CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – JUNE 15, 2022
CLOSED SESSION – 2 P.M.
OPEN SESSION – 6 P.M.

BOARD OF EDUCATION

KATE BISHOP • LESLIE RAY BUNKER •
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 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) 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_YzJjZmI2MGMtYjg3My00MmMzLTgwNDUtODVlYzk2NTkwZDU5%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%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_YzJjZmI2MGMtYjg3My00MmMzLTgwNDUtODVlYzk2NTkwZDU5%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%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 15, 2022
Closed Session – 2 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:

C. Pledge of Allegiance

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. 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.

4. ADJOURN TO CLOSED SESSION

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

REVISED

Education Code Section 35146: Consider Waiver of Student Expulsion Hearing and Stipulated Suspended Expulsion Agreement Student No. 951787

Government Code Section 54957: Public Employee Employment:

Title:

- Principal, Eastlake
- Principal, McMillin
- Principal, Parkview
- Principal, Rosebank
- Principal, Valley Vista

Government Code Section 54957: Public Employee Performance Evaluation - Superintendent

Government Code Section 54957(a): allows for discussion of potential threats to the security of buildings, services, or public's access to services or facilities. Note, the chief of police, a deputy, security consultant, or security operations manager must participate in that portion of the closed session

5. 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

6. APPROVE AGENDA (Action) *Approve Agenda*

Motion:_____, Second:_____, Vote:_____

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

A. Presentation of Newly Hired and Promoted Employees

B. Recognition of 2022 Odyssey of the Mind Champions

C. Recognition of Speech and Language Pathologist for Exceptional Work with Special Education Students

D. Recognition of District Parent Leaders

E. Recognition of 2021-22 District Classified Employee of the Year

8. COMMUNICATIONS TO THE BOARD OF EDUCATION *Communications to the Board*

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

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.

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

A. District Safety/COVID-19 Update

B. Report on Universal Transitional Kindergarten Plan

C. Report on Results of California School Dashboard Local Indicators

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

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

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.

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Regular Meeting May 18, 2022

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

C. Approve Purchase of Cyber/Privacy Liability Policy from Ascot Specialty Insurance Company for a Policy Period of July 1, 2022, Through June 30, 2023

D. Approve Purchase of Excess Workers' Compensation Policy from Star Insurance Company Underwriters for the Period of July 1, 2022, Through June 30, 2023

E. Authorize the Possible Employment of Limited-Term Management Employees for the 2022-23 School Year

F. 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 2022-23 School Year

G. Authorize Title I Schoolwide Programs for Olympic View and Sunnyside Elementary Schools

H. Approve Renewal of Agreement with Bloom Software, Inc., dba Thrively, Inc., for Thrively Pro Services for the 2022-23 School Year

I. Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds for the 2022-23 School Year

J. Ratify Nonpublic, Nonsectarian Individual Services Agreement with ACES Academy for Student No. 304679 for the Period of May 9 Through June 30, 2022

K. Approve Memorandum of Understanding with The Elizabeth Hospice for the Period of July 1, 2022, Through June 30, 2025

L. Ratify Site Participation Agreement with Qualcomm® Thinkabit Lab™ for the Establishment, Implementation, and Operation of a Qualcomm® Thinkabit Lab™ Program at the Innovation Station for the Period of April 17, 2022, Through April 16, 2025

M. Approve Agreement with Family Health Centers of San Diego for Mobile Medical Unit Services for the Period of September 1, 2022, Through July 31, 2023

N. Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank for the Food 4 Kids Backpack Program for the 2022-23 School Year

O. Approve Memorandum of Understanding with Jewish Family Service Positive Parenting Program for the Period of September 1, 2022, Through June 30, 2023

P. Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs for the 2022-23 School Year

Q. Adopt Resolution Approving the Chula Vista Elementary School District's 2022-23 Estimated Education Protection Account Expenditures

R. Approve Change Order for an Increase in the Amount of $1,800.10 to CMT Engineering, Inc., for Additional Removal and Replacement of Concrete Walkways

S. Approve Renewal of Bid No. 19/20-11 for Milk, Dairy, and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc., for the Period of July 1, 2022, Through June 30, 2023

T. Approve Renewal of Customer Agreement with Frontline Technologies Group, LLC, dba Frontline Education in the Amount of $19,455.34 for Absence Management and Substitute Placement Services for the Period of July 1, 2022, Through June 30, 2023

U. Approve Award of Bid No. 21/22-11 Bread Products, to Gold Star Foods, Inc., for the Period of July 1, 2022, Through June 30, 2023

V. Approve Acceptance of Work and Notice of Completion for Bid No. 20/21-1 to New Leaf Electric, Inc., for Turnkey Solution for Direct Current Fast Charging Units at the District Corporate Bus Yard

W. Authorize Staff to Conduct Surplus/Salvage Sales via Online Auctions in Conjunction with Public Surplus, Inc., and Cal Auctions, as Needed for the Period of July 1, 2022, Through June 30, 2023

X. Approve Renewal of Contract with PowerSchool Group, LLC, in the Amount of $322,906.71 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications, Enterprise Management Service, and *BusinessPlus* PunchOut for the Period of July 1, 2022, Through June 30, 2023

Y. 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, 2022, Through June 30, 2023

Z. Approve Agreement with San Diego County School Districts for Student Transportation Services for the Period of July 1, 2022, Through June 30, 2024

AA. Approve Agreement With San Diego Futures Foundation for Disposal of Obsolete Technology Equipment for the Period of July 1, 2022, Through June 30, 2023

BB. Approve Change Order for an Increase in the Amount of $2,053.10 to Seal Right Paving, Inc., for Additional Asphalt Repairs, Seal Coat, and Stripping

CC. Approve and/or Ratify Inservice/Travel Requests

DD. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through May 31, 2022

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 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, 2022, Through June 30, 2023; and

(2) Adopt Resolution Regarding Short-Term Classified Employee

Motion:_____, Second:_____, Vote:_____

13. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2022-23 School Year

Motion:_____, Second:_____, Vote:_____

B. Adopt 2022-23 Proposed Budget of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

C. Review Criteria and Standards for the 2022-23 Budget and Authorize the Superintendent to Sign Certification

Motion:_____, Second:_____, Vote:_____

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

A. First Reading/Readoption: Board Policy 2120, Administration, Superintendent of Schools

Motion:_____, Second:_____, Vote:_____

B. First Reading/Readoption: Board Policy and Exhibit 2122, Administration, Superintendent of Schools: Responsibilities and Duties

Motion:_____, Second:_____, Vote:_____

C. First Reading/Readoption: Board Policy 2123, Administration, Evaluation of Superintendent

Motion:_____, Second:_____, Vote:_____

D. First Reading/Readoption: Board Bylaw 9200, Board Members

Motion:_____, Second:_____, Vote:_____

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

16. BOARD COMMUNICATIONS *Board Communications*

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

18. ADJOURNMENT *Adjournment*

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, JULY 13, 2022, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of 2022 Odyssey of the Mind Champions

_____Action ____X____Information

BACKGROUND INFORMATION:

Odyssey of the Mind (OM™) has been a leader in education for forty years. It's emphasized creativity, science, technology, engineering, the arts, and math long before it was a discipline. It started in Founder Dr. Sam Micklus's innovative industrial design classes at Rowan University in the 1970's. He believed learning should be fun, students should incorporate their own interests, there are always new uses for old items, and the way you ask a question is everything.

OM™ teaches students how to develop and use their natural creativity to become problem-solvers. OM™ brings the classroom to life as students apply what they learn and combine it with their interests and passions to solve unique open-ended problems. OM™ also emphasizes teamwork, budgeting, time management, public speaking, and so much more. This international program is designed to help students at all learning levels grow as individual learners, grow as team members, and to reach their full potential.

ADDITIONAL DATA:

The OM™ World Finals experience took place in Ames, Iowa from May 25-28, 2022. Out of hundreds of teams, 19 were named World Champions. Discovery Charter Middle School won First place in the United States and Second place in the World Finals at the OM™ championships.

Student Team (Grade 8)	Teacher Coaches	Parent Volunteer and Assistant Coach
Mason Markham	Amy Markham	Pricilla Graton
Christabel Lily Graton	Alicia Donovan	
Mackenzie Koeppen		
Kellianne Hill		
Alexandra Scott		
Kayla Chamberlain		
Dante Zambelli		

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will present Certificates of Recognition to the student team, teacher coaches, and parent volunteer and assistant coach.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Speech and Language Pathologist for Exceptional Work with Special Education Students

____X____Action **_____Information**

BACKGROUND INFORMATION:

For the past thirteen years, the South County Special Education Local Plan Area (SELPA) Community Advisory Committee has recognized educators in local districts for their notable contributions to the field of special education, outstanding provision of services to students with disabilities, and overall contribution to the culture of community participation for their students and families.

ADDITIONAL DATA:

This year, the South County SELPA recognized Speech and Language Pathologist Amanda Lopez for her excellent work and extraordinary dedication to special education students in the District. Mrs. Lopez has made exceptional contributions to the District's special education program and has provided effective services to students with disabilities in creative and unique ways.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Mrs. Lopez with a Certificate of Recognition.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of District Parent Leaders

_____Action **____X____Information**

BACKGROUND INFORMATION:

Parents from schools across the District volunteer countless hours and provide incredible expertise to Districtwide advisory committees and associations. Their efforts make a significant contribution to enhance the education of all children. Those who have stepped forward to serve as leaders of these organizations assume additional and substantial responsibilities that include the convening and facilitation of regular meetings, agenda creation, data analyses, fiscal oversight, goal setting, and development and maintenance of key processes to ensure that parent voice is present to support student learning.

ADDITIONAL DATA:

Tonight, parent leaders will report on their respective committees and organizations. The Board of Education will recognize the parents listed below for their distinguished service to the children of the District during the 2021-22 school year.

- Dr. Douglas Luffborough III, Black Learners Advisory Council
- Matthew Baker, District Advisory Council (DAC)
- Dr. Pedro Carrillo, District English Learner Advisory Committee (DELAC)
- Marina Beltran, Chula Vista Council of PTA's

Also, being recognized tonight are 2020-21 school year DAC Chair Jacqueline Gonzalez and DELAC Chair Paola Granados for their distinguished service to the children of the District.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will present Certificates of Recognition to District parent leaders.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Recognition of 2021-22 District Classified Employee of the Year

_____Action ____X____Information

BACKGROUND INFORMATION:

The District is very proud of the work done by classified staff. For this reason, the District decided to reintroduce the process for District Classified Employee of the Year for the 2021-22 school year. This process is voluntary and each school site and/or department decides whether to submit a nomination.

This year a total of 18 schools participated. All nominees were selected in accordance with the following criteria as outlined by the San Diego County Office of Education's Classified Employee of the Year Program:

- The candidate should reflect and promote the District's Vision and Values.
- The candidate should represent all classified employees at the site and exemplify the attributes of his or her colleagues in the District.
- The candidate should be a good team player.
- The candidate should be aware of the school/site goals, District's goals, and be a major contributor toward helping the site and the District achieve these goals.
- The candidate should be making a major contribution to students and the District.
- The candidate should possess superior ability to inspire others.
- The candidate should demonstrate leadership among peers.
- The candidate should be able to go further to represent the District in the County competition.
- The candidate should take an active role in school/site and community groups.

ADDITIONAL DATA:

At tonight's Board meeting the 18 participants will be recognized with a certificate of recognition.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education and CVCEO President will present certificates to the site representatives and the three District representatives.

FIRST NAME	LAST NAME	POSITION	SITE
Priscilla	Garza	Expanded Learning Programs Specialist	Student Placement
Mayra	Estrada	School Attendance Secretary/Health Specialist	Virtual Academy
Patricia	Paniagua	Noon Duty Supervisor	McMillin
Maria	Martinez-Ponce	School Secretary	Camarena
Noemi	Rodriguez	Library Technology Technician	Los Altos
Rosa	Krumm	School Secretary	Lauderbach
Maryann	Sandoval	Instructional Assistant-Special Education	Valle Lindo
Deirdre	Eldridge	Instructional Assistant-Special Education	Halecrest
Emma	Williams	School Secretary	Salt Creek
Blanca	Villavicencio	Noon Duty Supervisor	Rosebank
Maria	Fong	Noon Duty Supervisor	Heritage
Nicola	Coghill	School Secretary	Tiffany
Timothy	Basquez	Custodian I	Casillas
Alondra	Melton	Instructional Assistant-ELL	Finney
Edgar	Torres	Custodian II	Rice
Amanda	Marsden	Licensed Vocational Nurse	Rogers
Patricia	Montoy	School Secretary	Harborside
Carrie	Robinson	Instructional Assistant-Special Education	EastLake

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

District Safety/COVID-19 Update

_____Action **____X____Information**

BACKGROUND INFORMATION:

At the August 25, 2021 Board meeting, it was approved to form a District-level Safety Committee, with representation from certificated, classified, and non-represented employees, as well as parents, to advise on the creation and implementation of COVID-19 safety measures, and to oversee site level committees.

Also, all school sites will create a site Safety Committee, with representation from certificated, classified, and non-represented employees, as well as parents, to address site specific safety concerns and help implement District safety measures.

ADDITIONAL DATA:

Tonight, District staff members will provide an update on the District Safety Committee.

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:

Report on Universal Transitional Kindergarten Plan

_____Action **____X____Information**

BACKGROUND INFORMATION:

Years of research demonstrate that an early and strong foundation for learning makes a difference in a child's education. In addition, children who attend high-quality programs before kindergarten are better prepared in school in terms of early literacy, language, and math skills, executive function, and social-emotional development. Fortunately, in the Budget Act of 2021, investments in early and equitable learning experiences have been funded through expansion of the California State Preschool Program (CSPP) and universal Transitional Kindergarten. This is part of an ambitious plan to realize universal prekindergarten for four-year-old children and expand services to three-year-old children by the 2025-26 school year.

ADDITIONAL DATA:

Tonight's presentation will overview the District's plan to expand Transitional Kindergarten. By the 2025-26 school year, all four-year-olds in Chula Vista will be offered the opportunity to attend high-quality public education in a full-day program. The presentation will also share how additional options will become available for three-year-olds who qualify for the District's preschool program as more four-year-olds attend Transitional Kindergarten.

FISCAL IMPACT/FUNDING SOURCE:

Transitional Kindergarten and CSPP are funded though the General Fund and Child Development Funds.

STAFF RECOMMENDATION:

This is an information item.

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, and Priority 6. Results of Local Indicators in those four priority areas are as follows:

- **Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. 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: Self-Reflection Tool for 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: Self-Reflection Tool for 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 the evaluation rubrics.

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

ADDITIONAL DATA:

Additional information is available for review in the Office of the 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: 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 Measure VV and Measure M Building Fund General Obligation Bond Financial and Compliance Audit

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In November 2012, nearly 69 percent of 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 46 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.

At its meeting on May 11, 2022, 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 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.

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

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

MINUTES
BOARD OF EDUCATION

Regular Meeting – May 18, 2022
Closed Session – 4 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

President Ugarte called the meeting to order at 4:07 P.M.

B. Roll Call

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

Members Absent:
None.

Others Present:
Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt., Human Resources
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager

President Ugarte asked Vice President Bunker to lead the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

UNADOPTED

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.

None.

4. ADJOURN TO CLOSED SESSION

Closed Session

President Ugarte adjourned to closed session at 4:12 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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022010424 for Student No. 115637

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022030101 for Student No. 210068

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022010533 for Student No. 513642

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022020720 for Student No. 304170

Government Code Section 54956.9(d)(2): Conference with Legal Counsel – Anticipated Litigation, Significant Exposure to Litigation, One Case Regarding Student No. 157267

UNADOPTED

Government Code Section 54957(b)(1): Complaint Against Employee—Appeal of District's Findings and Conclusions in Accordance with District's Uniform Complaint Procedures
Government Code Section 54957: Public Employee Performance Evaluation – Superintendent

5. RECONVENE TO OPEN SESSION

Reconvene to Open Session

President Ugarte reconvened to open session at 6:03 P.M. with all Board Members present.

Clerk Tamayo announced that in closed session, the Board:

Approved the settlement agreement for Case No. 2022010424 for Student No. 115637

Motion: UGARTE, Second: TAMAYO
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Noes: NONE, Abstain: NONE

Approved the settlement agreement for Case No. 2022030101 for Student No. 210068

Motion: BISHOP, Second: TAMAYO
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Noes: NONE, Abstain: NONE

Approved the settlement agreement for Case No. 2022010533 for Student No. 513642

Motion: TAMAYO, Second: BISHOP
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Noes: NONE, Abstain: NONE

Approved the settlement agreement for Case No. 2022020720 for Student No. 304170

Motion: TAMAYO, Second: BUNKER
Vote: Ayes: BISHOP, BUNKER, TAMAYO
Noes: NONE, Abstain: FERNANDEZ, UGARTE

Rejected Anticipated Litigation, Significant Exposure to Litigation, One Case Regarding Student No. 157267

Motion: TAMAYO, Second: BUNKER
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Noes: NONE, Abstain: NONE

Complaint Against Employee—Appeal of District's Findings and Conclusions in Accordance with District's Uniform Complaint Procedures

UNADOPTED

No action was taken.

President Ugarte requested a break at 6:06 P.M. and meeting reconvened at 6:08 P.M.

A. Call to Order

President Ugarte called the meeting to order at 6:08 P.M. with all Board Members present.

B. Roll Call

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

Members Absent:
None.

Others Present:
Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt., Human Resources
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager

C. Pledge of Allegiance

Assistant Superintendent of Innovation and Instruction Dr. Tessier led the Pledge of Allegiance.

6. APPROVE AGENDA (Action) *Approve Agenda*

Motion: BISHOP, Second: BUNKER, 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 the following new hires:

Superintendent and Board of Education Administrative Manager Araceli Guzman

UNADOPTED

Mr. Romero also announced other newly hired and promoted staff. President Ugarte congratulated everyone.

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

Deputy Superintendent Oscar Esquivel announced the following students with Perfect Attendance from Kindergarten through Grade 6:

- Aaron David Flores from Chula Vista Learning Community Charter
- Eduard Suarez from J. Calvin Lauderbach Elementary
- Benjamine Israel Dickens from Lilian J. Rice Elementary
- Hailey Kathleen Fernandez from Rosebank Elementary
- Giovanni Angelo Vazquez from Veterans Elementary

- Mr. Esquivel also announced Jasmine Alanna Bartels from Arroyo Vista Charter Middle School for nine years of perfect attendance from Kindergarten through Grade 8.

Board Members had the opportunity to comment and congratulate the students.

C. Recognition of 2021-22 District Teachers of the Year

Dr. Tessier said there are reasons why Chula Vista Elementary School District is an outlier district because there are exceptional things happening in the classrooms. There are reasons why students show up for class every day is because of the exceptional teachers and staff leading kids on a daily basis. Dr. Tessier reviewed the process for District Teachers of the Year. He introduced the three candidates selected as District Teachers of the Year who will represent the District at the San Diego County Office of Education County Teacher of the Year process. Dr. Tessier invited the principals from each of the schools represented to share a few words about their teacher representative. The teachers also shared words of thanks and appreciation.

- Jonathan Seligman, Music Teacher, Joseph Casillas Elementary
- Sarah Ortega, Impact Teacher, Harborside Elementary
- Cynthia Montano, Grade 4 Teacher, Lilian J. Rice Elementary

Board Members had the opportunity to comment and congratulate teachers.

UNADOPTED

D. Recognition of the Chula Vista Elementary School District Being Named a 2022 National Association of Music Merchants Best Community for Music Education

Dr. Tessier shared for the fifth year in a row, the District has been named a National Association of Music Merchants Best Community for Music Education. He introduced Visual and Performing Arts Coordinator Marc Keehmer who accepted the Certificate of Recognition on behalf of the District.

Board Members had the opportunity to comment.

E. Recognition of Staff

Dr. Reyes said as the school year will soon come to a close, he wanted to recognize all staff for their hard work in a very challenging year including the work done with students and parents.

Board Members had the opportunity to comment.

8. COMMUNICATIONS TO THE BOARD OF EDUCATION *Communications to the Board*

A. Chula Vista Classified Employees Organization

President Angela Reed said from the beginning of her term as CVCEO president she has emphasized her top priorities with the first being equitable treatment. She spoke about the concept of ALICE [Asset Limited Income Constrained Employee] to help clarify and personalize the conditions under which too many classified staff live. Her hope was that with these discussions there would be a foundation being built together – a foundation of equitable treatment and a clear intention to be aware of ALICE as everyone moved forward together.

She expressed her dismay over the District's plan to disburse retroactive pay and the one-time payment saying it was not equitable. Ms. Reed said management and certificated staff would receive their retroactive pay this month which is a month before the classified staff would receive theirs. She said she rejects the reasoning for this based on principle. Ms. Reed went on to say management and certificated staff, by large, are not ALICE and although higher costs of living affect everyone, the impact is not equal. She also added that the decision by management to withhold the retroactive pay for an extra month sends a powerful message to the classified staff. Ms. Reed said intentional or not, it gives a strong impression as to which groups are more highly valued by the District and who can wait for relief.

Ms. Reed said strong leadership refuses advantages that have not yet been made available to the whole of the organization and

UNADOPTED

strong leadership refuses to take care of itself until everyone is taken care of. She added the decision to make classified staff wait an additional month was not equitable. She added, essentially, some classified management would receive the retro this month while others are not and for no acceptable justification. Ms. Reed said while turning the retro around for such a great number of individuals is challenging, equity is difficult and requires hard work while inequity is an easy trap to fall in to. At all times, but especially in this case, hard work is authorized. She said to let it not be said and not appear that fellow educators, who happen to be classified, are second-class employees in the District.

