.

Section 2. In compliance with Article XIII, Section 36(e), of the California Constitution, the Board of Education of the Chula Vista Elementary School District has determined to spend the monies received from the Education Protection Account as provided in Exhibit “A,” attached hereto and incorporated herein by this reference.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

_____
Secretary to the Board of Education

EXHIBIT "A"
2023-24 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2024
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Sources	8010-8099	44,488,103.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		44,488,103.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	44,488,103.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		44,488,103.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Award of Bid No. 22/23 - 7 to W2W Sport, to Provide and Install Artificial Turf in the Large Playground Surface Area for Robert L. Mueller Charter School in the Amount of $58,513, for the Period of June 15, 2023, Through Completion of Project

X Action **Information**

BACKGROUND INFORMATION:

Bid No. 22/23-7 was prepared at the request of Mueller Charter School (Mueller) to provide and install 4,600 square feet of artificial turf over the existing poured in place surfacing at the large playground area to include all necessary in-fill to conform with design specifications and 30 play fall tiles at fall areas.

The District conducted the bid in accordance with District Board Policy and Administrative Regulation 3311, under the California Uniform Public Construction Cost Accounting Act procedures under Public Contract Code 22000. The District received only one bid at the bid opening held on March 1, 2023.

The only bid received was from W2W Sport. The District reviewed the submitted bid and confirmed all required documents were received as requested, and as such is recommending award to W2W Sport. Results of the bid are provided in the following chart.

Name of Contractor	Bid Amount
W2W Sport	**$ 58,513**

ADDITIONAL DATA:

Copies of bid documents are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Funding for this project will be paid by Mueller Charter School funds and/or State Charter School Facilities Grant funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Customer Agreement with Frontline Technologies Group LLC dba Frontline Education in the Amount of $20,914.49 for Absence Management and Substitute Placement Services, for the Period of July 1, 2023, Through June 30, 2024

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

The Absence Management reporting system provided by Frontline Technologies Group LLC (Frontline) has been fully integrated in the Chula Vista Elementary School District (District) since 1997. Through this product the District has been able to manage employee absences and ensure that qualified substitutes are present when necessary.

Staff are able to report absences over the phone or online at any time. The Absence Management reporting system allows District departments and school sites to know who is absent and who will be subbing for the absent staff. This system also gives instant access to reports that can be tailored to the department and/or school site needs. Board approval is requested to renew the services provided by Frontline.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Senior Director of Information Technology.

FISCAL IMPACT/FUNDING SOURCE:

The 2022-23 cost for Frontline services was 19,455.34. The cost for 2023-24 will be $20,914.49 and paid from the General fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the Hawthorne School District RFP No. FS21-22-1, Distribution of Frozen, Refrigerated, Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies with Gold Star Foods, Driftwood Dairy, Inc., and P & R Paper Supply Company, Inc., for the Period of July 1, 2023, Through June 30, 2024

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

On June 9, 2021, the Hawthorn School District (HSD) Board of Trustees awarded RFP No. FS21-22-1, Distribution of Frozen, Refrigerated, Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies with Gold Star Foods, Driftwood Dairy, Inc., and P & R Paper Supply Company, Inc. The HSD Board of Trustees renewed the contract on May 11, 2022, and again on May 10, 2023, for a third term to cover the 2023-24 school year.

HSD solicited proposals for this RFP, reviewed and graded each proposal submitted. Pricing was the most heavily weighted portion of the proposal, but not the only determining factor. Through the review process it was determined by the HSD that the proposals submitted by Gold Star Foods, Driftwood Dairy, Inc., and P & R Paper Supply Company, Inc., best met the needs of HSD in the below Schedules A, B, C and D.

Schedule A – Frozen, Refrigerated, and Dry Foods, including USDA Foods, to Gold Star Foods.
Schedule B – Dairy Products, to Driftwood Dairy, Inc.
Schedule C – Bread Products, to Gold to Star Foods.
Schedule D – Paper Products, to P & R Paper Supply Company, Inc.

The Chula Vista Elementary School District (District) is eligible to utilize this bid per Public Contract Code Section 20118. This bid will be used to purchase various products off the above listed Schedules for the District's Child Nutrition Services (CNS) Program on an as-needed basis.

ADDITIONAL DATA:

Copies of the Hawthorne Unified School District's proposal documents are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Through May 26, 2023, the District has spent $4,591,138.30 on various CNS products. The annual cost for 2023-24 will be determined by the orders placed during the school year. Funding will be provided by the CNS Cafeteria Account.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization of)
The Hawthorne School District)
RFP No. FS21-22-1, Distribution of)
Frozen, Refrigerated, Processed)
USDA Foods (Commodities),)
Miscellaneous Food Products, and)
Supplies with Gold Star Foods,)
Driftwood Dairy, Inc., and P & R)
Paper Supply Company, Inc., for the)
Period of July 1, 2023, Through)
June 30, 2024)

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, the Hawthorne School District (HSD) has conducted a competitive bid process that allows the Chula Vista Elementary School District (CVESD) to utilize its RFP No. FS21-22-1, Distribution of Frozen, Refrigerated, Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies with Gold Star Foods, Driftwood Dairy, Inc. and P & R Paper Supply Company, Inc., which allows CVESD to purchase or contract under the bid at the same prices and upon the same terms and conditions as the HSD pursuant to Section 20118 of the Public Contract Code of California; and

WHEREAS, Gold Star Foods, Driftwood Dairy, Inc. and P & R Paper Supply Company, Inc. agrees to provide Distribution of Frozen, Refrigerated, Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies for the District per the terms and conditions as HSD; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract for the above items and services in order to meet the needs of the District; and

WHEREAS, the HSD waived its right to require other districts to draw warrants for such purchases or contracts in favor of the HSD.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the Hawthorne School District RFP No. FS21-22-1, Distribution of Frozen, Refrigerated,

Processed USDA Foods (Commodities), Miscellaneous Food Products, and Supplies with Gold Star Foods, Driftwood Dairy, Inc. and P & R Paper Supply

Company, Inc. are hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the Hawthorne School District request for proposal documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Dr. Eduardo Reyes, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee is hereby authorized to execute the necessary contract documents with Gold Star Foods, Driftwood Dairy, Inc. and P & R Paper Supply Company, Inc.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Contract with PowerSchool Group, LLC, in the Amount of $332,528.04 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications, Enterprise Management Service, and Unified Admin *BusinessPlus PunchOut* M&S, for the Period of July 1, 2023, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District has successfully used PowerSchool Group, LLC, (PowerSchool) (formerly known as SunGard K12 Public Sector) since 1988 primarily to maintain student data for *eSchoolPLUS,* the District's student information system (SIS), as well as the data and processes for *BusinessPLUS*, the District's financial and human resource system that includes payroll and personnel, purchasing, budgeting, inventory, finance (Accounts Payable, Accounts Receivable, General Ledger), and financial reporting.

District staff anticipates maintaining the PowerSchool *BusinessPLUS*, *eSchoolPLUS* SIS application for attendance, enrollment, discipline, student health alerts, system integration, security, staff assignments, and for related State and Federal reporting for the 2023-24 school year.

The Enterprise Management Service ("EMS") is a comprehensive solution that manages and maintains the on-premise environment of the *BusinessPLUS* application while allowing users to retain complete ownership, control, access, flexibility, and integration capability. The EMS includes environment monitoring of hardware and software, software update service, offsite data backup and environment refresh/restoration, disaster recovery, infrastructure support, Structured Query Language (SQL) server database optimization and performance tuning, security advisory service, and Secured Socket Layer (SSL) certificate administration.

BusinessPlus "PunchOut", an add-on to the purchasing module, helps streamline the purchasing process by allowing users to shop directly on a previously approved

vendor's website using negotiated pricing and catalogs. PunchOut integrates the suppliers' website with the District's *BusinessPLUS* purchasing module.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The combined cost for *eSchoolPLUS* and *BusinessPLUS*, EMS, and PunchOut for 2022-23 was $322,906.71. The combined cost for the renewal for these services for 2023-24 will be $332,528.04 and will be paid from General funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program, for the Period of July 1, 2023, Through June 30, 2024

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

The District previously contracted with the County of San Diego, Health and Human Services Agency (HHSA), for its School-Based Medi-Cal Administrative Activities (SMAA) program. In August 2018, HHSA merged its SMAA program with the HHSA, Region 9 Local Educational Consortium (LEC). Per Welfare and Institutions Code 14132.47 (California SMAA Manual Chapter 9), districts may only contract for SMAA administration with the regional LEC or a local county Local Government Agency (LGA). In October 2018, the Board approved an agreement for the transition of services to the Region 9 LEC.

ADDITIONAL DATA:

The Region 9 LEC has continued to provide services related to the administration and support of the District's SMAA Program. Under the agreement, Region 9 LEC's numerous responsibilities and services will remain the same.

FISCAL IMPACT/FUNDING SOURCE:

Region 9 LEC's fees for the indicated services are as follows:

- State Random Moment Time Survey (RMTS) Software Platform Fee. RMTS is the method used by the State to gauge time spent by participants on reimbursable activities. The LEC will charge the District for its share of the State's RMTS Software Platform Fee through a third-party administrator, as follows:

Fiscal Year (FY) Quarter	Quarterly Participant Rate
FY Q1: July - September	$0.86/participant/quarter
FY Q2: October - December	$1.72/participant/quarter
FY Q3: January - March	$1.72/participant/quarter
FY Q4: April - June	$1.72/participant/quarter

- Region 9 LEC fees. The LEC will continue charging the District an amount equivalent to 4.5 percent fee per quarterly claim of the federal share of cost received by the LEC on behalf of the District.

Costs will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Authorize Staff to Solicit Recommendations for Name of Elementary School Site in Otay Ranch Village 2, Site 2, During the Period of June 15, 2023, Through July 14, 2023

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

On October 19, 2022, and December 14, 2022, the Board of Education awarded contracts to various contractors for the construction of a new school located in Otay Ranch Village 2, Site 2, currently scheduled for a July 2024 opening. The new school is needed to meet the needs of the increasing student population in the Otay Ranch area. This school site will be located at 1789 Santa Carolina Avenue, Chula Vista, California 91913.

In accordance with Board Policy 7511, New Construction, Naming of Facility, the Board of Education shall consider all possible names submitted when naming a new facility. It is recommended that the Board authorize staff to solicit recommendations in writing from the community in which the facility is located and from other sources including students, parents, citizens, and staff. Solicitation will be through local community newspapers and District and school community publications.

A press release will be distributed inviting written recommendations and a rationale for each recommendation. In accordance with Board Policy 7511, a 30-day period will be provided for persons to make recommendations. The 30-day period will begin June 15, 2023, and close July 14, 2023. Recommendations will be reviewed by the Board at its August 9, 2023, meeting.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the State of California, Department of Technology's Category 19 CALNET Cellular Voice and Data Services Contract, Subcategory 19.1 with Cellco Partnership d/b/a Verizon Wireless, for the Period of July 1, 2023, Through June 30, 2025

____X____Action **_____Information**

BACKGROUND INFORMATION:

In December 2018, the State of California, Department of Technology issued a competitive solicitation for cellular services. In July 2019 the State of California awarded contracts to AT&T, Sprint, T-Mobile USA Inc., and Cellco Partnership d/b/a, Verizon Wireless (Verizon) under this solicitation. The Chula Vista Elementary School District (District) is authorized to use this state contract as a local government entity.

The CALNET cellular contracts offer multiple standard service plans, as well as an array of plans offered under "Customized Service Plans". The District reviewed the available contracts and determined the services with Verizon will best suit the needs of the District based on the available calling plans and service provided.

The District currently receives service through Verizon for 93 cellular lines, 7 broadband devices, and internet connectivity for 7 iPad/tablet devices. Utilization of this contract will provide the District to continue without any service interruptions.

ADDITIONAL DATA:

Copies of the contract documents are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District has spent $41,652.91 for services provided through May 24, 2023. The costs may increase or decrease depending on the District's needs. The State of California charges a 2.5% fee for services, for utilizing this contract. Service charges will be paid through the general fund. Equipment charges will be paid through the general fund or site funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization)
of the State of California, Department of)
Technology's Category 19 CALNET)
Cellular Voice and Data Services)
Contract, Subcategory 19.1 with)
Cellco Partnership d/b/a Verizon)
Wireless for the Period of July 1, 2023,)
Through June 30, 2025)

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, the State of California, Department of Technology has solicited and awarded contracts for Cellular Voice and Data Services to achieve cost-effective and efficient acquisition of products and services; and

WHEREAS, The State of California and Cellco Partnership d/b/a Verizon Wireless (Verizon) have contracted under the Department of Technology's Category 19.1 cellular Services; and

WHEREAS, the Chula Vista Elementary School District, as a local governmental agency may purchase or contract wireless and broadband services, and equipment provided by Verizon under the terms and conditions stipulated in the CALNET 19.1 Contract under agreement #C4-CVD-19-001-03; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract for wireless cellular phone and broadband services and equipment in order to meet the needs of the Chula Vista Elementary School District; and

WHEREAS, the State of California waived its right to require local governmental agencies to draw warrants for such purchases or contracts in favor of the State.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the contract for wireless cellular and broadband services and equipment for the Chula Vista Elementary School District to be provided by Verizon under Contract # C4-CVD-19-001-03 is hereby authorized and approved and is subject to all terms and conditions as specified in the contract documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Dr. Eduardo Reyes, Superintendent and Secretary to the Board of Education of the
Chula Vista Elementary School District, or his designee is hereby authorized to execute the necessary contract documents with Verizon.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at its organizational meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through May 31, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through May 31, 2023

i.	Purchase Orders: 23008018-23008683	$ 8,336,073.37
ii.	Alternative Revolving Cash:	$ .00
iii.	Commercial Warrants: 00347436-00348449	$ 9,599,028.79
	Cafeteria Warrants: 0010030-0010144	$ 1,729,210.94
iv.	Payroll Warrants: Series 10 13416893-13417895; N3884687-3889014	$21,558,414.10
v.	Revolving Cash Checks: 011968-012080	$ 16,183.42

ADDITIONAL DATA:

Additional information is available for review in the Office of the Deputy Superintendent in accordance with Board Policies 3310, 3314, and 3314.2.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve and/or Ratify Inservice/Travel Requests

____X____Action **_____Information**

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

Inservice/travel requests are available for review in the Office of the Deputy Superintendent in accordance with Board Policies 4133, 4233, and 4333.

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Carmen, M	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Gomez, G	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Gonzaga, S	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Limon, G	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Lopez, M	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Meza, A	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Ortiz, M	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Perez, C	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Ramirez, M	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Ramirez, S	Celebrando Latinas Conference	San Diego	08/05/23	08/05/23	$ 75	CVCC/FRC	CVCC
Ayon, E	Education Summit @ ESRI	San Diego	07/10/23	07/14/23	$ 835	Maintenance	Facilities
Caroll, R	Celebration of Outstanding Literacy Leaders	San Diego	05/13/23	05/13/23	$ 54	Admin Instruction	ISS
Falconer, A	Celebration of Outstanding Literacy Leaders	San Diego	05/13/23	05/13/23	$ 54	Admin Instruction	ISS
Falconer, H	Celebration of Outstanding Literacy Leaders	San Diego	05/13/23	05/13/23	$ 54	Admin Instruction	ISS
Galvez, R	CABE Summer Dual Language Immersion Institute	Newport Beach	06/28/23	06/30/23	$ 1,457	Title III	LDI
Mitchell, C	CASCWA State Conf (BOE approved 4/19/23; dates amended)	Fresno	05/09/23	05/12/23	$ 2,062	Student Plcmnt	Student Placement
Castro, G	2023-24 Monthly First Friday Breakfasts	Chula Vsita	07/07/23	06/07/24	$ 360	District Admin	Superintendent
Reyes, E	2023-24 Monthly First Friday Breakfasts	Chula Vsita	07/07/23	06/07/24	$ 360	District Admin	Superintendent
Various	30th Annual Adelante Mujer (Blanket Request)	Chula Vsita	04/15/23	04/15/23	$ 15	Title III	Various
Various (5)	Two-Way Immersion Network for Catholic Schools Summer Academ	Los Angeles	06/24/23	06/27/23	$ 8,170	Title IV	Mater Dei Juan Diego Academy

*Estimated cost per participant. Funds may vary by site for this event
NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing to Perform Specified Service, for the Period of July 1, 2023, Through June 30, 2024; and

(2) Adopt Resolution Regarding Short-Term Classified Employee

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Education Code Section 45103, subdivision (d)(2), authorizes the District to employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board of Education, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board but shall not exceed 75 percent (195 working days) of the school year.

The District has a need for one short-term classified employees to provide support to the School Attendance Health Specialist on chronic absenteeism, support to improve attendance and support the Attendance Accounting Technician position. The short-term classified employee is needed for up to eight hours per day, three days per week, starting on July 1, 2023 and ending on June 30, 2024. This service or similar service will not be extended or needed on a continuing basis.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The amount not to exceed $40,000 will be paid from the Federal or State COVID-19 response funds.

STAFF RECOMMENDATION:

Recommend conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Regarding Short-Term Classified)
Employee to Perform a Specified Service)
for the Period of July 1, 2023 Through)
June 30, 2024)

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, pursuant to Education Code Section 45103, the Board of Education of the Chula Vista Elementary School District may employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board, but shall not exceed 75 percent (195 working days) of the school year; and

WHEREAS, the District has a need for one short-term classified employee to provide training to the Attendance Accounting Technician position. The short-term classified employee is needed for eight hours per day, three days per week, starting on July 1, 2023 and ending on June 30, 2024. This service or similar service will not be extended or needed on a continuing basis.

NOW, THEREFORE, BE IT RESOLVED that one short-term classified employee shall be employed to provide the above-noted support during the transition of the newly hired Attendance Accounting Technician.

BE IT FURTHER RESOLVED and certified that the short-term classified employee shall be employed for up to four hours per day, three days per week, starting on July 1, 2023 and ending on June 30, 2024.

BE IT FURTHER RESOLVED that the Board hereby authorizes the Superintendent or designee to take such action necessary to implement this resolution.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing to Perform Specified Service, for the Period of June 20, 2023, Through September 29, 2023; and

(2) Adopt Resolution Regarding Short-Term Classified Employee

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Education Code Section 45103, subdivision (d)(2), authorizes the District to employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board of Education, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board but shall not exceed 75 percent (195 working days) of the school year.

The District has a need for one short-term classified employee to provide support to the Superintendent's Office during an employee's extended medical absence. The short-term classified employee is needed for up to eight hours per day, five days per week, starting on June 20, 2023, and ending on September 29, 2023. This service or similar service will not be extended or needed on a continuing basis.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The amount not to exceed $15,000 will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Regarding Short-Term Classified)
Employee to Perform a Specified Service)
for the Period of June 20, 2023, Through)
September 29, 2023)

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, pursuant to Education Code Section 45103, the Board of Education of the Chula Vista Elementary School District may employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board, but shall not exceed 75 percent (195 working days) of the school year; and

WHEREAS, the District has a need for one short-term classified employee to assist in the Superintendent's Office for support during an employee's extended medical absence. The short-term classified employee is needed for eight hours per day, five days per week, starting on June 20, 2023, and ending on September 29, 2023. This service or similar service will not be extended or needed on a continuing basis.

NOW, THEREFORE, BE IT RESOLVED that one short-term classified employee shall be employed to provide the above-noted support during an employee's extended medical absence.

BE IT FURTHER RESOLVED and certified that the short-term classified employee shall be employed for up to four hours per day, five days per week, starting on June 20, 2023, and ending on September 29, 2023.

BE IT FURTHER RESOLVED that the Board hereby authorizes the Superintendent or designee to take such action necessary to implement this resolution.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of June 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

- - - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the vote above stated, which resolution is on file and of record in the Office of said Board.

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Regarding New Fee Schedule for Use of District Facilities; and

(2) Approve New Fee Schedule for Use of District Facilities, Effective July 1, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Civic Center Act (Education Code Sections 38130-38139) provides that the Governing Board of any school district may grant the use of school facilities or grounds to various groups subject to certain terms and conditions. Usage may be free of charge for nonprofit organizations, clubs, or associations organized to promote youth and school activities when an alternate location is not available. For other activities, the Board may charge either a direct cost rate or a fair rental value. Direct cost rates are applied to certain noncommercial organizations, while fair rental rates are charged to commercial organizations.

After performing a careful analysis of current acquisition and operating costs, the attached proposed fee schedule was developed. It is also recommended that cafeteria and/or custodial services be charged at the prevailing District cost, subject to a three-hour minimum charge.

ADDITIONAL DATA:

On June 5, 2023, District staff held an informational meeting with current facility use clients to share proposed costs and to explain how costs are calculated.

Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District's facility rental rates were last revised in July 2017. The 2022-23 annual facilities rental revenues were approximately $65,499.92 as of April 30, 2023.

STAFF RECOMMENDATION:

Recommend conduct public hearing and approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
PROPOSED FEE SCHEDULE
FOR USE OF DISTRICT FACILITIES

FACILITY	DIRECT COST		FAIR RENTAL	
	CURRENT Direct Cost per Hour	PROPOSED Direct Cost per Hour	CURRENT Fair Rental Cost per Hour	PROPOSED Fair Rental Cost per Hour
School Sites				
Multipurpose Room	$ 26.75	$ 35.75	$ 37.00	$ 49.25
Library/Computer Lab	$ 13.50	$ 18.00	$ 18.50	$ 24.75
Regular Classroom	$ 6.50	$ 8.75	$ 9.00	$ 12.00
Kindergarten Classroom	$ 6.50	$ 8.75	$ 9.00	$ 12.00
Lounge/Conference Room	$ 4.00	$ 5.50	$ 5.50	$ 7.50
Field/Lunch Arbor/Parking Lot	$ 13.50	$ 18.00	$ 18.50	$ 24.75
Kitchen	$ 13.50	$ 18.00	$ 18.50	$ 24.75
Education Services and Support Center				
Room A	$ 6.75	$ 9.00	$ 9.50	$ 12.75
Room B	$ 3.50	$ 4.75	$ 4.50	$ 6.00
Room A and B (Together known as the Lowell J. Billings Ed.D. Board Room)	$ 10.25	$ 13.75	$ 14.00	$ 18.75
Room C	$ 14.50	$ 18.00	$ 20.25	$ 25.00
Room D	$ 2.50	$ 3.50	$ 3.50	$ 4.75
Room E	$ 2.00	$ 2.75	$ 2.75	$ 3.75
Room F	$ 2.00	$ 2.75	$ 2.50	$ 3.75
Early Childhood	$ 8.75	$ 11.75	$ 12.00	$ 16.00
Peronnel Costs				
Direct Custodial Overtime Rate Per Hour	$ 49.69	$ 64.68	$ 49.69	$ 64.68
Ancillary Fee	$ -	$ 50.00	$ -	$ 50.00

Notes:

1. Direct Cost rates will be applied to non-commercial organizations such as religious, exercise and dance groups. Rates charged to other organizations will be decided on a case-by-case basis. Fair Rental Rates will be charged to commercial organizations.

2. When required, cafeteria and/or custodial labor will be added to the above fees at the prevailing labor rates. Cafeteria and custodial personnel are subject to a 3-hour minimum charge. Cafeteria worker rates will be billed based on the actual applicable rate.

3. If approved, rates would become effective July 1, 2023.

4. Ancillary Fees (Hand soap, toiletries, etc. - varies according to number of attendees):
Level 1 (0-24 guests) - $15
Level 2 (25-49 guests) - $35
Level 3 (50+ guests) - $50

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Renewal of the Superintendent's Contract

____X____Action **_____Information**

BACKGROUND INFORMATION:

An approval is required for the renewal of the Superintendent's contract to be effective July 1, 2023, and continuing through June 30, 2026.

ADDITIONAL DATA:

A copy of the contract is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support..

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Renewal of the Assistant Superintendents' Contracts

____X____Action **_____Information**

BACKGROUND INFORMATION:

An approval is required for the renewal of the Assistant Superintendents' contracts to be effective July 1, 2023, and continuing through June 30, 2026.

ADDITIONAL DATA:

A copy of the contract is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support..

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2023-24 School Year

_____Action **__X__Information**

BACKGROUND INFORMATION:

As part of California's school funding formula that was enacted in 2013—the Local Control Funding Formula (LCFF)—districts are required to prepare (or revise) a Local Control and Accountability Plan (LCAP) on an annual basis. The LCAP must align with the annual budget; contain certain elements; and be developed in consultation with teachers, principals, administrators, other school personnel, parents, and students.

On May 24, 2023, the Board conducted a public hearing on the District's LCAP to receive recommendations and comments from stakeholders regarding the specific actions and expenditures proposed to be included int eh LCAP update for the 2023-24 school year.

ADDITIONAL DATA:

A copy of the District's LCAP is attached as "Exhibit A." Additional information is available for review in the Office of the Area Assistant Superintendent of Instructional Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The LCAP addresses the minimum proportionality percentage of 12.78 percent. It allocates approximately $29,152,506 to the District for supplemental and concentration funds provided for students who are English Learners, Low Income, and Foster Youth.

STAFF RECOMMENDATION:

Recommend approval.