Ms. Reed implored to make the District a shining example where all are treated equitably and fairly and that leadership will do what is right and have the backs of everyone in the organization.

She said the end of May had not yet come so there was still time to fix this misstep and do what is in the best interest of everyone involved. She added in this case, to find a way to show equitable treatment, however, equitable treatment must extend to all professional conduct in the District.

B. Chula Vista Educators

President Rosi Martinez started by saying Chula Vista is no doubt the best place to be. She said the end of the school year is always very busy and stressful, but it is important to take a moment and recognize the amazing talent of the teachers and the dedication of staff, students, and families making sure kids are in school ready to take advantage of the great learning opportunities being provided.

Ms. Martinez congratulated the Teachers of the Year who will represent Chula Vista Elementary School District at the county and the students who were recognized at the meeting. Ms. Martinez said for all the teachers, staff, administrators, students, and parents who did not receive an award at the meeting she is proud of them for putting their best effort forward during the most trying year experienced.

Ms. Martinez said there would be a presentation on the LCAP [Local Control and Accountability Plan] and the May revise and the way the District spends its money reflects its priorities and values and that it is crucial to have all stakeholders input to make decisions on how to spend the budget. She said it is obvious they have been heard and is thankful for continuing to use ESSER funds for impact teachers, counselors, and site subs. Ms. Martinez said during this difficult year, impact teachers made a huge difference in the support of students through

UNADOPTED

academic interventions and providing more individualized instruction. She went on to say even the best lessons do not mean anything if students are not ready to focus or are dealing with their own trauma. The social workers and counselors at every site brought the needed attention to social-emotional supports and interventions. Unfortunately, it is not enough to meet the needs of every student as the extreme behaviors have pushed staff into crisis mode. She asked that the results of the Thoughtexchange be considered to look for ways to provide

more support at every site to ensure the disruptive and often violent outbursts are not impeding the learning happening in classrooms nor compromising the safety and well-being of other students and staff. Ms. Martinez said more individualized attention is crucial to ensure the support of students. She added this can be done through smaller class sizes and eliminating combos as much as possible. She said they do understand the financial challenge but is worth exploring considering the benefits.

Ms. Martinez said in thinking long-term, Chula Vista Educators believes they can bring the needed resources to sites through community schools and that later in the meeting there would be a presentation on community schools to include what they are and why they are important. Chula Vista Educators has spent over a year learning and working toward this goal and is strongly committed to collaborating with the District to bring more supports and enrichment opportunities to the students of Chula Vista by establishing community schools in the District.

Ms. Martinez said in the spirit of collaboration, Chula Vista Educators met with District leadership to discuss the transfer process for the members beyond the contract language. Lateral movements have become such a difficult and tedious process through panel interviews, modeled lessons, performance tasks, and written narratives and many do not even put themselves through the process. Often, they find contract language is ignored or violated by not even being called for an interview or going through the process and getting vague excuses about why they were not selected while new hires are being taken to fill the positions. She appreciates the open communication they have had about consistent process that respects the contract language and shows appreciation for those loyal employees who have invested years in the District and have built seniority. Ms. Martinez said the evaluation process should be a tool used to show competency through lateral moves. She said the bargaining teams had met to continue discussion around the

UNADOPTED

E3 evaluation process that began eight long years ago and piloted for two. The work was put on hold because of the pandemic but Chula Vista Educators is excited to pick this back up and to create a more meaningful evaluation process based on the California Standards for the teaching profession and focuses on reflection and growth. The goal is to have an MOU ready for implementation in July.

As another school year comes to a close, Ms. Martinez thanked everyone for their commitment and hard work for the students of the District. She wished everyone a restful, fun summer and looks forward to coming back in July and hit the ground running to make next year a more positive and productive year that is focused on supports for staff, students, and families.

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.

- Maria Doppler regarding pay dispute.
- Melanie Ellsworth regarding honoring fellow educators.
- Delia Dominguez Cervantes regarding the authorization of payment for Vincent Pompei and the curriculum being taught in the schools.
- Tracy Guerrero regarding the Wilson Reading Program and the lack of training.
- Debbie speaking on behalf of teachers who continue to feel ignored.
- Scott Anderson regarding concerns of the District and why he is moving to Florida.
- Jaqueline Gonzalez thanked the Language Development Department for their efforts in coordinating the DAC/DELAC meetings. Ms. Gonzalez also thanked Parent Liaison Angelica Maldonado, Assistant Superintendent Dr. Tessier, Assistant Superintendent Mr. Romero, and Deputy Superintendent Mr. Esquivel.

UNADOPTED

- Marquetta Brown thankful for the opportunity to be a site substitute and thanked teachers for their creativity.

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

A. District Safety Committee/COVID-19 Update

Mr. Jason Romero shared there had been a small uptick in positive COVID cases and staff was monitoring. He shared discussion points and recommendations from the Safety Committee meeting.

Board Members had the opportunity to comment and ask questions.

Clerk Tamayo requested more support to clean and disinfect surfaces in Transitional Kindergarten and Kindergarten classrooms and if additional funds are available to add primary grade classrooms. He requested an update in the weekly Friday Board Update on what can be done to provide safe spaces for all students and what that would look like.

President Ugarte requested a break at 7:34 P.M. and meeting reconvened at 7:42 P.M.

B. Report on Community Schools

Dr. Tessier introduced Senior Director of Student, Family, Community, and Instruction Lisa Forehand and Teacher on Special Assignment Courtney Green. Both shared information about what a community school is, equity lens, why the need for community schools, the effects of poverty on children, academic and social-emotional effects of poverty, four pillars of community schools, four pillars in action, what the District and Chula Vista Educators have already done to implement community schools in the District, work in progress, the District's next steps for community schools, goals, and community schools planning grant.

Board Members had the opportunity to comment and ask questions.

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.

President Ugarte asked if there were any items to be pulled for

UNADOPTED

separate discussion and/or vote. Clerk Tamayo said the District wished to pull Agenda Item 11.N. for further review; Clerk Tamayo requested to pull Agenda Items 11.C. and 11.D.; President Ugarte said the public has pulled 11.L.

Motion: FERNANDEZ, Second: TAMAYO, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting April 13, 2022

B. Approve and/or Ratify Human Resources Items A Through N **2021-22.126**

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, 2022, Through June 30, 2023

Clerk Tamayo said this is a contract with San Diego County Office of Education and this is his employer and asked to be recused from voting.

Motion: BISHOP, Second: FERNANDEZ
Vote: BISHOP, BUNKER, FERNANDEZ, UGARTE
Abstain: TAMAYO

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, 2022, Through June 30, 2023

Motion: BISHOP, Second: FERNANDEZ
Vote: BISHOP, BUNKER, FERNANDEZ, UGARTE
Abstain: TAMAYO

E. Authorize the Assistant Superintendent of Innovation and Instruction to Execute Interdistrict Attendance Agreements with School Districts for the Period of July 1, 2022, Through June 30, 2025

F. Ratify Amendment to Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2021-22 School Year

G. Approve the Memorandum of Agreement with the YMCA of San Diego County to operate The Expanded Learning Opportunities Program Summer Junior Academy Program for the Period of June 7 Through July 1, 2022

UNADOPTED

H. (1) Authorize Designated Personnel of the Chula Vista Elementary School District to Execute Documents on Behalf of the District for Fiscal Year 2022-23; and

(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2022-23 **2021-22.127-134**

I. Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2022-23 **2021.22-135**

J. Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal Year 2022-23 **2021.22-136**

K. Ratify Renewal of Agreement with Intrado SchoolMessenger® (Also Known as Intrado Interactive Services Corporation) in the Amount of $37,970 for Website Hosting Services Provided Through the SchoolMessenger® Presence Platform for the Period of March 31, 2022, Through March 30, 2023

L. (1) Approve Retention Release for Bid Package No.1 for Heating, Ventilating, and Air Conditioning Renovation Projects for Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools to Jackson & Blanc;

(2) Approve Change Order to Jackson & Blanc for a Decrease in the Amount of <$16,798>; and

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

Community Member Delia Dominguez Cervantes shared that the last ICOC [Independent Citizens Oversight Committee] meeting was supposed to be in person but when she showed up there was no one in attendance. She later found out the meeting was changed to virtual and future meetings will be on Zoom. Ms. Cervantes said she was excluded from the meeting and according to Brown Act should have been able to participate in the meeting. Clerk Tamayo asked that this situation be looked into. There was a question whether the meeting had been recorded and Mr. Esquivel shared the ICOC meetings are not recorded and ICOC has requested to continue virtual meetings. He said he will follow-up to see what happened. Clerk Tamayo asked that the ICOC consider recording future meetings for people to view. Board Member Bishop asked about the call-in feature to give access to the public and it was confirmed this

UNADOPTED

feature would work for the ICOC meetings and she suggested public meetings model the District Board meetings with video, audio, and link on web site and call-in feature.

Motion: FERNANDEZ, Second: TAMAYO, Vote: UNANIMOUS

M. Approve Contract Authorizing Purchase of Microsoft Unified Enterprise Support with Zones, LLC for Microsoft Services in the Amount of $78,671.65 for the Period of June 28, 2022, Through June 27, 2023

~~N. Ratify Statement of Work with PowerSchool Group, LLC, in the Amount of $26,900 for Schoology Product Services for the Period of May 4, 2022, Through May 3, 2023~~

This item was pulled for further review.

O. Approve Award of Bid No. 21/22-10 for Solid Waste and Recycling Services to Allied Waste Systems, Inc. dba Republic Services of San Diego for the Period of July 1, 2022, Through June 30, 2024

P. Approve Extension of Grant Agreement with the San Diego County Air Pollution Control District to September 30, 2022, with Authority to Allow Future Extensions

Q. Ratify Overnight Study Trip for Sixth Grade Students from Valle Lindo Elementary School to Mile High Pines Camp May 10-13, 2022

R. Approve Overnight Study Trip for Sixth Grade Students from Ella B. Allen Elementary School to Ruben H. Fleet Science Center on May 26-27, 2022

S. Approve Overnight Study Trip for Sixth Grade Students from Los Altos Elementary School to the San Diego Zoo Safari Park on May 19-20, 2022

T. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through April 30, 2022 **2021-22.139**

U. Accept Donation

V. Approve and/or Ratify Inservice/Travel Requests **2021-22.140**

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

UNADOPTED

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 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. Conduct Public Hearing on Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2022-23 School Year

Dr. Tessier shared a PowerPoint presentation that included feedback from community partners to ensure the LCAP supports the needs of students including unduplicated, Foster Youth, English Learners, and children who are low income.

The presentation included information on the District profile, Instructional Focus Statement, Shared Vision, Unduplicated Students, 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 for 2021-24.

Board Members had the opportunity to comment and ask questions. As part of the LCAP, Dr. Tessier shared additional information about the School Resource Officer program and the benefits of the program. Chula Vista Police Department Captain Dan Peak was in attendance and available to answer questions as well Sergeant Joe Picone. Protocol moving forward to include call type over the past couple of years and suspension data.

President Ugarte called a break at 9:08 P.M. and meeting reconvened at 9:15 P.M.

Board Member Bishop asked about having a school nurse at every site. Dr. Reyes asked Mr. Esquivel to cost out LVNs at every school site. Clerk Tamayo asked for information about the role of the District Social Workers in supporting Foster Youth and the different categories of students in a Friday update.

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

Mr. Esquivel provided a review of the 2022-23 Governor's May Revise released on May 13, 2022. He presented a PowerPoint

UNADOPTED

that included the impact of Governor's 2022-23 May Revise; 2021-22 General Fund Budget Summary; 2021-22 Estimated Actuals General Fund Unrestricted and Restricted; 2021-22 Estimated Actuals Designations; 2021-22 Estimated Actuals Restricted Fund Balance Designations; 2021-22 Reserve for Economic Uncertainties Changes; 2021-22 General Fund Unrestricted Revenue Changes; 2021-22 General Fund Unrestricted Expenditure Changes; 2022-23 Proposed Budget Multiyear Assumptions; 2022-23 General Fund Proposed Budget Comparison to 2021-22 Estimated Actuals; 2022-23 Proposed General Fund: Unrestricted and Restricted; 2022-23 Proposed Designations; 2022-23 Proposed Restricted Fund Balance Designations; 2022-23 Reserve for Economic Uncertainties Changes; 2022-23 General Fund Unrestricted Revenue Changes; 2022-23 General Fund Unrestricted Expenditures and Contribution Changes; Multiyear Projection 2022-23 Through 2024-25; Multiyear Projection 2021-22 Through 2023-24; and other items that impact the budget such as attendance, pension costs, and special education expenditures. Mr. Esquivel also addressed the minimum reserve requirement, and what the District is watching.

Board Members had the opportunity to comment and ask questions.

(2) Conduct Public Hearing on the District's 2022-23 Proposed Budget

C. (1) Conduct Public Hearing;

Mr. Esquivel said they are requesting to adopt a resolution to increase school developer fees for residential and commercial development per square footage. For residential the fee will increase from $1.80 to $2.11 and for commercial from $0.19 to $0.24. He added this is a request every two years and prior to the request the District is required to prepare a report that substantiates the need for the increase and have the report available for the public and advertise the increase. Mr. Esquivel said the increase for developer fees is for properties that are not in the Community Facilities District areas or Mello-Roos.

(2) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District (CVESD) Approving an Increase in Statutory School Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code Section 17620 and Government Code Section 65995 **2021-22.137**

UNADOPTED

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

13. ADMINISTRATIVE ACTION ITEMS *Administrative Action Items*

A. Approve Submission of Declaration of Need for Fully Qualified Educators for the 2022-23 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 declaration requirement that all teachers brought forward be fully credentialed. In areas of specialty and need, often there are times to approve a GELAP [General Education Limited Assignment Teaching Permit]. Mr. Romero added it used to be called an emergency permit. It qualifies and allows the hiring of people that have requirements for them to obtain the right authorization within a one-year period. The emergency credential was approved on an annual basis and the GELAP is only a one-time approval. Mr. Romero said some of the positions that would require a GELAP could be a B-CLAD teacher who needed to get their Dual Immersion clarification through a B-CLAD, a VAPA teacher who needs a single-subject authorization, or a special education teacher that has their general education credential but may need the authorization in special education.

Board members had the opportunity to comment and ask questions.

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

B. Adopt Resolution of the Chula Vista Elementary School District Authorizing the Borrowing of Funds for Fiscal Year 2022-23 and the Issuance and Sale of One or More Series of 2022 Tax and Revenue Anticipation Notes, in an Amount Not to Exceed $50,000,000; Authorizing Participation in the San Diego County and School District Tax and Revenue Anticipation Note Program; and Requesting the Board of Supervisors of the County to Issue and Sell Said Notes **2021-22.138**

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

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

A. First Reading/Possible Adoption: Board Policy and Administrative Regulation 6112, New, Instruction, School Day

Dr. Reyes said the District wants to make sure there are equal amounts of instructional minutes for the TK [Transitional

UNADOPTED

Kindergarten] program as the TK program will be full time for the first time next year. This policy will also apply to Kindergarten.

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

B. First Reading/Possible Revision: Board Policy 3320 Business and Noninstructional Operations, Claims and Actions Against the District

Mr. Romero said this policy has been updated to reflect the current Government Code.

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

Due to the time, President Ugarte requested to extend the meeting to 11:15 P.M.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

15. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Expanded Learning Opportunities Program Plan for the 2022-23 School Year

Dr. Tessier said the Expanded Learning Opportunities Program (ELO-P) is a nine-hour experience for kids and will begin this summer at four schools: Veterans, Silver Wing, Harborside, and Casillas, and will be called the Junior Academy. Dr. Tessier anticipates approximately 500 kids will participate. Starting with the 2022-23 school year the goal is to have this program implemented at every school in the District. Once the program gets off the ground Dr. Tessier will have a presentation at a future Board meeting for the Board.

Board Members had the opportunity to comment and ask questions.

B. Report from Board Policy Committee

Vice President Bunker shared how a decision was made to review whole sections of policies to decide if there are any that need revision. Since several policies are from the 1990's and outdated it was decided to make Article 6: Instruction policies on student learning a priority. Both Vice President Bunker and President Ugarte are on this committee.

Board Members had the opportunity to comment and ask questions.

C. Report on Coast2Coast 2022 Federal Advocacy Trip

Dr. Reyes and the Board provided an update on the trip. They had the opportunity to meet with Congressman Vargas,

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Congresswoman Jacobs, and staff of Vice President Harris. Dr. Reyes shared the purpose of the trip was to advocate for more funding and more support for school districts. They addressed main topics of child nutrition, special education funding, and broadband access.

Board Member Bishop shared when they met with Congressman Vargas and Congresswoman Jacobs they both signed on to HR5984 which is full funding for special needs for the mandates for IDEA [Individuals with Disabilities Education Act]. The Board also brought forward HR6532 which gives funding for special needs children 0-5 years old which will help identify kids earlier and help them reach their goals before they reach the elementary level. Board Member Bishop said they were able to accomplish quite a bit.

Board Member Fernandez said it was an honor to represent the District in their advocacy for educational priorities and added Congressman Vargas and Congresswoman Jacobs are very much in our corner. He said it was a great experience to advocate for our priorities. He wanted to paint a larger picture that for the first time the nation is seeing us fully fund education and what that could look like. The District's job is to spend that money in creative ways to serve kids, otherwise it may appear the District does not need the money.

Clerk Tamayo shared one of the focus areas for him was high-speed internet and he announced the White House acted on the plea. A new program was just approved, "Internet for All Initiative," which will provide high-speed internet for everybody for $30 a month. He was happy they were able to move forward on this.

Vice President Bunker said it was a great trip. She shared the day she was to visit Vice President Kamala Harris' office, the Vice President tested positive for COVID. Vice President Bunker said the staff were very supportive and listened to specifics about Chula Vista. One of the things Vice President Bunker would like to see is to have the poverty level changed and indexed to allow more people to qualify for aid.

President Ugarte agrees it was a very productive trip. Congressman Vargas, Congresswoman Jacobs, and Vice President Harris' staff were very open and asked questions. President Ugarte said regarding child nutrition the Board was asking for an extension of the deadline for everyone being fed to find other ways of looking at how students qualify for low income. They also went to the Department of Education and met with Deputy Secretary of Education Cindy Marten, special ed, second language, and budget representatives.

UNADOPTED

D. Report Calendar to Board of Education

Clerk Tamayo requested the following reports: the cost to have an Instructional Aide-Behavioral Specialist at each of the District schools; the cost to have one certificated Behavioral Specialist per every five schools; the cost of an Instructional Assistant in Transitional Kindergarten and Kindergarten; the cost to have base hours for the transportation department to be at least 7 hours; the cost to have a classroom aide's hours match those of the certificated staff; report on the number of confidential employees; and lastly, a report on the site carryover monies over $100,000 with a plan on how each site will use the money. He said this information could be provided in a weekly Board update, preferably before the next Board meeting.

Board Member Bishop requested an average cost of how much it would be to add an extra Instructional Assistant to combo classes.

Board Member Fernandez would like a follow-up report in a Friday Board Update of mental health and social-emotional wellness and the frequency of services at each site; total number of unique students; how the work of social workers differs from that of site counselors; update on the Inner Explorer program and how well it is going; basically a follow-up from October's MTSS Mental Health Board presentation to make sure the kids are getting served as much as they can.

16. BOARD COMMUNICATIONS *Board Communications*

Ms. Bishop:

- Shared she has completed her visits to all 50 sites.
- Shared highlights of her site visits at Valley Vista, Finney, Castle Park, Daly Academy, Casillas, Valle Lindo, and Rice.
- Met with Diana Pastora Carson author of *Beyond Awareness*.
- Attended career day at Feaster Charter and presented on costume design.
- Attended B-LAC meeting at Muraoka.
- Acknowledged AAPI [Asian American and Pacific Islander] Heritage Month.
- Thanked the District for their support and grace on the recent loss of her mother.

Mr. Fernandez:

- Expressed his condolences to Board Member Bishop on the loss of her mother.
- Thanked Chula Vista Educators for the invitation to the teacher celebration.

UNADOPTED

- Gave a shout-out to Classified staff as part of Classified Employees Week.
- Appreciates the work of Chula Vista Classified Employees Organization President Angela Reed.

Mr. Tamayo:

- Thanked the staff who were still at the Board meeting and appreciates their commitment.
- Shared information about a great deal on Amazon for a 3D printer.

Mrs. Bunker:

- Shared her experience working as a volunteer substitute once a week and thanked the schools for welcoming her. She said it is a lot of fun being with the kids.

Mrs. Ugarte:

- Thanked all staff and said this is her favorite time of the year when we can celebrate staff as part of Classified Employees Week and Teacher Appreciation Day.
- Looks forward to next school year and appreciates everyone.

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

- Appreciates and congratulated teachers, nurses, classified staff, and all staff for an incredible year and wished everyone a relaxing, well deserved summer break.

18. ADJOURNMENT *Adjournment*

President Ugarte adjourned the meeting at 11:14 P.M.