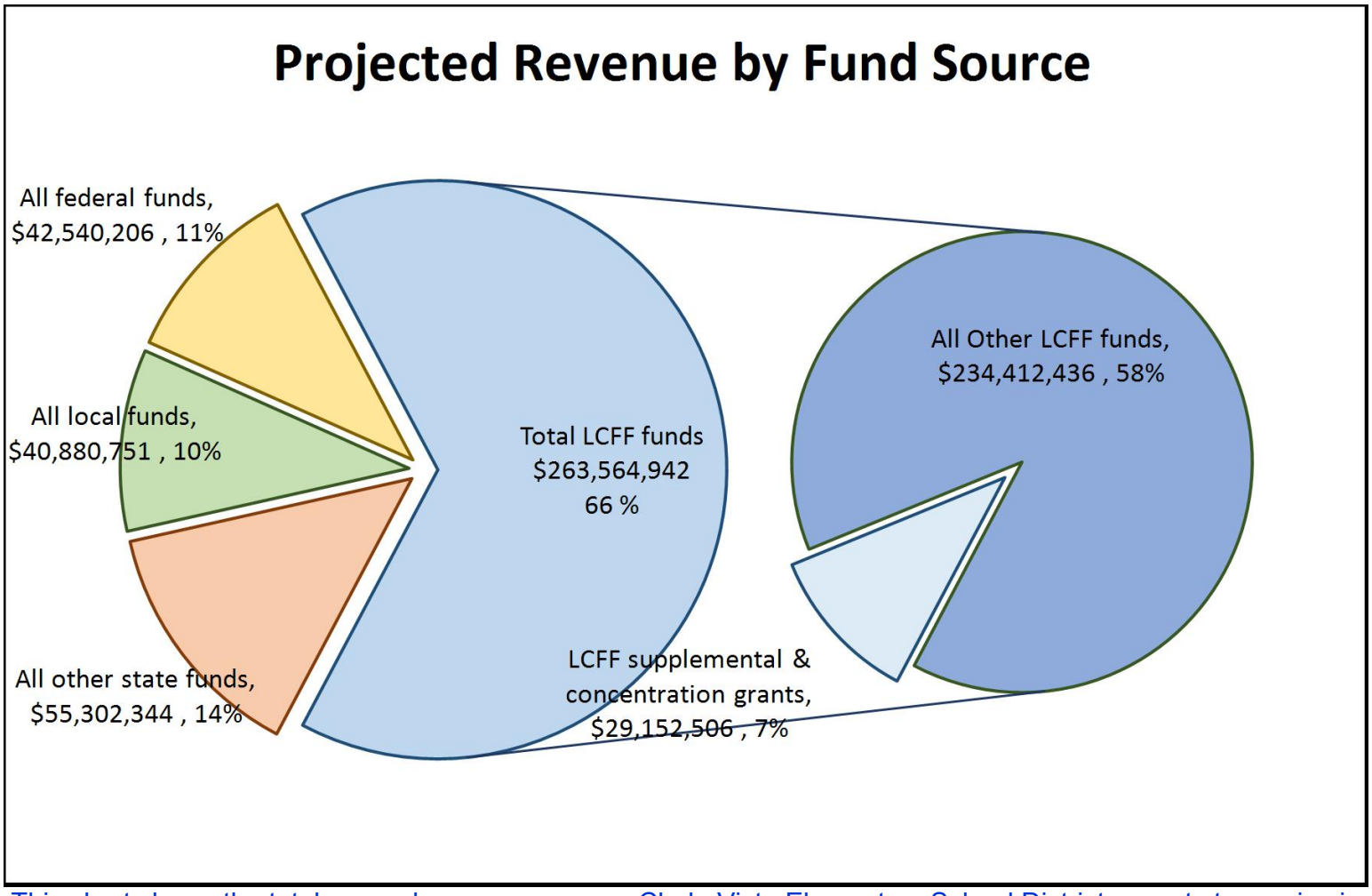
"EXHIBIT A"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chula Vista Elementary School District
CDS Code: 37-68023-0101592
School Year: 2023-24
LEA contact information:
Jessica Morales
Area Assistant Superintendent
jessica.morales@cvesd.org
619-425-9600 ext. 181462

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

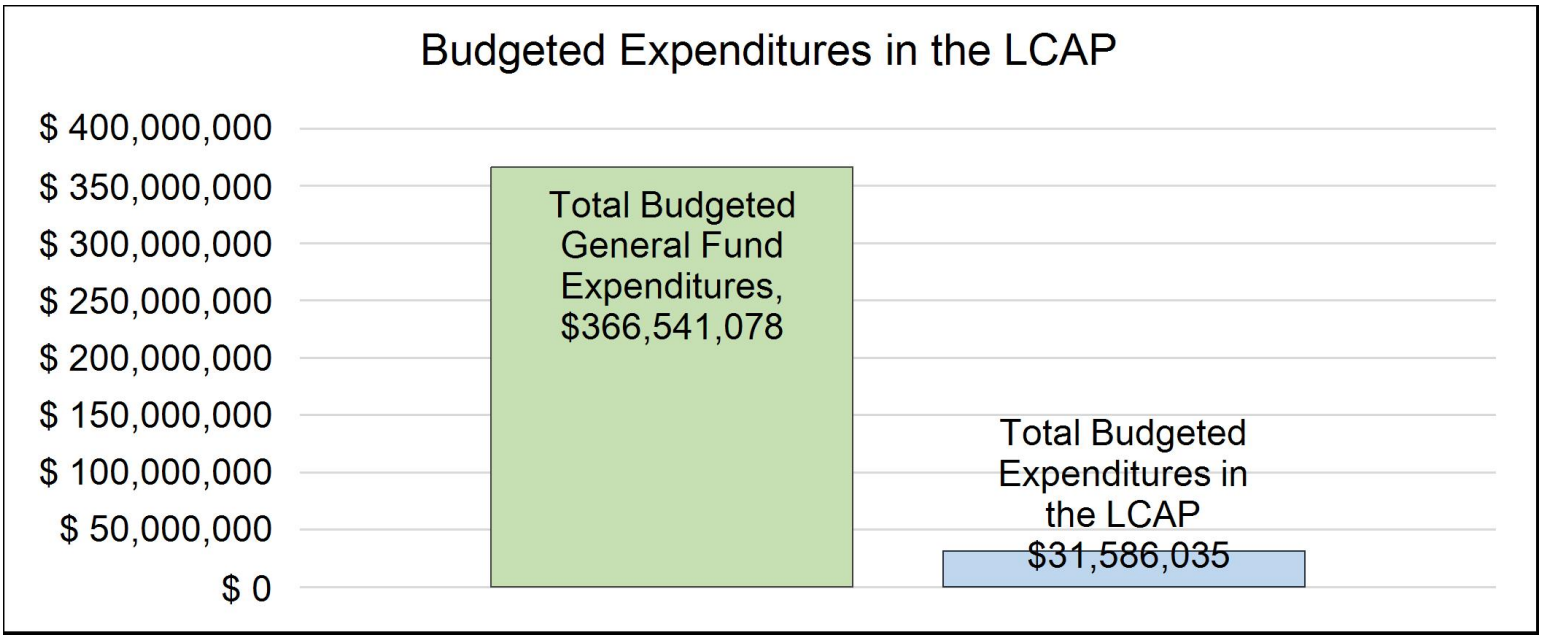


This chart shows the total general purpose revenue Chula Vista Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chula Vista Elementary School District is $402,288,243, of which $263,564,942 is Local Control Funding Formula (LCFF), $55,302,344 is other state funds, $40,880,751 is local funds, and $42,540,206 is federal funds. Of the $263,564,942 in LCFF Funds, $29,152,506 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Chula Vista Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chula Vista Elementary School District plans to spend $366,541,078 for the 2023-24 school year. Of that amount, $31,586,035 is tied to actions/services in the LCAP and $334,955,043 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

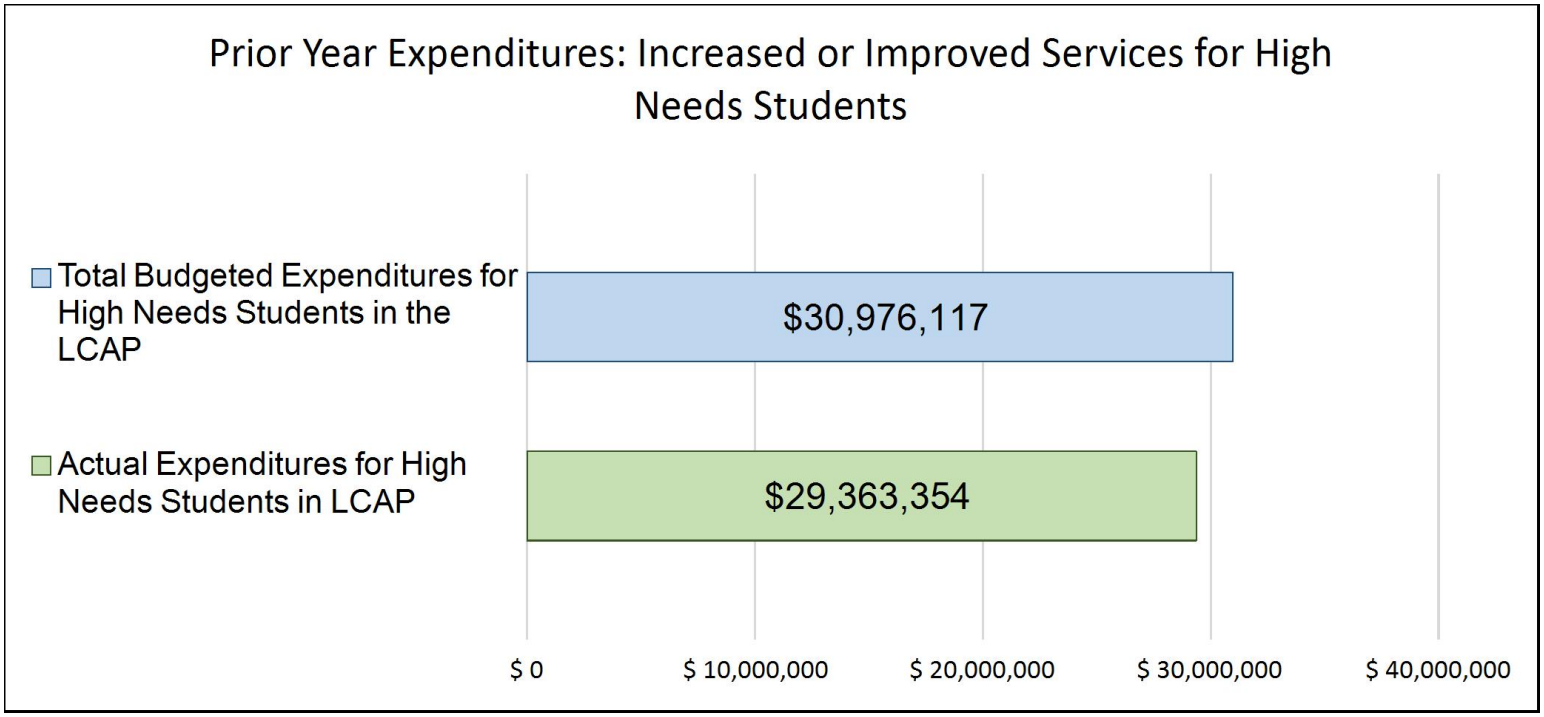
Total difference of $334,955,043; $273,162,844 includes our principals, general education classroom teachers, classified staff for all school sites, site-funded supplementary support staff, transportation staff, district support staff, utilities, and GASB 68 STRS on behalf; $61,792,199 for special education services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Chula Vista Elementary School District is projecting it will receive $29,152,506 based on the enrollment of foster youth, English learner, and low-income students. Chula Vista Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chula Vista Elementary School District plans to spend $31,586,035 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Chula Vista Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chula Vista Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Chula Vista Elementary School District's LCAP budgeted $30,976,117 for planned actions to increase or improve services for high needs students. Chula Vista Elementary School District actually spent $29,363,354 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-1,612,763 had the following impact on Chula Vista Elementary School District’s ability to increase or improve services for high needs students:

School site allocations to support unduplicated students and local unduplicated student community needs have an estimated carryover of $2,000,000. This reduction is partially offset by an increase in the District's Supplemental and Concentration Grant funding from the 2022-23 Adopted Budget, which allowed the District to augment the budgeted LCAP expenditures in order to better serve foster youth, English learner, and low income students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chula Vista Elementary School District	Jessica Morales Area Assistant Superintendent	jessica.morales@cvesd.org 619-425-9600 ext. 181462

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Students in the Chula Vista Elementary School District experience a rigorous 21st Century learning environment that is rooted in effective teaching practices and high-quality instruction. Our mission is to nurture every child's imagination, intellect, and sense of inquiry. Working collaboratively, we tap a collective intelligence rich with the spirit and creativity necessary for students to become difference makers. Located in southern San Diego County, the District's 42 District Schools and 5 dependent Charter Schools serve approximately 30,000 students, primarily in grades Pre K-6. Our schools serve a vibrant, diverse community that features a blend of residential areas, recreational facilities, open space, and light industry.

OUR SHARED VISION:
The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning for all our children. Our children are high-achieving innovative thinkers. They are multiliterate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness. We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, culture, and experiences, and is linked with the world outside of the classroom. Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community. The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff. The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

OUR SHARED VALUES:
Equality:
We believe each child is an individual of great worth entitled to develop to his or her full potential. All children can and will learn, and deserve equal access to a quality education.

Equity:
We believe there is no significant difference in educational outcomes based on race, gender, or economic status. Solutions, resources, programs, services and support are applied in a manner which develops the full potential of each child.

Accountability:
We value and recognize individuals who assume responsibility for and demonstrate commitment and dedication to serving the interests of all children.

Ethical Responsibility:
We value each individual who practices, teaches and serves as a role model of dignity, respect, honesty, integrity, and trust.

Diversity:
We seek, encourage, and respect each individual's contributions and value a multicultural perspective.

Teamwork:
We believe that families are the primary role models for our children. We are committed to teamwork and collaboration to provide maximum services for students, staff, and community. This partnership among families, community, and schools is the foundation of our children's educational success.

Innovation:
We are committed to challenging the status quo and embracing a technological world.

Excellence:
We are committed to high standards of performance throughout the District and continuously seek and utilize new knowledge and skills.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES FROM 2022-23 LCAP year:

Collaborating with our various educational partners that include District Advisory Council (DAC)/District English Learner (EL) Advisory Committee (DELAC), Black-Learners Advisory Committee (B-LAC), Budget Advisory Committee (BAC), Chula Vista Council of Parent Teacher Associations (PTA), foster and homeless youth advocates, special education advocates, district administration, Chula Vista Educators (CVE), Chula Vista Classified Employees Organization (CVCEO), and student focus groups is the key to Chula Vista Elementary School District's (CVESD) success.

Parent Implementation Program (PIP) services increased from 2 days/week to 4 days/week resulting in serving a total of 58 families, which is an increase of eleven families from the previous year. LCAP Thought Exchange feedback from parents is that they love this program, find it extremely beneficial, and are grateful for the support it has provided to help their student be successful in the classroom.

EL Reclassification rate increased from 8% to 10% this past year, which reflects 797 students who have been reclassified to Fluent English Proficient. This is an increase of 126 students compared to the previous year. Continued teacher collaboration afforded by our Visual and Performing Arts (VAPA) program allows teachers to analyze EL data and plan meaningful instruction, including Designated English Language Development (ELD), to support our ELs move toward reclassification.

The District Social Worker (DSW) team provided intensive case management services to approximately 100 students in foster care and 195 McKinney Vento (Homeless) students. Additionally, 65 foster students and 53 McKinney Vento students received weekly counseling, totaling 1,567 individual counseling sessions. Additionally, the DSWs supervised six master-level interns that provided social-emotional learning (SEL) services to over 1,000 students. The interns also completed 359 individual counseling sessions, 116 group counseling sessions, and delivered 192 classroom push-in lessons to 54 classrooms.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

AREAS IN NEED OF IMPROVEMENT BASED ON 2022-23 DATA:

CHRONIC ABSENTEEISM
CDE Dashboard data from 2021-22 indicates that Chronic Absenteeism is 31.9% overall (Very High) and for our EL student group, it is at 40.6% (Very High), our Homeless student group is at 50.7% (Very High), and for Low-Income (LI) student group, it is at 41.9% (Very High). For our Students with Disabilities (SwD), Chronic Absenteeism was reported at 43.1% (Very High).

Current 2022-23 local data shows that Chronic Absenteeism overall is 26.7% overall, which is a 5% decrease from 2022 end-of-year California Department of Education (CDE) Dashboard data. For our EL student group, it is at 34.3%, for our Homeless students it is at

48.9%, and for our LI students it is at 35.2%. For our SwD, it is currently at 34.8% which is a decrease of 8.2% from 2022 end-of-year CDE Dashboard data.

California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)
The student group showing the greatest area of need based on the CDE Dashboard from 2021-22 is our SwD. CDE Dashboard ELA DFS for SwD indicates they are 74.2 points below (Very Low). Local data shows a 9-10% increase in percentage of SwD meeting end-of-year expectations in the area of reading since the beginning of the school year.

ACHIEVE3000 LEVELSET
CVESD students in Grades 3-6 (including 2nd grade when appropriate) complete the Achieve 3000 LevelSet three times per year (Beginning, Mid, and End-of-Year).

At the beginning of the year, 29% of students overall were already meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & Reclassified Fluent English Proficient (RFEPs): 14%
SwD: 10%
FY: 8%
Homeless: 7%
LI: 18%
Hispanic/Latino: 21%
Black/African American: 31%
White: 43%
Asian: 51%

At midyear, 39% of students overall were meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 23%
SwD: 14%
FY: 12%
Homeless: 12%
LI: 26%
Hispanic/Latino: 31%
Black/African American: 42%
White: 54%
Asian: 63%

At end-of-year Local Measures, 49% of students overall are meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 32%

SwD: 20%
FY: 28%
Homeless: 21%
LI: 36%
Hispanic/Latino: 41%
Black/African American: 51%
White: 64%
Asian: 74%

California Assessment of Student Performance and Progress (CAASPP) MATH
The student group showing the greatest area of need based on the CDE Dashboard from 2021-2022 is our SwD. CDE Dashboard data from 2021-2022 indicates that our SwD Math DFS is 95.8 points below (Very Low). Local data shows an 11% increase in percentage of SwD meeting end-of-year expectations in the area of math since the beginning of the school year.

MATH
CVESD students in Kindergarten-Grade 6 complete the i-Ready Diagnostic Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the 2022-23 year, 6% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 3%
SwD: 2%
FY: 2%
Homeless: 2%
LI: 3%
Hispanic/Latino: 3%
Black/African American: 5%
White: 11%
Asian: 15%

At mid-year, 14% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 7%
SwD: 5%
FY: 5%
Homeless: 3%
LI: 7%
Hispanic/Latino: 9%
Black/African American: 11%

White: 23%
Asian: 31%

At end-of-year Local Measures, 30% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 18%
SwD: 13%
FY: 13%
Homeless: 11%
LI: 19%
Hispanic/Latino: 22%
Black/African American: 27%
White: 43%
Asian: 55%

SMARTY ANTS READING
CVESD students in Kindergarten-2nd Grade complete the Smarty Ants Back to School Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the 2022-23 year, 21% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 11%
SwD: 10%
FY: 0%
Homeless: 12%
LI: 14%
Hispanic/Latino: 15%
Black/African American: 30%
White: 26%
Asian: 42%

At mid-year, 31% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 17%
SwD: 16%
FY: 14%
Homeless: 18%
LI: 22%

Hispanic/Latino: 25%
Black/African American: 34%
White: 41%
Asian: 55%

At end-of-year Local Measures, 37% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 22%
SwD: 19%
FY: 7%
Homeless: 22%
LI: 28%
Hispanic/Latino: 35%
Black/African American: 37%
White: 51%
Asian: 64%

Based on the current reported data, efforts to increase student attendance are showing positive growth, although we recognize that Chronic Absenteeism continues to be a significant area of improvement, specifically for our Homeless, LI, SwD, and EL student groups. Collaboration with San Diego County Office of Education to improve attendance is underway. Additionally, achievement for our SwD in the areas of ELA and Math is being addressed through staffing support and professional development. Local data shows growth in the areas of reading and math, however, the data also shows that actions to increase achievement must be continued to further support our FY, Homeless students, SwD, and ELs. Teacher collaboration during VAPA time will be driven by data by student group and ELD planning. Small group instruction for priority students will be improved through the grade-level collaboration and planning process. Additionally, Federal stimulus funds has been utilized to increase EL Instructional Assistant (IA) small group support for students, and each school site will have a dedicated Impact Teacher who will focus on Long- Term English Learners (LTELs), At-Risk for Long Term English Learners (AR-LTELs) and English Language Proficiency Assessments for California (ELPAC) 1, 2 and 3 students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights based on 2022 - 23:

CVESD has a long, proud history of educational partner input to develop, modify, and implement the LCAP. Educational partners include the DAC/DELAC, B-LAC, BAC, Chula Vista Council of PTA, foster and homeless youth advocates, special education advocates, district

administration, CVE, CVCEO, and student focus groups at the top twelve unduplicated pupil count sites (Harborside, Lauderbach, Rice, Castle Park, Montgomery, Los Altos, Rohr, Otay, Vista Square, Kellogg, Loma Verde, and Juarez-Lincoln). Overall, educational partners expressed appreciation for and a desire to continue the award winning VAPA programs at CVESD schools. Adult educational partners, especially CVESD staff, expressed appreciation for and a desire to continue and strengthen efforts and programs that support Mental Health and SEL, particularly for LI, foster, special education, and homeless children. CVESD student focus groups expressed an appreciation for and a desire to increase after-school program opportunities and they shared that their staff and teachers are kind.

One key aspect of the CVESD LCAP includes the integration of VAPA at each school site. The CVESD Board has committed a substantial allocation of LCAP funds to ensure students in every CVESD school have access to dance, art, music, and other performing arts experiences, supporting a 'whole child' education. Providing this program districtwide allows and ensures that teachers across the district at every school site have grade-level collaboration to support data analysis, instructional planning and professional learning opportunities that increase and improve services for our ELs, FY, and LI students.

A substantial portion of our LCAP ensures that CVESD recruits and secures the highest caliber staff to support our at-promise students. School psychologists, Associate Principals, Special Education teachers, Speech and Language Pathologists (SLPs), Resource Specialists, Student Attendants (SA), and Attendance Health Secretaries (AHS) provide increased and improved services to students that support Social Emotional wellness, provide greater access to academic learning, and promote increased attendance. Investing in staff to support our ELs, FY, LI, SwD, and Homeless student groups is essential for their success in school.

Investing in class size reduction has supported a greater average teacher-to-student ratio in order for individualized teaching, focused support and opportunities to provide intervention within the classroom day. K-6 teacher-to-student ratio in schools greater than 55% unduplicated students is 22:1, and for schools with less than 55% unduplicated students is 23:1.

Finally, school site allocation of LCAP funds ensures that site specific needs are addressed as determined by the Comprehensive Needs Assessment within the School Plan for Student Achievement (SPSA). Sites write goals in alignment to the District's LCAP Goals and the five State Indicators (ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate). Student groups to be served in this schoolwide plan include LI, EL, FY as well as other student groups. The schoolwide plan is developed and approved with educational partner input through School Site Council (SSC) and approved by the local governing board. The schoolwide plan is also monitored throughout the year and adjustments to actions are modified according to needs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CVESD does not have any schools that require comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following input was received from educational partners during the 2022-23 LCAP implementation year:

Thought Exchange: The engagement process was conducted from February 1 through May 4, 2023. 1,425 participants provided input towards the District LCAP, sharing 1,010 thoughts.

Student Focus Groups: Twelve of CVESD's highest needs schools, with the highest percentage of unduplicated students, participated in face-to-face input gathering sessions. Focus groups of students from these schools provided invaluable information about their educational experience and what they want to see continue and done differently with the new iteration of the LCAP.

Los Altos - March 2, 2023
Otay – March 2, 2023
Castle Park – March 10, 2023
Montgomery - March 13, 2023
Juarez-Lincoln - March 13, 2023
Palomar – March 13, 2023
Finney – March 15, 2023
Vista Square – March 17, 2023
Rice - April 4, 2023
Lauderbach - April 4, 2023
Harborside - April 4, 2023
Loma Verde – April 6, 2023

Parent Focus Groups: Parent engagement in the LCAP input process occurs at school sites during Coffee with Principal, ELAC, SSC meetings, and other school site parent forums. Parents of SwD and ELs participate in these meetings. Specifically, parents at the following schools with the highest concentration of unduplicated students provided input on the following dates:

Lauderbach - April 19 and April 27, 2023
Castle Park - April 21, 2023
Otay - April 27, 2023
Loma Verde - April 27, 2023
Harborside - April 28, 2023
Rice - April 20 and April 27, 2023

CVE who represents our certificated employees, has been a partner with the LCAP process throughout the year. Below are dates that CVE collaborated with District staff to provide input and updates to the LCAP.
March 20, 2023
April 20, 2023

CVCEO, who represents our classified employees, has been a partner with the LCAP process throughout the year. Below are dates that CVCEO collaborated with District staff to provide input and updates to the LCAP.
March 22, 2023

DAC, DELAC, B-LAC, Parents of SwD, and ELs are represented and participate in these committees.
DAC - February 7, April 11, 2023
DELAC - February 7, April 11, 2023
B-LAC – February 23, 2023
PTA - May 4, 2023

Special Education Local Plan Area (SELPA) consultation and feedback to the District regarding identified areas of improvement for SwD.
May 1, 2023

Principals/Administrators: School site principals, Associate Principals, and District level administration provided input and updates to the LCAP.
February 7, 2023
April 11, 2023

A summary of the feedback provided by specific educational partners.

The follow top priorities and themes from our educational partners gathered by Thought Exchange and focus groups for the 2022-23 school year are as follows:

Student focus groups:

1 More During and After-School Programs like sports VAPA, and other club options
2. Improved Lunch Options: Healthier and better tasting
3. What I like about my school is that staff and teachers are kind.

Thought Exchange LCAP Top Themes by Educational Partner Group:

Overall:

1. Class Size
2. Mental Health/SEL
3. VAPA

Certificated Staff:

1. Class Size
2. VAPA
3. Mental Health/SEL

Classified Staff:

1. Facilities
2. College and Career Readiness
3. Mental Health/SEL

Parents/Community Members:

1. Class Size
2. Mental Health/SEL
3. VAPA

Administrators:

1. Mental Health/SEL
2. Diversity, Equity and Inclusion
3. VAPA

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

This year's input process makes it clear that a continued focus on VAPA, Goal #3, action 3.4 is an expressed desire of the CVESD community. Additionally, the continuation of District Social Workers, Goal # 2, action 2.1, and Associate Principals at four of our top

unduplicated schools, Goal # 1, action 1.4, to support FY, LI, and students experiencing homelessness will be continued actions and services. The continuation of the PIP program that supports children in Transitional Kindergarten and Kindergarten, with mental health and school-ready behaviors, will be continued through Goal #1, action 1.2. Finally, keeping class sizes low, Goal #2, actions 2.5 and 2.6, is a continued priority to ensure more targeted support is provided to our students in academics.

Through the input process, it is clear that our learning community has a deep appreciation for VAPA integration at CVESD schools. Every educational partner group also expressed that the continued focus on mental health and SEL needs to continue because of an increase in the number of students experiencing trauma and our rising homeless population. Our student population expressed strong interest in increasing a variety of after-school programs. CVESD feels comfortable moving goals and actions and services forward for the third year of this plan because of the positive impacts they are having on student achievement and the positive feedback we have received from our entire learning community.