Motion: FERNANDEZ, Second: TAMAYO, Vote: UNANIMOUS

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, JUNE 15, 2022, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

UNADOPTED

HULA 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 O

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Salvador Anton, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 2, $19.51 per hour, effective June 13, 2022

Moses Arechiga, General Maintenance, 8 hours per day, 5 days per week, Range 33, Step 1, $24.12 per hour, effective May 31, 2022

Francisco Casanova, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 1, $18.58 per hour, effective June 6, 2022

Giovanna Castro, Communications Officer, 8 hours per day, 5 days per week, 224 days, Management Range J, Step 1, $474.87 per day, effective June 6, 2022

Joanna Chou, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 3, $44.89 per hour plus 4 percent, effective May 17, 2022

Tammy Flores-Alarcon, Van Driver, 5 hours per day, 5 days per week, Range 22, Step 1, $18.58 per hour, effective May 10, 2022

Luciana Gatto Johnson, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, $16.62 per hour, effective May 9, 2022

Anette Huerta, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 15, Step 1, $15.84 per hour, effective May 16, 2022

Emily Johnson, School Psychologist, 8 hours per day, 5 days per week, Psychologist Schedule, Step 5, $550.74 per day, effective June 18, 2022

Luis Mazon, Jr., Gardener-Groundskeeper, 10 hours per day, 4 days per week, Range 26, Step 5, $23.92 per hour, effective June 6, 2022

Sandra Ponce, School Attendance Secretary/Health Specialist, 8 hours per day, 5 days per week, Range 28, Step 2, $22.45 per hour, effective July 6, effective July 6, 2022

Kimberly Pond, Temporary Teacher (per Education Code Section 44920), 185 days, Class I, Step 1, salary $55,353.00, effective July 18, 2022, through June 5, 2023

Courtney Princell, Temporary Teacher (per Education Code Section 44920), 185 days, Class V, Step 5, salary $72,971, effective July 18, 2022, through June 5, 2023

Jessica Rivera, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, $17.73 per hour, effective May 11, 2022

B. REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES PREVIOUSLY EMPLOYED UNDER EDUCATION CODE SECTIONS 44909, 44911, OR 44920 FOR THE 2021-22 SCHOOL YEAR

Jose Hernandez, Temporary Counselor (per Education Code Section 44909), 185 days, Class IV, Step 1, salary $58,535.00, effective July 18, 2022, through June 5, 2023

C. REEMPLOYMENT OF CLASSIFIED EMPLOYEE UNDER EDUCATION CODE SECTION 45309

Natalie Chipana, Noon Duty Supervisor, 3.75 hours per day, 5 days per week, Range 15, Step 2, $16.62 per hour plus 4 percent, effective July 20, 2022

Maria Zepeda, CNS I, 2.5 hours per day, 5 days per week, Range 15, Step 7, $20.35 per hour, effective April 26, 2022

D. LEAVE OF ABSENCE

Cristian Carrasco, LSH Specialist, effective April 27, 2022

Celia Escobosa, District Social Worker, effective June 2, 2022

Courtney Green, Teacher, effective July 1, 2022

Jose Nevarez, Special Education Teacher, effective July 18, 2022

Ashley Parmley, Special Education Teacher, effective February 22, 2022

Isabel Picazo, Student Attendant, effective May 26, 2022

E. EXTENSION OF LEAVE OF ABSENCE

Andrea Mae Counts, Resource Teacher, effective May 24, 2022

Hayley Ellis, Teacher, effective August 1, 2022

Jermaine Evans, Custodian I, effective June 6, 2022

Claudia Tamayo, Teacher, effective April 11, 2022

Erin Williamson, Principal, effective April 4, 2022

F. PROMOTION

Juan Arroyo, from Custodian I to Custodian II, 8 hours per day, 5 days per week, Range 25, Step 5, $24.12 per hour, effective June 6, 2022

Lisbeth Ramirez, from Accounting Technician II to Accounting Technician IV, 8 hours per day, 5 days per week, Range 35, Step 6, $32.09 per hour plus 4 percent, effective May 19, 2022

Norris Shull Jr., from Plumber to Lead General Maintenance, 8 hours per day, 5 days per week, Range 44, Step 5, $37.82 per hour, effective May 23, 2022

David Vega, from Custodian II to Computer Support Technician I, 8 hours per day, 5 days per week, Range 31, Step 5, $27.84 per hour, effective May 16, 2022

G. CHANGE OF ASSIGNMENT

Travis Faalave, from Plant Operator Assistant to Custodian II, 8 hours per day, 5 days per week, Range 25, Step 4, $23.04 per hour, effective May 23, 2022

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

Employee No.: 2010922696

I. RELEASE OF TEMPORARY CERTIFICATED EMPLOYEES EFFECTIVE END OF THE 2021-22 SCHOOL YEAR UNDER EDUCATION CODE SECTION 44954

Employee No.: 117082

J. JOB DESCRIPTION

Plumber

K. RESIGNATION

Stacey Abrams, Teacher, effective June 7, 2022

Kristy Acero, Teacher, effective May 21, 2022

Lourdes Alejandro, Student Attendant, effective June 3, 2022

Sara Anderson, Student Attendant, effective June 4, 2022

Vanessa Barajas, School Attendance Secretary/Health Specialist, effective June 4, 2022

Mariana Barrera-Guerrero, Instructional Assistant-Special Education, effective June 4, 2022

Karla Carrillo Nunez, School Health Clerk, effective June 4, 2022

Kathleen Cauffman, Special Education Teacher, effective June 7, 2022

Mark Chavez, Instructional Assistant-Special Education, effective June 4, 2022

Sarah Chung, Instructional Assistant (Preschool and Child Development Center), effective June 4, 2022

Cindy Cruz, Noon Duty Supervisor, effective June 4, 2022

Sarah Diaz, Resource Teacher, effective June 7, 2022

Maria Emery, Principal, effective June 18, 2022

Christopher Garcia, District Innovation Teacher, effective June 7, 2022

Dorene Harlow, Special Education Teacher, effective June 7, 2022

Margaret Huggins Rubin, Teacher, effective June 7, 2022

Madison Kuxhausen, Instructional Assistant-Special Education, effective June 4, 2022

Garrett Lawson, General Maintenance, effective June 24, 2022

Dolly Lucero, Noon Duty Supervisor, effective June 4, 2022

Bridgette Martinez, Special Education Teacher, effective June 7, 2022

Erica Mendoza, Instructional Assistant-Special Education, effective June 4, 2022

Erin Mitchell, Teacher, effective June 7, 2022

Flavia Pinheiro Pisco-Contreras, Music Teacher, effective June 7, 2022

Hilda Salcedo, CNS I, effective June 3, 2022

Jesus Saucedo, Noon Duty Supervisor, effective May 7, 2022

Brittnee Shields, Special Education Teacher, effective June 7, 2022

Darren Song, Special Education Teacher, Early Childhood, effective June 7, 2022

Jessica Tutone, Student Attendant, effective June 4, 2022

Yesenia Welchance, Noon Duty Supervisor, effective June 4, 2022

Laura Wilczek, Resource Specialist, effective June 7, 2022

Carmen Zamora, Noon Duty Supervisor, effective June 4, 2022

Tanya Zepeda-McClurg, Noon Duty Supervisor, effective June 4, 2022

L. RETIREMENT

Martha Aramburo Ortiz, Student Attendant, effective June 4, 2022

Sandra Camarena, Music Teacher, effective June 7, 2022

Nancy Camp, Teacher, effective June 7, 2022

Rosanne D'Alessio, Instructional Assistant-Behavioral Specialist, effective June 30, 2022

Beatriz De Los Santos, School Secretary, June 16, 2022

Arthur Diaz, Bus Attendant, effective June 4, 2022

Kathryn Dingwall, Teacher, effective June 7, 2022

Mary Ann Disharoon, Teacher, effective June 7, 2022

Maria Gonzalez, Instructional Assistant Special Education, effective June 4, 2022

Nancy Griffin, Special Education Teacher, effective June 7, 2022

Graciela Hamawandi, Noon Duty Supervisor, effective June 4, 2022

Kathy King, Teacher, effective July 1, 2022

Michael Lamb, Teacher, effective June 7, 2022

Zabelle Martinez, Teacher, effective June 7, 2022

Douglas Musolf, Teacher, effective June 7, 2022

Belinda Santana, Instructional Assistant-Special Education, effective June 4, 2022

Susan Skyrud, Resource Teacher, effective June 7, 2022

M. APPROVAL OF ANNUAL STEP AND/OR CLASS FOR ALL ELIGIBLE CERTIFICATED, CLASSIFIED, AND NONREPRESENTED EMPLOYEES FOR 2022-23 SCHOOL YEAR

N. RELEASE

Employee Nos.: 2011022559 and 2011722162

O. CONSULTANTS

6crickets Inc. will perform all services listed on Enrichment Partnership Agreement to provide District with vendors for after-school programs as well as online platform for registration and enrichment class selection. Services will be provided October 3, 2022, through October 2, 2023. The sum not to exceed $40,000 will be paid from Expanded Learning Opportunities Grant funds.

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, 2022, through June 30, 2023. Cost of services will depend on the service provider at the following hourly rates:

	Rates Per Hour
Partners/Of-Counsel	$270 - $300
Associates	$235 - $260
Paralegals/Law Clerks	$140 - $158

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 $30 less per hour for each of the rates listed above. Costs will be paid from General, Capital, and/or other appropriate District funds.

AlvaradoSmith will perform general legal and consultant services. Services will be provided July 1, 2022, through June 30, 2023. Cost of services will depend on the service provider at the following hourly rates:

	Rates Per Hour
Shareholder	$335
Associates	$290
Paralegals/Law Clerks	$150

Fees will be paid from the General Fund; 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 $4,556 per month from Transportation funds for the period of July 1, 2022, through June 30, 2023.

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, 2022, through June 30, 2023. Cost of service will be $5,000 per month and will be paid from the General Fund.

Campus Clinic is also known as CovidClinic is a management services organization that contracts with licensed healthcare, dental, mental health and other licensed health professionals and lab entities ("Clinical Services Providers") to provide medical, behavioral, and oral health services for certain District school campuses. There will be no cost to staff, students, or the District.

Dannis Woliver Kelley will perform legal and consultant services related to special education and litigation issues. Services will be provided July 1, 2022, through June 30, 2023. Cost of services will be provided at the following hourly rates.

	Rates Per Hour
Shareholders/Of-Counsel	$265-$375
Special Counsel	$245-$300

Associates	$195-$265
Law Clerks/Paralegal	$130-$195

Fees will be paid from the General Fund; and or other appropriate District funds.

Executives Speakers Bureau will provide a keynote speaker for the District Leadership Kickoff. Services will be provided on July 12, 2022. The sum not to exceed $12,000 plus travel and hotel will be paid from ISS Administration funds.

Authorize the District to renew agreement with Facilitron for a Facilities Use Cost Recovery Program commencing July 1, 2022, through June 30, 2023. 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, 2022, through June 30, 2023. Costs of service will depend on the service provider at the following hourly rates:

	Rates Per Hour
Of-Counsel	$310-$330
Partners	$295-$330
Associates	$245-$275
Consultants	$255-$275
Paralegals/Law Clerks	$160-$245

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

Franklin Covey Clients Sales, Inc., will provide training, coaching, and materials to be included in the "Leader In Me" network of schools at Olympic View. Services will be provided June 30, 2022, through June 30, 2023. The sum not to exceed $17,767.78 will be paid from Title I funds

Higher Level Leadership will provide a culturally responsive overview session and culturally responsive sessions with pre/post work at Kellogg. Services will be provided July 1, 2022, through June 30, 2023. The sum not to exceed $12,000 will be paid from Title I funds.

HUB International of California Insurance Services, Inc., will conduct formal market searches and provide consultation services for property and casualty insurance, workers' compensation, and other insurance issues. Service will be provided July 1, 2022, through June 30, 2023. The sum not to exceed $15,000 will be paid from District Administration/Risk Management Funds.

Kelly Wraight, Consultant, is providing 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, 2022, through June 30, 2023. The sum not to exceed $100,000 will be paid from the District General Elementary and Secondary School Emergency Relief funds.

Nikiesha Lumpkin 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, 2022, through June 30, 2023. The sum not to exceed $100,000 will be paid from the District General Elementary and Secondary School Emergency Relief 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, 2022, through June 30, 2023. The sum not to exceed $100,000 will be paid from the District General Elementary and Secondary School Emergency Relief funds.

Rupe Consulting Services, LLC, will provide consulting services and assist the District in filing all related applications, documents, and support with the Universal Services Administrative Company, Schools and Libraries Division, E-Rate Funding Program. Services will be provided July 1, 2022, through June 30, 2023. The sum not to exceed $24,000 will be paid from the General Fund.

On June 16, 2021, the Board approved a contract with San Diego Center for Vision Care-Optometry, P.C. in the amount of $5,000 to provide provide developmental vision evaluations and therapy services. On December 15, 2021, an amendment was required for added services in the amount of $5,000. Another amendment is required for additional services. This amendment will increase the amount by $3,000. The sum not to exceed $13,000 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Skill Struck, Inc., will provide student platform access, teacher platform and tools, customer support, professional development, and teacher training for ten school sites. Services will be provided July 1, 2022, through July 1,

2023. The sum not to exceed $100,000 will be paid from Elementary and Secondary School Emergency Relief funds.

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, 2022, through June 30, 2023. Cost of services have not increased from 2021-22 and will depend on the service provided, at the following hourly rates:

	Hourly Rates 2022-23
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.

On June 16, 2021, the Board approved a contract with Stepping Stones Group, LLC, in the amount of $365,000 to provide speech and language services. On December 15, 2021, an amendment was required for additional services in the amount of $110,000. Another amendment is required for additional services. This amendment will increase the amount by $112,000. The sum not to exceed $587,000 will be paid from Speech and Language funds.

Storm Educational Enterprises, Inc., DBA: Wilda's Writing Workshop/Wilda Storm will provide "Write Up A Storm! Strategies (Argumentative Reading and Writing) on-going coaching to Rice teachers. Services will be provided July 20, 2022, through June 2, 2023. The sum not to exceed $20,000 will be paid from Title I funds.

T&T Consulting, Inc., is providing environmental monitoring, surveillance, sampling, and testing on as-needed basis for the period of March 16, 2022, through June 30, 2023. The cost will be paid from General Obligation Bond and Capital Improvement funds at the rates shown at the chart below.

Description	Rate
Indoor Air Quality Evaluations	$525 + Sample
Remediation Specification – Project Recommendations & Work Plan	$1,200

Remediation Oversight and Project Monitoring	$150 Per Hour
Post Remediation Testing and Documentation	$525 + Sample
Microbial Tape-Lift Analysis	$75 Per Tape Sample
Non-Viable Mircobial Sample – 3 HR TAT	$175 Per Sample
Asbestos Air Sample Analysis – 3 Hour	$125
Viable Microbial/Bacterial Sample	$100
Culturable: Swab, Bulk, Dust, Water, Contact Plate, Etc	$100
Indoor Allergens Group (Vacuum Dust Sample) – 3 Day TAT	$500 each
Lead Paint Analysis Via XRF On Site Direct Read, Per Shot	$25 each
Lead Paint Surface Paint Chip Collection and Analysis – 24 Hour Test	$100

Therapy Staff, LLC, is providing licensed vocational nurse services. Services will be provided February 10, 2022, and continue through June 30, 2022. The sum not to exceed $55,000 will be paid from District Health/Nursing funds.

Vincent Pompei will provide professional development and technical assistance, coaching on creating safe and inclusive learning environments for LGBTQ+ and gender expansive students (and students with LGBTQ+ parents and guardians). Services will be provided July 1, 2022, and continue through June 30, 2023. The sum not to exceed $39,600 will be paid from District Administration 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.

CLASSIFIED JOB DESCRIPTION

PLUMBER

JOB SUMMARY:

Under general supervision, performs journeyman level work installing, maintaining, and repairing sanitary plumbing pipes and fixtures, air, oil and gas pipes and heating systems; and performs other duties as assigned.

ESSENTIAL JOB FUNCTIONS:

- Installs, maintains, and repairs, sanitary plumbing, pipes and fixtures, i.e., faucets, drinking fountains, boilers, copper and galvanized pipes, toilets, sinks, and water and gas lines.
- Threads and bends copper and galvanized pipes.
- Cuts walls, asphalt, and cement.
- Tests joints and pipe systems for leaks.
- Cleans drains.
- Transports self, materials, and tools.
- Estimates cost of materials and labor.
- Purchases parts, chemicals, tools, and other supplies.
- Coordinates job requests and scheduling of job orders.
- Repairs gas kitchen equipment.

Troubleshoots and repairs sewer ejection pumps and systems.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- At least four years recent successful experience as a plumber or four years successful experience as an entry level within the District, including four successful years of evaluations.

- Ability to read blueprints, estimate time and material for job orders; and ability to train and direct efforts of others effectively. Must be licensed to drive a light truck or van to and from jobs; and ability to perform in the official absence of the Lead Plumber in the same field.

- Knowledge of methods, tools, equipment materials, and means of transportation for the particular journeyman tasks.

- Graduation from high school or recognized trade school, or completion of equivalent training and experience.

- Must possess a valid California driver's license. Must have a good driving record. Must be insurable under the District's insurance program and must maintain insurability.

- Must be willing to respond to off-hour calls. Must be willing to be trained and certified for asbestos inspection and removal. May be required to work weekends.

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, 2022, Through June 30, 2023

____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 Ascot Specialty will replace the current cyber liability insurance that will expire on June 30, 2022.

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 $47,102.65 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, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Beginning July 1, 2022, 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 $215,342 and will be paid through the Workers' Compensation Fund.

STAFF RECOMMENDATION:

Recommend approval.

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 2022-23 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:

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 2022-23 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: Instructional Services and Support

ITEM TITLE:

Authorize Title I Schoolwide Programs for Olympic View and Sunnyside Elementary Schools

____X____Action **_____Information**

BACKGROUND INFORMATION:

The "Every Student Succeeds Act" (ESSA) legislation, passed in December 2015, reauthorized Title I of the elementary and Secondary Education Act (ESEA). Among other provisions, it provides the expansion of Schoolwide Programs (SWPs) by allowing increased local flexibility.

Schools with 40 percent or more students from low-income families are able to implement SWPs. The purpose of an SWP is to upgrade the entire educational program at the site. There are ten important components of an SWP.

1. A comprehensive needs assessment of the entire school based on information that includes the performance of children in relation to the state academic content standards and the state student academic achievement standards.

2. Schoolwide reform strategies that:
   - Provide learning opportunities to ensure all children will meet or exceed the state grade level academic achievement standards.
   - Use effective methods and instructional strategies formulated on scientifically-based research that 1) strengthen the core academic program in the school; 2) increase the amount and quality of learning time, such as providing an extended school year, before- and after-school classes, and summer programs and opportunities; 3) help provide an enriched and accelerated curriculum; and 4) include strategies for meeting the educational needs of historically underserved populations.
   - Address the needs of all children in the school, but particularly the needs of low-achieving students and students in the target population of any program included in SWP that are at risk of not meeting the state student academic achievement standards.
   - Address how the school will determine if such needs have been met.

- Are consistent with, and are designed to, implement the state and local improvement plans, if any.

3. Instruction by highly qualified teachers.

4. High quality, ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, for Pupil Services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards. (The school must devote sufficient resources to effectively carry out professional development activities, and the school is authorized to enter into a consortium with another school to perform such activities.)

5. Strategies to attract highly qualified teachers to schools with the most needs.

6. Strategies to increase parental involvement, such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs (such as Head Start, Even Start, Early Reading First, or state-run Preschool program) to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of, individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the Proficient and Advanced levels of academic achievement standards will be provided with effective, timely additional assistance. This assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

ADDITIONAL DATA:

Any eligible school that desires to operate an SWP must develop a comprehensive plan for reforming the total instructional program at the school.

The two schools being recommended for authorization have fulfilled the comprehensive evaluation and planning process and meet the conditions for SWP status.

Additional information regarding the SWP planning process is available for review in the Office of the Assistant Superintendent of Innovation and Instruction.

FISCAL IMPACT/FUNDING SOURCE:

The change to SWP status will allow the schools greater flexibility in providing educational services to all students in academic need.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Renewal of Agreement with Bloom Software, Inc., dba Thrively, Inc., for Thrively Pro Services for the 2022-23 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Thrively Pro is a personalized learning platform with an online strengths assessment solution for children. It allows students to discover the strengths, interests, and aspirations that make them unique and enables them to pursue more information about their passion. The fun and interactive online questionnaire captures twenty-three strength areas such as creative thinking, resilience, leadership, and focus. Students receive an uplifting Strength profile detailing their top strengths that includes actionable tips to apply them in the "real world." The result is a positive and practical way to celebrate the child's core strengths.

Thrively Pro enables teachers and administrators to see their students through the lens of each student's strengths. It recommends personalized content, career pathways, and enrichment activities to each student based on his/her unique strengths and interests.

ADDITIONAL DATA:

Grades 4, 5, and 6 District students will have access to Thrively Pro. They will take the online strengths assessment before attending the Health Station (HeSt) and/or Hydro Station (HS). Information from the assessment will help to make the World of Work (WoW) component of all station experiences more meaningful and relevant to the students. It also allows the WoW instruction to be tailored based on the majority of strengths that exist in the classroom. Students and classes attending all stations will also have access to a post-station visit 'course' to help them continue the learning from the station experiences.

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

FISCAL IMPACT/FUNDING SOURCE:

The annual cost of $45,760.00 will be paid from Title I funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds for the 2022-23 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

On July 16, 1996, the Board approved a contract with the California School Boards Association to prepare and submit reimbursement claims for qualifying services provided to Medi-Cal eligible students. Shortly after approval, a local collaborative group was formed to set priorities for reinvestment of such funds. This group, the Medi-Cal Collaborative, includes administrators, certificated and/or classified staff, and other representatives of the community.

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 Executive Director of Special Education and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated beginning balance for the 2022-23 school year is approximately $795,458. The Medi-Cal Collaborative is submitting the following recommendation for the allocation of funds:

Family Resource Centers	$275,000
Special Education Providers' Group: Occupational Therapists, Speech Therapists, Psychologists, Nurses	240,000
Nurses Group – Pure Tone Audiometers & Vision Charts	25,000
Administrative/Clerical Support Salary (25%) = $26,125.28 Office supplies/equipment, and other misc. costs = $1,874.72	28,000
Supervision – Nursing	30,000
Reserve/Vendor fees	197,458
TOTAL	**$795,458**

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: Instructional Services and Support

ITEM TITLE:

Ratify Nonpublic, Nonsectarian Individual Services Agreement with ACES Academy for Student No. 304679 for the Period of May 9 Through June 30, 2022

___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 moves into the District 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 and Instruction Services and Support Department has complied with the provisions listed above and contracted with ACES Academy for Student No. 304679 from May 9 through June 30, 2022.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Executive Director of Special Education and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated cost for Student No. 304679 to attend ACES Academy for 35 days at a daily rate of $303.38, plus intensive individual services at an hourly rate of $21.53 is as follows:

Special Education Funding (Assembly Bill 602)	$ 166.92
Special Education Average Daily Attendance	
Local Control Funding Formula	334.05
Other General Fund Revenues	14,638.63
Estimated Total Revenues	**$15,139.60**

Summary:

Total cost for Student No. 304679 to attend the above-mentioned NPS is:

ACES Academy	$15,139.60
Estimated Total Expenditures	**$15,139.60**

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with The Elizabeth Hospice for the Period of July 1, 2022, Through June 30, 2025

____X____Action **_____Information**

BACKGROUND INFORMATION:

Since 1978, nonprofit The Elizabeth Hospice has provided support and counsel to children and adults in San Diego and Riverside counties who are facing the challenges associated with an advanced life-limiting illness and restoring hope to grieving children and adults.

The District wishes to continue its partnership with The Elizabeth Hospice to provide grief counseling for students affected by the death of a loved one. Services include childhood bereavement training for school professionals, 8-week on-site student grief support groups, consulting and resources, and crisis response. The work will be performed under the direction of the Executive Director of Special Education and Instruction Services and Support. A Memorandum of Understanding (MOU) has been created for this purpose.

ADDITIONAL DATA:

A copy of the MOU is available for review in the Office of the Executive Director of Special Education and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Grief counseling and support services are funded by The Elizabeth Hospice. There is no cost to the District.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Site Participation Agreement with Qualcomm® Thinkabit Lab™ for the Establishment, Implementation, and Operation of a Qualcomm® Thinkabit Lab™ Program at the Innovation Station for the Period of April 17, 2022, Through April 16, 2025

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

In September 2015, the District engaged staff from Qualcomm® Thinkabit Lab™ 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, in collaboration with the Qualcomm® Thinkabit Lab™, was launched in early August 2016 and has hosted nearly 4,000 Grade 6 students each year.

Classes continue to be led by a District Innovation Teacher who facilitates the World of Work experience, where students explore their interests using the Holland Code (RIASEC – Realistic, Investigative, Artistic, Social, Enterprising, and Conventional personalities) framework and align them with potential careers in the Information and Communication Technologies (ICT) and Digital Media sector and beyond. During the engineering portion of the experience, students also learn how to wire and program microcontrollers that they use to create inventions that help to solve real-world problems.

ADDITIONAL DATA:

The ICT and Digital Media sector has been identified as a 'Priority Sector' by the San Diego Workforce Partnership. The sector includes nearly 2,000 different businesses and employs 38,000+ people in San Diego County.

A copy of the Agreement is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The total estimated cost for the Innovation Teacher is $115,060/annually and will be paid from Title I fund.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreement with Family Health Centers of San Diego for Mobile Medical Unit Services for the Period of September 1, 2022, Through July 31, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Family Health Centers of San Diego (FHCSD) is a private nonprofit community clinic organization that has served residents in the San Diego region for over 30 years. It includes eighteen primary healthcare clinics, seven dental clinics, three mobile clinic units, teen clinic, family resources, and several specialty clinics. FHCSD and the District believe in the value of maintaining the quality of school health services offered to students and their families. The District and FHCSD have developed an agreement reflective of the services to be provided by FHCSD through the mobile medical unit. FHCSD and the District believe it would be mutually beneficial to provide professional medical services Districtwide.

ADDITIONAL DATA:

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 estimated cost for routine maintenance and fuel is $3,300 per year to support the mobile medical clinic and will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank for the Food 4 Kids Backpack Program for the 2022-23 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 the eighty percent Free and Reduced-Price Meal are given priority to participate once they complete the application process. Due to increased food insecurities (because of the COVID-19 pandemic), four additional school sites now participate in this worthwhile initiative. The following ten school sites are currently participating in this program:

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

ADDITIONAL DATA:

Additional information is available for review in the Office of 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 Jacobs & Cushman San Diego Food Bank.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Jewish Family Service Positive Parenting Program for the Period of September 1, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Jewish Family Service is the County of San Diego contractor for the Positive Pareting 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, preschools, 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 healthy and well-adjusted students.

The Memorandum of Understanding authorizes the continuation of services provided by Jewish Family Services through Triple P to children and families enrolled in the District. Over the last few years, Hazel Goes Cook, Harborside, Juarez-Lincoln, Karl H. Kellogg, J. Calvin Lauderbach, Los Altos, Otay, Lilian J. Rice, Silver Wing, and Vista Square Elementary Schools, and Mae L. Feaster and Robert L. 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 AM to 10:30 AM) or the evening (6:00 PM to 8:00 PM) 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: Instructional Services and Support

ITEM TITLE:

Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs for the 2022-23 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Direct services (e.g., Speech Language Pathologists) are provided by independent contractors and nonpublic agencies (NPAs) only when the District is unable to provide those services with contracted District personnel.

The Department of Special Education (SpEd) and Instruction Services and Support wishes to execute contracts with the independent contractors and NPAs to provide educationally related services to students with exceptional needs during the 2022-23 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 2022-23 school year.

In the course of the 2022-23 school year, the Department of SpEd and Instruction Services and Support may need to establish contracts with additional independent contractors and NPAs. Those contracts will be submitted for Board approval at a later date. Additionally, if a contract is projected to exceed the approved amount, an amended contract will be submitted to the Board for approval.

Additional information is available for review in the Office of the Executive Director of SpEd and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated cost for these services for the 2022-23 school year is $9,750,760 and will be paid from SpEd 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	$ 10,000
Accountable Healthcare Staffing	Teacher	$ 125,000
Alliance for African Assistance	Interpretation	$ 5,000
Assess APE	Adaptive Physical Education	$ 8,320
At Play Occupational Therapy	Occupational Therapy (OT)	$ 11,000
Braille Abilities	Tutoring	$ 5,000
Brain Learning	Psychology	$ 25,000
Club Xcite	Behavior, Tutoring	$2,365,000
Coastal Speech Therapy	Speech	$ 551,000
Connect4Kids	Psychology	$ 33,400
Deaf Community Services	Interpretation	$ 5,000
Deisy Boscan	Psychology	$ 7,800
EdTheory	Psychology, Teacher	$ 480,000
Education Based Services	Nurse, Speech	$1,520,000
FITS PT	Physical Therapy	$ 8,500
Jill Weckerly	Psychology	$ 11,500
La Jolla LearningWorks	Tutorial	$ 5,000
Main Street Optometry	Vision	$ 18,000
Maralynn Katzman	Psychology	$ 640
Marjorie Block	Occupational Therapy	$ 3,000
Maxim Healthcare	Nurse	$ 795,000
Music Therapy Center	Music	$ 10,000
Pioneer Healthcare	Nurse	$ 280,000
Positive Behavior	Behavior	$ 6,000
Professional Tutors of America	Tutorial	$ 10,000
Psychology 360	Psychology	$ 10,000
PT In Motion	Physical Therapy	$ 85,000
Rancho Coastal Speech Therapy	Speech	$ 13,000
Ro Health	Nurse, Speech	$ 750,000
Robert Gray	Psychology	$ 10,000
San Diego BrainWorks	Psychology	$ 10,000
San Diego Center for Vision	Vision	$ 13,000
San Diego Neuropsychology	Psychology	$ 19,000
San Diego Occupational Therapy	OT, Speech	$ 15,000
Segal Speech	Speech	$ 7,000
So Cal AAC Therapy	Augmentative Communication	$ 11,600
Soliant Health	OT, Speech	$ 575,000
Specialized Therapy Services	OT, Speech	$ 15,000

"EXHIBIT A" (continued)
Independent Contractors and NPAs

Contractor	Type of Service	Not to Exceed
STAR Academy	Tutoring	$ 8,500
Stepping Stones Group	OT, Speech	$ 355,000
Sunbelt Staffing	Nurse, Speech	$ 555,000
Synapse Audiology	Audiology	$ 10,000
TERI	Speech	$ 10,000
Therapy Staff	Nurse	$ 410,000
University of California, San Diego	Medical Consultation	$ 10,000
Verbal Behavior Associates	Behavior	$ 300,000
Vocal T.R.A.C.K.	Speech	$ 4,500

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 2022-23 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 2022-23 estimated EPA expenditures based on an established formula. EPA apportionments will be certified late in fiscal year 2022-23. 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, 2023, 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)
2022-23 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 15th day of June 2022 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"
2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2023
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	17,837,442.00
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		17,837,442.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	17,837,442.00
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		17,837,442.00
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 Change Order for an Increase in the Amount of $1,800.10 to CMT Engineering, Inc., for Additional Removal and Replacement of Concrete Walkways

____X____Action **_____Information**

BACKGROUND INFORMATION:

On May 19, 2021, the Board of Education approved the award of a contract to CMT Engineering, Inc. for Concrete & Grading, Bid No 20/21-5, in the amount of $459,622. At the request of District staff, additional removal and replacement of concrete walkways was required to complete this project for an increase of $1,800.10, resulting in a final contract amount of $461,422.10.

ADDITIONAL DATA:

Copies of the requested change orders are available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost of this project will be adjusted from $459,622 to $461,422.10 and will be paid from Maintenance and Capital Improvement 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 Bid No. 19/20-11 for Milk, Dairy and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc., for the Period of July 1, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

At its meeting of June 17, 2020, the Board of Education approved award of Bid No. 19/20-11 for Milk, Dairy, and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc. On May 19, 2021, the Board of Education approved the first extension of this contract. This will be the second renewal allowed under this contract.

The bid had a total of nineteen (19) line items and was awarded by line to the lowest responsive, responsible bidder. The Child Nutrition Services (CNS) Department will place orders to fulfill the nutritional needs of our students as part of the District's National School Lunch and School Breakfast Programs.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Through May 31, 2022, the CNS Department has spent $1,331,575.03 for all products. For the 2022-23 term, Driftwood Dairy, Inc., will not impose any increases; and, Hollandia Dairy, Inc., has imposed an overall 8% increase on costs. All milk, dairy and juice products delivered under this contract will be paid from Child Nutrition Services 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 $19,455.34 for Absence Management and Substitute Placement Services for the Period of July 1, 2022, Through June 30, 2023

____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 Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The 2021-22 cost for Frontline services was $18,441.08. The cost for 2022-23 will be $19,455.34 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:

Approve Award of Bid No. 21/22-11, Bread Products, to Gold Star Foods, Inc., for the Period of July 1, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Bid No. 21/22-11 for Bread Products was advertised and distributed to five vendors. Only one (1) bid was received at the bid opening held on May 9, 2022. After review of the bid package submitted by Gold Star Foods, Inc., (Gold Star), it was determined that Gold Star adhered to the requirements of the bid, and therefore are being recommend for the award. The Child Nutrition Services Department will place daily orders, excluding Wednesdays, to fulfill bread product needs as part of the District's National School Lunch and School Breakfast Programs.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

All bread products delivered under this contract will be paid from Child Nutrition Services funds. The estimated annual cost is $95,685.00 and may increase or decrease based on the needs of the District. The pricing submitted by Gold Star is listed below:

Item	Qty	Cost Per Package	Extended Cost
Whole Wheat Hoagie, 12 per package	10,000	$2.59	$25,900.00
White Whole Wheat Hamburger Bun, 12 per package	19,500	$2.43	$47,385.00
White Whole Wheat Hot Dog Bun, 12 per package	10,000	$2.24	$22,400.00
		TOTAL	$95,685.00

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Acceptance of Work and Notice of Completion for Bid No. 20/21-1 to New Leaf Electric, Inc., for Turnkey Solution for Direct Current Fast Charging Units at the District Corporate Bus Yard

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

On October 14, 2020, the Board approved award of Bid No. 20/21-1 to New Leaf Electric, Inc., for a Turnkey Solution to provide and install Direct Current (DC) Fast Charging Units needed to support the ten (10) electric buses awarded through the California Energy Commission (CEC) Grant. The infrastructure needed to energize the charging system was provided through San Diego Gas & Electric (SDG&E).

The District has inspected the work and found it to be complete and satisfactory. The final payment of funds owed will be paid no later than 60 days after the Notice of Completion has been filed.

ADDITIONAL DATA:

The Acceptance of Work and Notice of Completion is attached as Exhibit "A."

FISCAL IMPACT/FUNDING SOURCE:

The $659,000 contract cost will be paid from the CEC infrastructure Grant funds of $550,000, with the remaining $109,000 to be paid from Capital funds and/or through a grant from San Diego Gas & Electric.

STAFF RECOMMENDATION:

Recommend approval.

Recording Requested By and When Recorded Mail to:	**EXHIBIT "A"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

Space above for Recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:
Chula Vista Elementary School District
84 East "J" Street, Chula Vista, CA 91910

Project Site(s):

District Corporate Bus Yard
1855 Maxwell Street
Chula Vista, CA 91910-3604

Project Owner Interest in Project Site(s): Fee Simple Ownership

Description of Public Work:

Name/Bid Package(s):	Bid No. 20-21-1
Direct Contractor:	New Leaf Electric, Inc.
Date of Contract:	October 15, 2020
Name of Surety:	Merchant Bonding Company (Mutual)
Nature of Work:	Turnkey Solution for Direct Current Fast Charging Units

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on June 15, 2022.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on June 15, 2022.

Eduardo Reyes, Ed.D.
Secretary to the Board of Education of the
Chula Vista Elementary School District

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Authorize Staff to Conduct Surplus/Salvage Sales Via Online Auctions in Conjunction with Public Surplus, Inc., and Cal Auctions, as Needed for the Period July 1, 2022, Through June 30, 2023

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Under the provisions of Education Code Sections 17545 and 17546, the Governing Board of any school district may sell any personal property belonging to the district if the property is not required for school purposes.

For the 2022-23 school year, staff is requesting an annual authorization to dispose of surplus furniture and non-technology equipment. Sales would take place via an online auction conducted through the Public Surplus, Inc., or Cal Auctions' websites. Public notification of active auctions will be provided through postings at District school sites, the ESSC, and a direct link to Public Surplus, Inc., or Cal Auctions on the District's website. The online auctions will enable the District to reach large numbers of buyers and will provide higher return on the sales of equipment.

In addition, the District requests approval from the Board to dispose of property by means of a private sale or by sending it to the local landfill, without advertising, when the value of the item(s) is less than $2,500 or the cost to arrange a sale renders it of insufficient value.

To defray landfill costs under Education Code Section 17546(c), the District may also donate property to a charitable organization when the property is valued under $2,500.

ADDITIONAL DATA:

Additional information regarding the auctions, sales, or donations that take place are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Public Surplus, Inc. will provide auction services at no charge to the District. Cal Auction will charge a percentage of the sale which will be determined on the product being auctioned. Proceeds generated from sales, auctions, or recycling reimbursements will be deposited to the General fund.

STAFF RECOMMENDATION:

Recommend authorization and approval.

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 $322,906.71 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications, Enterprise Management Service, and BusinessPlus PunchOut for the Period of July 1, 2022, Through June 30, 2023

__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 2022-23 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 2021-22 was $353,090.65 (which included one-time startup costs for EMS and PunchOut). The combined cost for the renewal for these services for 2022-23 will be $322,906.71 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 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, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Each year, the District receives numerous requests for use of facilities from nonprofit and community organizations, clubs, and associations, as well as commercial organizations wishing to offer after-school enrichment programs to students for a fee. It is recommended that the Board approve the attached Community List and Commercial Organizations List for use of facilities for the 2022-23 school year. Requests from new organizations and/or other organizations such as church groups, homeowner associations, and private citizens will continue to be presented to the Board for approval as they are received.

ADDITIONAL DATA:

The Community List is attached as Exhibit "A." The Commercial Organizations List is attached as Exhibit “B”. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

EXHIBIT "A"

Nonprofit and Community Organizations, Clubs, and Associations
Annual Requests for Use of District Facilities
July 1, 2022, Through June 30, 2023

- American Cancer Society
- American Red Cross
- Bonita Vista Vocal Music Foundation
- Boy Scouts of America
- Boys & Girls Clubs
- California Retired Teachers Association
- California Fitness Fun
- Calvary Chapel Chula Vista
- Champion Youth Outreach Programs, Inc.
- Child Development Associates
- Child Evangelism Fellowship
- Christian Youth Theater (CYT)
- Christi's Advanced Dance
- Chula Vista, City of
- Chula Vista Classified Employees Org.
- Chula Vista Community Collaborative
- Chula Vista Educators
- Community Health Centers
- Computers 2 Kids San Diego
- Connecting Families Resource Center
- Council for Teaching Filipino Language and Culture (CTFLC)
- Del Sol Congregation of Jehovah's Witnesses
- Drama Kids San Diego
- Ed Ladder, The
- Family Resource Centers
- Fit Kids America, Inc.
- Girl Scouts of America
- Girls on the Run San Diego
- Gloria World Mission
- Guitars in the Classroom
- Heartlight Dance/San Diego
- High Tech High School
- Horizon Christian Fellowship
- Interactions for Peace
- Jewish Family Services
- Kaiser Permanente
- Kiwanis International
- Mad Science of San Diego
- Montgomery HS Jr. Aztecs
- National Youth Sports
- Optimist International
- Parent Clubs/Parent-Teacher Associations/Parent-Teacher Clubs/Parent-Teacher Organizations
- Promise Neighborhood
- Real Life Church San Diego
- Registrar of Voters, San Diego County
- Restored Church of South Bay
- Rock Church of San Diego
- Rotary International
- SANDAG (San Diego Association of Governments)
- San Diego, City of
- San Diego, County of
- San Diego Association of Governments
- San Diego Blood Bank
- San Diego County Public School Districts
- San Diego State University
- San Diego Youth Symphony Community Opus Project
- Scripps Health
- Senior Community Centers of San Diego
- Sonshine Haven
- South Bay Community Services
- South Bay Family YMCA
- Southpoint Church
- Southwestern Community College
- Spanish Academy
- Special Olympics
- Sports for Exceptional Athletes
- St. Rose of Lima Church
- Stemdude Foundation, Inc.
- Toastmasters International, Inc.
- University of California, San Diego
- University of San Diego
- Youth Sports Leagues, Local (AYSO, Little League, PopWarner/PeeWee Football, Girls Softball, etc.)
- YMCA of San Diego County
- Zumba by Guadalupe Guzman

EXHIBIT "B"

Commercial Organizations Offering After-School Enrichment Programs
Annual Requests for Use of District Facilities
July 1, 2022, Through June 30, 2023

- 549 Sports
- Academic Chess
- Adult Sports Leagues
- After School Chess Club
- After School Homework Club
- Apple Student Tours
- Art Shed Kids
- Brilliant Foreign Language Education
- Cabo Homeowners Association
- Charlene's Dance and Cheer
- Coding With Kids
- Core Club
- Eastlake Karate
- First Service Residential (Sedona HOA)
- Geosk LLC dba Sing and Speak Spanish
- Golf Squad
- Hands-On Technology
- Kids Like Clay
- Lifetouch
- Lift Enrichment
- Junior Builder Academy
- Marie Zhivago
- Misa's Nerium International
- Miss Amy's Yoga
- Mountain Lake Chess Camp
- Neisha's Dance Academy
- One-on-One Basketball
- Play-Well TEKnologies
- Pride Martial Arts
- PUCKidz, Inc.
- Robo Think Chula Vista
- San Diego Science Alliance
- Self-Discovery, Inc.
- Smart Mind Robotics
- Soccer Shots East/South San Diego
- Student Impact
- Sunshine Mermaids
- Super Soccer Stars
- ThoughtSTEM LLC
- Ukelele Club
- Under the Lights Football aka UA Flag Football
- Yoga with Erin Barker
- Yoga Rascals
- Your Court Tennis
- Youth Tennis San Diego

* Organizations in bold type are new.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Agreement with San Diego County School Districts for Student Transportation Services for the Period of July 1, 2022, Through June 30, 2024

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District participates in an agreement with San Diego County school districts that are mutually interested in and concerned with provisions of adequate student transportation services. These districts have personnel, equipment, and other required facilities suitable for these services.

Districts may transport students between public and nonpublic schools and field trip locations within San Diego County; however, no district will be compelled to create new transportation routes to service another district's students. All districts will exchange certificates of insurance, name each other as additional insureds, and agree to indemnify and hold the other parties harmless from all liability for damages arising out of or resulting from negligent acts or omissions of the indemnifying party.

The agreement will be effective for the 2022-23 and 2023-24 school years. A district may terminate its participation at any time by providing a ten-day written notice.

ADDITIONAL DATA:

A copy of the agreement is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

For field trip transportation, districts mutually agree to pay a district's published field trip rate. Districts will pay the current Special Education Local Plan Area daily rate for transportation of students with disabilities.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Agreement with San Diego Futures Foundation for Disposal of Obsolete Technology Equipment for the Period of July 1, 2022, Through June 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

San Diego Futures Foundation (SDFF) is a non-profit organization that offers to collect and dispose of outdated computer/technology related equipment at no cost. SDFF will also shred, at no cost, all hard drives and provide a Certificate of Destruction. In return for collecting the outdated computer/technology related equipment, SDFF commits to donating refurbished desktop computers for the benefit of the Chula Vista Elementary School District (District).