Goals and Actions

Goal

Goal #	Description
1	The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), ELs, SWD, LI, FY, Homeless students, and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

The Chula Vista Elementary School District is committed to eradicating any and all achievement gaps that exists between different groups of students. Systems data results still point to an achievement gap between our children learning English as a second language and non-ELs. As an example, according to the 2019 California Dashboard, EL DFS is 23.7 points below standard while Asian DFS is 74.2 points above standard. Additionally, attendance, suspension, and achievement data for our foster children and homeless children are not at the same success rates as our children who are not in the foster care system or unsheltered. Lastly, as a result of a districtwide equity audit that was completed by administrative staff, feedback was collected from principals, teachers, and department staff. Through the data collected during the equity audit, it was evident that CVESD must continue and increase an intentional focus on children who have been historically discriminated against and underrepresented in society and classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard suspension rate indicator	2019 FY suspension rate - 6.5%	2019 FY suspension rate - 6.5% (date and data corrected, 2021 data not reported)	2022 FY suspension rate - 2.6%		FY suspension rate - 3.5%
California Dashboard suspension rate indicator	2019 SwD suspension rate - 1.9%	2019 SwD suspension rate - 1.9% (date and data corrected, 2021 data not reported)	2022 SwD suspension rate - 1.4%		SwD suspension rate - 0.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard suspension rate indicator	2019 All students suspension rate - 0.7%	2019 All students suspension rate - 0.7% (date and data corrected, 2021 data not reported)	2022 All students suspension rate - 0.6%		All students suspension rate - 0.4%
District expulsion rate	0% of students are expelled	0% of students are expelled	2022 0% of students are expelled		0% of students are expelled
Hanover survey student results - emotional well being	Baseline determined in Fall of 2019 was 4.1 out of 5 Student sadness and anxiety will be focus of survey data.	Student connectedness Fall 2021 - 30% felt sad (out of 5,490 students surveyed) 27% felt anxious (out of 5,569 students surveyed)	Student Data Spring 2023 - 34% felt sad (our of 4,206 students surveyed) and 35% felt anxious (out of 4,206 students surveyed).		Expected outcome of 4.4 out of 5 by 2024
Thoughtexchange survey rooms for DAC/DELAC, B-LAC, parent leaders, LGBTQ+ communities	No survey rooms currently exist	Thought Exchange survey rooms for DAC/DELAC, B-LAC, parent leaders, LGBTQ+ communities being currently created	Parents and community members have the ability to select the specific group or committee they associate with on the Thought Exchange.		DAC/DELAC, B-LAC, parent leaders, LGBTQ+ communities each have survey rooms for input to improve equity outcomes for students.
Degree to which teachers are appropriately assigned and credentialed in subject areas	100% highly qualified teachers	100% highly qualified teachers	100% highly qualified teachers		100% highly qualified teachers
School Facilities maintained in good repair	100% of school sites have good" or	100% of school sites have good" or	100% of school sites have good" or		100% of school sites have good" or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"exemplary" on Facilities evaluation.	"exemplary" on Facilities evaluation.	"exemplary" on Facilities evaluation.		"exemplary" on Facilities evaluation.
Promotion of parent participation in programs for unduplicated pupils and/or exceptional needs at school and District level through District communication channels (e.g: websites, social media, automated calls, text messages, flyers)	100% of District communication channels are utilized.	100% of District communication channels are utilized.	100% of District communication channels are utilized.		100% of District communication channels are utilized.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Translation/interpretation staff	Employ a 1.0 full-time equivalent (FTE) district communications supervisor for Spanish language document, presentation, and audio support.	$137,656.00	Yes
1.2	School readiness program	Employ 4 IAs, 6 noon duty supervisors, and a .4 FTE coordinator to support a total of 24 schools (6 per quarter) as they specifically provide services to BIPOC, ELs, SWD, and LGBTQ+ children to ensure school readiness and improve achievement outcomes.	$302,913.00	Yes
1.3	Parent Liaison	Support community needs of EL, LI, FY, and Homeless families. Extra support is allocated to the top ten highest unduplicated school sites to increase parent engagement in SSC and DAC/DELAC.	$65,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Increase academic and social emotional support	Employ 3.5 FTE associate principals at highest unduplicated count schools to increase academic access and achievement, as well as reduce suspension rate for ELs, FY, and LI students.	$535,722.00	Yes
1.5	SLP pay differential	Provide pay differential for SLPs with initial placement on the salary schedule to recruit and retain the highest caliber employees to best support students who are EL, FY, LI with Individualized Education Prorams (IEPs). Approximately 27% of the students in CVESD are learning English as a second language, and 15% of the students in CVESD receive special education services. Of the 15% of students who receive special education services, 34% are ELs. The discrepancy between the total EL population and the EL population receiving special education services needs to be addressed. The pay differential will allow CVESD to recruit, hire, and retain the highest caliber employee to service the needs of our ELs receiving special education services. Additionally, of the 58 current foster youth in CVESD, 24 of these students receive special education services. This amounts to 41% of our FY population. Lastly, of the 395 homeless children currently in CVESD, 59 children receive special education services, amounting to 15% of the homeless population in need of special education services.	$1,771,237.00	Yes
1.6	SLP and RSP teacher recruitment	Employ 7 SLP and 5 RSP teachers to recruit and retain the highest caliber employees to best support students who are EL, FY, LI with IEPs. Approximately 27% of the students in CVESD are learning English as a second language, and 15% of the students in CVESD receive special education services. Of the 15% of students who receive special education services, 34% are ELs. The discrepancy between the total EL population and the EL population receiving special education services needs to be addressed. The pay differential will	$1,634,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		allow CVESD to recruit, hire, and retain the highest caliber employee to service the needs of our ELs receiving special education services. Additionally, of the 58 current FY in CVESD, 24 of these students receive special education services. This amounts to 41% of our FY population. Lastly, of the 395 homeless children currently in CVESD, 59 children receive special education services, amounting to 15% of the homeless population in need of special education services.		
1.7	Special Education teacher pay differential	Allow up to 20 years of service credit on the salary schedule for special education teachers to recruit and retain the highest caliber employees to best support students who are EL, FY, LI with IEPs. Approximately 27% of the students in CVESD are learning English as a second language, and 15% of the students in CVESD receive special education services. Of the 15% of students who receive special education services, 34% are ELs. The discrepancy between the total EL population and the EL population receiving special education services needs to be addressed. The pay differential will allow CVESD to recruit, hire, and retain the highest caliber employee to service the needs of our ELs receiving special education services. Additionally, of the 58 current foster youth in CVESD, 24 of these students receive special education services. This amounts to 41% of our FY population. Lastly, of the 395 homeless children currently in CVESD, 59 children receive special education services, amounting to 15% of the homeless population in need of special education services.	$391,825.00	Yes
1.8	SA pay differential	Provide pay differential for SAs that will increase pay by a range of two on salary schedule. SAs work directly with ELs, LI, and SwD to support them in accessing their academic program.	$720,343.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No significant differences existed during the 2022 - 23 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2022 - 23 academic year was implemented for goal #1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.5 SLP pay differential increased by $253,236.00 due to an increase of District-hired SLP by 2.63 FTE.

An explanation of how effective the specific actions were in making progress toward the goal.

As a result of the COVID-19 pandemic, CVESD has experienced a significant increase in the numbers of children in the foster care system and the number of children who are experiencing homelessness. As of April 2023, there are 516 students who are McKinney Vento and 68 students who in the foster care system. Clearly, the need to support our most vulnerable populations will only increase moving forward, making this goal and the actions and services critical to the success of our students. Data suggests that children in the foster care system and children experiencing homelessness have a higher rate of behavior incidents that will require a laser like focus on equitable services, however, 2022 CDE Dashboard data reports that the suspension rate for FY has decreased from our baseline of 6.5% to 2.6%, which means we have met the expected outcome for our LCAP. Additionally, the suspension rate for SwD has decreased from our baseline of 1.9% to 1.4%. The allocation of an associate principal at four of the district's highest needs schools, all with high unduplicated student populations, (Harborside - 93.75%, Lauderbach - 93.16%, Vista Square - 91.64%, Rice - 85.82%) will continue to support FY, SWD, and unsheltered students at a high level.

Additionally, we have seen a significant number of children identified as needing special education services and a significant increase in children referred for testing for special education services. As an example, 4,677 students are currently receiving special education services, representing 16% of CVESD's student body. As of April 27, there are 519 pending evaluations for CVESD students. During the 2022-23 academic year, 836 students have been assessed for special education services with 826 students qualifying for services. Clearly, the need for the highest caliber employees to include SLP, Resource Specialists, and Special Education teachers continues to be necessary to support children who need special education services.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the information above regarding children who currently qualify for special education services and children currently being assessed for special education services, CVESD has reflected on this data and will continue to implement a significantly improved student study team

(SST) process districtwide. CVESD leadership will utilize special education staff, general education staff, site leadership staff, and parents to create and implement a robust SST process to ensure students have the necessary supports and time to improve academically, socially, and emotionally and avoid special education placement if appropriate. The COVID-19 pandemic has resulted in many students losing months of rigorous academic and social-emotional experiences that have put them behind grade level expectations but does not mean that the children are in need of special education services. Due to staffing-related challenges, the role of Parent Liaison was not fulfilled to its capacity, however, this position will continue for year three as there is still a need for support in engaging our parent community as strong partners in their children's education. The need for consistent, high-quality staff for our at-promise students is a priority for our District.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	The district will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on BIPOC, ELs, SWD, LI, FY, Homeless students, and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, it is apparent that social, emotional, and physical well being is of utmost importance to our community. A return to face to face instruction is also a defining reason why an increase in social, emotional, and physical supports is imperative to include in the LCAP. As an example, the chronic absenteeism rate for our homeless children stood at 40% on the 2019 California Dashboard while the District average was 6.7%. Across all stakeholder input groups through Thoughtexchange, one of the top three themes was a desire to significantly increase student access to social emotional supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard chronic absenteeism indicator	2019 6.7% District chronic absenteeism rate	2022 10.85% District chronic absenteeism rate	2022 31,9% All students chronic absenteeism rate		3.7% District chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 40% homeless student chronic absenteeism rate	2022 40.13% homeless student chronic absenteeism rate	2022 50.7% homeless student chronic absenteeism rate		10% homeless student chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 6.3% African-American chronic absenteeism rate	2022 8.87% African-American chronic absenteeism rate	2022 22.3% African-American chronic absenteeism rate		3.3% African-American chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 11.8% SwD chronic absenteeism rate	2022 15.26% SwD chronic absenteeism rate	2022 43.1% SwD chronic absenteeism rate		8.8% SwD chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard chronic absenteeism indicator	2019 12.9% FY chronic absenteeism rate	2022 7.32% FY chronic absenteeism rate	2022 35.6% FY chronic absenteeism rate		9.9% FY chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 8.1% Hispanic chronic absenteeism rate	2022 12.83% Hispanic chronic absenteeism rate	2022 37.5% Hispanic chronic absenteeism rate		5.1% Hispanic chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 9.4% LI chronic absenteeism rate	2022 15.61% LI chronic absenteeism rate	2022 41.9% LI chronic absenteeism rate		6.4% LI chronic absenteeism rate
Maintain high level of parental involvement in district and school advisory groups as measured by attendance and participation via ELAC, DELAC, SAC, DAC, Coffee Chats, Special Events, and SSC.	100% of district and school governance committees are compliant.	100% of District and school governance committees are compliant.	100% of District and school governance committees are compliant.		100% of District and school governance committees are compliant.
School attendance rates.	96.18% District attendance rate (before COVID closure)	91.38% District attendance rate as of May 1, 2022	92.85% District attendance rate as of April 14, 2023		97.68% District attendance rate. (Baseline plus 1.5%)
Hanover student results - school safety	Students are asked the following question on the Hanover Survey, "Do you feel that your school has school rules that help keep school safe for students and staff?"	Not reported	Student data Spring 2023 - 78% felt that their school had school rules that help keep school safe for students and staff.		Expected outcome is that 4.5 or 5 of students feel that their school has rules to keep staff and students safe by 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Employ 4 DSWs	Provide social work support to all schools, targeting support for at risk students with a focus on homeless, foster, BIPOC, and LGBTQ students.	$571,055.00	Yes
2.2	Employ 4 part time IAs	Provide PIP targeted at Pre-K children who are not school ready due to social, emotional circumstances to specifically provide services to EL, FY, and LI children to improve achievement outcomes.	$107,757.00	Yes
2.3	Increase School Attendance Secretary/Health Specialists (AHS) hours	Improve staffing ratios at each school site for support staff to increase attendance for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$981,051.00	Yes
2.4	Employ school psychologists	School psychologist support for all students social and emotional health, with a focus on EL, FY, HM,LI, BIPOC, and LGBTQ students.	$2,709,042.00	Yes
2.5	K - 3 class size reduction	Ensure class sizes in Kindergarten through 3rd grade are lower than State requirements to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$2,486,804.00	Yes
2.6	4 - 6 class size reduction	Ensure class sizes in 4th through 6th grade are lower than contract limits to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$2,898,768.00	Yes
2.7	Employ a Director of MTSS	1.0 FTE LCAP funded Director of MTSS will lead the implementation and support of site MTSS initiatives and enables teacher and staff intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$172,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Contract with CVPD	Execute contract with CVPD, School Resource Officer (SRO) team to provide school site support to facilitate social, emotional, and physical wellness and safety for our unduplicated students at our campuses. SROs respond to calls for service and include the Homeless Outreach Team (HOT) to support our unduplicated student population who are also unsheltered. The HOT team provides resources to our families that enable our students to become engaged in school and in their learning.	$615,513.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No significant differences existed during the 2022-23 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2022-23 academic year was implemented for goal #2.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.8 SRO cost increased by $155,933.00 due to increased cost of services.

The planned increases in services were not affected this past year. The support of psychologists, AHS, IAs, and Social Workers continue to provide increased services on our campuses that will enable students to become more engaged at school and in their learning. The SRO program, the HOT team, and our partnership with CVPD provide a multidisciplinary outreach effort that supports our McKinney Vento students. 95% of our homeless students are also LI and 40% are ELs, thus their support of these critical unduplicated student groups is essential to address Chronic absenteeism. 2022 CDE Dashboard data reports 31.9% of our students as chronically absent. Our most significant student group is our McKinney Vento students with 50.7% chronic absenteeism followed by our SwD with 43.1%.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions in the LCAP that support social, emotional, and physical wellness for our students did not produce the results that we expected as measured by 2022 CDE Chronic Absenteeism rates. A significant reason for this was the after effects of the COVID-19 pandemic and the increase in trauma experienced by our community. The increase in homelessness, physical trauma, mental trauma, and

economic trauma was devastating to many of our at promise students. However, current 2022-23 local data show that Chronic Absenteeism overall is at 26.7%, which is a 5% decrease from 2022 end-of-year Dashboard data. McKinney Vento students are currently at 48.8%, which is 1.9% lower, and SwD are at 34.9%, which is 8.2% lower. The CVPD HOT team supported 26 families who have students that attend CVESD in 2021-22, and 29 families in 2022-23. Part of the support they provide includes a referral to South Bay Community Services where they provide resources such as vouchers to hotels, etc.
We believe that the high-quality staff we have invested in to support the social, emotional, and physical wellness of our students have had an impact on improving attendance. We also believe that the investment in lower class size has also provided more individualized student support in the classroom, which helps students feel more connected at school to be able to learn. Although we are making some strides in the right direction, we realize there is still more to do, and we are confident as a system and community that keeping each action and service in place will produce positive results for our families and students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A significant change is desired for attendance rates. CVESD will continue to implement the actions and services within this LCAP goal to ensure attendance rates exceed pre-pandemic numbers. Additionally, CVESD plans to continue with additional AHS support for our highest needs schools, utilizing Federal funding through 2024. Through the input process, it was discovered that a significant portion of our children who were chronically absent were struggling with basic services access outside of school. DSWs and AHS staff, through contacts with chronically absent students and families, shared the increased need for services like transportation support, housing support, and nutritional support. Therefore, keeping the DSW and AHS actions and services, along with reduced class sizes, will ensure CVESD staff can continue to serve as liaisons between social services and families to increase attendance rates. To further increase and improve services to reduce chronic absenteeism the District will be employing a District Attendance Coordinator to support schools and staff in working with families and community services to improve attendance at their respective sites.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The District will improve and increase access to services for all students to improve academic achievement with a specific focus on BIPOC, ELs, SWD, LI, FY, Homeless students, and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, CVESD's VAPA program continues to be a pillar of excellence in the educational portfolio that children experience. The ability for teachers to utilize collaboration time when students are engaged in VAPA affords them the opportunity to analyze child specific data and plan meaningful, engaging lessons that support an eradication of the achievement gap. Additionally, small group and one on one interventions are planned during the collaboration time that is made possible with VAPA, ensuring each child's success in the classroom. Overall, academic achievement must improve for all students as shown by the 2019 California Dashboard data results in ELA (26.9 points above standard compared to ELs who are 0.5 points below standard). Collaboration between teachers is critical to eliminate the achievement gap that exists for our ELs. As an example, only 6% of ELs were reclassified during the 2020-21 school year. The District has approximately 25% of our students learning English as a second language.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard English Language Arts indicator	2019 all students DFS - 26.9 points above	2019 all students DFS - 26.9 points above (date corrected, 2021 data not reported)	2022 all students ELA DFS 3.9 points above		56.9 points above DFS
California Dashboard English Language Arts indicator	2019 FY DFS - 49.5 points below	2019 FY DFS - 49.5 points below (date corrected, 2021 data not reported)	2022 FY ELA DFS 50.3 points below		19.5 points below DFS
California Dashboard Mathematics indicator	2019 all students DFS - 0.1 points below	2019 all students DFS - 0.1 points below	2022 all students Math DFS 21.4 points below		30.1 points above DFS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(date corrected, 2021 data not reported)			
California Dashboard Mathematics indicator	2019 African-American DFS - 14.8 points below	2019 African-American DFS - 14.8 points below (date corrected, 2021 data not reported)	2022 African-American Math DFS 31.4 points below		15.2 points above DFS
California Dashboard Mathematics indicator	2019 EL DFS - 23.7 points below	2019 EL DFS - 23.7 points below (date corrected, 2021 data not reported)	2022 EL Math DFS 51.8 points below		6.3 points above DFS
California Dashboard Mathematics indicator	2019 FY DFS - 62.9 points below	2019 FY DFS - 62.9 points below (date corrected, data not reported)	2022 FYh Math 82.7 points below		32.9 points below DFS
California Dashboard Mathematics indicator	2019 Homeless DFS - 58.2 points below	2019 Homeless DFS - 58.2 points below (date corrected, 2021 data not reported)	2022 Homeless Math 54.6 points below		28.2 points below DFS
California Dashboard Mathematics indicator	2019 SwD DFS - 79.1 points below	2019 SwD DFS - 79.1 points below (date corrected, 2021 data not reported)	2022 SwD Math 95.8 points below		49.1 points below DFS
Percentage of ELs who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	2019 ELPI baseline 50.5% (date and data corrected based on CDE Dashboard, EL Progress Indicator, ELPI)	2019 ELPAC baseline 50.5% (date and data corrected, 2021 data not reported)	2022 ELPI 50.3% made annual progress		2021 baseline plus 15% (5% increase per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of ELs reclassified each year	2021 reclassification baseline - 6% (477 students)	2022 reclassification - 21-22 8% (671 students)	2023 Local Indicator for reclassification 10% (797 students)		21% (2021 baseline with 5% increase per year)
Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *Physical Education (PE) Schedules *VAPA Schedules	100% of students have access to VAPA and PE during teacher collaboration time	100% of students have access to VAPA and PE during teacher collaboration time	100% of students have access to VAPA and PE during teacher collaboration time		100% of students have access to VAPA and PE during teacher collaboration time
Smarty Ants - % of K-2 students meeting end of year grade level reading expectations	Baseline determined in June 2021 Baseline - Updated August 2021 based on June 2021 Results - 55%	Smarty Ants - 37% of K-2 students meeting end of year grade level reading expectations	2022 Smarty Ants Local Indicator - 30% of K-2 students meeting end of year grade level reading expectations		Baseline data plus 9% by the end of 2024
Achieve 3000 - % of 3-6 students (including 2nd grade when appropriate) meeting end of year grade level reading expectations	54% of students meeting end of year grade level expectations	Achieve 3000 - 49% of 3-6 students (including 2nd grade when appropriate) meeting end of year grade level reading expectations	2022 Achieve 3000 Local Indicator - 53% of 3-6 students and 49% of 2-6 students meeting end of year grade level reading expectations		Baseline data plus 9% by the end of 2024
iReady - % of K-6 students meeting end	33% of K-6 students meeting end of year	iReady - 28% of K-6 students meeting end	2022 iReady Local Indicator - 29% of K-6		Baseline data plus 9% by the end of 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of year grade level mathematics expectations	grade level expectations	of year grade level mathematics expectations	students meeting end of year grade level mathematics expectations		
Every pupil in the District has access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.		100% of students have access to standards aligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board.	100% of students have access to academic content and performance standards adopted by the State Board.	100% of students have access to academic content and performance standards adopted by the State Board.	100% of students have access to academic content and performance standards adopted by the State Board.		100% of students have access to academic content and performance standards adopted by the State Board.
Programs and services enable EL to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of ELs will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of ELs will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of ELs will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.		100% of ELs will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	VAPA materials	Provide VAPA curriculum, materials, and support to successfully implement site programs.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Library support staffing ratios	Increase site allocations for library clerks/technicians to support literacy instruction (5 - 7.5 additional hours per site per week) for EL, FY, and LI students with a goal of increased literacy achievement.	$409,374.00	Yes
3.3	Employ 6.0 FTE Technology Equipment Technician staff	Our digital and web-based learning programs help accelerate learning in reading and math for our LI, EL, and FY students, and Technology Equipment Technician support staff assists schools with hardware, software, and infrastructure for technology integration.	$811,594.00	Yes
3.4	Employ VAPA teachers	VAPA experiences for students and to support instruction and teacher collaboration with an emphasis on increasing academic achievement for our BIPOC, ELs, SWD, LI, FY, Homeless students, and LGBTQ+ students.	$7,515,864.00	Yes
3.5	Site specific needs funding	Utilize LCAP funding to support site specific needs as determined by the Comprehensive Needs Assessment within the SPSA. Sites write goals in alignment to the the District's LCAP Goals and the five State Indicators (ELA, Math, EL Progress, Chronic Absenteeism and Suspension Rate). Student groups to be served in this schoolwide plan include LI, EL, FY as well as other student groups. The schoolwide plan is developed and approved with educational partner input and approved by the local governing board. The schoolwide plan is also monitored throughout the year and adjustments to actions are modified according to needs.	$5,930,279.00	Yes
3.6	Supplemental custodians	Additional custodial support to ensure classrooms and learning environments are regularly cleaned and sanitized to protect staff and students from COVID-19.	$806,846.00	Yes
3.7	Designated English Language	One per diem day of professional learning for both certificated and classified staff to support ELs acquisition of English to support	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Development (D-ELD) training	reclassification, utilizing Educator Effectiveness Funds. This action is a one-time action and has been completed.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No significant differences existed during the 2022-23 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2022-23 academic year was implemented for goal #3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3 Technology Equipment Technician's cost increased by $120,519 due to the need to support technology districtwide beyond contract hours.
Action 3.4 VAPA cost decreased by $485,109 due to unfilled vacancies.
Action 3.5 Site-specific funding decreased by $1,947,274 due to a projected carryover of funds to the 2023-24 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The COVID-19 pandemic had a significant negative impact on the CVESD community, and as we embarked on a strong focus on teaching and learning, and we are monitoring academic growth carefully. This is done with teacher collaboration (Goal #3, Action 4) and site-specific needs funding (Goal#3, Action 5). Implementation of these actions has resulted in academic growth as according to 2022-2023 local data:

California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)
The student group showing the greatest area of need based on the CDE Dashboard from 2021-22 is our SwD. CDE Dashboard ELA DFS for SwD indicates they are 74.2 points below (Very Low). Local data shows a 9-10% increase in percentage of SwD meeting end-of-year expectations in the area of reading since the beginning of the school year.

ACHIEVE3000 LEVELSET
CVESD students in Grades 3-6 (including 2nd grade when appropriate) complete the Achieve 3000 LevelSet three times per year (Beginning, Mid, and End-of-Year).

At the beginning of the year, 29% of students overall were already meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & Reclassified Fluent English Proficient (RFEPs): 14%
SwD: 10%
FY: 8%
Homeless: 7%
LI: 18%
Hispanic/Latino: 21%
Black/African American: 31%
White: 43%
Asian: 51%

At midyear, 39% of students overall were meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 23%
SwD: 14%
FY: 12%
Homeless: 12%
LI: 26%
Hispanic/Latino: 31%
Black/African American: 42%
White: 54%
Asian: 63%

At end-of-year Local Measures, 49% of students overall are meeting end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 32%
SwD: 20%
FY: 28%
Homeless: 21%
LI: 36%
Hispanic/Latino: 41%
Black/African American: 51%
White: 64%
Asian: 74%

California Assessment of Student Performance and Progress (CAASPP) MATH

The student group showing the greatest area of need based on the CDE Dashboard from 2021-2022 is our SwD. CDE Dashboard data from 2021-2022 indicates that our SwD Math DFS is 95.8 points below (Very Low). Local data shows an 11% increase in percentage of SwD meeting end-of-year expectations in the area of math since the beginning of the school year.

MATH
CVESD students in Kindergarten-Grade 6 complete the i-Ready Diagnostic Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the 2022-23 year, 6% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 3%
SwD: 2%
FY: 2%
Homeless: 2%
LI: 3%
Hispanic/Latino: 3%
Black/African American: 5%
White: 11%
Asian: 15%

At mid-year, 14% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 7%
SwD: 5%
FY: 5%
Homeless: 3%
LI: 7%
Hispanic/Latino: 9%
Black/African American: 11%
White: 23%
Asian: 31%

At end-of-year Local Measures, 30% of students met the end-of-year math expectations. Data from the following student groups are as follows:
ELs & RFEPs: 18%
SwD: 13%
FY: 13%
Homeless: 11%
LI: 19%

Hispanic/Latino: 22%
Black/African American: 27%
White: 43%
Asian: 55%

SMARTY ANTS READING
CVESD students in Kindergarten-2nd Grade complete the Smarty Ants Back to School Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the 2022-23 year, 21% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 11%
SwD: 10%
FY: 0%
Homeless: 12%
LI: 14%
Hispanic/Latino: 15%
Black/African American: 30%
White: 26%
Asian: 42%

At mid-year, 31% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 17%
SwD: 16%
FY: 14%
Homeless: 18%
LI: 22%
Hispanic/Latino: 25%
Black/African American: 34%
White: 41%
Asian: 55%

At end-of-year Local Measures, 37% of all students in Grades K-2 were meeting the end-of-year reading expectations. Data from the following student groups are as follows:
ELs & RFEPs: 22%
SwD: 19%
FY: 7%

Homeless: 22%
LI: 28%
Hispanic/Latino: 35%
Black/African American: 37%
White: 51%
Asian: 64%

For our emergent bilingual students, or (ELs), EL Progress Indicator (ELPI) remains about the same, with CDE ELPI Dashboard reporting 50.5% in 2019 to 50.3% in 2022. Reclassification rate, however, has steadily grown in the last three years, going from 6% in 2021, 8% in 2022, and 10% in 2023.