For each 400 items of outdated District computer/technology related equipment collected by SDFF, SDFF will commit to donating 40 refurbished desktop computers each school year for the benefit of the District. If 250 items of outdated computer/technology related equipment are collected by SDFF, 25 refurbished desktop computers will be provided for benefit of the District. At a minimum, SDFF will donate refurbished desktop computers for the benefit of CVESD equal to at least 10% of the number of outdated computer/technology related equipment items.

ADDITIONAL DATA:

The Agreement and additional information are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District is not expected to incur costs for disposal of the outdated computer/technology related equipment.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Change Order for an Increase in the Amount of $2,053.10 to SealRight Paving, Inc., for Additional Asphalt Repairs, Seal Coat, and Stripping

____X____Action **_____Information**

BACKGROUND INFORMATION:

On April 14, 2021, the Board of Education approved the award of contract to SealRight Paving, Inc., for Asphalt Patch & Repair, Bid No 20/21-4 in the amount of $407,915.40. At the request of District staff, additional Asphalt repairs, seal coating, and stripping was required to finish the scope of work was required to complete this project for a cost increase of $2,053.10, resulting in a final contract amount of $409,968.50.

ADDITIONAL DATA:

Copies of the requested change orders are available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost of this project will be adjusted from $407,915.40 to $409,968.50 and will be paid from Maintenance and Capital Improvement funds.

STAFF RECOMMENDATION:

Recommend approval.

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.

Chula Vista Elementary School District

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Banatao, E	IB Global Conference 2022	San Diego	07/16/22	07/19/22	$ 1,711	Site Control	EastLake
Lopez, J	Technical Assistance Conference	Long Beach	10/26/22	10/28/22	$ 1,137	Child Development	ISS
Palet, R	Technical Assistance Conference	Long Beach	10/26/22	10/28/22	$ 1,137	Child Development	ISS
Salas, N	Technical Assistance Conference	Long Beach	10/26/22	10/28/22	$ 1,137	Child Development	ISS
Williams, A	BiAnnual CGI Conference	Orlando	06/28/22	07/22/22	$ 395	District Admin	ISS
Williamson, M	PAEMST Award Ceremony	Washington, DC	05/21/22	05/21/22	$ -	District Admin	ISS
Williamson, M	CASE/CSTA Conference	Palm Springs	10/13/22	10/16/22	$ 1,363	District Admin	ISS
Reyes, M	Peace Patrol Training	Finney Elem	06/09/22	06/10/22	$ -	Title I	Rohr
Marquez, C	World Strides Teacher Orientation	Washington, DC	07/31/22	08/02/22	$ 400	Site Control	Silver Wing
Gaudet, Y	Critical Issues Conference	Palm Springs	10/25/22	10/28/22	$ 975	Spec Ed/SELPA	Special Education
Lopez, M	Critical Issues Conference	Palm Springs	10/25/22	10/28/22	$ 975	Spec Ed/SELPA	Special Education
Masek, K	Critical Issues Conference	Palm Springs	10/25/22	10/28/22	$ 975	Spec Ed/SELPA	Special Education
Cabinet	First Friday Breakfast Meetings 2022 (Blanket Approval)	Chula Vista	05/06/22	12/09/22	$ 20	District Admin	Superintendent
Reyes, E	CV Chamber of Commerce Installation Dinner	Chula Vista	07/29/22	07/29/22	$ 135	District Admin	Superintendent
Fernandez, C	CV Chamber of Commerce Installation Dinner	Chula Vista	07/29/22	07/29/22	$ 135	District Admin	Supt/Board
Tamayo, F	CV Chamber of Commerce Installation Dinner	Chula Vista	07/29/22	07/29/22	$ 135	District Admin	Supt/Board
Ugarte, L	CV Chamber of Commerce Installation Dinner	Chula Vista	07/29/22	07/29/22	$ 135	District Admin	Supt/Board

*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: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through May 31, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through May 31, 2022

i.	Purchase Orders: 22006610-22007325	$6,056,807.82
ii.	Alternative Revolving Cash:	$ .00
iii.	Commercial Warrants: 336672-337506	$13,499,686.99
	Cafeteria Warrants: 00009105-00009181	$ 1,294,728.54
iv.	Payroll Warrants: Series 10 13363072-13367952; N3301221-3349652	$28,444,333.49
v.	Revolving Cash Checks: 010574-010659	$ 9,849.08

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: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing to Perform Specified Service for the Period of July 1, 2022, Through June 30, 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 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, 2022, and ending on June 30, 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 $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, 2022, Through)
June 30, 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 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, 2022, and ending on June 30, 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 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, 2022, and ending on June 30, 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 15th day of June 2022, 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: Instructional Services and Support

ITEM TITLE:

Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2022-23 School Year

_____Action **_____Information**

BACKGROUND INFORMATION:

As part of the school funding formula enacted in California 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 18, 2022, 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 in the LCAP update for the 2022-23 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 Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The LCAP addresses the minimum proportionality percentage of 13.38 percent. It allocates approximately $27,752,055 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"

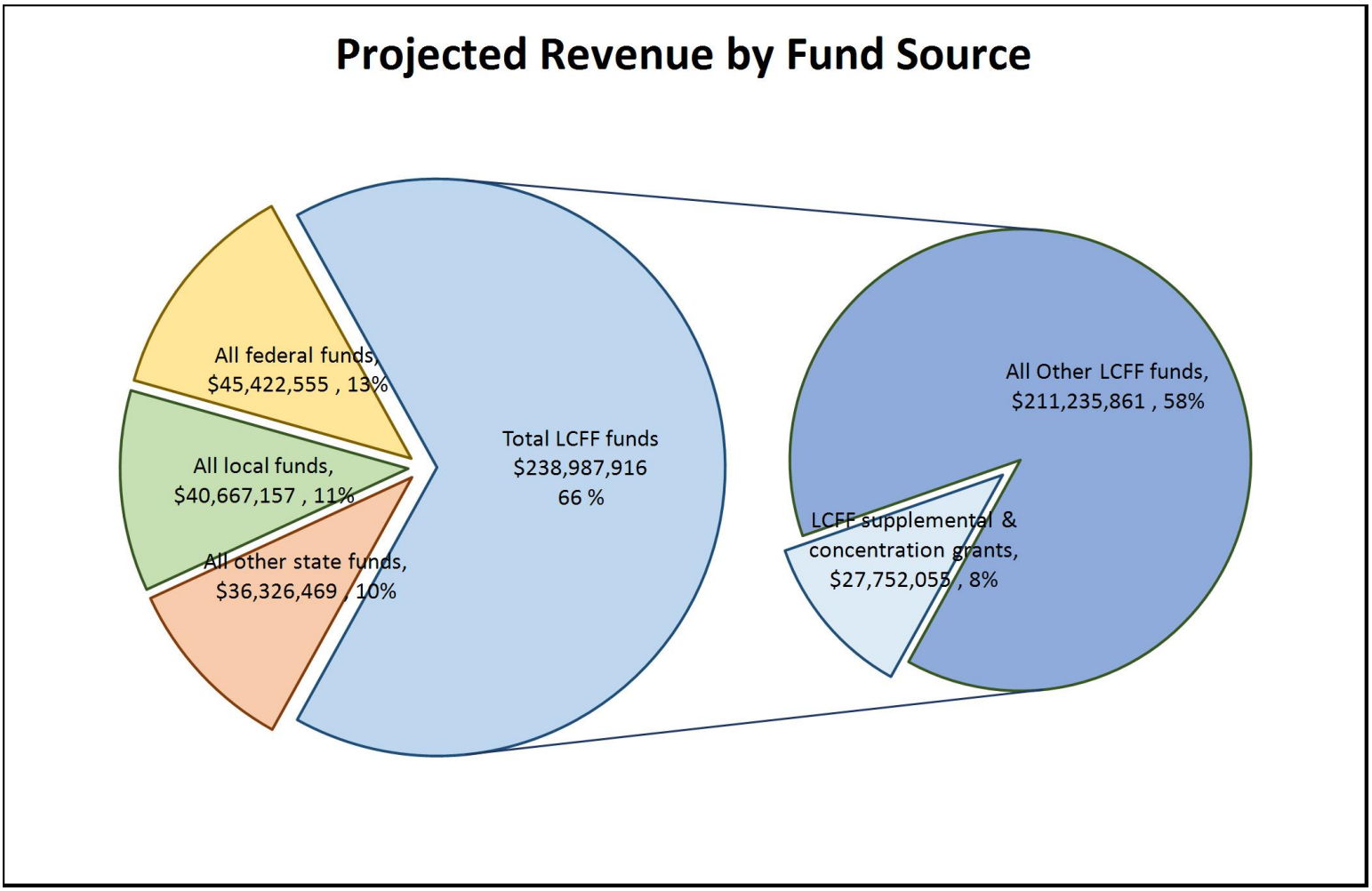
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chula Vista Elementary School District
CDS Code: 37-68023-0101592
School Year: 2022-23
LEA contact information:
Matthew Tessier, Ed.D.
Assistant Superintendent

619-425-9600 ext. 1462

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 2022-23 School Year



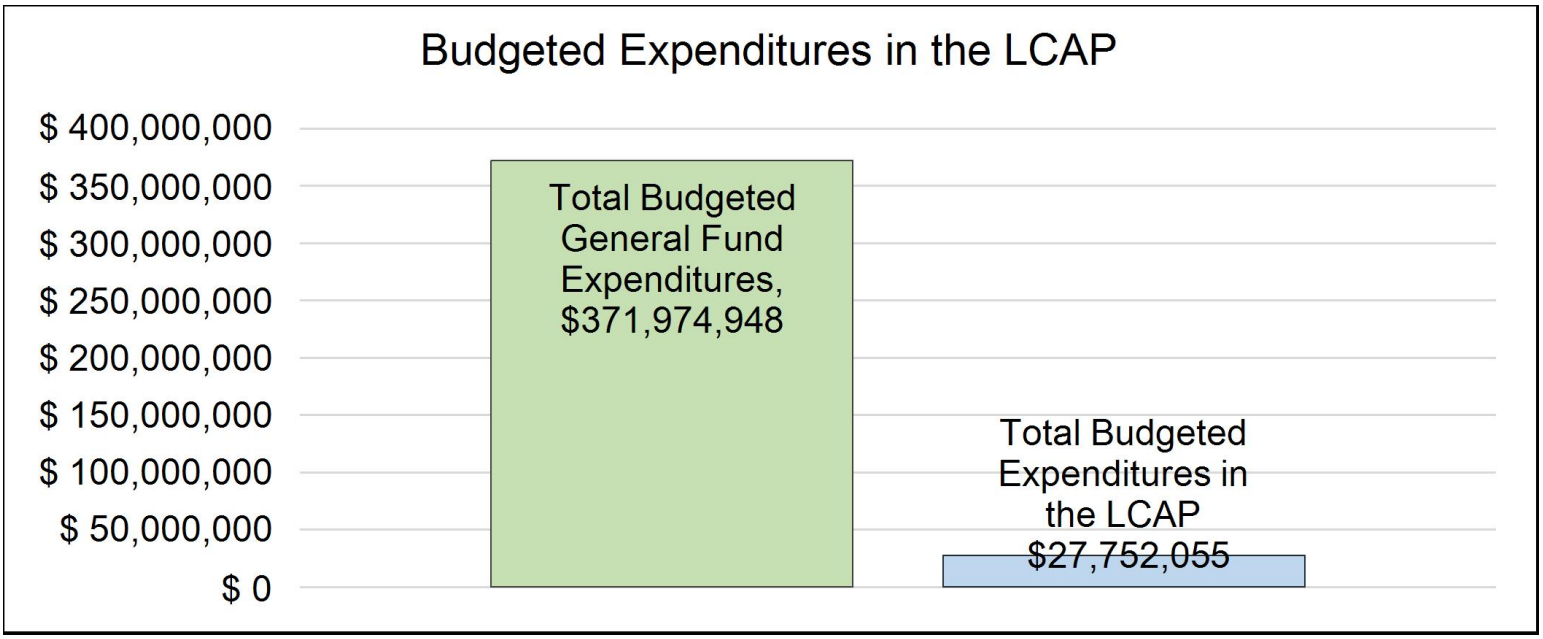
This chart shows the total general purpose revenue Chula Vista Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chula Vista Elementary School District is $361,404,097, of which $238,987,916 is Local Control Funding Formula (LCFF), $36,326,469 is

other state funds, $40,667157 is local funds, and $45,422,555 is federal funds. Of the $238,987,916 in LCFF Funds, $27,752,055 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

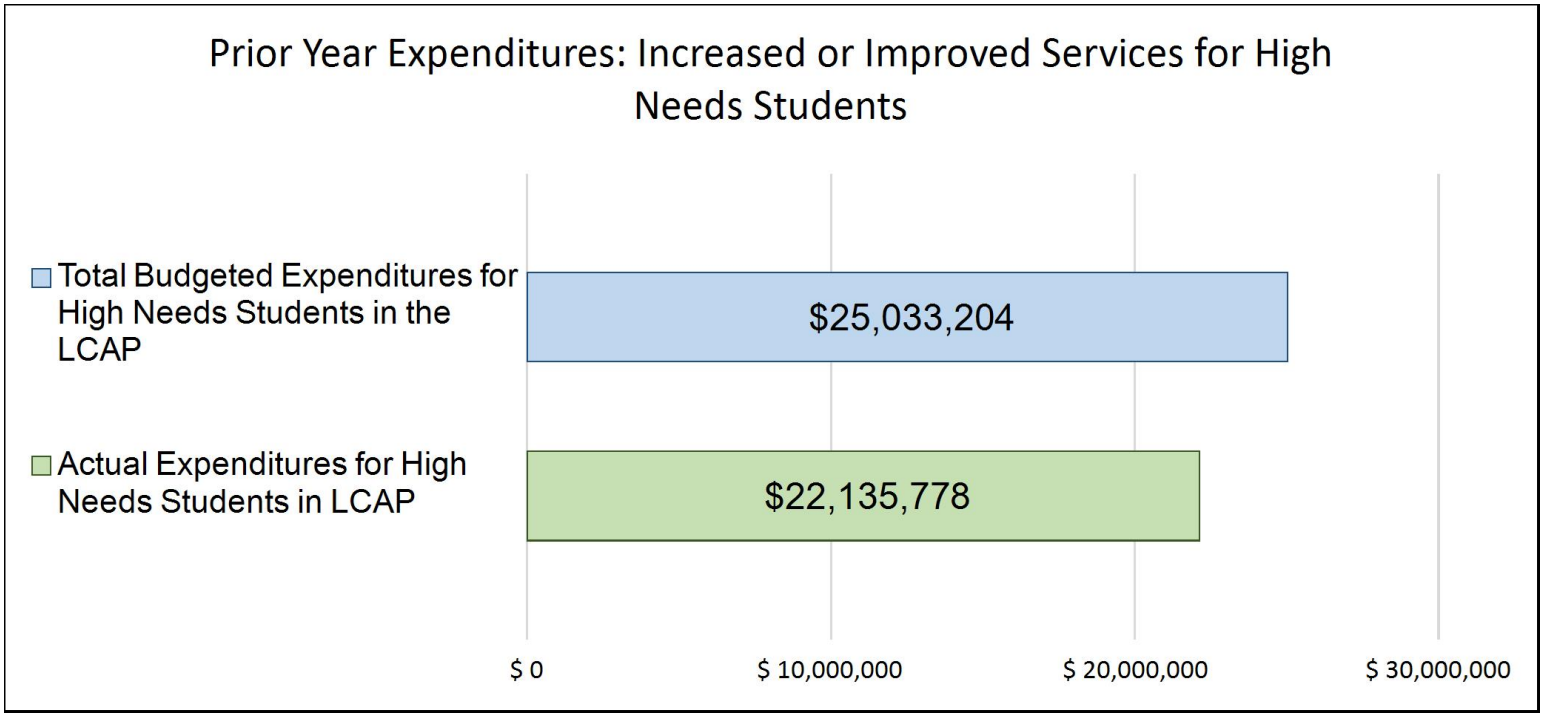
The text description of the above chart is as follows: Chula Vista Elementary School District plans to spend $371,974,948 for the 2022-23 school year. Of that amount, $27,752,055 is tied to actions/services in the LCAP and $344,222,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Chula Vista Elementary School District is projecting it will receive $27,752,055 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 $25,681,560 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 2021-22



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 2021-22, Chula Vista Elementary School District's LCAP budgeted $25,033,204 for planned actions to increase or improve services for high needs students. Chula Vista Elementary School District actually spent $22,135,778 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chula Vista Elementary School District	Matthew Tessier, Ed.D. Assistant Superintendent	matthew.tessier@cvesd.org 619-425-9600

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Chula Vista Elementary School District (CVESD) has a longstanding history of consistent engagement with its community and many thought partners. Throughout the CVESD LCAP development process, CVESD received input on a variety of programs and services provided to Chula Vista's students. Many needs are addressed throughout the LCAP itself, and others have been thoughtfully integrated into additional funding opportunities. CVESD has engaged educational partners during the 2021-22 school year as follows:

Engagement regarding the Educator Effectiveness Block Grant included partnering with Chula Vista Educators (CVE), Chula Vista Classified Employees Organization (CVCEO), and district administrators. The CVESD Educator Effectiveness Block Grant Plan was adopted on December 15, 2021 at a public CVESD Board meeting.

A public meeting forum will be planned regarding the Expanded Learning Opportunities Program; this is tentatively for end of spring 2022.

A public meeting forum will be planned regarding Universal TK; this is tentatively for end of spring 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The CVESD has an unduplicated pupil percentage of 57.66. CVESD will use the concentration grant add-on funding to retain the number of custodial positions who will provide direct services to students at CVESD schools. Supplemental custodial staff includes 12.56 FTE custodians. They will do this by ensuring a clean and sanitized learning environment leading to higher attendance rates that positively impact student learning.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process during the spring of 2021, CVESD received input on a variety of district programs and services provided to students. Many of the needs expressed have been thoughtfully integrated into the LCAP and additional needs were considered in the use of additional funds received. Additional engagement of educational partners on the use of one-time federal funds is further described below.

Federal resources (CARES Act - LLMF, ESSER I, GEER I; CRRSA - ESSER II) were thoughtfully considered and discussed by all CVESD educational partners. The ESSER III Plan, adopted in the fall of 2021 and available on the CVESD website, was a result of many collaborative efforts with CVESD's educational partners. Meetings were held with the partners on the dates shown below:
Chula Vista Educators (CVE) - July 23, 2021, August 19, 2021, August 26, 2021
District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) Executive Board - August 5, 2021, August 21, 2021
Black Learners Advisory Council (B-LAC) - August 11, 2021, August 26, 2021
Chula Vista Elementary Council of PTAs - August 12, 2021
Chula Vista Classified Employees Organization (CVCEO) - August 18, 2021, September 2, 2021
Instructional Services and Support - July 12, 2021, August 9, 2021, September 7, 2021
Principal Leads - July 15, 2021, August 24, 2021

Collaborative efforts with educational partners provided strong insight and input into the development of the Expanded Learning Opportunities Grant Plan. Stakeholder input was gathered through a variety of methods including through the use of the ThoughtExchange process, ongoing collection of teacher survey data, working with bargaining units included Chula Vista Educators (CVE) and the Chula Vista Classified Employees Organization (CVCEO), equity groups and committees including the newly formed Black Learners Advisory Committee and PTA,

and the overall LCAP development process which includes meeting with parent and student groups as well as the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Chula Vista Elementary School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, the Chula Vista Elementary School District has incorporated many actions to support this endeavor. These include, but are not limited to, items related to strategies that support in-person instruction such as increasing time for staff (including CNS, IAs, nurses, teachers, custodians, NDS, clerks, techs, etc.), purchasing and servicing HVAC filters, costs associated with ongoing testing and contact tracing, and increasing pay for substitutes. Additionally, CVESD has prioritized addressing the impact of lost instructional time through the implementation of impact teachers and additional ELIA support (both items were previously address through the ELO-G). CVESD is using remaining funds to support actions that address social emotional learning and student wellness, Visual and Performing Arts, additional supports for unduplicated students, and more. The full ESSER III plan can be found on the CVESD website to further describe these actions.

CVESD has successfully implemented strategies that support safe and continuous in-person learning including, but not limited to, increasing substitute pay, increasing support time, and costs related to testing and COVID-19 related items. Nevertheless, challenges still exist. Challenges related to this implementation include ongoing COVID-related absences of all staff (classified, certificated, substitutes, etc.) and a shortage of available substitutes. CVESD has also continued implementation of the impact teacher program. Similar to the challenge previously expressed, ongoing COVID-related absences and a shortage of available substitutes have impacted the implementation of the impact teacher program. Additionally, the continued increase of ELIA staffing has been beneficial to students but has experienced the same challenge. Many actions addressed within the "Use of Remaining Funds" component of ESSER III have been implemented (Associate principal., Virtual Academy items) or are costs that are planned to be expended throughout the coming year (Social Workers, Psychologists, CST/TET increase, before/after school programming, device purchases, and more). To reiterate, the most significant challenge that CVESD has faced and continues to face is staffing shortages.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Chula Vista Elementary School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are: social workers, school psychologists, and Visual and Performing Arts. The number of the Chula Vista's students experiencing homelessness has increased almost fourfold. As such, approximately four hundred students are experiencing homelessness as of most recent data. Social worker support is included within the CVESD LCAP and strengthened through federal funding. District psychologist support is established in the LCAP and expanded upon with the use of ESSER III funds. The CVESD community has expressed an ongoing desire to provide high quality visual and performing arts (VAPA) instruction. The CVESD VAPA program provides a world class learning experience for students and in turn, allows classroom teachers with additional time to collaborate with the purpose of instructional planning to meet the needs of each student in the class. VAPA is included within the CVESD LCAP and further supported through federal fund allocations.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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Local Control 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	Matthew Tessier, Ed.D. Assistant Superintendent	matthew.tessier@cvesd.org 619-425-9600 ext. 1462

Plan Summary [2022-23]

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 2021 - 2022 LCAP year:
In collaboration with numerous educational partners including District Advisory Committee (DAC)/District English Learners 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 at the top ten unduplicated pupil count sites (Harborside, Lauderbach, Rice, Castle Park, Montgomery, Los Altos, Rohr, Otay, Vista Square, and Kellogg) CVESD was able to successfully implement each action and service in the LCAP as determined to be of substance to support student learning and wellness. The success of the District Visual and Performing Arts (VAPA) program proved to be a top theme of appreciation and support from each of the aforementioned educational partner groups. Of particular note, student groups shared their appreciation for VAPA to express their creativity and do something 'different' during the instructional day, outside of mathematics and language arts. During VAPA time, teachers are able to consistently look at English Learner, foster youth, and homeless student academic and behavioral data to plan interventions and support along with grade level peers. An additional success from this year with LCAP actions and services has been a reduction of special education referrals to the most restrictive behavioral support program. Special education referrals to the Daly Academy, a program for students with the most significant behavioral needs has decreased over the past three years as a result of the successful implementation and expansion of the District Parent Intervention Program (PIP) experience for students and families. As an example, during the 2019 - 2020 academic year, 24 students received services at the Daly Academy, followed by 16 students during the 2020 - 2021 academic year, and a total of 15 students are being serviced during this year's 2021 -2022 academic year. The PIP intervention that occurs with our youngest learners who are low income in transitional kindergarten and kindergarten has paid dividends by supporting youth in a proactive manner before behavioral challenges need to be met with a more restrictive environment.

SUCCESSES FROM LAST YEAR (2020 - 2021):

The Chula Vista Elementary School District (CVESD), in collaboration with stakeholders, including the San Diego County Office of Education's (SDCOE) support team, was able to reduce the suspension rate for our homeless student population and our children are no longer in the RED for suspension rate. The SDCOE root cause analysis, targeted support from our district social workers (DSW), and the creation and analysis of live time reports created by the Information Technology (IT) Department, have supported increased access to social emotional supports and access to classroom instruction. Suspension rate declined 2.8% for our homeless student population based on the 2019 CA School Dashboard resulting with 0.9% being suspended at least once.

Additional successes within the CVESD is the mathematics improvement for our English Learners (EL) and Socioeconomically Disadvantaged student groups. Our intentional focus to eradicate the achievement gap for our ELs helped us realize a movement from ORANGE to YELLOW in mathematics on the 2019 California Dashboard. Socioeconomically disadvantaged students increased a positive 4.1 points, moving from ORANGE to GREEN on the mathematics indicator. The District overall maintained a positive 2.0 points on the mathematics indicator falling just 0.1 points below standard for all students.

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 2021 -2022 DATA:

ACHIEVE3000 LEVELSET
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 2021 - 2022 year, 29% of students were meeting the end of year expectations. 3% of Foster Youth, 3% of English Learners, 17% of Socioeconomically Disadvantaged students, 13% of Homeless Youth, 9% of Students with Disabilities, 21% of Hispanic/Latino, 33% of African American, 42% of White, and 51% of Asian students were meeting the end of year reading expectations on the beginning of year LevelSet assessment.

At mid-year, 41% of students were meeting the end of year reading expectations. 21% of Foster Youth, 8% of English Learners, 28% of Socioeconomically Disadvantaged students, 21% of Homeless Youth, 15% of Students with Disabilities, 33% of Hispanic/Latino, and 45% of African American, 55% of White, and 66% of Asian students were meeting the end of year reading expectations on the Mid-Year LevelSet assessment.

At the end of the 2021 - 2022 school year, TBD% of students met the end of year reading expectations. TBD% of Foster Youth, TBD% of English Learners, TBD% of Socioeconomically Disadvantaged students, TBD% of Homeless Youth, TBD% of Students with Disabilities, TBD% of Hispanic/Latino, and TBD% of African American, TBD% of White, and TBD% of Asian students were meeting the end of year reading expectations on the End of Year LevelSet assessment.

MATH
Beginning with the 2021 - 2022 school year, all CVESD students (Kindergarten through Grade 6), were administered the i-Ready Diagnostic Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 5% of students met the end of year reading expectations. 0% of Foster Youth, 1% of English Learners, 3% of Socioeconomically Disadvantaged students, 2% of Homeless Youth, 2% of Students with Disabilities, 3% of Hispanic/Latino, and 5% of African American, 9% of White, and 13% of Asian students were meeting the end of year reading expectations on the beginning of year i-Ready assessment.

At mid-year, 15% of students met the end of year reading expectations. 4% of Foster Youth, 3% of English Learners, 8% of Socioeconomically Disadvantaged students, 8% of Homeless Youth, 6% of Students with Disabilities, 10% of Hispanic/Latino, and 14% of African American, 23% of White, and 32% of Asian students were meeting the end of year reading expectations on the Mid-Year i-Ready assessment.

At the end of the 2021 - 2022 school year, TBD% of students met the end of year reading expectations. TBD% of Foster Youth, TBD% of English Learners, TBD% of Socioeconomically Disadvantaged students, TBD% of Homeless Youth, TBD% of Students with Disabilities, TBD% of Hispanic/Latino, and TBD% of African American, TBD% of White, and TBD% of Asian students were meeting the end of year reading expectations on the End of Year i-Ready assessment.

Based on the data that CVESD is gathering and processing, a laser like focus on achievement must be executed to support children learning English as a second language. In both English language arts and mathematics, ELs are the target group of children underperforming as determined by local measure assessments. Teacher collaboration during VAPA time will be driven by EL data and ELD planning. Small group instruction for ELs will be improved through the grade level collaboration and planning process. Additionally, Federal stimulus funds will be utilized to increase EL-IA small group support for students, and each school site will have a dedicated impact teacher who will focus on LTEL, AR-LTEL, and ELPAC 1 and 2 students during the 2022 - 2023 academic year.

OVERALL CURRENT 20-21 DATA

In CVESD, current local data is analyzed regularly in order to identify areas of need and action. As of Spring 2021, the following local data has been reviewed:

READING

SMARTY ANTS
Beginning with the 2020-21 school year, CVESD students in Kindergarten-2nd Grade, were administered the Smarty Ants Back to School Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 10% of all students in Grades K-2 were meeting the end of year reading expectations. 8% of Foster Youth, 7% of English Learners, 7% of Socioeconomically Disadvantaged students, 3% of Homeless Youth, and 11% of African American students were meeting the end of year reading expectations on the beginning of year Smarty Ants assessment.

At mid-year, 17% of all students in Grades K-2 were meeting the end of year reading expectations. 20% of Foster Youth, 12% of English Learners, 12% of Socioeconomically Disadvantaged students, 4% of Homeless Youth, and 20% of African American students were meeting the end of year reading expectations on the Mid-Year Smarty Ants assessment.

At the end of the 2020-21 school year, 55% of K-2 students met the end of year reading expectations. 40% of Foster Youth, 40% of English Learners, 41% of Socioeconomically Disadvantaged students, 35% of Homeless Youth, and 64% of African American students were meeting the end of year reading expectations on the End of Year Smarty Ants assessment.

ACHIEVE3000 LEVELSET

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, 34% of students were meeting the end of year expectations. 3% of Foster Youth, 6% of English Learners, 21% of Socioeconomically Disadvantaged students, 10% of Homeless Youth, and 35% of African American students were meeting the end of year reading expectations on the beginning of year LevelSet assessment.

At mid-year, 46% of students were meeting the end of year reading expectations. 7% of Foster Youth, 10% of English Learners, 31% of Socioeconomically Disadvantaged students, 14% of Homeless Youth, and 47% of African American students were meeting the end of year reading expectations on the Mid-Year LevelSet assessment.

At the end of the 2020-21 school year, 54% of students met the end of year reading expectations. 16% of Foster Youth, 18% of English Learners, 38% of Socioeconomically Disadvantaged students, 24% of Homeless Youth, and 58% of African American students were meeting the end of year reading expectations on the End of Year LevelSet assessment.

MATH
Beginning with the 2020-21 school year, all CVESD students (Kindergarten through Grade 6), were administered the i-Ready Diagnostic Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 14% of students were meeting the end of year expectations. 14% of Foster Youth, 13% of English Learners, 10% of Socioeconomically Disadvantaged students, 7% of Homeless Youth, and 14% of African American students were meeting the end of year reading expectations on the beginning of year i-Ready assessment.

At mid-year, 23% of students were meeting the end of year expectations. 7% of Foster Youth, 16% of English Learners, 15% of Socioeconomically Disadvantaged students, 8% of Homeless Youth, and 22% of African American students were meeting the end of year reading expectations on the Mid-Year i-Ready assessment.

At the end of the 2020-21 school year, 33% of K-6 students met the end of year expectations. 8% of Foster Youth, 16% of English Learners, 20% of Socioeconomically Disadvantaged students, 10% of Homeless Youth, and 31% of African American students were meeting the end of year reading expectations on the End of Year i-Ready assessment.

AREAS IN NEED OF IMPROVEMENT:

In CVESD, it is apparent that our Foster Youth (FY) need additional support. Our FY currently are RED on the 2019 California Dashboard for suspension rate, increasing 2% for a total of 6.5% suspended at least once out of 124 students. Additionally, FY are in the ORANGE category with english language arts (ELA) achievement. According to the 2019 California Dashboard, of our 31 students who tested in ELA, a decline of 11.9 points occurred that places our FY at 49.5 points below the standard met criteria in ELA.

Additionally, students with disabilities suspension rate needs specific attention. According to the California Dashboard, in 2019 Students with disabilities were suspended at a rate of 1.9%. It is imperative that the highest caliber employees are recruited and retained to service some of our most vulnerable children.

Finally, our homeless children are currently RED on the 2019 California Dashboard chronic absenteeism indicator. Of the 195 students in CVESD academic year of 2018-19, 40% were chronically absent, which represents an increase of 5.2%. While the chronic absenteeism indicator was not generated on the 2020 Dashboard, internal reports display homeless students at 25% during the 2019-20 school year.

CVESD allocated hundreds of thousands of dollars to support our FY and homeless children through the LCAP and Title I funding. The district has a robust DSW program that ensures all of our FY and homeless children have direct support from a caring social worker. DSWs supervise interns that provide additional support to our most vulnerable students. Five Family Resource Centers (FRC) receive funding to support families of FY and homeless children attain housing vouchers, meal assistance, transportation assistance, medical assistance, and social services like counseling and immigration support. As mentioned above, robust, live time reports have been created by the IT Department to support the daily monitoring of FY and homeless suspension rates, absenteeism rates, and academic progress.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights based on 2021 - 2022 input from educational stakeholders:
CVESD has a long, proud history of educational partner input to develop, modify, and implement the LCAP. Educational partners include the District Advisory Committee (DAC)/District English Learners 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 at the top ten unduplicated pupil count sites (Harborside, Lauderbach, Rice, Castle Park, Montgomery, Los Altos, Rohr, Otay, Vista Square, and Kellogg). Each educational partner 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 social-emotional supports for students, particularly low income, foster, special education, and homeless children. CVESD student focus groups expressed an appreciation for and a desire to increase 'out of classroom' field trip experiences, specifically identifying the District 'Station' experiences where students are exposed to a plethora of careers in different economic sectors that align with students strengths, interests, and values.

One key aspect of the CVESD LCAP includes the integration of Visual and Performing Arts (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. We know that historically underrepresented children do not have access to VAPA because of a lack of funds in the home and we are committed to changing that reality. Regardless of your family income reality, you will receive a world-class VAPA education in our schools. An added benefit to the VAPA programs at CVESD schools is that while students

are engaged in VAPA experiences, teachers have grade level collaboration that supports data analysis and planning for our EL, FY, Homeless, and LI children.

An additional key aspect of the CVESD LCAP is the focus on Social-emotional learning (SEL) in each school. The implementation of Sanford Harmony curriculum, on a daily basis, and the hiring of a Director of Multi-Tiered Systems of Supports (MTSS) has helped support all children but particularly children who have experienced trauma. The feedback that stakeholders have provided us throughout the year and during the LCAP input process solidifies our thinking that this focus was the right support to provide our students and is the right focus to continue in the subsequent year's LCAP.

A final key aspect of the LCAP is our focus on 21st Century, strengths, interests, values, and career exploration 'Station' field trip experiences for 4th, 5th, and 6th grade students. Parents and students shared with CVESD staff that these hands on, outside of the brick and mortar schoolhouse engagements are critical to the student's educational experience. Our EL, FY, Homeless, and LI students from the top ten highest unduplicated count schools had additional trips to CVESD Stations, including the Innovation Station, Energy Station, Hydro Station, and the newly created Health Station. Similar to VAPA, we understand that career exposure opportunities are typically reserved for more affluent communities and we are committed to changing that paradigm. The partnerships that CVESD has with Qualcomm, Chula Vista Libraries, SDG&E (San Diego Gas and Electric), IBEW (International Brotherhood of Electrical Workers), NECA (National Electrical Contractors Association), Sweetwater Authority, Otay Water District, and the EATC (Elite Athlete Training Center) are world-class and have the potential to transform our student's thinking about 'what they can be' in the workforce.

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.
However, two schools within the LEA, Harborside and Lauderbach will be provided ATSI (Additional Targeted Support and Improvement) support.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Assistant Superintendent of Innovation and Instruction provides direct support to Harborside and Lauderbach with the development of the SPSA (School Plan for Student Achievement). This support includes data analysis, classroom visitation feedback, and budget priority support.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Assistant Superintendent of Innovation and Instruction provides direct support to Harborside and Lauderbach.
This support includes but is not limited to six to eight site visits per year, support with site improvement plans, and principal coaching throughout the year with instructional leadership, organizational leadership, and cultural leadership.
Additional coaching support is provided on an 'as-needed' basis that can include daily interactions to support improved student outcomes.
Lastly, both Harborside and Lauderbach collaborate with a cohort of schools comprised of six-seven peer sites that provide site-based feedback around quality indicators and professional learning community initiatives.

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 2021 - 2022 LCAP implementation year:

Thoughtexchange: Engagement process conducted from April 8, 2022 through April 24, 2022. 505 participants provided input towards the District LCAP, sharing 356 thoughts.

CVESD Superintendent and Assistant Superintendent and the Executive Director of Special Education and Instruction regularly meet with and collaborate with the South County SELPA to determine needs and best practices to support students with disabilities. Additionally, the Director of Leadership Development, Equity, and Access meets regularly with the Assistant Superintendent of Innovation and Instruction to determine the needs and best practices for foster youth and students experiencing homelessness.

Student focus groups: 10 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.
Lauderbach - March 11, 2022
Montgomery - March 17, 2022
Vista Square - February 25, 2022
Harborside - March 11, 2022
Castle Park - March 10, 2022
Otay - February 11, 2022
Los Altos - February 11, 2022
Rice - February 25, 2022
Rohr - March 18, 2022
Kellogg - March 10, 2022

Chula Vista Educators (CVE): 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.
January 27, 2022, and February 24, 2022.

Chula Vista Classified Employees Organization (CVCEO): 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.
April 5, 2022.

CVESD Principals/Administrators:
February 24, 2022

March 9, 2022

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC):
January 25, 2022
March 8, 2022

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) Executive Board, Parent Advisory/Parent Leadership Committee, Black Learners Advisory Committee (B-LAC), and the Chula Vista Council of PTAs:
January 25, 2022
January 27, 2022
February 3, 2022
February 16, 2022
March 8, 2022

The Chula Vista Elementary School District is proud of the long history of partnerships and the inclusion of stakeholder input within the LCAP. The data gathering process was expanded this year due to the fact that this LCAP document is a new three year plan. Below are the stakeholders and specific dates that each group collaboratively planned and provided input to inform CVESD's LCAP.

Thoughtexchange: Engagement process conducted from March 10, 2021 through April 2, 2021. 2,456 participants provided input towards the District LCAP, sharing 2,109 thoughts.

CVESD Superintendent and the Executive Director of Special Education and Instruction regularly meet with and collaborate with the South County SELPA to determine needs and best practices to support students with disabilities.

Student focus groups: 10 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.
Lauderbach - March 11, 2021
Montgomery - March 9, 2021
Vista Square - March 5, 2021
Harborside - March 18, 2021
Castle Park - March 16, 2021
Otay - March 17, 2021
Los Altos - March 3, 2021
Rice - March 4, 2021
Rohr - March 4, 2021
Kellogg - March 17, 2021

Parent focus groups: 10 of CVESD's highest needs schools, with the highest percentage of unduplicated students, participated in face to face input gathering sessions. Focus groups of parents from these schools provided invaluable information about their child's and/or children's educational experience and what they want to see continue and done differently with the new iteration of the LCAP.
Lauderbach - March 11, 2021
Montgomery - March 9, 2021
Vista Square - March 5, 2021
Harborside - March 18, 2021
Castle Park - March 16, 2021
Otay - March 17, 2021
Los Altos - March 3, 2021
Rice - March 4, 2021
Rohr - March 4, 2021
Kellogg - March 17, 2021

Chula Vista Educators (CVE): 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.
January 21, 2021, March 10, 2021, and April 20, 2021.

Chula Vista Classified Employees Organization (CVCEO): 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 16, 2021, and April 14, 2021.

CVESD Principals/Administrators:
February 24, 2021
March 9, 2021

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC):
February 26, 2021
March 9, 2021

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) Executive Board, Parent Advisory/Parent Leadership Committee, Black Learners Advisory Committee (B-LAC), and the Chula Vista Council of PTAs:
January 27, 2021
February 2, 2021
February 4, 2021
February 24, 2021
February 26, 2021
March 2, 2021

A summary of the feedback provided by specific educational partners.

The following top priority was determined by educational partner input engagement experiences for the 2021 - 2022 LCAP year:

Student focus groups (10 schools)
1 - Maintain VAPA program

CVESD administrators
1 - Mental health and social emotional learning

Thoughtexchange (inlcudes B-LAC, PTA, DAC/DELAC Executive Board)
1 - Academic and mental health supports for engagement

DAC/DELAC
1 - Academic and mental health supports for engagement

CVCEO
1 - Increased student mental health support

CVE
1 -Mental health and social emotional learning

A plethora of feedback was provided by a wide range of stakeholders within the CVESD community. The summary of specific feedback is provided below in a numbered format that displays the top three themes that were derived from each stakeholder group.

Student focus groups (10 schools)
1 - Maintain VAPA program
2 - Physical wellness/nutrition
3 - More hands-on STEM and field trips (Stations)

Parent focus groups (10 schools)
1 - Maintain VAPA program
2 - Maintain smaller class sizes
3 - Physical wellness/nutrition

CVESD administrators
1 - Safety
2 - Mental health and social emotional learning
3 - Distance learning supports

Thoughtexchange (inlcudes B-LAC, PTA, DAC/DELAC Executive Board)
1 - Maintain smaller class sizes
2 - Maintain VAPA program
3 - Academic and mental health supports for engagement

DAC/DELAC
1 - Academic and mental health supports for engagement
2 - Maintain VAPA program
3 - Mental health and social emotional learning

CVCEO
1 - Increased technology and resources
2 - Maintain smaller class sizes
3 - Mental health and social emotional learning

CVE
1 - Maintain smaller class sizes
2 - Mental health and social emotional learning
3 - Maintain VAPA program

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 top unduplicated schools, Goal # 1, action 1.4, to support foster youth, low income, and students experiencing homelessness will be continued actions and services. Finally, 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.

Through the input process, it is clear that our learning community has a deep appreciation for visual and performing arts(VAPA) integration at CVESD schools. The added benefit of teacher collaboration, as a result of VAPA, was communicated by our teaching staff. We also believe that the continued focus on social-emotional learning (SEL) needs to occur because of an increase in the number of students experiencing trauma and our rising homeless population. Our student population was adamant that they would like to see field trips (Stations) continue and want more of them throughout the school year. CVESD feels comfortable moving goals and actions and services forward for another three year 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), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, 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 (EL) and non-ELs. As an example, according to the 2019 California Dashboard, English learner 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 district wide 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 Foster Youth suspension rate - 6.5%	2022 Foster Youth suspension rate - 6.5% (2019 dashboard)			Foster Youth suspension rate - 3.5%
California Dashboard suspension rate indicator	2019 Students with disabilities suspension rate - 1.9%	2022 Students with disabilities suspension rate - 1.9% (2019 dashboard)			Students with disabilities suspension rate - 0.4%
California Dashboard suspension rate indicator	2019 All students suspension rate - 0.7%	2022 All students suspension rate - 0.7% (2019 dashboard)			All students suspension rate - 0.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District expulsion rate	0% of students are expelled	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)			Expected outcome of 4.4 out of 5 by 2024
Thoughtexchange survey rooms for DAC/DELAC, BLAC, parent leaders, LGBTQ+ communities	No survey rooms currently exist	Thoughtexchange survey rooms for DAC/DELAC, BLAC, parent leaders, LGBTQ+ communities being currently created			DAC/DELAC, BLAC, 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
School Facilities maintained in good repair	100% of school sites have good" or "exemplary" on Facilities evaluation.	100% of school sites have good" or "exemplary" on Facilities evaluation.			100% of school sites have good" or "exemplary" on Facilities evaluation.
Promotion of parent participation in programs for unduplicated pupils	100% of district communication channels are utilized.	100% of district communication channels are utilized.			100% of district communication channels are utilized.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and/or exceptional needs at school and District level through district communication channels (e.g: websites, social media, automated calls, text messages, flyers)					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Translation/interpretation staff	Employ a 1.0 FTE district communications supervisor for Spanish language document, presentation, and audio support.	$137,494.00	No Yes
1.2	School readiness program	Employ 4 instructional assistants, 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 Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), and LGBTQ+ children to ensure school readiness and improve achievement outcomes.	$296,550.00	Yes
1.3	Parent Liaison	Support community needs of EL, LI, FY, and HM families. Extra support is allocated to the top ten highest unduplicated school sites to increase parent engagement in School Site Council and DAC/DELAC.	$60,677.00	Yes
1.4	Increase academic and social emotional support	Employ 3.5 FTE associate principals at four highest unduplicated count schools to increase academic access and achievement for English Learners.	$528,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Speech, Language and Pathology (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 IEPs. Approximately 25% of the students in CVESD are learning English as a second language. Children receiving special education services who are English Learners comprise 36% of the total population. 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.	$1,462,427.00	Yes
1.6	Speech, Language, and Pathology and Resource Specialist Program 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 25% of the students in CVESD are learning English as a second language. Children receiving special education services who are English Learners comprise 36% of the total population. 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.	$1,569,028.00	Yes
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 25% of the students in CVESD are learning English as a second language. Children receiving special education services who are English Learners comprise 36% of the total population. The	$355,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 52 current foster youth in CVESD, 23 of these students receive special education services. This amounts to 44% of our FY population. Lastly, of the 60 homeless children currently in CVESD, 13 children receive special education services, amounting to 22% of the homeless population in need of services.		
1.8	Student Attendant (SA) pay differential.	Provide pay differential for SAs that will increase pay by a range of two on salary schedule.	$638,929.00	No

Goal Analysis [2021-22]

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 2021 - 2022 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2021 - 2022 academic year was implemented for goal #1 with the exception of Thoughtexchange (TE) survey rooms for DAC/DELAC, BLAC, parent leaders, and our LGBTQ+ communities. A Director of Leadership Development, Equity, and Access resigned mid year who was leading the TE room initiative and the position was not filled for a few months. The TE rooms will be a support initiative that the new Director will lead during the 2022-2023 school year.