A strong focus on data analysis and instructional practices will continue to be a focus during grade-level collaboration, as well as use of LCAP funds to support site-specific needs based on the site's Comprehensive Needs Assessment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

More oversight and guidance will be provided to school sites in developing their SPSA to ensure that LCAP dollars are used to implement evidence-based strategies aligned with data from Comprehensive Needs Assessment. Additionally, school sites with anticipated carry over LCAP funding have submit additional plans to delineate how funds will be utilized to increase academic achievement for unduplicated students as documented in the SPSA.

Federal stimulus funding will continue to be utilized to allocate an impact teacher to each school site who will provide small group intervention and instruction to students who are FY, students who are experiencing homelessness, LTELs, AR-LTELs, and ELPAC 1, 2 and 3 students. A combination of Federal Stimulus and site Title I or LCAP will continue to fund EL IAs at every school site to provide additional supplemental instructional support to EL students identified for additional learning opportunities.
Goal 3.7 was executed to support reclassification of ELs through a professional learning day for all certificated and instructional classified staff utilizing Educator Effectiveness Funds. Approximately $1,250,000 of the Educator Effectiveness Funds were used, and this action contributed significantly to reclassifying 10% (797 of our ELs, an increase of 126 students). This action provided a unique and targeted professional development opportunity, and for the upcoming year, Educator Effectiveness Funds will be utilized to continue to support all of our target students in other targeted content areas.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$29,152,506	$715,322

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.78%	1.06%	$2,290,278.87	13.84%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions and services that have been funded by Supplemental and Concentration dollars have been allocated as a result of stakeholder input, data analysis and reviewing best practices within the district. CVESD has an understanding and deep commitment to support FY, LI, and EL students with supplemental and concentration funds as are required by CDE. Additionally, through the review of research, and our demonstrated success in improving student achievement for unduplicated pupils, it is our belief that the actions and services are the most effective use of funds in meeting the needs of our unduplicated student population.

Goal 1, actions 1, and 3 - A significant portion of our children (approximately 27%) are emerging bilinguals, or ELs. An equally significant portion of families are Spanish speaking in homes. For this reason, it is imperative to support translation services of text, audio, and video materials to ensure a strong home - school connection exists to support ELs and their achievement. The amount of students who are EL and/or LI, varies across the District with the lowest percentage of EL and LI students at Wolf Canyon (30.16%) to our highest needs school, Montgomery (96.32%), however, all of these schools have needs for our EL and LI children and families, making translation services and a parent liaison crucial for student success.

Goal 1, action 2 - School readiness is a large part of a child's early childhood success that leads to academic and social-emotional success in later grades. LI children, unfortunately, do not have equal access to school readiness programs throughout the State of California, leading to unequal achievement outcomes through no fault of their own. CVESD provides school readiness services to LI children to ensure they have access to early childhood academic and social-emotional support that leads to elementary school success.

Goal 1, action 4 - Four associate principals at some of our highest unduplicated schools will be employed to provide support and mentoring for LI, FY, and EL students. The four identified school sites with high concentrations of EL, LI, and FY children are the following schools benefitting from this LCAP action.

Harborside - 93.75% EL, LI, FY (555/592)

Lauderbach - 93.16% EL, LI, FY (695/746)

Vista Square - 91.64% EL, LI, FY (526/574)

Rice - 85.82% EL, LI, FY (478.557)

Goal 1, actions 5, 6, 7, and 8 - The Chula Vista Elementary School District is committed to eradicating any and all achievement gaps that exist between different groups of students. Systems data results still point to an achievement gap between our children learning English as a second language and non-ELs. As an example, according to the 2022 California Dashboard, EL ELA DFS is 29.1 points below standard while Asian DFS is 74.2 points above standard. Additionally, according to the 2022 California Dashboard, FY ELA DFS is 50.3 points below standard and Homeless ELA DFS is 32.2 points below standard. Overall, attendance, suspension, and achievement data for our foster children and homeless children are not at the same success rates as our children who are not in the foster care system or unsheltered. Lastly, as a result of a Districtwide equity audit that was completed by administrative staff, feedback was collected from principals, teachers, and department staff. Through the data collected during the equity audit, it was evident that CVESD must continue and increase an intentional focus on children who have been historically discriminated against and underrepresented in society and classrooms. Approximately 27% of the students in CVESD are ELs. Of these ELs, 19% receive special education services. The pay differential will allow CVESD to recruit, hire, and retain the highest caliber employee to service the needs of our ELs receiving special education services. Additionally, ensuring that a robust staff of SAs that work directly with ELs, LI, and SwD to support them in accessing their academic program is essential.

Goal 2 - Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, it is apparent that social, emotional, and physical well-being is of utmost importance to our community. A return to face-to-face instruction is also a defining reason why an increase in social, emotional, and physical support is imperative to include in the LCAP. As an example, the chronic absenteeism rate for our homeless children stood at 50.7% on the 2022 California Dashboard while the District average was 31.9%. Across all educational partner input groups through Thought Exchange, one of the top three themes was a desire to significantly increase student access to social-emotional support. Additionally, of the 68 current FY in CVESD, 26 of these students receive

special education services. This amounts to 38% of our FY population. Lastly, of the 516 homeless children currently in CVESD, 75 children receive special education services, amounting to 15% of the homeless population in need of services.

Goal 2, action 1 - Provide social work support to all schools, targeting support for at-risk students with a focus on homeless, foster, BIPOC, and LGBTQ students. DSWs will focus heavily on schools with the highest number of homeless and foster children. Currently, CVESD has 516 homeless students and 68 foster children attending multiple schools throughout the District. For example, one of our highest needs schools, Lauderbach, has 29 homeless children and 3 FY.

Goal 2, action 2 - Employ four part-time IAs to support the PIP targeted at Pre-K children who are not school ready due to social, emotional circumstances. These services focus on EL, FY, and LI children throughout the District to improve achievement outcomes.

Goal 2, action 3 - Increase school AHS hours at each school site to increase attendance for EL, FY, HM, LI, BIPOC, and LGBTQ students. Children living in poverty have been shown to have depressed attendance rates because of a myriad of challenges including but not limited to poor access to healthy foods, poor access to health care, and poor access to social services. The increase in staff hours will help families receive the support to services that they need, facilitated by school staff throughout CVESD.

Goal 2, action 4 - Employ an additional 16 school psychologists throughout the District to support all students' social and emotional health, with a focus on EL, FY, HM, LI, BIPOC, and LGBTQ students.

Goal 2, actions 5, and 6 - Ensure class sizes in Kindergarten through 6th grade are lower than State requirements to enable teacher intervention for EL, FY, HM, LI, BIPOC, and LGBTQ students. The reduction of class sizes will support teacher small group and individual instruction for children who are not performing at grade level. Smaller class sizes will ensure teachers are able to focus on children not meeting grade-level standards.

Goal 2, action 7 - Employ a full-time Director of MTSS to lead the implementation and support of site MTSS initiatives and enables teacher and staff intervention for EL, FY, HM, LI, BIPOC, and LGBTQ students. FY and homeless children particularly need support with MTSS as is evidenced by historical attendance and suspension data on the California Dashboard.

Goal 2, action 8 - Execute a contract with the CVPD SRO team, including the HOT to support homeless youth. It is the goal of CVESD, in collaboration with the CVPD HOT team to ensure that the day a homeless child is identified on the streets, social services will be rendered to guarantee the child or children will no longer be living on the streets.

Goal 3, actions 1, and 4 - Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, CVESD's VAPA program continues to be a pillar of excellence in the educational portfolio that children experience. The ability for teachers to utilize collaboration time when students are engaged in VAPA affords them the opportunity to analyze child-specific data and plan meaningful, engaging lessons that support an eradication of the achievement gap. Additionally, small group and one on one interventions are planned during the collaboration time that is made possible with VAPA, ensuring each child's success in the classroom. Overall, academic achievement must improve for all students as shown by the 2022 California Dashboard data results in ELA (3.9 points above standard compared to ELs who are 29.1 points below standard). Collaboration between teachers is critical to eliminate the achievement gap that exists for our ELs. 10% of ELs were reclassified during the 2022-23 school year, however, we continue to work towards increased numbers of our students being reclassified. The District has approximately 27% of our students identified as ELs.

Goal 3, action 2, and 3 - The achievement gap that exists between our ELs and our monolingual children is significant. As an example, at the end of the 2021-22 school year, local reading data for grades 3-6 showed that 49% of students met the end-of-year reading expectations. 29% of FY, 10% of ELs, 36% of LI students, 21% of Homeless Youth, and 54% of African American students were meeting the end-of-year reading expectations on the End of Year LevelSet assessment. An intense focus on literacy and literacy instruction and a significant increase in reading must take place at school sites. For this reason, it is necessary to increase library hours and the amount of time that ELs have to access not only classroom libraries and literature but school libraries as well. An increase in the number of hours library staff are available at all school sites will support ELs with an increase in access to books and the amount of reading that will occur. The addition of Technology Equipment Technicians to assist schools with hardware, software, and infrastructure support technology integration that addresses learning loss caused by the pandemic.

Goal 3, action 5 - Utilize LCAP funding to support site-specific needs as determined by the Comprehensive Needs Assessment within the SPSA. Sites write goals in alignment with the District's LCAP Goals and the five State Indicators (ELA, Math, EL Progress, Chronic Absenteeism and Suspension Rate). Student groups to be served in this schoolwide plan include LI, EL, FY as well as other student groups. The schoolwide plan is developed and approved with educational partner input and approved by the local governing board. The schoolwide plan is also monitored throughout the year and adjustments to actions are modified according to needs. For ELs, the site's ELAC conducts a Needs Assessment based achievement data and ELPAC data and provides input into the SPSA under the EL Progress goal. Data for LI students and FY students, as well as other student groups are disaggregated as part of the Needs Assessment and specific strategies and actions are identified to support increased achievement in academics as well as improve chronic absenteeism and reduce suspension rate.

2022 - 2023

Goal #3 action 6 - Supplemental custodial services to ensure classrooms and learning environments are cleaned and sanitized on a regular basis preventing the acquisition and/or spread of COVID-19. Additional custodial services will ensure FY, ELs, and LI students are not

exposed to COVID-19 in classrooms or learning environments so that in-person learning is consistent and students will recover from experienced learning loss.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As a result of CVESD's 56.77 % unduplicated count for LI, ELs, and FY, we are receiving supplemental and concentration grant funds for the 2022-23 school year. The total allocation of supplemental and concentration grant funds for the 2022-23 school year is $27,752,055 These funds will be utilized Districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as LI, EL, and/or FY.

Services for the 2022-23 academic year include the following to best support the academic, social, emotional, and physical health of our most vulnerable student populations:

*For our ELs, 3.5 FTE associate principals service schools with the highest unduplicated student counts which include the greatest number of ELs (AR-LTELs, LTELs, and ELPAC 1, 2, and 3 students). Their leadership provides support to teachers and staff that work to ensure the acquisition of English for our ELs and accelerate the reclassification process. Additionally, translation services are provided for all district and site communication to support parent engagement and communication. By increasing parent engagement and participation, student social, emotional, and academic outcomes are enhanced and improved.

*Execute a contract with the CVPD and the HOT team to support FY and Homeless students with engagement to lower chronic absenteeism rates and suspension rates.

*Reemploy a Director of MTSS that will create student behavior and academic support, especially for our students of poverty and FY. The Director of MTSS will lead the implementation and support of site MTSS initiatives that enable teacher and staff intervention for EL, FY, HM, and LI.

*Ensure class size remains below contractual maximums for grades K-3 in order to support social-emotional needs of students to maximize learning and enable teacher intervention for EL, FY, HM, and LI children.

*Ensure class size remains below contractual maximums for grades 4-6 in order to support social-emotional needs of students to maximize learning and enable teacher intervention for EL, FY, HM, and LI children.

CVESD will provide increased or improved services for LI, FY, and EL students through the LCAP. The increased services are at least equal to the 13.38% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the

difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, Hanover customer satisfaction surveys, etc.

Additional actions being taken by CVESD to support high-needs students through the LCAP are numerous and include employing district social workers to monitor and support foster youth and homeless children, employing additional school psychologists to specifically support FY, LI, and EL students, and employing four associate principals at four of the highest unduplicated schools to provide support and mentoring for LI, FY, and EL students.

*Reemploy four IAs to support children and families through the PIP program, targeting Pre-K children who are not school ready due to social, emotional circumstances. PIP staff will specifically provide services to EL, FY, and LI children to improve achievement outcomes.

*Reemploy four DSWs to support the needs of FY and to increase the amount of time in which the social-emotional needs of unduplicated students are being met.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

2022 - 23
Goal #3 action 6 - Supplemental custodial services to ensure classrooms and learning environments are cleaned and sanitized on a regular basis preventing the acquisition and/or spread of COVID-19. Additional custodial services will ensure FY, ELs, and LI students are not exposed to COVID-19 in classrooms or learning environments so that in-person learning is consistent and students will recover from experienced learning loss.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	23 to 1 ratio : Clear View, Casillas, Allen, Eastlake, Tiffany, Parkview, Olympic View, Chula Vista Hills, Sunnyside, Hedenkamp, Heritage, McMillin, Veterans, Salt Creek, Camarena, Marshall, Muraoka, Wolf Canyon, Liberty, Jeffers	18 to 1 ratio: Harborside, Montgomery, Lauderbach, Vista Square, Otay, Castle Park, Loma Verde, Rice, Los Altos, Silver Wing, Rohr, Palomar, Kellogg, Juarez-Lincoln, Finney, Cook, Hilltop, Rosebank, Valle Lindo, Halecrest, Rogers, Valley Vista

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	23 to 1 ratio : Clear View, Casillas, Allen, Eastlake, Tiffany, Parkview, Olympic View, Chula Vista Hills, Sunnyside, Hedenkamp, Heritage, McMillin, Veterans, Salt Creek, Camarena, Marshall, Muraoka, Wolf Canyon, Liberty, Jeffers	22 to 1 ratio: Harborside, Montgomery, Lauderbach, Vista Square, Otay, Castle Park, Loma Verde, Rice, Los Altos, Silver Wing, Rohr, Palomar, Kellogg, Juarez-Lincoln, Finney, Cook, Hilltop, Rosebank, Valle Lindo, Halecrest, Rogers, Valley Vista

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,586,035.00				$31,586,035.00	$28,610,895.50	$2,975,139.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Translation/interpretation staff	English Learners	$137,656.00				$137,656.00
1	1.2	School readiness program	English Learners	$302,913.00				$302,913.00
1	1.3	Parent Liaison	English Learners Foster Youth Low Income	$65,764.00				$65,764.00
1	1.4	Increase academic and social emotional support	English Learners	$535,722.00				$535,722.00
1	1.5	SLP pay differential	English Learners Foster Youth Low Income	$1,771,237.00				$1,771,237.00
1	1.6	SLP and RSP teacher recruitment	English Learners Foster Youth Low Income	$1,634,070.00				$1,634,070.00
1	1.7	Special Education teacher pay differential	English Learners Foster Youth Low Income	$391,825.00				$391,825.00
1	1.8	SA pay differential	Low Income	$720,343.00				$720,343.00
2	2.1	Employ 4 DSWs	English Learners Foster Youth Low Income	$571,055.00				$571,055.00
2	2.2	Employ 4 part time IAs	English Learners Foster Youth Low Income	$107,757.00				$107,757.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Increase School Attendance Secretary/Health Specialists (AHS) hours	English Learners Foster Youth Low Income	$981,051.00				$981,051.00
2	2.4	Employ school psychologists	English Learners Foster Youth Low Income	$2,709,042.00				$2,709,042.00
2	2.5	K - 3 class size reduction	English Learners Foster Youth Low Income	$2,486,804.00				$2,486,804.00
2	2.6	4 - 6 class size reduction	English Learners Foster Youth Low Income	$2,898,768.00				$2,898,768.00
2	2.7	Employ a Director of MTSS	English Learners Foster Youth Low Income	$172,558.00				$172,558.00
2	2.8	Contract with CVPD	Low Income	$615,513.00				$615,513.00
3	3.1	VAPA materials	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.2	Library support staffing ratios	English Learners Foster Youth Low Income	$409,374.00				$409,374.00
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff	English Learners Foster Youth Low Income	$811,594.00				$811,594.00
3	3.4	Employ VAPA teachers	English Learners Foster Youth Low Income	$7,515,864.00				$7,515,864.00
3	3.5	Site specific needs funding	English Learners Foster Youth Low Income	$5,930,279.00				$5,930,279.00
3	3.6	Supplemental custodians	English Learners Foster Youth Low Income	$806,846.00				$806,846.00
3	3.7	Designated English Language Development (D-ELD) training	English Learners	$0.00				$0.00

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2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$228,172,870	$29,152,506	12.78%	1.06%	13.84%	$31,586,035.00	0.00%	13.84 %	**Total:**	$31,586,035.00
								LEA-wide Total:	$31,586,035.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Translation/interpretation staff	Yes	LEA-wide	English Learners	All Schools	$137,656.00	
1	1.2	School readiness program	Yes	LEA-wide	English Learners	Specific Schools: 24 school sites	$302,913.00	
1	1.3	Parent Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,764.00	
1	1.4	Increase academic and social emotional support	Yes	LEA-wide	English Learners	Specific Schools: Lauderbach, Vista Square, Harborside, Rice	$535,722.00	
1	1.5	SLP pay differential	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,771,237.00	
1	1.6	SLP and RSP teacher recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,634,070.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Special Education teacher pay differential	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,825.00	
1	1.8	SA pay differential	Yes	LEA-wide	Low Income	All Schools	$720,343.00	
2	2.1	Employ 4 DSWs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$571,055.00	
2	2.2	Employ 4 part time IAs	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschool	$107,757.00	
2	2.3	Increase School Attendance Secretary/Health Specialists (AHS) hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$981,051.00	
2	2.4	Employ school psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,709,042.00	
2	2.5	K - 3 class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,486,804.00	
2	2.6	4 - 6 class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,898,768.00	
2	2.7	Employ a Director of MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,558.00	
2	2.8	Contract with CVPD	Yes	LEA-wide	Low Income	All Schools	$615,513.00	
3	3.1	VAPA materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Library support staffing ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$409,374.00	
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$811,594.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Employ VAPA teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,515,864.00	
3	3.5	Site specific needs funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,930,279.00	
3	3.6	Supplemental custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$806,846.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$32,226,117.00	$30,257,908.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Translation/interpretation staff	Yes	$137,494.00	$137,494.00
1	**1.2**	School readiness program	Yes	$296,550.00	$296,784.00
1	**1.3**	Parent Liaison	Yes	$60,677.00	$55,059.00
1	**1.4**	Increase academic and social emotional support	Yes	$528,029.00	$581,284.00
1	**1.5**	SLP pay differential	Yes	$1,462,427.00	$1,715,663.00
1	**1.6**	SLP and RSP teacher recruitment	Yes	$1,569,028.00	$1,605,124.00
1	**1.7**	Special Education teacher pay differential	Yes	$355,510.00	$398,326.00
1	**1.8**	SA pay differential	Yes	$638,929.00	$653,580.00
2	**2.1**	Employ 4 DSWs	Yes	$568,013.00	$575,483.00
2	**2.2**	Employ 4 part time IAs	Yes	$88,054.00	$107,519.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Increase School Attendance Secretary/Health Specialists hours	Yes	$877,500.00	$932,518.00
2	2.4	Employ school psychologists	Yes	$2,045,585.00	$2,142,086.00
2	2.5	K - 3 class size reduction	Yes	$2,486,804.00	$2,486,804.00
2	2.6	4 - 6 class size reduction	Yes	$2,898,768.00	$2,898,768.00
2	2.7	Employ a Director of MTSS	Yes	$205,556.00	$170,550.00
2	2.8	Contract with CVPD	Yes	$459,580.00	$615,513.00
3	3.1	VAPA materials	Yes	$10,000.00	$10,000.00
3	3.2	Library support staffing ratios	Yes	$392,525.00	$392,403.00
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff	Yes	$683,252.00	$803,771.00
3	3.4	Employ VAPA teachers	Yes	$7,535,170.00	$7,050,061.00
3	3.5	Site specific needs funding	Yes	$6,938,352.00	$4,991,078.00
3	3.6	Supplemental custodians	Yes	$738,314.00	$743,486.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Designated English Language Development (D-ELD) training	No	$1,250,000.00	$894,554.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$28,302,555.00	$30,976,117.00	$29,363,354.00	$1,612,763.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Translation/interpretation staff	Yes	$137,494.00	$137,494.00		
1	1.2	School readiness program	Yes	$296,550.00	$296,784.00		
1	1.3	Parent Liaison	Yes	$60,677.00	$55,059.00		
1	1.4	Increase academic and social emotional support	Yes	$528,029.00	$581,284.00		
1	1.5	SLP pay differential	Yes	$1,462,427.00	$1,715,663.00		
1	1.6	SLP and RSP teacher recruitment	Yes	$1,569,028.00	$1,605,124.00		
1	1.7	Special Education teacher pay differential	Yes	$355,510.00	$398,326.00		
1	1.8	SA pay differential	Yes	$638,929.00	$653,580.00		
2	2.1	Employ 4 DSWs	Yes	$568,013.00	$575,483.00		
2	2.2	Employ 4 part time IAs	Yes	$88,054.00	$107,519.00		
2	2.3	Increase School Attendance Secretary/Health Specialists hours	Yes	$877,500.00	$932,518.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Employ school psychologists	Yes	$2,045,585.00	$2,142,086.00		
2	2.5	K - 3 class size reduction	Yes	$2,486,804.00	$2,486,804.00		
2	2.6	4 - 6 class size reduction	Yes	$2,898,768.00	$2,898,768.00		
2	2.7	Employ a Director of MTSS	Yes	$205,556.00	$170,550.00		
2	2.8	Contract with CVPD	Yes	$459,580.00	$615,513.00		
3	3.1	VAPA materials	Yes	$10,000.00	$10,000.00		
3	3.2	Library support staffing ratios	Yes	$392,525.00	$392,403.00		
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff	Yes	$683,252.00	$803,771.00		
3	3.4	Employ VAPA teachers	Yes	$7,535,170.00	$7,050,061.00		
3	3.5	Site specific needs funding	Yes	$6,938,352.00	$4,991,078.00		
3	3.6	Supplemental custodians	Yes	$738,314.00	$743,486.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$216,198,572	$28,302,555.00	1.55%	14.64%	$29,363,354.00	0.00%	13.58%	$2,290,278.87	1.06%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

1) Receive Annual Report of the Chula Vista Elementary School District Independent Citizens Oversight Committee; and

2) Receive and File 2021-22 Measure VV and Measure M Building Fund General Obligation Bond Financial and Compliance Audit

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

In November 2012 voters in School Facilities Improvement District (SFID) No. 1 approved Proposition E, a $90 million general obligation bond to renovate and modernize facilities and improve technology at Chula Vista Elementary School District's (CVESD's) oldest schools. As required by the State, provisions were made for a Board-appointed independent citizens oversight committee to monitor the progress of the program. Members of the Proposition E Independent Citizens Oversight Committee (Prop E ICOC) served in an advisory capacity to the Board of Education (Board) to review general obligation bond sales and expenditures and provide an annual report to the Board.

In November 2018, local voters approved Measure VV, a $150 million general obligation bond that will provide funds to renovate and modernize facilities, upgrade security and safety infrastructure, implement energy saving measures and improve technology access within CVESD's schools, the Education Services and Support Center, and Transportation Yard.

On January 23, 2019, the Board added oversight of the Measure VV general obligation bond to the scope of the already existing Prop E ICOC, subsequently renaming the Prop E ICOC as the Chula Vista Elementary School District Independent Citizens Oversight Committee (CVESD ICOC).

In March 2020, local voters approved Measure M, a $300 million general obligation bond to provide funds to improve student safety and campus security, repair schools, upgrade classroom technology, add staff housing, add a District-wide solar project, and make other improvements throughout the District. On April 22, 2020, the Board added oversight of the Measure M general obligation bond to the scope of the CVESD ICOC.

Seven citizens were appointed to the CVESD ICOC (originally known as the Prop E ICOC) and began their terms in September 2013. Since then, those terms have expired and been replaced as set forth in the CVESD ICOC Bylaws. The following citizens are currently serving by Board appointment on the CVESD ICOC.

- Martha Juarez, Parent Representative Active in PTA/School Site Council (Chair)
- Gloria McKearny, Taxpayers Association Representative (Co-Chair)
- Diane Deugan, Parent Representative Active in PTA and/or School Site Council
- Jason Hurtado-Prater, Business Community Representative
- Nancy Kerwin, Senior Citizens Organization Representative
- Ben Lien, Parent Representative Active in PTA
- Heather Rubio, Business Community Representative
- Minnie Tandy, At-Large Representative

The CVESD ICOC meets a minimum of four times each fiscal year, reviews bond sales, reviews annual financial and performance audit, reviews expenditures to ensure they are spent as authorized under Measure VV and Measure M, and provides an annual report to the Board of Education. Proposition E funds were fully spent as of June 30, 2020.

At its meeting on March 1, 2023, the CVESD ICOC reviewed and approved the Measure VV and Measure M Building Fund General Obligation (GO) Bond Financial and Compliance Audits (GO Bond Audits). The GO Bond Audits conducted by Willkinson Hadley & King CPAs included an unmodified opinion and contained no findings or questioned costs. The CVESD ICOC requests that the Board of Education receive and file its annual report and the GO Bond Audits.