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.

Significant material differences were experienced this past year between budgeted expenditures and the estimated actual expenditures as a result of the negotiation and approval of new management, certificated, and classified employee contracts. Retroactive pay of 3% on schedule was implemented for each of the aforementioned employee groups. As an example of the difference in budgeted and actual expenditures, the cost for the SLP pay differential increased from a projected $1,173,346 to $1,303,326, an increase of $129,980. On the other hand, no difference was experienced between the planned percentage of improved services and the estimated actual percentages of services.

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 May 2022, there are 616 students who are McKinney Vento and 91 students who in the foster care system. These numbers are in stark contrast to the 76 MKV children CVESD serviced in 2020-2021, and the approximately 75 FY children served in 2020-2021. 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. The allocation of an associate principal at four of the district's highest needs schools, all with unduplicated student populations over 90%, (Harborside - 95.21%, Lauderbach - 96.74%, Vista Square - 95.23%, , and Rice - 93.07%) will continue to support FY 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, 4,576 students are currently receiving special education services, representing 16% of CVESD's student body. As of May 1, there are 455 pending evaluations for CVESD students. During the 2021-2022 academic year, 745 students have been assessed for special education services with 721 students qualifying for services. Clearly, the need for the highest caliber employees is 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 regrading 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 be implementing a significantly improved student study team (SST) process district wide. 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.

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 Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, 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 6.7% district chronic absenteeism rate (2019 California dashboard)			3.7% district chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 40% homeless student chronic absenteeism rate	2022 40% homeless student chronic absenteeism rate (2019 California dashboard)			10% homeless student chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 6.3% African-American chronic absenteeism rate	2022 6.3% African-American chronic absenteeism rate (2019 California dashboard)			3.3% African-American 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 11.8% Students with disabilities chronic absenteeism rate	2022 11.8% Students with disabilities chronic absenteeism rate (2019 California dashboard)			8.8% Students with disabilities chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 12.9% Foster youth chronic absenteeism rate	2022 12.9% Foster youth chronic absenteeism rate (2019 California dashboard)			9.9% Foster youth chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 8.1% Hispanic chronic absenteeism rate	2022 8.1% Hispanic chronic absenteeism rate (2019 California dashboard)			5.1% Hispanic chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 9.4% Low income chronic absenteeism rate	2022 9.4% Low income chronic absenteeism rate (2019 California dashboard)			6.4% Low income 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 School Site Council.	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	91.38% district attendance rate as of May 1, 2022			97.68% district attendance rate. (Baseline plus 1.5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(before COVID closure)				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Employ 4 district social workers.	Provide social work support to all schools, targeting support for at risk students with a focus on homeless, foster, BIPOC, and LGBTQ students.	$568,013.00	Yes
2.2	Employ 4 part time instructional assistants.	Provide Parent Intervention Program (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.	$88,054.00	Yes
2.3	Increase School Attendance Secretary/Health Specialists hours	Improve staffing ratios at each school site for support staff to increase attendance for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$877,500.00	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.	$1,829,596.00	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

Action #	Title	Description	Total Funds	Contributing
2.7	Employ a Director of Multi-Tiered Systems of Support.	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.	$205,556.00	Yes
2.8	Contract with Chula Vista Police Department.	Execute contract with CVPD, School Resource Officer team, including the Homeless Outreach Team (HOT) to support homeless youth.	$459,580.00	Yes

Goal Analysis [2021-22]

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 2021 - 2022 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2021 - 2022 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.

Significant material differences were experienced this past year between budgeted expenditures and the estimated actual expenditures as a result of the negotiation and approval of new management, certificated, and classified employee contracts. Retroactive pay of 3% on schedule was implemented for each of the aforementioned employee groups. As an example of the difference in budgeted and actual expenditures, the cost for the additional school attendance and health specialist hours increased from a projected $782,560 expenditure to $828,956 actual expenditure, an increase in $46,405. The planned increases in services were not affected this past year, with increases being experienced to improve the attendance rates of our target groups of children but not the results that we expected. CVESD recognized the significant drop in attendance rates at our highest unduplicated schools and utilized additional Federal stimulus funds to allocate an additional attendance health specialist (AHS) to support families and children struggling with attendance. As an example, an additional AHS was allocated one day per week to support Otay school that is currently at 87.85% attendance. Additional schools being supported are Castle Park (88.82% ADA), Finney (89.31% ADA), Harborside (85.03% ADA), Hilltop (88.89% ADA), Lauderbach (88.08% ADA), Loma Verde (89.60% ADA), Los Altos (87.47% ADA), Rogers (88.41% ADA), Rosebank (89.06% ADA), Silver Wing (89.24% ADA), and Vista Square (88.37% ADA).

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 with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students did not produce the results that we expected. A significant reason for this was 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 historically underserved children. However, we are confident as a system and community that keeping each action and service in place will produce positive results as our families and students feel more comfortable physically returning to campuses for face to face instruction. Through the input process that included parent/guardian, students, and community member input, it was evident that the wide availability of vaccines and the decrease in COVID-19 infection rates and severity of infections dropping significantly has contributed to a renewed sense of coming back to school physically and returning to a sense of normalcy that includes improved attendance.

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.

Obviously 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. District Social Workers (DSW) 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.

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 Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, 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 English Learners. As an example, only 6% of ELs were reclassified during the 2020-2021 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	2022 all students DFS - 26.9 points above (2019 California dashboard)			56.9 points above DFS
California Dashboard English Language Arts indicator	2019 Foster youth DFS - 49.5 points below	2022 Foster youth DFS - 49.5 points below (2019 California dashboard)			19.5 points below DFS
California Dashboard Mathematics indicator	2019 all students DFS - 0.1 points below	2022 all students DFS - 0.1 points below			30.1 points above DFS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(2019 California dashboard)			
California Dashboard Mathematics indicator	2019 African-American DFS - 14.8 points below	2022 African-American DFS - 14.8 points below (2019 California dashboard)			15.2 points above DFS
California Dashboard Mathematics indicator	2019 English learner DFS - 23.7 points below	2022 English learner DFS - 23.7 points below (2019 California dashboard)			6.3 points above DFS
California Dashboard Mathematics indicator	2019 Foster youth DFS - 62.9 points below	2022 Foster youth DFS - 62.9 points below (2019 California dashboard)			32.9 points below DFS
California Dashboard Mathematics indicator	2019 Homeless DFS - 58.2 points below	2022 Homeless DFS - 58.2 points below (2019 California dashboard)			28.2 points below DFS
California Dashboard Mathematics indicator	2019 Students with disabilities DFS - 79.1 points below	2022 Students with disabilities DFS - 79.1 points below (2019 California dashboard)			49.1 points below DFS
Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	2021 ELPAC baseline (% of students advancing one ELPAC level) 20-21 26% (1135 students)	2022 ELPAC 26% of students advancing one ELPAC level - data will be update July 2022			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 English Learners reclassified each year	2021 reclassification baseline - 6% (477 students)	2022 reclassification - 21-22 8% (671 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: *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
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			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 EOY grade level expectations	Achieve 3000 - 49% of 3-6 students (including 2nd grade when appropriate) meeting end of year grade level reading expectations			Baseline data plus 9% by the end of 2024
iReady - % of K-6 students meeting end of year grade level	33% of K-6 students meeting EOY grade level expectations	iReady - 28% of K-6 students meeting end of year grade level			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
mathematics expectations		mathematics expectations			
Every pupil in the school 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.
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.
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 English learners 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 English learners 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 English learners 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	Visual and Performing Arts (VAPA) materials.	Provide VAPA curriculum, materials, and support to successfully implement site programs.	$10,000.00	No

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.	$392,525.00	Yes
3.3	Employ 6.0 FTE Technology Equipment Technician staff.	Technology Equipment Technician support staff to assist schools with hardware, software, and infrastructure support for technology integration.	$683,252.00	No
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 Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.	$7,535,170.00	Yes
3.5	Site specific needs funding.	Utilize LCAP funding to support site specific needs as determined by State and Local data metrics with an emphasis on increasing academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. School sites will be able to utilize LCAP funding to support site specific needs as determined by State and Local data metrics with an emphasis on increasing academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. Site specific needs vary across CVESD with the highest unduplicated count school, Montgomery, serving a 96.97% unduplicated student population and the lowest needs school, Liberty, serving a 26.82% unduplicated population.	$3,930,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$738,314.00	No

Goal Analysis [2021-22]

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 2021 - 2022 academic year with planned actions and the implementation of those actions. Each action and service that was planned for the 2021 - 2022 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.

In the aggregate, the difference in budgeted expenditures and the estimated actual expenditures is approximately a $75,000 increase due to a negotiated contract for certificated and classified CVESD staff. However, this increase in expenditures did not negatively impact the percentages of improved services for students.

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, particularly children learning English as a second language (ELs). While systems and structures have been put in place and actions and services are aligned to supporting ELs, achievement for our EL students has dropped precipitously. As an example, mid term data for our ELs in mathematics, utilizing the iReady diagnostic assessment shows that only 3% of our ELs are performing at grade level standards (in relation to end of the year expectations) as opposed to our highest performing group of children (Asian) at 32%. Additionally, when reviewing the Achieve 3000 lexile levels, EL students are at 8% meeting end of year grade level expectations compared to 66% of our Asian students meeting end of the year expectations.
Total academic achievement for our Black, Students with Disabilities (SWD), Low Income (LI), Foster Youth (FY), and Homeless students show a similar trend of academic decline that will need to be reversed over the next year. Academic achievement in mathematics, again utilizing the iReady diagnostic shows that 14% of Black students, 6% of SWD, 8% of LI, 4% of FY, and 8% of Homeless students are meeting end of the year expectations. When previewing Achieve 3000 lexile level data, 45% of Black students, 15% of SWD, 28% of LI, 21% of FY, and 21% of Homeless students are meeting end of the year expectations.
Clearly, additional support must be allocated to children, particularly ELs with school site (local context) funding.

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.

School sites with anticipated carry over LCAP funding have been directed to submit additional plans to delineate how funds will be utilized to increase academic achievement for unduplicated students. The Instructional Services and Support (ISS) team will review and approve and/or modify each site plan to ensure that LCAP and SPSA goals are executed and funding is not carried over so that support of current student needs are prioritized. In addition to utilizing LCAP funding, Federal stimulus funding will be utilized to allocate an impact teacher to each school site who will provide small group intervention and instruction to students who are Foster Youth, students who are experiencing homelessness, LTELs, AR-LTELs, and ELPAC 1 and ELPAC 2 students.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$27,752,055	$901,601

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
13.38%	0.00%	$0.00	13.38%

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 25%) are learning English as a second language. 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 English Learners and their achievement. Additionally, a parent liaison, who is able to support Spanish speaking families and families who are living in poverty connect with services is critical for our student's success. The amount of students who are EL and/or Low Income (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 four of the highest unduplicated schools (90% or higher unduplicated) will be employed to provide support and mentoring for low income, foster, and English Learner students. The four school sites with the highest percentage of EL, LI, and foster children are the following schools, benefitting from this LCAP action.

Lauderbach - 93.81% EL, LI, FY

Vista Square - 94.05% EL,LI,FY

Harborside - 93.79% EL,LI,FY

Rice - 89.59% EL,LI,FY

Goal 1, actions 5, 6, and 7 - 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 (EL) and non-ELs. As an example, according to the 2019 California Dashboard, English learner 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 district wide 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 25% of the students in CVESD are learning English as a second language. Children receiving special education services who are English Learners comprise 36% of the total population. 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.

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 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. Additionally, of the 52 current foster youth in CVESD, 23 of these students receive special education services. This amounts to 44% of our FY population. Lastly, of the 60 homeless children currently in CVESD, 13 children receive special education services, amounting to 22% 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. District social workers will focus heavily on schools with the highest number of homeless and foster children. Currently, CVESD has 56 homeless students and 50 foster children attending multiple schools throughout the District. For example, one of our highest needs schools, Vista Square, has 9 homeless children and 2 foster youth.

Goal 2, action 2 - Employ four part time instructional assistants to support the Parent Intervention Program (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 attendance and health secretary 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. As an example, current data shows that only 18% of ELs were meeting the end of year reading expectations on the End of Year LevelSet assessment. 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 Multi-Tiered Systems of Support 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 ad homeless children particularly need support with MTSS as is evidenced by historical attendance and suspension data on the California 5x5 dashboard.

Goal 2, action 8 - Execute a contract with the Chula Vista Police Department School Resource Officer team, including the Homeless Outreach Team (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 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 English Learners. As an example, only 6% of ELs were reclassified during the 2020-2021 school year. The district has approximately 25% of our students learning English as a second language.

For EL and LI, we will continue VAPA and teacher collaboration because we believe that our data indicates student engagement increased as demonstrated by low suspension rates resulting in a placement in the green category of the California 5x5 grid.

For FY, district social workers will continue because we believe our data indicates that their support directly impacted mathematics achievement resulting in an increase of 17.1 points placing them in the yellow category of the California 5x5 grid.

Goal 3, action 2 - The achievement gap that exists between are ELs and our monolingual children is significant. As an example, at the end of the 2020-21 school year, 54% of students met the end of year reading expectations. 16% of Foster Youth, 18% of English Learners, 38% of Socioeconomically Disadvantaged students, 24% of Homeless Youth, and 58% 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 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.

Goal 3, action 5 - Utilize LCAP funding to support site specific needs as determined by State and Local data metrics with an emphasis on increasing academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. School sites will be able to utilize LCAP funding to support site specific needs as determined by State and Local data metrics with an emphasis on increasing academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. Site specific needs vary across CVESD with the highest unduplicated count school, Montgomery, serving a 96.32% unduplicated student population and the lowest needs school, Liberty, serving a 30.34% unduplicated population. Site specific expenditures are monitored with a multi-tiered approach. First, school sites are required to attain School Site Council approval for LCAP funds, placing

expenditures in SPSA plans that receive Executive Director and Board approval. Second, LCAP expenditures must be approved by the CVESD Business Services and Support (BSS) Department once purchase orders are submitted/received. Third, if LCAP funds are in 'question', the Instructional Services and Support team reviews and approves or denies the expenditure(s) with support from the BSS Department, ensuring those expenditures are in alignment with the LCAP and SPSA plans.

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 foster youth, English Learners, and low income 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 58.74 % unduplicated count for Low Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2021-22 school year. The total allocation of supplemental and concentration grant funds for the 2021-22 school year is $26,047,038. 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 Low Income, English Learner, and/or Foster Youth. Services for the 2021 - 2022 academic year include the following to best support the academic, social, emotional, and physical health of our most vulnerable student populations:

*For our English Learners, 3.5 FTE associate principals service AR-LTELs, LTELs, and ELPAC 1 and ELPAC 2 students to support the acquisition of English 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 Chula Vista Police Department (CVPD) and the Homeless Outreach Team (HOT) to support Foster Youth and Homeless students with engagement to lower chronic absenteeism rates and suspension rates.

*Reemploy a Director of Multi-Tiered Systems of Support (MTSS) that will create student behavior and academic supports, especially for our students of poverty and foster youth. The Director of MTSS will lead the implementation and support of site MTSS initiatives that enables teacher and staff intervention for EL, FY, HM,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 13.62% (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 foster youth, low income, and English Learner students, and employing four associate principals at four of the highest unduplicated schools (90% or higher unduplicated) to provide support and mentoring for low income, foster, and English Learner students.

*Reemploy four instructional assistants to support children and family 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 Social Workers to support the needs of Foster Youth and to increase the amount of time in which 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 - 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 foster youth, English Learners, and low income 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	Allen - 26.15 to 1, Casillas - 23.43 to 1, CV Hills - 26 to 1, Camarena - 39.33 to 1, Clearview - 16.26 to 1, Eastlake - 23.78 to 1, Hedenkamp - 47.05 to 1, Heritage - 28.85 to 1, Liberty - 25.12 to 1, Marshall - 20.88 to 1, McMillin - 26.14 to 1, Muraoka - 35.54 to 1, Olympic View - 25.04 to 1, Parkview - 17.3 to 1, Salt Creek - 40.19 to 1, Sunnyside - 24.44 to 1, Tiffany - 15.63 to 1, Veterans - 27 to 1, Wolf Canyon - 28.21 to 1 to	Castle Park - 17.90 to 1, Cook - 20.63 to 1, Finney - 14.46 to 1, Halecrest - 17.58 to 1, Harborside - 18.68 to 1, Hilltop - 24.19 to 1, Juarez-Lincoln - 19.17 to 1, Kellogg - 13.59 to 1, Lauderbach - 30.42 to 1, Loma Verde - 26.28 to 1, Los Altos - 16.56 to 1, Montgomery - 15.4 to 1, Otay - 22.8 to 1, Palomar - 8.09 to 1, Rice - 19.5 to 1, Rogers - 5.55 to 1, Rohr - 25.33 to 1, Rosebank - 20.52 to 1, Silver Wing - 25.14 to 1, Valle Lindo - 19.9 to 1, Valley Vista - 29.53 to 1, Vista Square - 22.69 to 1
Staff-to-student ratio of certificated staff providing direct services to students	Allen - 15.45 to 1, Casillas - 14.06 to 1, CV Hills - 17.03 to 1, Camarena - 19.27 to 1, Clearview - 14.82 to 1, Eastlake - 16.58 to 1, Hedenkamp - 19.87 to 1, Heritage - 17.44 to 1, Liberty - 16.10 to 1, Marshall - 16.7 to 1, McMillin - 17.63 to 1, Muraoka - 19.13 to 1, Olympic View - 16.92 to 1, Parkview - 20.30 to 1, Salt Creek - 18.35 to 1, Sunnyside - 14.19 to 1, Tiffany - 13.03 to 1, Veterans - 17.23 to 1, Wolf Canyon - 19.81 to 1	Castle Park - 13.43 to 1, Cook - 11.79 to 1, Finney - 13.93 to 1, Halecrest - 14.55 to 1, Harborside 14.85 to 1, Hilltop - 16.93 to 1, Juarez-Lincoln - 15.33 to 1, Kellogg - 11.07 to 1, Lauderbach - 18.25 to 1, Loma Verde - 13.51 to 1, Los Altos - 11.92 to 1, Montgomery - 14 to 1, Otay - 16.29 to 1, Palomar - 11.46 to 1, Rice - 16.25 to 1, Rogers - 9.3 to 1, Rohr - 25.33 to 1, Rosebank - 15.23 to 1, Silver Wing - 16 to 1, Valle Lindo - 12.67 to 1, Valley Vista - 16.03 to 1, Vista Square - 16.86 to 1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,752,055.00				$27,752,055.00	$25,776,915.00	$1,975,140.00

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 English Learners	$137,494.00				$137,494.00
1	1.2	School readiness program	English Learners	$296,550.00				$296,550.00
1	1.3	Parent Liaison	English Learners Foster Youth Low Income	$60,677.00				$60,677.00
1	1.4	Increase academic and social emotional support	English Learners	$528,029.00				$528,029.00
1	1.5	Speech, Language and Pathology (SLP) pay differential.	English Learners Foster Youth Low Income	$1,462,427.00				$1,462,427.00
1	1.6	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	English Learners Foster Youth Low Income	$1,569,028.00				$1,569,028.00
1	1.7	Special Education teacher pay differential.	English Learners Foster Youth Low Income	$355,510.00				$355,510.00
1	1.8	Student Attendant (SA) pay differential.	Students with Disabilities	$638,929.00				$638,929.00
2	2.1	Employ 4 district social workers.	English Learners Foster Youth Low Income	$568,013.00				$568,013.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Employ 4 part time instructional assistants.	English Learners Foster Youth Low Income	$88,054.00				$88,054.00
2	2.3	Increase School Attendance Secretary/Health Specialists hours	English Learners Foster Youth Low Income	$877,500.00				$877,500.00
2	2.4	Employ school psychologists.	English Learners Foster Youth Low Income	$1,829,596.00				$1,829,596.00
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 Multi-Tiered Systems of Support.	English Learners Foster Youth Low Income	$205,556.00				$205,556.00
2	2.8	Contract with Chula Vista Police Department.	Low Income	$459,580.00				$459,580.00
3	3.1	Visual and Performing Arts (VAPA) materials.	All	$10,000.00				$10,000.00
3	3.2	Library support staffing ratios.	English Learners Foster Youth Low Income	$392,525.00				$392,525.00
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff.	All	$683,252.00				$683,252.00
3	3.4	Employ VAPA teachers	English Learners Foster Youth Low Income	$7,535,170.00				$7,535,170.00
3	3.5	Site specific needs funding.	English Learners Foster Youth Low Income	$3,930,279.00				$3,930,279.00
3	3.6	Supplemental custodians	All	$738,314.00				$738,314.00