ADDITIONAL DATA:

Tonight, the CVESD ICOC will provide its annual report to the Board of Education. Committee Chair, Martha Juarez, will lead the presentation along with CVESD ICOC member, Heather Rubio. The District will also thank the three outgoing members for their six years of service on the CVESD ICOC.

FISCAL IMPACT/FUNDING SOURCE:

In August, 2019, the District issued a $50 million Bond Anticipate Note (BAN) to be repaid with a Measure VV Bond issuance. The BAN was used to fund the Summer 2019 modernization of Sunnyside Elementary, the Summer 2020 modernization of Mae L. Feaster Charter School, Heating Ventilation and Air Conditioning (HVAC) upgrades at several school sites, and will be used for additional authorized improvement projects.

In August, 2020, the District issued a $60 million General Obligation Bond Issuance (Series A) under Measure M. The $60 million Series A issuance is primarily being used to fund the District wide Solar Project and HVAC upgrades at various schools in the District.

STAFF RECOMMENDATION:

Recommend receive and file CVESD ICOC Annual Report and GO Bond Financial and Compliance Audits.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt 2023-24 Proposed Budget of the Chula Vista Elementary School District

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Attached is an analysis of the Chula Vista Elementary School District's (District) Proposed Budget for 2023-24, and the estimated year-end revenues and expenditures for 2022-23. With the May 12, 2023, release of the Governor's Revised Budget Proposal (May Revise), the District's 2023-24 Proposed Budget is based primarily on the Governor's May Revise. Listed below are the major education budget items from the Governor's May Revise that are included in the District's 2023-24 Proposed Budget.

- Local Control Funding Formula (LCFF) Cost-of Living Adjustment (COLA) – The Governor proposes a 2023-24 COLA adjustment of 8.22 percent for school districts and charter schools.

- Arts, Music, and Instructional Materials Discretionary Block Grant – The Governor's May Revise 2023-24 Budget proposes an additional <$607> million decrease on top of the <$1.2> billion reduction from January 2023. The combined reductions equate to a 51% reduction to this grant from the amount provided in the 2022-23 budget.

- Learning Recovery Emergency Block Grant – The Governor's May Revise 2023-24 Budget proposes a reduction of <$2.5> billion, which equates to a 32% reduction to the 2022-23 grant amount.

- Reserves/Reserve Cap –The conditions to trigger the 10% reserve cap on district reserve caps is projected to be met and effective for the 2023-24 Adopted Budget. The District will be committing funds from the ending fund balance to meet the 10% reserve requirement. Details on the commitment of funds is noted in the 2023-24 Fund Balance and Reserves section of this report.

The Senate and Assembly must officially adopt the 2023-24 State Budget by June 15, 2023, and Governor Newsom has until June 30, 2023, to sign the final Budget. Due to the timing of the State Budget process, the District's 2023-24

Proposed Budget is based primarily on the May Revise assumptions. Once the 2023-24 State Budget is approved by Governor Newsom, any necessary adjustments will be made by the District within 45 days after the State Budget is enacted.

The District's 2022-23 General Fund ending balance is projected to be $129,539,239 and the Reserve for Economic Uncertainties (REU) is expected to be $29,886,744, which is a decrease in the REU of <$918,977> since the Second Interim Budget and represents a 8.10% REU. The District's 2023-24 General Fund ending balance is expected to be $165,286,404, and the REU is expected to be $36,157,131 an increase in the REU of $6,270,387 from 2022-23 and represents an 9.86% REU.

Under the current law, the LCFF is funded on the greater of current year, prior year or average of three prior years' ADA, whichever is greater. Average Daily Attendance (ADA) for 2023-24 is projected at 20,805.76. For 2023-24, the District is using the average of three prior years' ADA which equates to 21,595.59 funded ADA. The ADA growth or decline is recognized after each State attendance reporting period and will be adjusted in future years as ADA is recognized.

A detailed analysis of major changes to revenues and expenditures for the General Fund Programs is provided on the following pages. All Other Funds of the District, including Charter Schools financial data are included herein under "Other Funds Narrative" and on pages 8-20 on the Annual Financial and Budget Report. The budget information consists of following major sections on the Annual Financial and Budget Report.

	Pages
Summary of General Fund Programs	1
General Fund Unrestricted Programs	2 – 4
Restricted Programs	5 – 7
Other Funds	8 – 20
General Fund Cash Flow Projections	21 – 23

ADDITIONAL DATA:

Per Education Code 42127, commencing with budgets adopted for 2015-16, districts that propose budgets that include a combined assigned and unassigned ending balance in excess of the minimum recommended Reserve for Economic Uncertainties (REU) must provide the following information for public review and discussion:

- Minimum recommended REU.
- The combined assigned and unassigned ending balance that is in excess of the minimum REU.

- A statement of reasons that substantiates the need for an assigned and unassigned ending fund balance that is in excess of the minimum recommended REU.

District staff provided the required information at the May 24, 2023, public hearing.

FISCAL IMPACT/FUNDING SOURCE:

2022-23 General Fund

Unrestricted Revenues

Revenues have decreased by <$1,353,135> since the District's Second Interim Budget report. Following are the major changes affecting Unrestricted Revenues.

1. LCFF <$1,131,835>

   This majority of the change is due to adjustments for prior year Education Protection Account (EPA) of <$622,388> and prior year in lieu property tax transfers of <$431,866>.

2. Federal Revenues $ 370,000

   The increase is caused by receipt of additional Federal Impact Aid funding.

3. Other State Revenues <$ 938,682>

   The majority of the change is due to a decrease in the transportation reimbursement of <$876,261>. The remaining adjustment is as a result of a decrease in the Mandated Block Grant Reimbursement of <$25,810> and Unrestricted Lottery of <$36,611>.

4. Local Revenues $ 347,382

   An increase in interest earned of $551,396 was partially offset by decreases in interagency services of <$200,046>.

2022-23 Unrestricted Expenditures

Unrestricted expenditures increased by $1,123,612 from the 2022-23 Second Interim Budget to the 2022-23 Estimated Actuals Report. The decreases in 2022-23 expenditures are summarized below by the major objects of the most significant of these changes:

1. Certificated Salaries $ <1,010,041>

Most of the decrease is due to the <$621,141> estimated decrease in LCFF LCAP and site fund expenditures that are projected to be carried over to the 2023-24 school year. Additional causes of the decrease are due to a reduction of <$388,900> caused by unfilled vacant positions and replacement of various certificated positions at lower salary steps.

2. Classified Salaries $ <1,458,765>

Most of the decrease is due to the <$1,065,827> estimated decrease in LCFF LCAP and site fund expenditures that are projected to be carried over to the 2023-24 school year. Additionally, there is a projected decrease of <$392,937> for position vacancies and substitute costs.

3. Employee Benefits $ <961,829>

The decreased cost in employee benefits is directly related to the changes in Personnel costs.

4. Books and Supplies $ 5,362,225

The majority of the increase is due to the $6,000,000 estimated cost of the science textbook adoption. The increase was partially offset by the decrease of <$637,775> in LCFF LCAP site fund expenditures that are projected to be carried over to the 2023-24 school year.

5. Services and Other Operating Expenses $ <631,592>

Most of the decrease in this category is due to a decrease in site LCFF LCAP and site fund expenditures that are projected to be carried over to the 2023-24 school year.

Unrestricted Other Financing Sources/Uses

Contribution to Restricted Funds $ <1,557,770>

The <$1,557,770> decrease is due to the unrestricted contribution to the Restricted Special Education program from $39,929,260 to $38,371,490 due to a decrease in certificated salaries and benefits and a reduction to services contracts with non-public agencies.

Restricted Funds

As part of the State and Federal governmental response to provide economic support to school districts during the COVID-19 pandemic, one-time restricted

funding increased. The Federal and State one-time restricted funding provides funds for school districts to address the impact of COVID-19 on elementary and secondary schools for allowable costs incurred after March 13, 2020. The restricted one-time COVID-19 response funds will be recognized as revenues and expenditures for the 2022-23, 2023-24 and 2024-25 fiscal years in accordance with state and federal guidelines and requirements and are noted in the Restricted Program section of the Annual Financial and Budget Report on pages 5-7.

During the 2022-23 First and Second Interim Budget reporting periods, Restricted General Fund program revenues and expenditures are budgeted as revenue and expense neutral, thus having no impact on the District's General Fund ending balance. At the 2022-23 Estimated Actuals, the District can better estimate whether certain Restricted grant funds will not be fully spent in 2022-23 and estimate which restricted funds will have carryover funds for the 2023-24 District Budget. Listed below are the largest of the $60,317,495 of Restricted fund balances projected to be carried over to the 2023-24 school year.

State	
Learning Recovery Emergency Block Grant	$19,299,015
Expanded Learning Opportunities Program	$24,020,589
Arts, Music and Instructional Materials Discretionary Block Grant	$ 6,761,634
Restricted Lottery	$ 4,620,626
Educator Effectiveness	$ 4,096,369
Local	
Medi-Cal Billing	$ 1,235,785

2022-23 Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected General Fund ending balance for 2022-23 is estimated at $129,539,239. The 2022-23 REU is estimated at $29,886,744 which provides a 8.10% reserve and meets the State's recommended minimum of 3% for the District.

Included in the ending balance are accounts for the following designated items.

1. Nonspendable (Inventory/Revolving Cash) $ 835,000

   Estimated cash value of $700,000 in warehouse inventory at June 30, 2023, and $135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Restricted Fund Balances $ 60,317,495

Represents restricted funds that will be carried over to the 2023-24 school year to be spent in accordance with Federal, State and Local requirements.

3. Unrestricted Assigned and Committed $ 38,500,000

This represents $3,000,000 in LCFF LCAP Site funds and Site Control allocations projected to be carried over to 2023-24, $300,000 of school gifts/donations that can only be spent by schools, $6,000,000 for a textbook adoption, and $29,200,000 for post-COVID services and staffing, school site safety equipment, and classroom technology upgrades.

4. Reserve for Economic Uncertainties $ 29,886,744

2023-24 General Fund

2023-24 Unrestricted Revenues

Revenues are projected to increase by $10,458,353 from 2022-23. Listed below are the major assumptions used in calculating the 2023-24 Proposed Budget Revenues.

1. LCFF $ 14,201,163

The major cause of this increase is due to the Governor's proposed 2023-24 LCFF COLA of 8.22%.

2. Federal Revenues $ <370,000>

The receipt of one-time Impact Aid Funding in 2022-23 accounted for the decrease in this category.

3. Other State Revenues $ <281,079>

The decrease is due to the removal of one-time lottery funds received for the 2021-22 fiscal year in 2022-23.

4. Local Revenues <$ 3,091,731>

   The majority of the change in this category is due to the decrease of <$1,747,593> for the net investment of fair market value which is a required audit entry, <$551,396> for interest earned, and <$777,302> for one-time revenues received in 2022-23 for Medi-Cal Administrative Activities (MAA) and E-Rate.

2023-24 Unrestricted Expenditures

Unrestricted 2023-24 expenditures are projected to increase by $2,465,112 from 2022-23. The following assumptions are used in the development of expenditures for 2023-24:

1. For 2023-24, certificated salary costs are based on the actual step changes and projected class increases. Classified salaries are based on the actual step changes and projected class increases. Additional certificated and classified positions are anticipated for additional transitional kindergarten (TK) classes in 2023-24.

2. As a condition of LCFF funding for the Grade Span Adjustment of 10.4% to the LCFF Base Grant, a maximum Kindergarten through Grade 3 (K-3) site average of 24 students is required. The District meets the K-3 ratio of 24:1.

3. As a condition of the LCFF funding for the Universal Transitional Kindergarten Add-on of $628 per UTK student, a maximum TK student to adult ratio must be 12:1. The District meets the TK ratio of 12:1.

4. Supplemental and Concentration Grants funding of $29,152,506 is included in the Unrestricted Expenditures.

4. A 5% increase for health insurance premiums beginning January 1, 2023, is factored into healthcare costs.

5. The required Routine Restricted Maintenance reserve is 3% of total expenditures.

Unrestricted Other Financing Sources and Uses Increase

Contributions to Restricted Funds $ 4,989,652

The increase in this category is primarily due to the increase in the 2023-24 Unrestricted General Fund contribution to Special Education by $5,881,650 and a

decrease of <$891,998> to the Routine Restricted Maintenance Account based on 3% of total expenditures.

Other Sources <$151,815>

The change in this category is due to the required year-end entry for capital lease proceeds.

2023-24 Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected ending balance for 2023-24 is estimated at $165,286,404. The REU is estimated at $36,157,131, which is 9.86% and meets the State's recommended minimum of 3% for the District and is an increase of $6,270,387 compared to the 2022-23 Estimated Actuals REU. Also included in the ending balance are accounts for the following designated items:

1. Nonspendable (Inventory/ Revolving Cash) $ 835,000

   Estimated cash value of $700,000 in warehouse inventory at June 30, 2023, and $135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Restricted Fund Balances $ 79,794,273

   Represents restricted grants that will be carried over to the 2023-24 school year to be spent in accordance with Federal, State, and Local requirements. The largest restricted balances are $48,041,178 for the Expanded Learning Opportunities Program, $19,299,015 for the Learning Recovery Emergency Block Grant, $6,761,634 for the Arts, Music, and Instructional Materials Block Grant, $2,454,840 for Restricted Lottery, and $2,728,939 for Educator Effectiveness.

3. Unrestricted Assigned and Committed $ 48,500,000

   This represents $3,000,000 in LCFF LCAP Site funds and Site Control allocations projected to be carried over to 2023-24, $300,000 of school gifts/donations that can only be spent by schools, $6,000,000 for a textbook adoption, and $39,200,000 for post-COVID services and staffing.

4. Reserve for Economic Uncertainties $ 36,157,131

Multiyear Projections

The Board of Education must certify that the District will have the necessary resources to meet its financial obligations for the current year as well as two

subsequent years. The estimated revenues, expenditures, and ending balances are summarized below.

		2024-25	2025-26
1.	ADA	21,052	20,806
2.	Revenues/Sources	$380,955,417	$ 386,533,887
3.	Expenditures/Uses	$377,354,888	$ 388,548,606
	Net Increase/<Decrease>	$ 3,600,529	$ <2,014,719>
4.	Beginning Balance	$165,286,404	$ 168,886,933
5.	Ending Balance	$168,886,933	$ 166,872,214
6.	Designations	$<131,781,482>	$<129,009,747>
7.	Reserve for Economic Uncertainties	$ 37,105,451	$ 37,862,467
	REU Percentage	9.83%	9.74%
	Criteria and Standards Minimum Reserve (3%)	$ 11,320,647	$ 11,656,458

Listed below are some of the major assumptions in the Multiyear Projections for fiscal years 2024-25 and 2025-26.

- LCFF Cost of Living Adjustment (COLAs)
  - 2023-24: 8.22%
  - 2024-25: 3.94%
  - 2025-26: 3.29%

  Based on Department of Finance estimates.

- Average Daily Attendance (ADA) Estimates (3-year average)
  - 2023-24: 21,595.59
  - 2024-25: 21,051.86
  - 2025-26: 20,805.76

- Certificated salary cost increases are based on a 2.5% step and class increase, less fifteen retirees, while classified salaries are based on a 1.75% step increase.
- 5% increase in health and welfare premium costs.
- Additional staffing for the opening of Otay Ranch Village 2 Elementary School in the 2024-25 fiscal year.
- COVID relief funding expires in June 2024.
- 10% increase in utilities cost.
- Reserves/Reserve Cap – Based on Governor's Budget, the conditions to trigger the 10% reserve cap on district reserve caps is projected to be met and effective for the 2023-24 fiscal year.

After further analysis of the May Revise or the final State Budget, the assumptions may be changed.

Other Funds Narrative

This narrative describes significant changes that have occurred in the Other Funds between the 2022-23 Second Interim Budget and the 2022-23 Estimated Actuals Budget at year-end as well as between the 2022-23 Estimated Actuals Budget and the 2023-24 Proposed Budget. The attached pages detail these budgets by fund in order to provide an overall financial summary of District operations not conducted through the General Fund.

Building Fund – Revenue and expenditure estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Revenue and expenditure estimates for the 2023-24 Proposed Budget are not expected to materially change from the 2022-23 Estimated Actuals Budget.

Bond Building Fund (Measure VV) – Revenue estimates for the 2022-23 Estimated Actuals Budget are expected to increase by $1,832,395 from the 2022-23 Second Interim Budget mainly due to the receipt of state funded School Facility Program as partial reimbursement for the modernization of Sunnyside Elementary which was completed during the summer of 2019 and E-rate reimbursements for network equipment purchased during the year. 2022-23 Expenditure estimates are expected to decrease by <$3,878,308> mainly due to delays in the District Transportation Center construction project which is now expected to be completed during SY 2023-24. Revenue estimates for the 2023-24 Proposed Budget are expected to decrease by <$2,272,547> from the 2022-23 Estimated Actuals Budget as no state funding or E-rate reimbursements are expected in 2023-24. Expenditure estimates are expected to increase by $14,188,563 mainly due to construction costs related to the District's Transportation Center project.

Bond Building Fund (Measure M) – Revenue estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Expenditure estimates for the 2022-23 Estimated Actuals Budget are expected to decrease by <$4,203,183> mainly due to projects which are now expected to be completed during SY 2023-24. Revenue estimates for 2023-24 Proposed Budget are expected to decrease by <$586,697> from the 2022-23 Estimated Actuals Budget mainly from interest income and fair market value of investment adjustments. Expenditure estimates are expected to decrease by <$9,198,468> mainly due to completion of Heating, Ventilation and Air Conditioning (HVAC) projects and partial completion of Districtwide Solar System.

Developers' Fee-Capital Improvement Fund – Revenue estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Expenditure estimates for the 2022-23 Estimated Actuals Budget are expected to decrease by <$2,364,027> mainly due to the installation of portable classroom buildings at various school sites to support the Transitional

Kindergarten program which is expected to be completed during SY 2023-24. Revenue estimates for the 2023-24 Proposed Budget are expected to decrease by <$297,923> from the 2022-23 Estimated Actuals Budget mainly due to fair market value of investment adjustments. Expenditure estimates are expected to decrease by <$917,945> due to construction projects completed during SY 2022-23.

State School Facilities Fund-SB 50 Modernization – Revenue estimates are expected to increase by $3,034,268 from the 2022-23 Second Interim Budget due to the receipt of state funded School Facility Program as partial reimbursement for Harborside and Sunnyside elementary modernization. The Harborside modernization was completed during Summer 2018 and the Sunnyside modernization was completed during Summer 2019. The reimbursement for Sunnyside modernization will be transferred to the Bond Bond Building Fund which accounts for the increase of $1,074,283 in expenditure estimates from the 2022-23 Second Interim Budget. Revenue and expenditure estimates for the 2023-24 Proposed Budget are expected to decrease by <$3,034,774> and <$1,074,283>, respectively, as no state funding is expected in 2023-24.

Pupil Transportation Equipment Fund – Revenue and expenditure estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Revenue estimates for the 2023-24 Proposed Budget are not expected to materially change from the 2022-23 Estimated Actuals Budget. Expenditures are expected to decrease by <$231,187> as no expenditures are expected in 2023-24.

Cafeteria Account – Revenue projections for the 2022-23 Estimated Actuals are expected to increase by $500,000 from the 2022-23 Second Interim Budget due to increased meal participation. Expenditure estimates for the 2022-23 Estimated Actuals Budget are expected to decrease by <$661,578> primarily due to a decrease in capital outlay expenditures. Proposed 2023-24 revenues are not expected to materially change. Expenditures are expected to increase by $1,887,586 primarily due to increases in employee salaries and benefits, food costs, and capital outlay.

Charter Schools Fund (Arroyo Vista Charter, Chula Vista Learning Community Charter [CVLCC], Discovery Charter, Mae L. Feaster Charter, and Robert L. Mueller Charter) – Revenue estimates for the 2022-23 Estimated Actuals are expected to decrease by <$1,555,451>. The decrease in 2022-23 revenue is due to a decrease in Other State Revenue of <$860,736> and in Lottery of <$118,011> because of the Charter School Declining Enrollment funding; a decrease in Federal revenues of <$1,431,291> due to anticipated carryover to 2023-24, and is partially is offset by an increase of $747,469 in LCFF Funding. Expenditure estimates are expected to decrease by <$406,777> primarily due to a decrease in salaries and benefits <$2,902,209> which is offset by an increase in materials and supplies of $1,860,490 and $571,826 in services and other operating expenses. Revenues

estimates for the 2023-24 Proposed Budget are expected to decrease by <$17,525,861> from the 2022-23 Estimated Actuals primarily due the COLA increase in the LCFF funding formula resulting in projected increase of $5,221,726, which was offset by a decrease in Federal revenues of <$10,434,774> and a decrease in Other State revenues of <$11,813,141>. 2023-24 Expenditure estimates are expected to decrease by <$14,142,070> primarily due to decreases in personnel costs of <$1,234,192>, decrease in supplies and materials of <$8,550,501>, and a decrease in services and other operating expenses of <$4,299,669>.

Child Development Fund – Revenue and expenditure estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Revenue estimates for the 2023-24 Proposed Budget are expected to decrease by <$375,931> from the 2022-23 Estimated Actuals Budget mainly due to the anticipated decrease in enrollment in the State Preschool Program and end of the hold harmless provisions in SY 2023-24. Expenditure estimates for the 2023-24 Proposed Budget are expected to decrease by <$358,325> mainly in salaries and capital outlay.

Student Activity Special Revenue Fund- Revenue and expenditure estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Revenue and expenditure estimates for the 2023-24 Proposed Budget are not expected to materially change from the 2022-23 Estimated Actuals Budget.

Self-Insurance Fund - Revenue estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Expenditure estimates for the 2022-23 Estimated Actuals Budget are expected to increase by $300,000 mainly due to the increase in employee workers' compensation claims. Revenue estimates for the 2023-24 Proposed are expected to increase by $652,760 from the 2022-23 Estimated Actuals mainly due to change in premium rate from $1.00 per $100 of employee salary to $1.50 per $100 of employee salary. Expenditure estimates are not expected to materially change.

Community Facilities District Capital Projects Fund – Revenues estimates for the 2022-23 Estimated Actuals Budget are expected to increase by $790,000 from the 2022-23 Second Interim Budget primarily due to increase in special tax collection. Expenditure estimates are expected decrease by <$3,378,532> from the 2022-23 Second Interim Budget mainly due to due to cost related to construction projects that is expected to be completed during 2023-24 school year. Revenue estimates for the 2023-24 Proposed Budget are expected to decrease by <$1,448,602> from the 2022-23 Estimated Actuals Budget mainly due to fair market value of investment adjustments. Expenditure estimates for 2023-24 are expected to increase by $10,649,633 from the 2022-23 Estimated Actuals Budget mainly due to construction for Otay Ranch Village 2 Elementary School which is projected to open in July 2024.

Community Facilities District Debt Service Fund – Revenue and expenditure estimates for the 2022-23 Estimated Actuals Budget are not expected to materially change from the 2022-23 Second Interim Budget. Revenue and expenditure estimates for the 2023-24 Proposed Budget are expected to decrease by <$468,664> from the 2022-23 Estimated Actuals Budget mainly due to the decrease in debt service payments. The Debt Service funds are transferred in from the Community Facilities District Capital Projects Fund.

STAFF RECOMMENDATION:

Recommend approval of the 2022-23 Estimated Actuals and 2023-24 Adopted Budget.

Chula Vista Elementary School District
Annual Financial and Budget Report
Fiscal Year 2023-24

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Total General Fund

Summary of Revenues, Expenditures, and Changes in Fund Balance

Description	2022-23 Revised Budget*	2022-23 Second Interim	2022-23 Estimated Actuals	2023-24 Proposed Budget
A. Revenues	$ 431,136,451	$ 438,242,394	$ 421,948,591	$ 402,288,243
B. Expenditures	$ 373,273,578	$ 373,399,553	$ 369,114,625	$ 366,541,078
C. Excess/(Deficiency) of Revenues over Expenditures	$ 57,862,873	$ 64,842,841	$ 52,833,966	$ 35,747,165
D. Other Financing Sources/Uses	$ 151,815	$ 151,815	$ 151,815	$ -
E. Net Increase/(Decrease) in Fund Balance	$ 58,014,688	$ 64,994,656	$ 52,985,781	$ 35,747,165
F. Fund Balance, Reserves				
1. Beginning balance as of July 1	$ 77,200,382	$ 76,553,458	$ 76,553,458	$ 129,539,239
2. Net Ending Fund Balance	$ 135,215,070	$ 141,548,114	$ 129,539,239	$ 165,286,404

**Informational Item presented to the Board of Education August 10, 2022*

Unrestricted General Fund

Summary of Revenues, Expenditures, and Changes in Fund Balance

Description	2022-23 Revised Budget*	2022-23 Second Interim	2022-23 Estimated Actuals	2023-24 Proposed Budget
A. Revenues	$ 311,643,043	$ 275,857,908	$ 274,504,773	$ 284,963,126
B. Expenditures	$ 220,300,564	$ 221,742,873	$ 222,866,485	$ 225,331,597
C. Excess/(Deficiency) of Revenues over Expenditures	$ 91,342,479	$ 54,115,035	$ 51,638,288	$ 59,631,529
D. Other Financing Sources/Uses				
1. Proceeds for Capital Leases	$ 151,815	$ 151,815	$ 151,815	$ -
2. Contributions to Special Education and Maintenance	$ (40,588,370)	$ (39,929,260)	$ (38,371,490)	$ (43,361,142)
E. Net Increase/(Decrease) in Fund Balance	$ 50,905,924	$ 14,337,590	$ 13,418,613	$ 16,270,387
F. Fund Balance, Reserves				
1. Beginning balance as of July 1	$ 56,209,558	$ 55,803,131	$ 55,803,131	$ 69,221,744
2. Net Ending Fund Balance	$ 107,115,482	$ 70,140,721	$ 69,221,744	$ 85,492,131
a. Nonspendable: Revolving Cash Fund/Stores	$ 835,000	$ 835,000	$ 835,000	$ 835,000
b. Reserve for Economic Uncertainties	$ 33,283,820	$ 30,805,721	$ 29,886,744	$ 36,157,131
c. Committed for Donations/School Gifts	$ 300,000	$ 300,000	$ 300,000	$ 300,000
d. Committed for Textbook Adoption	$ 18,000,000	$ 12,000,000	$ 6,000,000	$ 6,000,000
e. Committed for LCFF / LCAP Site Funds and Site Control	$ 9,353,041		$ 3,000,000	$ 3,000,000
f. Committed for Post-COVID services & staffing; Sch. Site Safety; Classroom Tech.	$ -	$ 26,200,000	$ 29,200,000	$ 39,200,000
g. Assigned for Transportation	$ 3,350,816	$ -	$ -	$ -
h. Assigned for Learning Recovery Emergency Block Grant	$ 28,439,942	$ -	$ -	$ -
i. Assigned for Arts, Music, and Instructional Materials Discretionary Block Grant	$ 13,552,864	$ -	$ -	$ -
Total Fund Balance, Reserves	$ 107,115,483	$ 70,140,721	$ 69,221,744	$ 85,492,131
District Reserve for Economic Uncertainties Amount	$ 33,283,820	$ 30,805,721	$ 29,886,744	$ 36,157,131
District Reserve for Economic Uncertainties Percent	8.92%	8.25%	8.10%	9.86%
Minimum 3% Reserves	$ 11,198,207	$ 11,201,987	$ 11,073,439	$ 10,996,232

**Informational Item presented to the Board of Education August 10, 2022*

General Fund

Summary of Unrestricted Revenues

	2022-23 Revised Budget*	2022-23 Second Interim	2022-23 Estimated Actuals	2023-24 Proposed Budget
Student Factors				
K-6 ADA (funded)	21,705.76	22,113.76	22,139.32	21,595.59
Revenues				
1. LCFF Sources	$ 250,504,302	$ 248,912,462	$ 247,780,627	$ 261,981,790
2. Federal Revenues				
a. Impact Aid (PL874)	$ 1,015,000	$ 1,015,000	$ 1,385,000	$ 1,015,000
b. U.S. Wildlife Reserve	$ 8,000	$ 8,000	$ 8,000	$ 8,000
c. Medi-Cal Administrative Activities/Other Federal	$ -	$ -	$ -	$ -
Total Federal Revenues	$ 1,023,000	$ 1,023,000	$ 1,393,000	$ 1,023,000
3. Other State Revenues				
a. Mandatd Block Grant	$ 735,193	$ 735,193	$ 709,383	$ 721,336
b. Lottery Unrestricted	$ 3,456,506	$ 3,785,956	$ 3,749,345	$ 3,509,650
c. STAR/ELPAC Testing	$ 50,000	$ 50,000	$ 50,000	$ 50,000
d. Transportation Reimbursement	$ -	$ 4,387,401	$ 3,511,140	$ 3,457,803
e. Learning Recovery Emergency Block Grant	$ 28,439,942	$ -	$ -	$ -
f. Arts, Music and Instructional Materials Discretionary Block Grant	$ 13,552,864	$ -	$ -	$ -
Total State Revenues	$ 46,234,505	$ 8,958,550	$ 8,019,868	$ 7,738,789
4. Other Local Revenues				
a. Sale of Equipment/Supplies/Other	$ 30,000	$ 44,225	$ 44,560	$ 30,000
b. Transportation Services Study Trips	$ 200,000	$ 200,000	$ 200,000	$ 200,000
c. Leases & Rentals	$ 342,412	$ 343,292	$ 343,292	$ 342,412
d. Interest	$ 310,000	$ 505,000	$ 1,056,396	$ 505,000
e. Nonresident Tuition	$ 10,000	$ 10,000	$ 10,000	$ 10,000
f. Interagency	$ 11,834,598	$ 12,727,455	$ 12,527,409	$ 12,527,409
g. Student Teaching	$ 20,000	$ 20,000	$ 20,000	$ 20,000
h. Other In-Lieu Tax	$ 6,726	$ 6,726	$ 6,726	$ 6,726
i. All Other Local	$ 827,500	$ 1,059,605	$ 1,055,302	$ 278,000
k. School Gifts/United Way	$ 300,000	$ 300,000	$ 300,000	$ 300,000
l. Fair Market Value Cash	$ -	$ 1,747,593	$ 1,747,593	$ -
Total Local Revenues	$ 13,881,236	$ 16,963,896	$ 17,311,278	$ 14,219,547
Total Revenues	$ 311,643,043	$ 275,857,908	$ 274,504,773	$ 284,963,126

**Informational Item presented to the Board of Education August 10, 2022*

General Fund

Summary of Unrestricted Expenditures by Object Code

Object Code	Expenditure Description	2022-23 Revised Budget*	2022-23 2nd Interim	2022-23 Estimated Actuals	2023-24 Proposed Budget
1000	Certificated Salaries	$ 114,907,517	$ 115,124,435	$ 114,114,394	$ 115,801,565
2000	Classified Salaries	$ 33,085,104	$ 33,499,671	$ 32,040,906	$ 33,884,432
3000	Employe Benefits	$ 54,780,479	$ 54,593,096	$ 53,631,267	$ 57,210,712
4000	Books and Supplies	$ 5,137,782	$ 5,271,586	$ 10,633,811	$ 5,176,598
5000	Services & Other Operating Expenses	$ 16,601,343	$ 17,271,265	$ 16,639,673	$ 16,845,175
6000	Capital Outlay	$ 137,613	$ 158,503	$ 141,372	$ 541,167
7000	Other Outgo/Uses	$ (4,349,274)	$ (4,175,683)	$ (4,334,938)	$ (4,128,052)
	Total Expenditures	$ 220,300,564	$ 221,742,873	$ 222,866,485	$ 225,331,597

**Informational Item presented to the Board of Education August 10, 2022*

Chula Vista Elementary School District
Summary General Fund Restricted Programs

Program		2022-23 Second Interim Revenue	2022-23 Second Interim Expenditure	2022-23 Estimated Actuals Revenue	2022-23 Estimated Actuals Expenditure	2023-24 Proposed Budget Revenue	2023-24 Proposed Budget Expenditure
LCFF SOURCES	**Resource (7 digit)**						
Special Education	80976500	$ 997,248	$ 997,248	$ 1,583,152	$ 1,583,152	$ 1,583,152	$ 1,583,152
	Total LCFF SOURCES	**$ 997,248**	**$ 997,248**	**$ 1,583,152**	**$ 1,583,152**	**$ 1,583,152**	**$ 1,583,152**
FEDERAL	**Resource (7 digit)**						
Title I - Federal Compensatory Education	3010-000	$ 7,314,667	$ 7,314,667	$ 5,976,083	$ 5,976,083	$ 6,922,808	$ 6,922,808
CARES Act (ESSER I)	3210-000	$ 5,723	$ 5,723	$ 5,723	$ 5,723	$ -	$ -
Elementary and secondary School Emergency Relief (ESSER II)	3212-000	$ 4,403,677	$ 4,403,677	$ 4,405,215	$ 4,405,215	$ -	$ -
Elementary and Secondary School Emergency Relief (ESSER III)	3213-000	$ 17,930,789	$ 17,930,789	$ 14,703,247	$ 14,703,247	$ 18,039,440	$ 18,039,440
Elementary and Secondary School Emergency Relief (ESSER III, LL)	3214-000	$ 2,745,625	$ 2,745,625	$ 2,745,625	$ 2,745,625	$ 6,181,864	$ 6,181,864
GEER: Learning Loss Mitigation	3215-000	$ 2,208	$ 2,208	$ 2,208	$ 2,208	$ -	$ -
ELO:ESSER II State Reserve	3216-000	$ 228,857	$ 228,857	$ 228,857	$ 228,857	$ -	$ -
ELO: GEER II	3217-000	$ 501,858	$ 501,858	$ 501,858	$ 501,858	$ -	$ -
ELO: ESSER III Emergency Needs	3218-000	$ 118,770	$ 118,770	$ 118,770	$ 118,770	$ -	$ -
ELO: ESSER III Learning Loss	3219-000	$ 152,690	$ 152,690	$ 152,690	$ 152,690	$ -	$ -
SPED: ARP Local Assistance	33055760	$ 1,084,471	$ 1,084,471	$ 1,084,471	$ 1,084,471	$ -	$ -
SPED: ARP Preschool	33055730	$ 175,880	$ 175,880	$ 175,880	$ 175,880	$ -	$ -
SPED: ARP Local Assistance, Private School ISPs	3306-000	$ 5,229	$ 5,229	$ 5,229	$ 5,229	$ -	$ -
SPED: ARP Federal Preschool Grant	3308-000	$ 188,367	$ 188,367	$ 188,367	$ 188,367	$ -	$ -
SPED, Local Assistance	33105001	$ 5,123,021	$ 5,123,021	$ 5,439,187	$ 5,123,021	$ 5,387,803	$ 5,123,019
SPED, Preschool Grant	33105730	$ 830,849	$ 830,849	$ 831,247	$ 1,147,413	$ 831,247	$ 1,096,031
SPED, Local Assistance, Private School ISPs	3311-000	$ 30,557	$ 30,557	$ 27,895	$ 27,895	$ 48,295	$ 48,295
Federal Preschool Grant	3315-000	$ 267,842	$ 267,842	$ 261,147	$ 261,147	$ 261,147	$ 261,147
Federal IDEA Mental Health Local Entitlement	3327-000	$ 331,490	$ 331,490	$ 340,493	$ 340,492	$ 340,492	$ 340,492
Federal Preschool Staff Development	3345-000	$ 6,158	$ 6,158	$ 5,851	$ 5,851	$ 2,525	$ 2,525
Title II - Teacher Quality	4035-000	$ 1,166,681	$ 1,166,681	$ 794,330	$ 794,330	$ 1,079,264	$ 1,079,264
Title IV - Student Support and Academic Enrichment	4127-000	$ 834,776	$ 834,776	$ 484,170	$ 484,170	$ 802,540	$ 802,540
Title III - Ed of LEP (EIEP/Bilingual Program)	4203-000	$ 928,786	$ 928,786	$ 845,591	$ 845,591	$ 881,460	$ 881,460
American Rescue Plan - Homeless Children and Youth II	5634-000	$ 112,926	$ 112,926	$ 5,646	$ 5,646	$ 107,280	$ 107,280
Mathematics/Reading AB 466 (one-time)	5810-388	$ 3,903	$ 3,903	$ -	$ -	$ 3,903	$ 3,903
DoDEA MCASP	5810-374	$ 352,824	$ 352,824	$ 185,233	$ 185,233	$ 353,451	$ 353,451
EL Improvement Collaborative	9010-480	$ 14,897	$ 14,897	$ -	$ -	$ 4,897	$ 4,897
American Institute for Research MTSS-R	9010-978	$ 268,790	$ 268,790	$ 268,790	$ 268,790	$ 268,790	$ 268,790
	Total FEDERAL	**$ 45,132,311**	**$ 45,132,311**	**$ 39,783,803**	**$ 39,783,802**	**$ 41,517,206**	**$ 41,517,206**
STATE	**Resource (7 digit)**						
Expanded Learning Opportunities Program	2600-000	$ 24,003,219	$ 8,639,787	$ 24,020,589	$ 8,639,787	$ 24,020,589	$ -
California Universal Prekinder Planning and Implementation	6053-000	$ 525,219	$ 525,219	$ 525,219	$ 525,219	$ -	$ -
California Universal Prekinder Planning and Impl. Early Ed Tchr Dev.	6054-000	$ -	$ -	$ 6,356	$ 6,356	$ 371,216	$ 371,216
Classified School Employee Professional Development	7311-000	$ -	$ 146,742	$ -	$ 6,603	$ -	$ 140,138
COVID-19 LEA Response Fund	7388-000	$ -	$ 20,403	$ -	$ 20,403	$ -	$ -
In-Person Instruction	7422-000	$ 471,860	$ 471,860	$ 471,860	$ 471,860	$ -	$ -
Expanded Learning Opportunities	7425-000	$ -	$ 891,441	$ -	$ 891,441	$ -	$ -
Expanded Learning Opportunities Paraprofessional Staff	7426-000	$ -	$ 163,869	$ -	$ 163,869	$ -	$ -
Lottery Restricted	6300-000	$ 1,469,538	$ 195,000	$ 1,650,225	$ 195,000	$ 1,383,215	$ 3,549,000
Educator Effectiveness	6266-000	$ -	$ 1,367,430	$ -	$ 1,367,430	$ -	$ 1,367,430
California Community School Partnership	6331-000	$ 200,000	$ 200,000	$ 200,000	$ 125,000	$ -	$ 75,000
SPED: Alternative Dispute Resolution	6536-000	$ 158,199	$ 158,199	$ 158,199	$ 158,199	$ -	$ -
SPED: Learning Loss Recovery	6537-000	$ -	$ 1,761,607	$ -	$ 1,761,607	$ -	$ -
SPED: Mental Health Related Service (formerly res. 6512)	6546-000	$ 1,947,274	$ 2,006,580	$ 2,059,544	$ 2,118,850	$ 2,059,544	$ 2,059,544
Special Education - Early Intervention Preschool	6547-000	$ 2,638,339	$ 2,638,339	$ 2,533,592	$ 2,533,592	$ 2,533,592	$ 2,533,592
Arts, Music and Instructional Materials Discretionary Block Grant	6762-000	$ 9,466,288	$ -	$ 6,761,634	$ -	$ -	$ -
Learning Recovery Emergency Block Grant	7435-000	$ 28,380,904	$ -	$ 19,299,015	$ -	$ -	$ -
STRS On-Behalf Pension Contribution	7690-000	$ 16,327,297	$ 16,327,297	$ 16,432,113	$ 16,432,113	$ 17,195,399	$ 17,195,399
	Total STATE	**$ 85,588,137**	**$ 35,513,773**	**$ 74,118,346**	**$ 35,417,329**	**$ 47,563,555**	**$ 27,291,319**

Chula Vista Elementary School District
Summary General Fund Restricted Programs

Program	Resource (7 digit)	2022-23 Second Interim Revenue	2022-23 Second Interim Expenditure	2022-23 Estimated Actuals Revenue	2022-23 Estimated Actuals Expenditure	2023-24 Proposed Budget Revenue	2023-24 Proposed Budget Expenditure
LOCAL	**Resource (7 digit)**						
Special Education	87926500	$ 22,561,168	$ 22,561,168	$ 22,052,033	$ 22,052,033	$ 22,009,769	$ 22,009,769
Special Education - Low Incidence	6500-154	$ -	$ -	$ -	$ -	$ -	$ -
After School Learning & Safe Neighborhoods	9065-000	$ 4,486,053	$ 4,486,053	$ 4,486,053	$ 4,486,053	$ 3,856,337	$ 3,856,337
California Children Services	9010-264	$ 215	$ 215	$ -	$ -	$ 215	$ 215
Paraprofessional Teacher Training	9010-314	$ -	$ 9,093	$ -	$ -	$ 9,093	$ 9,093
CTC Paraprofessional Teacher Training Repyament Acct	9010-315	$ 9,093	$ -	$ -	$ -	$ -	$ -
Even Start/Schools Support	9010-320	$ 1,485	$ 1,485	$ -	$ -	$ 1,485	$ 1,485
Even Start/Schools Support/Coaching Project	9010-321	$ 1,447	$ 1,447	$ -	$ -	$ 1,447	$ 1,447
Microsoft CA Government Entities Settlement	9010-323	$ 361	$ 361	$ -	$ -	$ 361	$ 361
CA Family Resource Association	9010-350	$ 34,992	$ 34,992	$ 47,492	$ 47,492	$ -	$ -
Be There San Diego	9010-352	$ 191,655	$ 191,655	$ 224,651	$ 224,651	$ -	$ -
University of Miami	9010-354	$ 3,378	$ 3,378	$ -	$ -	$ -	$ -
San Diego District Attorneys Office	9010-358	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ -	$ -
San Diego Foundation - Vonnie McCMillin Foundation	9010-360	$ 17,987	$ 17,987	$ 1,799	$ 1,799	$ 16,188	$ 16,188
Inter-Generational Games - Olympic Training Center	9010-368	$ 1,830	$ 1,830	$ 1,830	$ 1,830	$ -	$ -
San Diego Unified Port District	9010-375	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 16,100	$ 16,100
Sweetwater Authority	9010-379	$ 1,532	$ 1,532	$ -	$ -	$ 1,532	$ 1,532
Girard Foundation Grant	9010-384	$ 13,407	$ 13,407	$ -	$ -	$ 13,407	$ 13,407
Medi-Cal Billing (Formerly 5640-000)	9010-564	$ 1,385,381	$ 795,458	$ 1,668,829	$ 795,458	$ -	$ 795,458
Medi-Cal Targeted Case Management	9010-565	$ 588	$ 7,809	$ 588	$ 7,809	$ -	$ -
San Diego Foundation Teacher's Fund - Various Sites	9010-802	$ 9,927	$ 9,927	$ -	$ -	$ 9,927	$ 9,927
Wells Fargo Donation - District	9010-803	$ 1,189	$ 1,189	$ -	$ -	$ 1,189	$ 1,189
CV Comm Collaborative Community Project	9010-806	$ 38,459	$ 38,459	$ 19,230	$ 19,230	$ 19,230	$ 19,230
Midway Magic	9010-807	$ 1,790	$ 1,790	$ -	$ -	$ 1,790	$ 1,790
Oasis Tutoring Program	9010-817	$ 3,733	$ 3,733	$ -	$ -	$ 3,733	$ 3,733
Speech Contest B of A	9010-822	$ 1,100	$ 1,100	$ 3,100	$ 3,100	$ -	$ -
San Diego County Intergmtnl Prgm - Otay/Earl Int.	9010-829	$ 1,221	$ 1,221	$ -	$ -	$ 1,221	$ 1,221
General Mills Foundation	9010-830	$ 34	$ 34	$ -	$ -	$ 34	$ 34
Ball Foundation - District	9010-833	$ 15,952	$ 15,952	$ -	$ -	$ 15,952	$ 15,952
Day of the Third	9010-834	$ 4,595	$ 4,595	$ 5,595	$ 5,595	$ -	$ -
National Foundation for Autism Research	9010-845	$ 3,235	$ 3,235	$ 485	$ 485	$ 2,750	$ 2,750
EISS Implementation Grant	9010-848	$ 107	$ 107	$ -	$ -	$ 107	$ 107
Community Development Block Grant	9010-849			$ 15,187	$ 15,187	$ -	$ -
South Bay Community Services	9010-851	$ 57,630	$ 57,630	$ 58,880	$ 58,880	$ -	$ -
Eastlake Educational Foundation	9010-853	$ 105,585	$ 105,585	$ 26,396	$ 26,397	$ 79,189	$ 79,189
Professional Development Institutes (PDI)	9010-861	$ 914	$ 914	$ -	$ -	$ 914	$ 914
CV Coordinator Council	9010-863	$ 84,803	$ 84,803	$ 87,896	$ 87,896	$ -	$ -
SD Association of Government	9010-866	$ 21,032	$ 21,032	$ 23,122	$ 23,122	$ 9,910	$ 9,910
SUHSD Support Programs	9010-868	$ 148,627	$ 148,627	$ 213,627	$ 213,627	$ -	$ -
SUHSD/FRC	9010-869	$ 90	$ 90	$ 90	$ 90	$ -	$ -
Poison Control/FRC	9010-871	$ 6,131	$ 6,131	$ 6,131	$ 6,131	$ -	$ -
Chargers Champion - Hilltop Drive School	9010-872	$ 374	$ 374	$ -	$ -	$ 374	$ 374
SUHSD - Healthy Eating Active Comm (HEAC)	9010-884	$ 686	$ 686	$ -	$ -	$ 686	$ 686
Wells Fargo Foundation	9010-890	$ 729	$ 729	$ -	$ -	$ 729	$ 729
Even Start/Toyota Family Literacy Pgm	9010-895	$ 61	$ 61	$ -	$ -	$ 61	$ 61
Microsoft Edtech Voucher	9010-896	$ 27,836	$ 27,836	$ -	$ -	$ 27,836	$ 27,836
District Intramural Sports	9010-901	$ 6,473	$ 6,473	$ 8,673	$ 8,673	$ -	$ -
Quality Preschool Initiative (QPI)	9010-912	$ 251,551	$ 251,551	$ 251,551	$ 251,551	$ 251,551	$ 251,551
HHSA/CPPW Healthy Schools Grant	9010-914	$ 21	$ 21	$ -	$ -	$ 21	$ 21
Center for Civic Engagement	9010-923	$ 127	$ 127	$ -	$ -	$ 127	$ 127
Kaiser Foundation Hospitals	9010-933	$ 4,394	$ 4,394	$ -	$ -	$ 4,394	$ 4,394
Project Cal-Well	9010-945	$ 53,496	$ 53,496	$ 5,350	$ 5,350	$ 48,146	$ 48,146
HomeTown Grant	9010-947	$ 1	$ 1	$ -	$ -	$ 1	$ 1
Air Pollution Control District	9010-952	$ 693,218	$ 693,218	$ 2,528,402	$ 2,528,402	$ -	$ -
Living Coast Discovery Center	9010-954	$ 39	$ 39	$ -	$ -	$ 39	$ 39

Chula Vista Elementary School District
Summary General Fund Restricted Programs

Program		2022-23 Second Interim Revenue	2022-23 Second Interim Expenditure	2022-23 Estimated Actuals Revenue	2022-23 Estimated Actuals Expenditure	2023-24 Proposed Budget Revenue	2023-24 Proposed Budget Expenditure
TedX Chula Vista	9010-956	$ 2,024	$ 2,024	$ -	$ -	$ 2,024	$ 2,024
Kaiser Foundation - Otay	9010-960	$ 927	$ 927	$ -	$ -	$ 927	$ 927
California Coast Credit Union	9010-961	$ 156	$ 156	$ -	$ -	$ 156	$ 156
Sanford Harmony	9010-964	$ 17,223	$ 17,223	$ 1,722	$ 1,722	$ 15,501	$ 15,501
Special Olympics	9010-966	$ 929	$ 929	$ -	$ -	$ 929	$ 929
SDCOE Health Education Framework	9010-974	$ 115	$ 115	$ 115	$ 115	$ -	$ -
COVID-19 Community Response	9010-976	$ 654	$ 654	$ 654	$ 654	$ -	$ -
MCAP	9010-979	$ 14,289	$ 14,289	$ 14,289	$ 14,288	$ -	$ -
Social Emotional Learning CoP	9010-980	$ 4,071	$ 4,071	$ 4,071	$ 4,071	$ -	$ -
CDPH COVID-19 Schools Testing	9010-981	$ 16,914	$ 16,914	$ 16,914	$ 16,914	$ -	$ -
Bonita Optimist Club	9010-982	$ 6,300	$ 6,300	$ 6,300	$ 6,300	$ -	$ -
Casey Family Program	9010-983	$ 19,962	$ 19,962	$ 29,962	$ 29,962	$ -	$ -
CA Health Education Framework Age Curriculum	9010-984	$ 200,000	$ 200,000	$ 20,000	$ 20,000	$ 180,000	$ 180,000
Learning in Local Nature	9010-985	$ -	$ -	$ -	$ -	$ 22	$ 22
Youth Beverage Consumer Education	9010-986	$ 20,800	$ 20,800	$ -	$ -	$ 20,800	$ 20,800
COPES	9010-987	$ 35,000	$ 35,000	$ 52,500	$ 52,500	$ 35,000	$ 35,000
OtterCares Foundation	9010-989	$ -	$ -	$ 10,000	$ 10,000	$ -	$ -
Total LOCAL		**$ 30,660,096**	**$ 30,077,394**	**$ 31,958,517**	**$ 31,092,367**	**$ 26,661,204**	**$ 27,456,662**
OTHER FINANCING SOURCES/USES	**Resource (7 digit)**						
Special Education	89806500	$ 29,282,262	$ 29,282,262	$ 27,724,492	$ 27,724,492	$ 33,606,142	$ 33,606,142
Restricted Maintenance Account	8150-000	$ 10,646,998	$ 10,646,998	$ 10,646,998	$ 10,646,998	$ 9,755,000	$ 9,755,000
Total OTHER FINANCING SOURCES/USES		**$ 39,929,260**	**$ 39,929,260**	**$ 38,371,490**	**$ 38,371,490**	**$ 43,361,142**	**$ 43,361,142**
GRAND TOTAL RESTRICTED PROGRAMS		**$ 202,307,052**	**$ 151,649,986**	**$ 185,815,308**	**$ 146,248,140**	**$ 160,686,259**	**$ 141,209,481**

Building Fund (21-09)

The Building Fund is used to account for capital facilities projects not funded by Community Facilities District (CFD) proceeds or General Obigation Bond funds. In 2013-14, the District sold Certificates of Participation (COP) to acquire and install classrooms at CVLCC for Grades 9-12 at Silver Wing and to acquire and install classrooms at Feaster Charter for Grades 7 and 8. Both charter schools will make transfers to this fund to cover the COP debt service payments. The 2021 COP refunded the 2013 COP.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
Transfer from CVLCC for High School Lease Payment	$443,585	$443,585	$443,585	$421,138
Transfer from Feaster for Middle School Lease Payment	138,270	138,270	138,270	132,448
Total Revenue	$581,855	$581,855	$581,855	$553,586
Total Beginning Balance & Revenue	$581,855	$581,855	$581,855	$553,586
Expenditures				
Lease Payments-CVLCC High School	$443,585	$443,585	$443,585	$421,138
Lease Payments-Feaster Middle School	138,270	138,270	138,270	132,448
Total Expenditures & Other Outgo	$581,855	$581,855	$581,855	$553,586
Total Ending Balance, June 30	$0	$0	$0	$0

Bond Building Fund - Measure VV (21-33)

In November 2018, local voters approved Measure VV, a $150 million general obligation bond to provide funds to renovate and modernize facilities and improve technology at the District's oldest schools. Education Code Section 15146 requires the District to establish a restricted bond building fund for the purposes of receiving, holding, investing, and disbursing funds for construction projects. In August 2019, the District issued a Bond Anticipation Note (BAN) for $60 million which will be payable from proceeds of the sale of bonds pursuant to the authorization. Proceeds from the Bond Anticipation Note were deposited into the Bond Building Fund (21-33) was used to partially fund the summer 2019 modernization of Sunnyside, install lighting retrofit at 25 school sites and fund the summer 2020 Feaster Charter modernization. The funds will also be used for other District modernization projects such as heating ventilation and airconditioning and roofing replacement at various sites and the Maxwell Transportation Center.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$17,397,002	$17,347,932	$17,347,932	$16,904,521
Revenue				
Interest	$75,000	$100,000	$230,000	$100,000
Net Inc/(Dec) in Fair Market Value of Investments	0	440,152	440,152	0
Transfer from State School Facilities Fund		0	1,074,283	0
E-Rate Funding for Network Upgrades		0	628,112	0
Total Revenue	$75,000	$540,152	$2,372,547	$100,000
Total Beginning Balance & Revenue	$17,472,002	$17,888,084	$19,720,479	$17,004,521
Expenditures				
Services & Other Expenses	$0	$65,386	$15,386	$119,813
Sites, Buildings & Equipment	17,472,002	6,628,880	2,800,572	16,884,708
Total Expenditures & Other Outgo	$17,472,002	$6,694,266	$2,815,958	$17,004,521
Total Ending Balance, June 30	$0	$11,193,818	$16,904,521	$0

Bond Building Fund - Measure M (21-37)

On March 3, 2020, local voters approved Measure M, a $300 million general obligation bond to provide funds to renovate and modernize facilities and improve technology at the District's oldest schools. Education Code Section 15146 requires the District to establish a restricted bond building fund for the purposes of receiving, holding, investing, and disbursing funds for construction projects. In August 2020, $50,000,000 in Series A bonds was sold to finance the District Solar Power Project which is expected to be completed by Summer 2023 and other District modernization projects.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$18,439,384	$17,218,137	$17,218,137	$4,303,183
Revenue				
Interest	$50,000	$100,000	$200,000	$50,000
Net Inc/(Dec) in Fair Market Value of Investments	0	436,697	436,697	0
Total Revenue	$50,000	$536,697	$636,697	$50,000
Total Beginning Balance & Revenue	$18,489,384	$17,754,834	$17,854,834	$4,353,183
Expenditures				
Supplies	$33,247	$0	$0	$0
Services & Other Expenses	0	201,250	207,252	0
Sites, Buildings & Equipment	18,456,137	17,553,584	13,344,399	4,353,183
Total Expenditures & Other Outgo	$18,489,384	$17,754,834	$13,551,651	$4,353,183
Total Ending Balance, June 30	$0	$0	$4,303,183	$0

Developers' Fees - Capital Improvement Fund (25-18)

The Capital Improvement Fund is used primarily to account for developer fees which are used to mitigate increased classroom requirements brought on by new housing developments. In addition, the District receives redevelopment funds that are used for improvements of schools that benefit the redevelopment area. In August 2019, the District was awarded $3,877,270 from the California Energy Commission's School Bus Replacement Program grant. $600,000 of the grant was used to install charging stations at Maxwell Transporation Yard which was completed in March 2022. In 2022-23, the District began the Transitional Kindergarten (TK) expansion to add 15 portable classrooms at various sites to support the TK program. The 15 classrooms are expected to be ready for the 2023-24 school year.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$9,974,836	$10,304,479	$10,304,479	$8,205,080
Revenue				
Developer Fees	$350,000	$350,000	$250,000	$250,000
Interest	60,000	60,000	140,000	100,000
Net Inc/(Dec) in Fair Market Value of Investments	0	257,923	257,923	0
Redevelopment Funds	1,100,000	1,100,000	1,100,000	1,100,000
Total Revenue	$1,510,000	$1,767,923	$1,747,923	$1,450,000
Total Beginning Balance & Revenue	$11,484,836	$12,072,402	$12,052,402	$9,655,080
Expenditures				
Supplies & Materials	$0	$54,777	$158,272	$0
Services & Other Expenses	62,000	70,947	70,947	64,000
Sites, Buildings & Equipment	1,110,641	6,085,625	3,618,103	2,865,377
Total Expenditures	$1,172,641	$6,211,349	$3,847,322	$2,929,377
Ending Balance	$10,312,195	$5,861,053	$8,205,080	$6,725,703
Designated for Redevelopment	$5,323,531	$3,687,859	$5,124,281	$5,009,783
Designated for School Mitigation	4,988,664	2,173,194	3,080,799	1,715,920
Total Ending Balance, June 30	$10,312,195	$5,861,053	$8,205,080	$6,725,703

State School Facilities Fund-SB 50 Modernization/New Construction (35-00)

The State School Facilities Fund was opened in May 1999 in order to separately account for all revenues and expenditures under the Leroy F. Greene Facilities Act of 1988 (SB 50), which established a new state program for school facilities construction and modernization. In March and April 2023, the District received $3M from the State School Facilities Program as partial reimbursement of the modernization of Harborside and Sunnyside Elementary. $1M was transferred to the Bond Building Bond (21-33) which partially funded the Sunnyside modernization.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$6,105	$3,762	$3,762	$1,964,753
Revenue				
State - School Facility Program	$0	$0	$3,033,503	$0
Net Inc/(Dec) in Fair Market Value of Investments	0	1,006	1,771	500
Total Revenue	$0	$1,006	$3,035,274	$500
Total Beginning Balance & Revenue	$6,105	$4,768	$3,039,036	$1,965,253
Expenditures				
Transfer To Bond Building Fund (21-33)	$0	$0	$1,074,283	$0
Total Expenditures	$0	$0	$1,074,283	$0
Total Ending Balance, June 30	$6,105	$4,768	$1,964,753	$1,965,253

Pupil Transportation Equipment Fund (15-00)

In May 2000, the Pupil Transportation Equipment Fund was established to budget for the replacement of school buses and the purchase of buses needed to accommodate growth in the District. It is the intention that this fund receive revenue transfers from the General Fund so that sufficient funds are available as the need arises for new bus purchases. No transfers were made from 2008-09 through 2012-13. In 2013-14, the District transferred $220,000 to purchase three mid-size buses in 2013-14. The District transferred $400,000 during SY 2014-15, 2015-16, 2016-17 and 2017-18 to purchase buses. No transfers were made from 2018-19 through 2021-22. No transfer is planned for 2022-23. In July 2021, the District was awarded $693,218 from California Air Resource Board (CARB) for the purchase of two (2) electric buses and was partially funded with Pupil Transportation Equipment Fund. No transfer is planned for 2023-24

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$229,737	$223,087	$223,087	$0
Revenue				
Net Inc/(Dec) in Fair Market Value of Investments	$0	$5,645	$5,645	$0
Local Revenue - Interest	1,500	1,118	2,455	0
Total Revenue	$1,500	$6,763	$8,100	$0
Total Beginning Balance & Revenue	$231,237	$229,850	$231,187	$0
Expenditures				
Supplies	$125,000	$0	$0	$0
Sites, Buildings & Equipment	0	229,850	231,187	0
Total Expenditures	$125,000	$229,850	$231,187	$0
Total Ending Balance, June 30	$106,237	$0	$0	$0

Cafeteria Account (13-00)

The District expects to serve over 4 million breakfasts and lunches in 2022-23. Due to the ongoing COVID pandemic, all meals will be offered free of charge for the entirety of the 2022-23 school year through federal and state reimbursements. Each meal must meet strict nutritional guidelines.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$12,529,404	$14,305,836	$14,305,836	$20,016,711
Revenue				
Federal	$15,000,000	$12,000,000	$12,250,000	$12,250,000
State	1,100,000	10,000,000	10,250,000	10,250,000
Local	2,000	350,000	350,000	350,000
Total Revenue	$16,102,000	$22,350,000	$22,850,000	$22,850,000
Total Beginning Balance & Revenue	$28,631,404	$36,655,836	$37,155,836	$42,866,711
Expenditures				
Classified Salaries	$5,154,688	$5,360,176	$5,265,813	$5,555,878
Employee Benefits	2,041,692	2,124,260	2,052,424	2,378,564
Supplies & Materials	6,801,450	8,948,415	8,888,335	9,763,570
Services & Other Expenses	75,452	75,581	84,331	101,385
Capital Outlay	330,000	930,000	495,000	820,000
Other Outgo	336,100	362,271	353,222	407,314
Total Expenditures	$14,739,382	$17,800,703	$17,139,125	$19,026,711
Ending Balance	$13,892,022	$18,855,133	$20,016,711	$23,840,000
Stores	$150,000	$150,000	$150,000	$150,000
Restricted	13,742,022	18,705,133	19,866,711	23,690,000
Total Ending Balance, June 30	$13,892,022	$18,855,133	$20,016,711	$23,840,000

Child Development Fund (12-06)

The Child Development program includes the State Preschool classrooms located at Allen, Cook, Finney, Harborside, Kellogg, Lauderbach, Loma Verde, Mueller Charter, Olympic View, Otay, Rice, Rogers, Rohr, Valle Lindo, and Vista Square. Olympic View and Vista Square has two classrooms and the other sites have single classrooms. The sites run both a morning and afternoon session. In FY 2022-23, there will be 34 state preschool sessions with slots available for 788 students, ages 3-4. CSPP contractors will be reimbursed based on the lesser of 100 percent of the contract's maximum reimbursement amount (MRA) or net reimbursable program costs and revenue earned will not be based on attendance similar to the previous year. SY 2023-24 is not anticipated to be hold harmless year and service earnings will be based on student attendance.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$1,250,207	$1,354,772	$1,354,772	$1,221,762
Revenue				
State	$4,694,713	$4,968,191	$4,903,992	$4,557,782
Local	11,000	11,000	19,000	19,000
Net Inc/(Dec) in Fair Market Value of Investments	0	29,721	29,721	0
Total Revenue	$4,705,713	5,008,912	4,952,713	4,576,782
Total Beginning Balance & Revenue	$5,955,920	$6,363,684	$6,307,485	$5,798,544
Expenditures				
Certificated Salaries	$2,335,401	$2,228,683	$2,186,076	$1,881,532
Classified Salaries	1,051,022	1,113,520	1,061,734	1,028,566
Employee Benefits	1,433,480	1,378,270	1,287,583	1,320,390
Supplies & Materials	0	132,761	199,935	283,348
Services & Other Expenses	23,487	62,516	66,510	34,214
Capital Outlay	0	103,700	103,010	0
Other Outgo	105,548	135,457	180,875	179,348
Total Expenditures	$4,948,940	$5,154,907	$5,085,723	$4,727,398
Total Ending Balance, June 30	$1,006,980	$1,208,777	$1,221,762	$1,071,146

CHARTER SCHOOLS FUND (09-00)

The District has five charter schools that are dependent direct-funded from the state and are accounted for in the Charter Schools Fund. The five charter schools are Arroyo Vista, Chula Vista Learning Community, Discovery, Feaster, and Mueller. Leonardo da Vinci Health Sciences Charter School was authorized by the District in April 2009 and began operating in 2009-10. The Learning Choice Academy-Chula Vista was authorized by the District in May 2018 and began operating in 2018-19. Leonardo da Vinci Health Sciences Charter School and The Learning Choice Academy-Chula Vista are non-profit public benefit corporations and are not included in the Charter Schools Fund.

	2022-23 Adopted Budget	2022-23 Second Interim @ 01-31-23	2022-23 Estimate Actuals @ Year End	2023-24 Proposed Budget
BEGINNING BALANCE, JULY 1	$23,966,335	$25,579,824	$25,579,824	$32,984,016
REVENUE				
Federal	$11,784,941	$15,425,670	$13,994,378	3,559,604
State: LCFF	65,092,863	67,353,569	68,101,038	73,322,764
Lottery	1,265,365	1,513,371	1,395,360	1,368,365
Other State	7,075,070	22,313,511	21,452,775	9,639,634
Local: Other Local	243,559	524,223	631,342	158,665
Total Revenue	85,461,798	107,130,344	105,574,893	88,049,032
Total Beginning Balance & Revenue	$109,428,133	$132,710,168	$131,154,717	$121,033,048
EXPENDITURES				
Certificated Salaries	$33,729,100	$35,332,043	$34,213,048	$33,075,443
Classified Salaries	7,223,305	7,793,520	7,247,690	$6,351,862
Employee Benefits	18,344,210	18,642,494	17,405,110	18,204,351
Supplies & Materials	6,939,190	10,583,007	12,443,497	3,892,996
Services & Other Operating Expenses	18,059,742	24,988,236	25,560,062	21,260,393
Sites, Buildings & Equipment	455,033	656,593	719,437	690,000
Other Outgo - Transfer to Fund 21-09 for Debt Service	581,855	581,585	581,857	553,586
Total Expenditures	$85,332,435	$98,577,478	$98,170,701	$84,028,631
ENDING BALANCE, JUNE 30	$24,095,698	$34,132,690	$32,984,016	$37,004,417
Designated for Revolving Cash Fund	$10,000	$10,000	$10,000	$10,000
Designated for Modernization Improvements	-		0	0
Restricted Designated Minimum Reserve	4,405,143	5,010,197	4,981,501	3,849,758
Designated for Restricted Funds	6,397,412	19,566,094	402,636	797,909
Undesignated Reserve	13,283,143	9,546,399	27,589,879	32,346,750
Total Ending Balance	$24,095,698	$34,132,690	$32,984,016	$37,004,417

Student Activity Special Revenue Fund (08-00)

In January 2017, the Governmental Accounting Standards Board (GASB) issued Statement No. 84 (GASB 84), Fiduciary Activities, which establishes criteria for identifying and reporting fiduciary activities for all state and local government. GASB 84 identifies that Associated Student Body (ASB) activities as non-fiduciary and should be reported in the District's governmental fund beginning in SY 2020-21. The Student Activity Special Revenue Fund accounts for the transactions associated with student fundraising activities and the expending of those funds to promote the general welfare, morale, and educational experiences of the student body. The Student Actvity funds were previously accounted for in a special trust fund.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$836,557	$851,132	$851,132	$1,051,132
Revenue				
Other Local	$1,200,000	$1,200,000	$1,300,000	$1,300,000
Total Revenue	$1,200,000	$1,200,000	$1,300,000	$1,300,000
Total Beginning Balance & Revenue	$2,036,557	$2,051,132	$2,151,132	$2,351,132
Expenditures				
Supplies	$500,000	$500,000	$500,000	$500,000
Services & Other Expenses Energy Assessment	600,000	600,000	600,000	600,000
Total Expenditures & Other Outgo	$1,100,000	$1,100,000	$1,100,000	$1,100,000
Total Ending Balance, June 30	$936,557	$951,132	$1,051,132	$1,251,132

Self Insurance Fund (67-00)

The Worker's Compensation Insurance Fund (Fund 67-30) is used to pay employee workers' compensation claims that are a result of injuries suffered while working. The District is self-insured for workers' compensation. The District pays a rate per $100 of each employee's salary as premiums. For FY 2013-14 through 2016-17 the rate was $2.00 per $100 and $1.50 per $100 for 2017-18 through 2019-20. For FY 2020-21, 2021-22, and 2022-23 the rate is $1.00 per $100.For FY 2023-24, the rate will be $1.50 per $100.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$14,343,107	$13,609,680	$13,609,680	$12,556,920
Revenue				
Local Revenue	$2,400,000	$2,700,000	$2,700,000	$3,700,000
Local Revenue - Interest	125,000	125,000	200,000	200,000
Net Inc/(Dec) in Fair Market Value of Investments	0	347,240	347,240	0
Total Revenue	$2,525,000	$3,172,240	$3,247,240	$3,900,000
Total Beginning Balance & Revenue	$16,868,107	$16,781,920	$16,856,920	$16,456,920
Expenditures				
Services & Other Operating Expenses	$3,099,000	$4,000,000	$4,300,000	$4,300,000
Total Expenditures	$3,099,000	$4,000,000	$4,300,000	$4,300,000
Ending Balance	$13,769,107	$12,781,920	$12,556,920	$12,156,920
Reserve for Medical & Compensation Contingencies and Retiree Benefits	13,769,107	12,781,920	12,556,920	12,156,920
Total Ending Balance, June 30	$13,769,107	$12,781,920	$12,556,920	$12,156,920

Community Facilities District Capital Projects Fund (49-00)

The Community Facilities District (CFD) Capital Projects Fund 49-00 was established to record all CFD special tax deposits. CFDs are primarily used to fund new school construction and expansion. The CFD Capital Projects Fund contains CFD Nos. 1 through 6, 10 through 15 and 17 through 21. Funds for debt service payments will be transferred to the CFD Debt Service Fund (52-00). In February 2020, a $25,000,000 COP was issued to partially fund the construction of Fahari Jeffers Elementary which opened in July 2022. In December 2021, two Certificates of Particiations were issued - a $60,000,000 COP was issued to partially fund the construction of Otay Ranch Village 2 school which is projected to open in July 2024 and a $16,475,000 COP was issued to refund the 2011 Certificates of Participation.

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$125,178,429	$123,130,239	$123,130,239	$94,535,555
Revenue				
Special Tax Collections	$21,000,000	$21,000,000	$21,600,000	$21,980,000
Delinquent Collections	190,000	190,000	285,000	200,000
EastLake Developer Fees	5,000	5,000	0	0
Net Inc/(Dec) in Fair Market Value of Investment	0	1,643,602	1,643,602	0
Interest	500,000	500,000	600,000	500,000
Total Revenue	$21,695,000	$23,338,602	$24,128,602	$22,680,000
Total Beginning Balance & Revenue	$146,873,429	$146,468,841	$147,258,841	$117,215,555
Expenditures				
Supplies & Materials	$750,000	$440,897	$517,541	$0
Services & Other Expenses	205,597	299,652	433,560	312,171
Sites, Buildings & Equipment Other	37,504,452	37,719,500	34,130,418	45,887,643
Transfers to CFD Debt Service Fund (52-00)	17,641,769	17,641,769	17,641,767	17,173,105
Total Expenditures	$56,101,818	$56,101,818	$52,723,286	$63,372,919
Ending Balance	$90,771,611	$90,367,023	$94,535,555	$53,842,636
Designated for School 48	$50,460,122	53,669,921	$55,289,525	$9,295,308
Designated for CFD Debt Service Payments and School Construction	40,311,489	36,697,102	39,246,030	44,547,328
Total Ending Balance, June 30	$90,771,611	$90,367,023	$94,535,555	$53,842,636
Outstanding COP Obligations, July 1	$186,655,000	$186,655,000	$186,655,000	$174,975,000
Annual Principal Retired	(11,680,000)	(11,680,000)	(11,680,000)	(11,755,000)
Outstanding Obligations, June 30	$174,975,000	$174,975,000	$174,975,000	$163,220,000

Community Facilities District Debt Service Fund (52-00)

The Community Facilities District (CFD) Debt Service Fund 52-00 was established to record all CFD debt service payments. CFDs are primarily used to fund new school construction and expansion. Funds for debt service payments will be transferred from the CFD Capital Projects Fund (49-00).

	2022-23 Adopted Budget	2022-23 Second Interim @ 1/31/23	2022-23 Estimated Actuals @ Year End	2023-24 Proposed Budget
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
Transfers from CFD Capital Projects Fund (49-00) for Debt Service	$17,641,769	$17,641,769	$17,641,769	$17,173,105
Transfers from CFD Capital Projects Fund (49-00) for Refunding	0	0	0	0
Total Revenue	$17,641,769	$17,641,769	$17,641,769	$17,173,105
Total Beginning Balance & Revenue	$17,641,769	$17,641,769	$17,641,769	$17,173,105
Expenditures				
COPs/Bond Principal Payment	$11,680,000	$11,680,000	$11,680,000	$11,755,000
COPs/Bond Interest Expense	5,961,769	5,961,769	5,961,769	5,418,105
2021 COPs Refunding	0	0	0	0
Total Expenditures	$17,641,769	$17,641,769	$17,641,769	$17,173,105
Total Ending Balance, June 30	$0	$0	$0	$0

2022-23 Cash Flow
General Fund + Categorical Programs

	Jul-22 (Actual)	Aug-22 (Actual)	Sept-22 (Actual)	Oct-22 (Actual)	Nov-22 (Actual)	Dec-22 (Actual)	Jan-23 (Actual)	Feb-23 (Actual)	Mar-23 (Actual)	April-23 (Actual)	May-23 (Estimated)	June-23 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 70,729,020	$ 51,086,568	36,511,617.00	$ 44,403,169	$ 44,657,528	$ 49,471,793	$ 96,877,597	$ 106,581,548	$ 101,657,329	$ 103,446,081	$ 146,583,593	$ 137,061,480	$ 70,729,020
LCFF - State Aid Apportionment	5,588,861	5,588,861	10,059,949.00	10,059,949	10,059,949	10,059,949	10,059,949	9,750,342	9,750,342	9,750,342	9,749,969	19,486,286	119,964,748
Property Taxes	735,861	1,809,910	960,433.00	1,953,481	5,523,424	40,153,973	19,660,212	4,837,212	3,293,308	37,829,951	7,202,937	2,594,102	126,554,804
EPA Tax Initiative	-	-	11,881,200.00	-	-	11,881,200	-	-	4,721,770	-	-	-	28,484,170
RDA Residual Balance & CRD	-	-	-	-	-	-	1,391,981	-	-	-	-	2,715,930	4,107,911
Charter in-Lieu Taxes	-	(1,717,650)	(3,435,300.00)	(2,290,200)	(2,290,200)	(2,455,720)	(2,455,720)	(2,455,720)	(3,760,937)	(2,415,177)	(2,374,274)	(2,374,274)	(28,025,172)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	-	-	1,472,813	-	-	1,472,813
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	761,403	-	-	-	-	623,565	-	-	32	1,385,000
Title I	-	-	-	-	-	951,978	1,405,054	-	-	-	461,841	-	2,818,873
Title II	-	-	-	-	-	-	-	97,850	-	310,065	-	-	407,915
Title III	-	-	-	-	-	-	107,003	196,876	-	483,626	-	-	787,505
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER II	-	1,898,424	-	6,238,673	-	-	-	1,981,999	-	1,054,175	-	-	11,173,271
ESSER III	-	-	465,932.00	1,997,931	-	-	-	2,945,919	4,433,108	-	-	-	9,842,890
Expanded Learning Opportunity Grant	-	-	3,962,903.00	-	$330,938	258,156	-	132,931	115,629	-	-	-	4,800,557
Other Federal	-	377,525	10,717	47,081	69,601	-	90,383	64,074	10,586	88,245	-	-	758,212
Lottery	-	-	-	-	-	-	1,449,747	-	1,931,993	-	-	1,202,856	4,584,596
Mandated Block Grant	-	-	-	-	709,383	-	-	-	-	-	-	-	709,383
Learning Recovery Emergency Block Grant	-	-	-	-	14,190,452	-	-	-	-	14,190,452	-	-	28,380,904
Arts, Music, and Instructional Materials Discretionary Block Grant	-	-	-	-	-	6,761,635	-	-	-	-	-	-	6,761,635
Expanded Learning Opportunity Program	1,200,161	1,200,161	2,160,290.00	2,160,290	2,160,290	2,160,290	2,160,290	2,163,763	2,163,763	2,163,763	2,163,764	2,163,764	24,020,589
Other State	131,917	144,837	237,451.00	237,451	417,451	237,451	490,043	216,501	1,463,219	216,501	216,501	216,499	4,225,822
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,683,277	-	2,683,277
PA Special Ed Pass Through	1,101,349	1,120,313	1,999,495.00	1,999,495	1,999,495	1,999,495	1,999,495	1,770,194	1,770,194	2,548,025	1,890,858	1,890,858	22,089,266
Other Local		875,537	1,430,546.00	1,581,686	1,025,367	1,288,263	1,212,073	1,561,969	2,417,075	1,887,638	914,412	914,412	15,108,978
2021/22 Receivable	3,456,582	162,928	5,188,768.00	2,017,333	322,943	13,302	304,495	198,304	2,610,302	157,610	-	-	14,432,567
Temporary Transfers/DTDF	-	-	-	-	1,429,852	-	-	-	-	-	-	-	1,429,852
Other Revenue/Cash Inflows	26,555	1,443,321	1,354,244.00	867,113	1,039,550	1,674,922	511,493	1,432,700	1,397,495	692,909	609,853	609,849	11,660,004
Total Revenues	$ 12,241,286	$ 12,904,167	36,276,628.00	$ 27,631,686	$ 36,988,495	$ 74,984,894	$ 38,386,498	$ 24,894,914	$ 32,941,412	$ 70,430,938	$ 23,519,138	$ 29,420,314	$ 420,620,370
Total Revenue and Beg. Bal.	$ 82,970,306	$ 63,990,735	72,788,245.00	$ 72,034,855	$ 81,646,023	$ 124,456,687	$ 135,264,095	$ 131,476,462	$ 134,598,741	$ 173,877,019	$ 170,102,731	$ 166,481,794	$ 491,349,390
Salaries & Benefits	$ 23,590,471	$ 23,778,215	24,869,712.00	$ 24,200,637	$ 25,906,793	$ 24,235,327	$ 24,266,743	$ 24,319,131	$ 26,978,838	$ 24,566,126	$ 25,324,619	$ 24,160,269	$ 296,196,881
Commercial Warrant Exp	2,001,904	2,695,905	3,335,638.00	$3,132,219	3,704,656	3,286,270	4,330,459	5,308,393	4,113,968	2,643,445	7,716,632	8,401,159	50,670,648
Temporary Transfers/DTDF	-	-	-	-	2,421,530	-		-	-	-	-	-	2,421,530
Other Cash Outflows	6,291,363	1,004,998	179,726.00	44,471	141,251	57,493	85,345	191,609	59,854	83,855	-	-	8,139,965
Total Expenditures	$ 31,883,738	$ 27,479,118	28,385,076.00	$ 27,377,327	$ 32,174,230	$ 27,579,090	$ 28,682,547	$ 29,819,133	$ 31,152,660	$ 27,293,426	$ 33,041,251	$ 32,561,428	$ 357,429,024
ENDING CASH BALANCE	$ 51,086,568	$ 36,511,617	44,403,169.00	$ 44,657,528	$ 49,471,793	$ 96,877,597	$ 106,581,548	$ 101,657,329	$ 103,446,081	$ 146,583,593	$ 137,061,480	$ 133,920,366	$ 133,920,366

2023-24 Cash Flow
General Fund + Categorical Programs

	Jul-23 (Estimated)	Aug-23 (Estimated)	Sept-23 (Estimated)	Oct-23 (Estimated)	Nov-23 (Estimated)	Dec-23 (Estimated)	Jan-24 (Estimated)	Feb-24 (Estimated)	Mar-24 (Estimated)	April-24 (Estimated)	May-24 (Estimated)	June-24 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 133,920,366	$ 105,564,411	$ 83,279,881	$ 80,112,013	$ 72,438,495	$ 63,912,903	$ 101,088,912	$ 115,947,828	$ 106,628,423	$ 108,566,643	$ 140,552,765	$ 132,702,832	$ 133,920,366
LCFF - State Aid Apportionment	5,773,659	5,773,659	10,392,586	10,392,586	10,392,586	10,392,586	10,392,586	10,392,585	10,392,585	10,392,585	10,392,585	10,392,585	115,473,173
Property Taxes	735,861	1,809,910	960,433	1,953,481	5,523,424	40,153,973	19,660,212	4,837,212	3,293,308	37,829,951	7,202,937	2,594,102	126,554,804
EPA Tax Initiative	-	-	11,750,078	-	-	11,750,078	-	-	11,750,078	-	-	11,750,077	47,000,311
RDA Residual Balance & CRD	-	-	-	-	-	-	1,232,373	-	-	-	-	2,875,538	4,107,911
Charter in-Lieu Taxes	-	(1,915,855)	(3,831,710)	(2,554,473)	(2,554,473)	(2,554,473)	(2,554,473)	(2,554,473)	(4,470,329)	(2,235,164)	(2,235,164)	(2,235,164)	(29,695,751)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	-	-	1,472,813	-	-	1,472,813
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	761,403	-	-	-	-	623,565	-	-	(369,968)	1,015,000
Title I	-	-	-	-	-	-	1,396,056	-	-	1,396,056	-	-	2,792,112
Title II	-	-	-	-	-	-	97,850	-	-	310,065	-	-	407,915
Title III	-	-	-	-	-	-	196,876		-	196,876	-	-	393,752
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER II	275,411	-	-	-	-	-	-	-	-	-	-	-	275,411
ESSER III	6,207,605	-	-	4,032,283	-	-	6,055,326	-	-	6,055,326	-	-	22,350,540
Expanded Learning Opportunity Grant	127,833	-	-	-	-	-	-	-	-	-	-	-	127,833
Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery	-	-	-	-	-	-	1,357,065	-	1,093,294	-	-	1,085,580	3,535,939
Mandated Block Grant	-	-	-	-	721,336	-	-	-	-	-	-	-	721,336
Expanded Learning Opportunity Program	1,200,161	1,200,161	2,160,290	2,160,290	2,160,290	2,160,290	2,160,290	2,163,764	2,163,764	2,163,764	2,163,764	2,163,764	24,020,592
Other State	131,917	131,917	237,451	237,451	237,451	237,451	237,451	216,501	1,463,219	216,501	216,501	216,499	3,780,310
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,313,802	-	2,313,802
PA Special Ed Pass Through	1,100,488	1,100,488	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	22,009,766
Other Local	-	699,531	1,331,634	945,129	893,603	870,595	942,301	870,595	1,693,158	801,972	727,085	727,087	10,502,690
2022/23 Receivable	5,282,857	110,339	812,826	1,988,725	-	-	112,984	-	-	112,984	-	6,589,917	15,010,632
Other Revenue/Cash Inflows		661,204	661,204	661,204	661,204	661,204	661,204	661,204	661,204	661,204	661,204	661,200	7,273,240
Total Revenues	$ 20,835,792	$ 9,571,354	$ 26,455,671	$ 22,558,958	$ 20,016,300	$ 65,652,583	$ 43,928,980	$ 18,568,267	$ 30,644,725	$ 61,355,812	$ 23,423,593	$ 38,432,096	$ 381,444,131
Total Revenue and Beg. Bal.	$ 154,756,158	$ 115,135,765	$ 109,735,552	$ 102,670,971	$ 92,454,795	$ 129,565,486	$ 145,017,892	$ 134,516,095	$ 137,273,148	$ 169,922,455	$ 163,976,358	$ 171,134,928	$ 515,364,497
Salaries & Benefits	$ 25,377,890	$ 25,277,960	$ 25,872,454	$ 25,680,693	$ 25,561,193	$ 25,423,623	$ 25,500,540	$ 25,485,491	$ 26,038,983	$ 26,070,140	$ 28,078,363	$ 26,938,443	$ 311,305,773
Commercial Warrant Exp	3,914,943	3,256,945	3,751,085	4,551,783	2,980,699	3,052,951	3,569,524	2,402,181	2,667,522	3,299,550	3,195,163	4,864,919	41,507,265
Temporary Transfers/DTDF	-	3,320,979	-	-	-	-		-	-	-	-	-	3,320,979
Other Cash Outflows	19,898,914					-	-	-	-	-	-	-	19,898,914
Total Expenditures	$ 49,191,747	$ 31,855,884	$ 29,623,539	$ 30,232,476	$ 28,541,892	$ 28,476,574	$ 29,070,064	$ 27,887,672	$ 28,706,505	$ 29,369,690	$ 31,273,526	$ 31,803,362	$ 376,032,931
ENDING CASH BALANCE	$ 105,564,411	$ 83,279,881	$ 80,112,013	$ 72,438,495	$ 63,912,903	$ 101,088,912	$ 115,947,828	$ 106,628,423	$ 108,566,643	$ 140,552,765	$ 132,702,832	$ 139,331,566	$ 139,331,566

2024-25 Cash Flow
General Fund + Categorical Programs

	Jul-24 (Estimated)	Aug-24 (Estimated)	Sept-24 (Estimated)	Oct-24 (Estimated)	Nov-24 (Estimated)	Dec-24 (Estimated)	Jan-25 (Estimated)	Feb-25 (Estimated)	Mar-25 (Estimated)	April-25 (Estimated)	May-25 (Estimated)	June-25 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 139,331,566	$ 126,385,398	$ 103,812,232	$ 100,672,678	$ 91,645,117	$ 82,851,070	$ 120,140,288	$ 128,513,003	$ 118,973,716	$ 121,018,085	$ 146,547,246	$ 145,007,342	$ 139,331,566
LCFF - State Aid Apportionment	5,786,321	5,786,321	10,415,377	10,415,377	10,415,377	10,415,377	10,415,377	10,415,378	10,415,378	10,415,378	10,415,378	10,415,378	115,726,417
Property Taxes	735,861	1,809,910	960,433	1,953,481	5,523,424	40,153,973	19,660,212	4,837,212	3,293,308	37,829,951	7,202,937	2,594,102	126,554,804
EPA Tax Initiative	-	-	12,137,808	-	-	12,137,808	-	-	12,137,808	-	-	12,137,807	48,551,231
RDA Residual Balance & CRD	-	-	-	-	-	-	1,232,373	-	-	-	-	2,875,538	4,107,911
Charter in-Lieu Taxes	-	(1,955,279)	(3,910,557)	(2,607,038)	(2,607,038)	(2,607,038)	(2,607,038)	(2,607,038)	(4,562,316)	(2,281,158)	(2,281,158)	(2,281,158)	(30,306,816)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	-	-	1,472,813	-	-	1,472,813
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	761,403	-	-	-	-	623,565	-	-	(369,968)	1,015,000
Title I	-	-	-	-	-	-	1,396,056	-	-	1,396,056	-	-	2,792,112
Title II	-	-	-	-	-	-	97,850	-	-	310,065	-	-	407,915
Title III	-	-	-	-	-	-	196,876		-	196,876	-	-	393,752
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER III	6,055,326	-	-	1,603,129	-	-	-	-	-	-	-	-	7,658,455
Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery	-	-	-	-	-	-	1,357,065	-	1,093,294	-	-	1,085,580	3,535,939
Mandated Block Grant	-	-	-	-	721,336	-	-	-	-	-	-	-	721,336
Expanded Learning Opportunity Program	1,200,161	1,200,161	2,160,290	2,160,290	2,160,290	2,160,290	2,160,290	2,163,764	2,163,764	2,163,764	2,163,764	2,163,764	24,020,592
Other State	131,917	131,917	237,451	237,451	237,451	237,451	237,451	216,501	1,463,219	216,501	216,501	216,499	3,780,310
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,313,802	-	2,313,802
PA Special Ed Pass Through	1,100,488	1,100,488	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	1,980,879	22,009,766
Other Local	-	699,531	1,331,634	945,129	893,603	870,595	942,301	870,595	1,693,158	801,972	727,085	727,087	10,502,690
2022/23 Receivable	5,830,195	110,339	812,826	3,464,194	-	-	-	-	-	-	6,589,917	541,714	17,349,185
Other Revenue/Cash Inflows		672,775	672,775	672,775	672,775	672,775	672,775	672,775	672,775	672,775	672,775	672,771	7,400,521
Total Revenues	$ 20,840,269	$ 9,556,163	$ 26,798,916	$ 21,587,070	$ 19,998,097	$ 66,022,110	$ 37,742,467	$ 18,550,066	$ 30,974,832	$ 55,175,872	$ 30,001,880	$ 32,759,993	$ 370,007,735
Total Revenue and Beg. Bal.	$ 160,171,835	$ 135,941,561	$ 130,611,148	$ 122,259,748	$ 111,643,214	$ 148,873,180	$ 157,882,755	$ 147,063,069	$ 149,948,548	$ 176,193,957	$ 176,549,126	$ 177,767,335	$ 509,339,301
Salaries & Benefits	$ 25,377,890	$ 25,277,960	$ 25,872,454	$ 25,680,693	$ 25,561,193	$ 25,423,623	$ 25,500,540	$ 25,485,491	$ 26,038,983	$ 26,070,140	$ 28,078,363	$ 26,938,443	$ 311,305,773
Commercial Warrant Exp	4,243,631	3,530,390	4,066,016	4,933,938	3,230,951	3,309,269	3,869,212	2,603,862	2,891,480	3,576,571	3,463,421	5,273,364	44,992,105
Temporary Transfers/DTDF	-	3,320,979	-	-	-	-		-	-	-	-	-	3,320,979
Other Cash Outflows	4,164,916					-	-	-	-	-	-	-	4,164,916
Total Expenditures	$ 33,786,437	$ 32,129,329	$ 29,938,470	$ 30,614,631	$ 28,792,144	$ 28,732,892	$ 29,369,752	$ 28,089,353	$ 28,930,463	$ 29,646,711	$ 31,541,784	$ 32,211,807	$ 363,783,773
ENDING CASH BALANCE	$ 126,385,398	$ 103,812,232	$ 100,672,678	$ 91,645,117	$ 82,851,070	$ 120,140,288	$ 128,513,003	$ 118,973,716	$ 121,018,085	$ 146,547,246	$ 145,007,342	$ 145,555,528	$ 145,555,528

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Review Criteria and Standards for the 2023-24 Budget and Authorize the Superintendent to Sign Certification

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

School districts are required to conduct a review of the adopted budget in accordance with State-adopted Criteria and Standards. All local educational agencies will complete the following three separate sections within the form for the General Fund only.

- Criteria and Standards.
- Supplemental Information.
- Additional Fiscal Indicators.

The District satisfactorily meets the state standards for all these areas.

ADDITIONAL DATA:

Attached are the Criteria and Standards, Supplemental Information, and Additional Fiscal Indicators for the General Fund.

FISCAL IMPACT/FUNDING SOURCE:

See attached.

STAFF RECOMMENDATION:

Recommend review and authorization.

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 84 East J Street, Chula Vista, CA 91910
Date: June 14, 2023

Public Hearing:

Place: 84 East J Street, Chula Vista, CA 91910
Date: May 24, 2023
Time: 6:00 p.m.

Adoption Date: June 14, 2023
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Kristin Armatis
Title: Director of Fiscal Services

Telephone: 619-425-9600 x 181391
E-mail: Kristin.Armatis@cvesd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			**Met**	**Not Met**
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/14/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

X Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$	10,499,000.00
Less: Amount of total liabilities reserved in budget:	$	10,499,000.00
Estimated accrued but unfunded liabilities:	$	0.00

_____ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: June 14, 2023

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Jennifer Venyak
Title:	Senior Manager, Benefits & Risk Management
Telephone:	619-425-9600 x 181353
E-mail:	Jennifer.Venyak@cvesd.org

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	20,787.87
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	22,421	22,421		
Charter School				
Total ADA	**22,421**	**22,421**	**N/A**	**Met**
Second Prior Year (2021-22)				
District Regular	22,422	22,420		
Charter School				
Total ADA	**22,422**	**22,420**	**0.0%**	**Met**
First Prior Year (2022-23)				
District Regular	21,714	22,139		
Charter School		0		
Total ADA	**21,714**	**22,139**	**N/A**	**Met**
Budget Year (2023-24)				
District Regular	21,596			
Charter School	0			
Total ADA	**21,596**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	20,787.9
District's Enrollment Standard Percentage Level:	**1.0%**

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	23,115	22,448		
Charter School				
Total Enrollment	**23,115**	**22,448**	**2.9%**	**Not Met**
Second Prior Year (2021-22)				
District Regular	22,448	22,187		
Charter School				
Total Enrollment	**22,448**	**22,187**	**1.2%**	**Not Met**
First Prior Year (2022-23)				
District Regular	22,187	22,245		
Charter School				
Total Enrollment	**22,187**	**22,245**	**N/A**	**Met**
Budget Year (2023-24)				
District Regular	22,245			
Charter School				
Total Enrollment	**22,245**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation: (required if NOT met)

1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: (required if NOT met)

The enrollment standard was not met in 2020-21 and 2021-22 due to the ongoing decline in district enrollment.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	22,421	22,448	
Charter School		0	
Total ADA/Enrollment	**22,421**	**22,448**	**99.9%**
Second Prior Year (2021-22)			
District Regular	20,303	22,187	
Charter School	0		
Total ADA/Enrollment	**20,303**	**22,187**	**91.5%**
First Prior Year (2022-23)			
District Regular	20,788	22,245	
Charter School			
Total ADA/Enrollment	**20,788**	**22,245**	**93.4%**
		Historical Average Ratio:	94.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	20,788	22,245		
Charter School	0			
Total ADA/Enrollment	**20,788**	**22,245**	**93.4%**	**Met**
1st Subsequent Year (2024-25)				
District Regular	20,788	22,245		
Charter School				
Total ADA/Enrollment	**20,788**	**22,245**	**93.5%**	**Met**
2nd Subsequent Year (2025-26)				
District Regular	20,788	22,245		
Charter School				
Total ADA/Enrollment	**20,788**	**22,245**	**93.5%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

		Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	22,139.32	21,595.59	21,051.86	20,805.76
b.	Prior Year ADA (Funded)		22,139.32	21,595.59	21,051.86
c.	Difference (Step 1a minus Step 1b)		(543.73)	(543.73)	(246.10)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(2.46%)	(2.52%)	(1.17%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		248,918,537.00	261,981,790.00	264,870,268.00
b1.	COLA percentage		8.22%	3.94%	3.29%
b2.	COLA amount (proxy for purposes of this criterion)		20,461,103.74	10,322,082.53	8,714,231.82
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			5.76%	1.42%	2.12%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**4.76% to 6.76%**	**0.42% to 2.42%**	**1.12% to 3.12%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	134,065,577.00	134,049,906.00	134,049,906.00	134,049,906.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	280,468,763.00	294,113,360.00	297,621,931.00	303,489,008.00
District's Projected Change in LCFF Revenue:		4.86%	1.19%	1.97%
LCFF Revenue Standard		**4.76% to 6.76%**	**0.42% to 2.42%**	**1.12% to 3.12%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2020-21)	175,966,813.59	190,284,419.10	92.5%
Second Prior Year (2021-22)	179,329,747.88	195,757,466.33	91.6%
First Prior Year (2022-23)	199,786,567.00	222,866,485.00	89.6%
		Historical Average Ratio:	91.2%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**88.2% to 94.2%**	**88.2% to 94.2%**	**88.2% to 94.2%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2023-24)	206,896,709.00	225,331,597.00	91.8%	Met
1st Subsequent Year (2024-25)	212,465,654.51	231,542,142.51	91.8%	Met
2nd Subsequent Year (2025-26)	217,345,017.40	236,811,915.40	91.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.76%	1.42%	2.12%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-4.24% to 15.76%**	**-8.58% to 11.42%**	**-7.88% to 12.12%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.76% to 10.76%	-3.58% to 6.42%	-2.88% to 7.12%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	41,176,803.00		
Budget Year (2023-24)	42,540,206.00	3.31%	No
1st Subsequent Year (2024-25)	18,318,902.00	(56.94%)	Yes
2nd Subsequent Year (2025-26)	18,318,902.00	0.00%	No

Explanation: (required if Yes) The decrease in federal revenue in 2024-25 is due to the expiration of the COVID relief funds.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	82,138,214.00		
Budget Year (2023-24)	55,302,344.00	(32.67%)	Yes
1st Subsequent Year (2024-25)	55,302,344.00	0.00%	No
2nd Subsequent Year (2025-26)	55,302,344.00	0.00%	No

Explanation: (required if Yes) The decrease in state revenue in 2023-24 is due to the reductions in one-time funding for the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	49,269,795.00		
Budget Year (2023-24)	40,880,751.00	(17.03%)	Yes
1st Subsequent Year (2024-25)	40,880,751.00	0.00%	No
2nd Subsequent Year (2025-26)	40,880,751.00	0.00%	No

Explanation: (required if Yes) The reduction in local revenue in 2023-24 is due to a reduction in one-time funding from MAA, E-rate, and the APCD bus grant.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	19,398,106.00		
Budget Year (2023-24)	9,236,080.00	(52.39%)	Yes
1st Subsequent Year (2024-25)	9,236,080.00	0.00%	No
2nd Subsequent Year (2025-26)	9,236,080.00	0.00%	No

Explanation: (required if Yes)
The decrease in books and supplies expense in 2023-24 is due to the one-time expense of textbook adoption in 2022-23, as well as a reduction in COVID relief expenditures.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	39,132,217.00		
Budget Year (2023-24)	33,525,916.00	(14.33%)	Yes
1st Subsequent Year (2024-25)	37,228,108.00	11.04%	Yes
2nd Subsequent Year (2025-26)	41,118,518.00	10.45%	Yes

Explanation: (required if Yes)
The reduction in 2023-24 is due to the decrease in COVID relief, ELOP carryover, and ASES expenditures. The increases in 2024-25 and 2025-26 are due to increases in utilities, insurance premium, and special education costs.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2022-23)	172,584,812.00		
Budget Year (2023-24)	138,723,301.00	(19.62%)	Not Met
1st Subsequent Year (2024-25)	114,501,997.00	(17.46%)	Not Met
2nd Subsequent Year (2025-26)	114,501,997.00	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	58,530,323.00		
Budget Year (2023-24)	42,761,996.00	(26.94%)	Not Met
1st Subsequent Year (2024-25)	46,464,188.00	8.66%	Met
2nd Subsequent Year (2025-26)	50,354,598.00	8.37%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
The decrease in federal revenue in 2024-25 is due to the expiration of the COVID relief funds.

Explanation: Other State Revenue (linked from 6B if NOT met)
The decrease in state revenue in 2023-24 is due to the reductions in one-time funding for the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant.

Explanation: Other Local Revenue (linked from 6B if NOT met)
The reduction in local revenue in 2023-24 is due to a reduction in one-time funding from MAA, E-rate, and the APCD bus grant.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The decrease in books and supplies expense in 2023-24 is due to the one-time expense of textbook adoption in 2022-23, as well as a reduction in COVID relief expenditures.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The reduction in 2023-24 is due to the decrease in COVID relief, ELOP carryover, and ASES expenditures. The increases in 2024-25 and 2025-26 are due to increases in utilities, insurance premium, and special education costs.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	325,017,095.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	325,017,095.00	9,750,512.85	9,755,000.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	41,067,633.22	50,317,702.22	29,886,744.06
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(.33)
	e. Available Reserves (Lines 1a through 1d)	41,067,633.22	50,317,702.22	29,886,743.73
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	312,413,506.91	326,264,168.13	369,114,625.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	312,413,506.91	326,264,168.13	369,114,625.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	13.1%	15.4%	8.1%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.4%**	**5.1%**	**2.7%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	4,738,039.87	190,284,419.10	N/A	Met
Second Prior Year (2021-22)	10,300,162.47	195,757,466.33	N/A	Met
First Prior Year (2022-23)	13,418,613.00	222,866,485.00	N/A	Met
Budget Year (2023-24) (Information only)	16,270,387.00	225,331,597.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	20,806
District's Fund Balance Standard Percentage Level:	**1.0%**

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2020-21)	40,347,486.05	40,764,928.72	N/A	Met
Second Prior Year (2021-22)	41,844,981.72	45,502,968.59	N/A	Met
First Prior Year (2022-23)	56,209,557.59	55,803,131.06	.7%	Met
Budget Year (2023-24) (Information only)	69,221,744.06			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $80,000 (greater of)	0 to 300
4% or $80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	20,788	20,788	20,788
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? — No

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	366,541,078.00	377,354,887.74	388,548,606.24
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	366,541,078.00	377,354,887.74	388,548,606.24
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	10,996,232.34	11,320,646.63	11,656,458.19
6.	Reserve Standard - by Amount			

	($80,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard**			
	(Greater of Line B5 or Line B6)	**10,996,232.34**	**11,320,646.63**	**11,656,458.19**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	36,157,131.06	37,105,450.55	37,862,467.15
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources			
	(Fund 01, Object 979Z, if negative, for each of resources 2000-9999)			
	(Form MYP, Line E1d)	(.33)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements			
	(Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	36,157,130.73	37,105,450.55	37,862,467.15
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	9.86%	9.83%	9.74%
	District's Reserve Standard			
	(Section 10B, Line 7):	**10,996,232.34**	**11,320,646.63**	**11,656,458.19**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2022-23)	(38,371,490.00)			
Budget Year (2023-24)	(43,361,142.00)	4,989,652.00	13.0%	Not Met
1st Subsequent Year (2024-25)	(46,861,142.00)	3,500,000.00	8.1%	Met
2nd Subsequent Year (2025-26)	(50,361,142.00)	3,500,000.00	7.5%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met) Increase due to increases in special education expenditures and the RRMA contribution.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023
Leases	3	Fund 01-00 / Fund 09-00	7439	7,798,423
Certificates of Participation	29	CFD Debt Service (52-00)	7438, 7439	179,945,000
General Obligation Bonds	20	Fund 51-00		185,713,285
Supp Early Retirement Program	N/A	N/A	N/A	
State School Building Loans	N/A	N/A	N/A	
Compensated Absences	1	Compensated absences	Multiple salary object codes	1,700,196
Other Long-term Commitments (do not include OPEB):				
Bond Premium - GO Bonds	21			7,156,260
Bond Premium - COP	29			10,810,097
TOTAL:				393,123,261

Type of Commitment (continued)	Prior Year (2022-23) Annual Payment (P & I)	Budget Year (2023-24) Annual Payment (P & I)	1st Subsequent Year (2024-25) Annual Payment (P & I)	2nd Subsequent Year (2025-26) Annual Payment (P & I)
Leases	1,187,054	1,187,426	1,157,105	1,173,949
Certificates of Participation	18,223,623	17,726,692	17,991,710	17,311,835
General Obligation Bonds	22,208,441	83,048,881	13,940,774	13,581,649
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Bond Premium - GO Bonds	1,123,418	1,091,824	639,028	591,042
Bond Premium - COP	959,516	971,934	1,043,016	1,070,046
Total Annual Payments:	43,702,052	104,026,757	34,771,633	33,728,521
Has total annual payment increased over prior year (2022-23)?		**Yes**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

On August 1, 2023 the 2019 GO Bond Anticipation will mature and $63.8 million will be paid, accounting for the majority of the increase in total annual GO Bond payments for 2023-24.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

The District provides post-employment health care benefits to all employees who retire from the District on or after reaching age 55 with at least 10 years of service (5 years for certificated employees hired prior to October 1, 2007). The District participates in several partial-experienced rated insurance products for its health coverage. Effective January 1, 2022, the health benefits contribution increased to $7,500 for represented and non-represented certificated employees. For classified employees and other non-represented classified employees who had health benefits as of September 18, 2007, the maximum is based on age and service at retirement, with the highest amount being $8,009 per year. For classified employees who became health benefit eligible or were hired after September 18, 2007, effective January 1, 2022, the annual maximum is $7,500. The retiree pays for any amounts above the annual maximum and for the cost of covering dependents. Benefits cease for all retirees at age 65. The District fully funds the OPEB liability through a trust account with the CalPERS CERBT.

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	65,336,433.00
b. OPEB plan(s) fiduciary net position (if applicable)	16,025,614.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	49,310,819.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2022

5. OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	9,521,254.00	9,521,254.00	9,521,254.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	1,117,000.00	1,117,000.00	1,117,000.00
d. Number of retirees receiving OPEB benefits	150.00	150.00	150.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

An actuarial study of the self-insured workers compensation program is completed annually. Currently, the recommended funding level per $100 of payroll is $1.65. The District currently funds the program at $1.00 per $100 of payroll. The District projects an ending fund balance of $12,556,920 for fiscal year 2022-23 in its Workers Compensation Insurance Fund.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	10,499,000.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. Required contribution (funding) for self-insurance programs	4,336,000.00	4,336,000.00	4,336,000.00
b. Amount contributed (funded) for self-insurance programs	3,700,000.00	3,700,000.00	3,700,000.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	1,261.15	1,276.85	1,276.85	1,276.85

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the 2023-24 fiscal year are ongoing.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	1,430,476		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	15,108,798	15,864,238	16,657,450
3.	Percent of H&W cost paid by employer	88.0%	88.0%	88.0%
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	2,846,974	2,918,148	2,991,102
3.	Percent change in step & column over prior year	2.5%	2.5%	2.5%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	981.71	971.09	976.22	976.22

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the 2023-24 fiscal year are ongoing.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	623,881		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	9,751,470	10,239,044	10,750,996
3.	Percent of H&W cost paid by employer	94.0%	94.0%	94.0%
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	785,229	798,970	812,952
3.	Percent change in step & column over prior year	1.8%	1.8%	1.8%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	157.35	159.35	160.35	160.35

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations for the 2023-24 fiscal year are ongoing.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits — 243,412

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,576,904	1,655,750	1,738,537
3. Percent of H&W cost paid by employer	89.0%	89.0%	89.0%
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	332,757	338,581	344,506
3. Percent change in step & column over prior year	1.8%	1.8%	1.8%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	50,400	50,400	50,400
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 14, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	Yes
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A7. The District currently uses Business Plus financial software, which is independent from the County's PeopleSoft system. The District is still required to submit commercial warrants for audit and financials to SDCOE on a regular basis.

End of School District Budget Criteria and Standards Review

REVISED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action **____X____Information**

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Report on District Literacy Plan-Dashboard Data	Instructional Services	August 2023
Report on District Safety Efforts	Instructional Services	August 2023
Report on District Social Workers/Counselor Support Efforts	Instructional Services	September 2023
Report on District Impact Teacher Support Efforts	Instructional Services	October 2023
Report on Parent Implementation Program (PIP)	Instructional Services	November 2023
Report on Single Plan for Student Achievement (SPSA)	Instructional Services	November 2023
Report on Safety Plan Approvals	Instructional Services	November 2023

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.