2022-23 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
$207,475,662	$27,752,055	13.38%	0.00%	13.38%	$25,681,560.00	0.00%	12.38 %	**Total:**	$25,681,560.00
								LEA-wide Total:	$25,153,531.00
								Limited Total:	$0.00
								Schoolwide Total:	$528,029.00

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	$137,494.00	
1	**1.2**	School readiness program	Yes	LEA-wide	English Learners	Specific Schools: 24 school sites	$296,550.00	
1	**1.3**	Parent Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,677.00	
1	**1.4**	Increase academic and social emotional support	Yes	Schoolwide	English Learners	Specific Schools: Lauderbach, Vista Square, Harborside, Rice	$528,029.00	
1	**1.5**	Speech, Language and Pathology (SLP) pay differential.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,462,427.00	
1	**1.6**	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,569,028.00	

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	$355,510.00	
2	2.1	Employ 4 district social workers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,013.00	
2	2.2	Employ 4 part time instructional assistants.	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschool	$88,054.00	
2	2.3	Increase School Attendance Secretary/Health Specialists hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$877,500.00	
2	2.4	Employ school psychologists.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,829,596.00	
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 Multi-Tiered Systems of Support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,556.00	
2	2.8	Contract with Chula Vista Police Department.	Yes	LEA-wide	Low Income	All Schools	$459,580.00	
3	3.2	Library support staffing ratios.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$392,525.00	
3	3.4	Employ VAPA teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,535,170.00	
3	3.5	Site specific needs funding.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,930,279.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,369,502.00	$24,058,546.00

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	$121,753.00	$129,937
1	**1.2**	School readiness program	Yes	$271,619.00	$275,648
1	**1.3**	Parent Liaison	Yes	$56,847.00	$54,736
1	**1.4**	Increase academic and social emotional support	Yes	$486,542.00	$482,309
1	**1.5**	Speech, Language and Pathology (SLP) pay differential.	Yes	$1,173,346.00	$1,303,326
1	**1.6**	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	Yes	$1,437,464.00	$1,465,084
1	**1.7**	Special Education teacher pay differential.	Yes	$303,772.00	$327,983
1	**1.8**	Student Attendant (SA) pay differential.	No	$574,697.00	$560,905
2	**2.1**	Employ 4 district social workers.	Yes	$519,704.00	$534,921
2	**2.2**	Employ 4 part time instructional assistants.	Yes	$66,648.00	$78,259

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	$782,560.00	$828,965
2	2.4	Employ 16.3 FTE school psychologists.	Yes	$2,520,890.00	$2,482,066
2	2.5	K - 3 class size reduction.	Yes	$2,707,237.00	$2,707,237
2	2.6	4 - 6 class size reduction.	Yes	$2,215,293.00	$2,215,293
2	2.7	Employ a Director of Multi-Tiered Systems of Support.	Yes	$184,195.00	$188,530
2	2.8	Contract with Chula Vista Police Department.	Yes	$454,691.00	$457,805
3	3.1	Visual and Performing Arts (VAPA) materials.	No	$10,000.00	$10,000
3	3.2	Library support staffing ratios.	Yes	$345,067.00	$328,988
3	3.3	Employ 6.0 FTE Technology Equipment Technician staff.	No	$629,848.00	$644,662
3	3.4	Employ VAPA teachers	Yes	$7,085,632.00	$6,852,994
3	3.5	Site specific needs funding.	Yes	$4,421,697.00	$1,421,697
3	3.6	Supplemental custodians	No	$0	$707,201

2021-22 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)
$27,058,546	$25,154,957.00	$22,135,778.00	$3,019,179.00	0.00%	85.00%	85.00%

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	$121,753.00	$129,937	0%	0%
1	1.2	School readiness program	Yes	$271,619.00	$275,648	0%	10%
1	1.3	Parent Liaison	Yes	$56,847.00	$54,736	0%	0%
1	1.4	Increase academic and social emotional support	Yes	$486,542.00	$482,309	0%	5%
1	1.5	Speech, Language and Pathology (SLP) pay differential.	Yes	$1,173,346.00	$1,303,326	0%	0%
1	1.6	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	Yes	$1,437,464.00	$1,465,084	0%	0%
1	1.7	Special Education teacher pay differential.	Yes	$303,772.00	$327,983	0%	0%
2	2.1	Employ 4 district social workers.	Yes	$519,704.00	$534,921	0%	10%
2	2.2	Employ 4 part time instructional assistants.	Yes	$66,648.00	$78,259	0%	10%
2	2.3	Increase School Attendance Secretary/Health Specialists hours	Yes	$782,560.00	$828,965	0%	10%

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 16.3 FTE school psychologists.	Yes	$2,520,890.00	$2,482,066	0%	0%
2	2.5	K - 3 class size reduction.	Yes	$2,707,237.00	$2,707,237	0%	5%
2	2.6	4 - 6 class size reduction.	Yes	$2,215,293.00	$2,215,293	0%	5%
2	2.7	Employ a Director of Multi-Tiered Systems of Support.	Yes	$184,195.00	$188,530	0%	5%
2	2.8	Contract with Chula Vista Police Department.	Yes	$454,691.00	$457,805	0%	10%
3	3.2	Library support staffing ratios.	Yes	$345,067.00	$328,988	0%	0%
3	3.4	Employ VAPA teachers	Yes	$7,085,632.00	$6,852,994	0%	10%
3	3.5	Site specific needs funding.	Yes	$4,421,697.00	$1,421,697	0%	5%

2021-22 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)
$193,561,117	$27,058,546	0%	13.98%	$22,135,778.00	85.00%	96.44%	$0.00	0.00%

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:

Adopt 2022-23 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 2022-23, and the estimated year-end revenues and expenditures for 2021-22. With the May 13, 2022, release of the Governor's Revised Budget Proposal (May Revise), the District's 2022-23 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 2022-23 Proposed Budget.

- Local Control Funding Formula (LCFF) Cost-of Living Adjustment (COLA) – The Governor's May Revise proposes a 2022-23 COLA adjustment of 6.56 percent for school districts and charter schools.

- LCFF Base Rate Adjustment Add-on – A $2.1 billion add-on to the LCFF base rates is part of the May Revise and will be subject to annual COLA increases.

- LCFF Transitional Kindergarten (TK) Add-on the May Revise proposes to fund the lower classroom ratios in TK by providing $2,813 per TK Average Daily Attendance (ADA) which will also be subject to annual COLA increases.

- Declining LCFF Average Daily Attendance (ADA) Support - The Governor's May Revise includes amending the LCFF ADA calculation to allow school districts to use the greater of current year ADA, prior year ADA, or the average of the three prior years' ADA and is factored into the District's 2022-23 Proposed Budget. The Governor's May Revise also includes an additional declining ADA support that would allow school districts to use an attendance yield factor from 2019-20 to help offset the ADA decline in recent years due to COVID-19 absences. The District will not include the additional declining ADA support in the District's 2022-23 LCFF revenues until a final State budget is completed.

- One-Time Discretionary Block Grant- The May Revise includes $8 billion in one-time discretionary block grants funds that equates to about $1,500 per ADA. For the District this would be about $30.4 million to be spent at the local level as determined by the local governing board and can be used for any one-time purposes. The District will not include the one-time Discretionary block grant funds in the 2022-23 budget until a State budget is completed.

- Reserves/Reserve Cap –The conditions to trigger the 10% reserve cap is projected to be met and effective for the 2022-23 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 2022-23 Fund Balance and Reserves section of this report.

- Special Education – The Governor's proposal also includes an additional $500 million in on-going Prop 98 funding for Special Education in addition to the 6.56 percent COLA. The District's 2022-23 Proposed Budget does not include the proposed additional special education funding from the Governor's 2022-23 budget proposal as we have not received the District's estimated allocation.

- Expanded Learning Opportunities Program (ELO-P) – Proposes $4.8 billion ongoing funds for ELO-Program infrastructure focusing on integrating arts and music programming into enrichment options for students. The District's additional allocation is not available and is not included in the 2022-23 Budget.

The Senate and Assembly must officially adopt the 2022-23 State Budget by June 15, 2022, and Governor Newsom has until June 30, 2022, to sign the final Budget. Due to the timing of the State Budget process, the District's 2022-23 Proposed Budget is based primarily on the May Revise assumptions. Once the 2022-23 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 2021-22 General Fund ending balance is projected to be $77,200,382 and the Reserve for Economic Uncertainties (REU) is expected to be $51,024,558, which is an increase in the REU of $3,811,822 since the Second Interim Budget and represents a 15.36% REU. The District's 2022-23 General Fund ending balance is expected to be $66,781,346, and the REU is expected to be $34,582,450 a decrease in the REU of <$16,442,108> from 2021-22 and represents an 9.3% REU.

Under the current law, the LCFF is funded on the greater of current or prior year ADA. For 2022-23, the Governor's Proposed State Budget proposes to alter the LCFF formula on determining the funded ADA, from the greater of current or prior year ADA, to the greater of current year, prior year or average of three prior years' ADA, whichever is greater. Average Daily Attendance (ADA) for 2022-23 is

projected at 20,321. For 2022-23, the District is using the average of three prior years' ADA which equates to 21,732 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 on page 10 herein under "Other Funds Narrative" and on pages 8-20 on the Annual Financial and Budget Report. The budget information consists of the 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 18, 2022, public hearing.

FISCAL IMPACT/FUNDING SOURCE:

2021-22 General Fund

Unrestricted Revenues

Revenues have increased by $356,900 since the District's Second Interim Budget report. Following are the major changes affecting Unrestricted Revenues.

1. LCFF $ 65,811

   This change is due to the increase of 7 funded ADA for Non-Public School and County Operated Special Education Special Day Classes.

2. Federal Revenues $ 223,322

   The increase is caused by receipt of additional Federal Impact Aid funding.

3. Local Revenues $ 67,767

   An increase in the Charter School chargebacks of $370,908 and Medi-Cal Administrative Activities (MAA) funds of $38,379 was mostly offset by decreases in interest revenue of <$129,611>, School Gifts account of <$100,000>, projected K-12 Schools E-rate Program funding of <$50,000> and Transportation Services Study trips of <$50,000>.

2021-22 Unrestricted Expenditures

Unrestricted expenditures decreased by <$5,250,427> from the 2021-22 Second Interim Budget to the 2021-22 Estimated Actuals Report. The primary reason for the expenditure decrease is the estimated <$4.2 million> decrease in 2021-22 LCFF school site Local Control and Accountability Plan (LCAP) projected costs and School Site Control expenditures that are projected to be carried over from the 2021-22 year and spent in the 2022-23 school year site budget. The decreases in 2021-22 expenditures are summarized below by the major objects of the most significant of these changes:

1. Certificated Salaries $ <1,171,395>

   Most of the decrease is due to the <$731,142> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2022-23 school year. Additional causes of the decrease are due to a reduction of <$244,152> caused by unfilled vacant positions, <$167,257> for replacement of various certificated positions at lower salary steps and a decrease of <$80,000> in substitute costs.

2. Classified Salaries $ <1,330,940>

   Most of the decrease is due to the <$1,092,727> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2022-23 school year. Additionally, there is a projected decrease of <$280,000> in substitute costs for various classified positions.

3. Employee Benefits $ <957,500>

The decreased cost in employee benefits is directly related to the changes in Personnel costs.

4. Books and Supplies $ <1,078,612>

The majority of the decrease is due to the <$1,066,424> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2022-23 school year.

5. Services and Other Operating Expenses $ <906,510>

Most of the decrease in this category is due to a <$395,000> decrease in utilities cost; and a <$189,268> decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2022-23 school year. Additional decreases in gardening and operating services of <$95,128>; psychology assessment of <$83,666>, and transportation costs for foster youth of <$34,450> accounted for most of the remaining changes.

Unrestricted Other Financing Sources/Uses

Contribution to Restricted Funds $ <2,304,495>

The <$2,304,495> decrease in contributions from the Unrestricted General Fund to the Restricted Funds is primarily due to a decrease in the unrestricted contribution to the Restricted Special Education program from $28,533,652 to $26,229,157.

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 2021-22, 2022-23, and 2023-24 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 2021-22 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 2021-22 Estimated Actuals, the District can better estimate whether certain Restricted grant funds will not be fully spent in 2021-22 and

estimate which restricted funds will have carryover funds for the 2022-23 District Budget. Listed below are the largest of the $20,990,824 of Restricted fund balances projected to be carried over to the 2022-23 school year.

State	
Expanded Learning Opportunities Program	$ 8,608,826
Educator Effectiveness	5,463,799
Restricted Lottery	2,865,377
Special Education - Learning Loss Recovery	1,927,640
AB-86 Expanded Learning Opportunities Grant	998,180
Special Education – Alternative Dispute Resolution	146,399
Classified School Employee Professional Development	145,600
SB117 COVID-19 LEA Response Funds	22,379
	$20,178,200
Local	
Medi-Cal Billing	$ 812,624

2021-22 Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected General Fund ending balance for 2021-22 is estimated at $77,200,382. The 2021-22 REU is estimated at $51,024,558 which provides a 15.36% 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, 2022, and $135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Restricted Fund Balances $ 20,990,824

   Represents restricted grants that will be carried over to the 2022-23 school year to be spent in accordance with Federal, State and Local requirements.

3. Unrestricted Assigned for Site Funds/School Gifts/Donations $ 4,350,000

   This represents $4,200,000 in LCFF LCAP Site funds and Site Control allocations projected to be carried over to 2022-23, and $150,000 of school gifts/donations that can only be spent by schools.

4. Reserve for Economic Uncertainties $ 51,024,558

2022-23 General Fund

2022-23 Unrestricted Revenues

Revenues are projected to increase by $14,758,591 from 2021-22. Listed below are the major assumptions used in calculating the 2022-23 Proposed Budget Revenues.

1. LCFF $ 14,832,084

   The major cause of this increase is due to the 2022-23 LCFF COLA of 6.56%; the Governor's LCFF Base rate adjustment add-on; the LCFF TK ADA add-on; and the LCFF ADA three-year ADA averaging option. The LCFF ADA three-year averaging option reduces, but does eliminate, the district's declining ADA for the 2022-23 school year.

2. Federal Revenues $ <480,248>

   The receipt of one-time Impact Aid Funding 2021-22 accounted for the decrease in this category.

3. Other State Revenues $ <360,648>

   The decrease is due to the decrease in ADA used as a factor on the Lottery estimates calculation.

4. Local Revenues $ 767,403

   Most of the change in this category is due to the increase of $841,289 in projected Charter Schools chargeback, increase in School Gift account funding of $150,000, and Transportation Services Study Trips of $50,000. These were partially offset by the projected decrease in prior year Medi-Cal Administrative Activities (MAA) funds of <$368,379>.

2022-23 Unrestricted Expenditures

Unrestricted 2022-23 expenditures are projected to increase by $22,923,075 from 2021-22. The following assumptions are used in the development of expenditures for 2022-23:

1. For 2022-23, certificated salary costs are based on the actual step changes and projected class increases. Classified salaries are based on the actual step changes. In addition, the salary costs include the 2022-23 compensation

settlement ratified on March 9, 2022, Board meeting which includes a 2.5% increase on the salary schedule and a 2% off salary schedule payment.

2. As a condition of LCFF funding for the K-3 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. Additional staffing costs are included for the TK class size requirement of 24 students and classroom ratio of 12 students per one adult.

3. Supplemental and Concentration Grants funding of $27,752,055 is included in the Unrestricted expenditures.

4. A 5% increase for health insurance premiums beginning January 1, 2023, is factored into healthcare costs. Also included is the increase in the health benefits cap from $14,500 to $15,000 beginning January 1, 2023, as part of the compensation settlement approved by the Board of Education on March 9, 2022.

5. The Routine Restricted Maintenance account is funded at the state-required 3% of total expenditures.

Unrestricted Other Financing Sources and Uses Increase

Contributions to Restricted Funds	$ 5,034,213

The change in this category is primarily due to the change in the 2022-23 Unrestricted General Fund contribution to Special Education by an increase of $4,434,213 and an increase of $600,000 to the state-required Routine Restricted Maintenance account.

2022-23 Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected ending balance for 2022-23 is estimated at $66,781,346. The REU is estimated at $34,582,450, which is 9.3% and meets the State's recommended minimum of 3% and state maximum reserve requirement of 10% for the District and is a decrease of <$16,442,108> compared to the 2021-22 Estimated Actuals REU. Also included in the ending balance are accounts for the following 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 $ 13,063,896

Represents restricted grants that are projected to be carried over to the 2023-24 school year to be spent in accordance with Federal, State, and Local requirements. The largest restricted balances of $8,967,527 is for the Expanded Learning Opportunities Program and $4,096,369 for the Educator Effectiveness program.

3. Unrestricted Assigned for School Gifts $ 300,000

This represents school gifts/donations that can only be spent by schools.

4. Committed Funds $ 18,000,000

This represents $12,000,000 committed to the state-required Science textbook adoption and Social Science textbook adoption, $3,000,000 is committed for student and teacher laptop replacements, and $3,000,000 is committed to school site safety equipment including but not limited to school security cameras and hand-held portable transceivers.

5. Reserve for Economic Uncertainties $ 34,582,450

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.

	2023-24	2024-25
1. ADA	21,026	20,321
2. Revenues/Sources	$357,002,082	$ 336,900,492
3. Expenditures/Uses	$355,897,991	$ 341,236,859
Net Increase/<Decrease>	$ 1,104,091	$ <4,336,367>
4. Beginning Balance	$ 66,781,346	$ 67,885,437
5. Ending Balance	$ 67,885,437	$ 63,549,070
6. Designations	$<33,886,079>	$ <32,573,262>
7. Reserve for Economic Uncertainties	$ 33,999,358	$ 30,975,808
REU Percentage	9.55%	9.08%
Criteria and Standards Minimum Reserve (3%)	$ 10,676,220	$ 10,237,106

Listed below are some of the major assumptions in the Multiyear Projections for fiscal years 2023-24 and 2024-25.

- LCFF Cost of Living Adjustment (COLAs)
  - 2023-24: 5.38%
  - 2024-25: 4.02%

  Based on Department of Finance estimates.

- Average Daily Attendance (ADA) Estimates (3-year average)
  - 2023-24: 21,026
  - 2024-25: 20,321

- 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.

- Health Care costs include a projected 5% annual increase.

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 2021-22 Second Interim Budget and the 2021-22 Estimated Actuals Budget at year-end as well as between the 2021-22 Estimated Actuals Budget and the 2022-23 Proposed Budget. The attached pages detail these budgets by fund to provide an overall financial summary of District operations not conducted through the General Fund.

Building Fund – Revenue and expenditure estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Revenue and expenditure estimates for the 2022-23 Proposed Budget are expected to decrease by <$5,343,311> from the 2021-22 Estimated Actuals Budget because the certificates of participation refunding that occurred in 2021-22 is not projected in the 2022-23 school year.

Bond Building Fund (Measure VV) – Revenue estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Expenditure estimates are expected to decrease by <$4,950,752> mainly due to delays in the District Transportation Center construction project which now expected to start during the 2022-23 school year. Revenue estimates for the 2022-23 Proposed Budget are not expected to materially change from the 2021-22 Estimated Actuals Budget. Expenditure estimates are expected to increase by $14,283,089 due to construction costs related to projects in the 2022-23 school year.

Bond Building Fund (Measure M) – Revenue and expenditure estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Revenue estimates for 2022-23 Proposed Budget are expected to decrease by <$250,000> from the 2021-22 Estimated Actuals Budget mainly from a reduction in interest income. 2022-23 expenditure estimates are expected to decrease by <$9,639,110> mainly due to the partial completion of heating, ventilating, and air conditioning projects and the partial completion of the Districtwide Solar System.

Developers' Fee-Capital Improvement Fund – Revenue and expenditure estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Revenue estimates for the 2022-23 Proposed Budget are not expected to materially change from the 2021-22 Estimated Actuals Budget. 2022-23 expenditure estimates are expected to increase by $263,484 due to construction projects expected to be completed during the 2022-23 school year.

Pupil Transportation Equipment Fund – Revenue estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. 2021-22 expenditure estimates are expected to decrease by <$125,000> mainly due to the delay in the purchase of bus cameras now planned for the 2022-23 school year. Revenue estimates for the 2022-23 Proposed Budget are not expected to materially change from the 2021-22 Estimated Actuals Budget. 2022-23 expenditures are expected to increase by $125,000 mainly due to the projected purchase of school bus cameras.

Cafeteria Account – Revenue estimates for the 2021-22 Estimated Actuals are not expected to materially change from the 2021-22 Second Interim Budget. Expenditures for the 2021-22 Estimated Actual Budget are expected to decrease by <$760,378> primarily due to a decrease in food costs attributed to the use of current inventory on hand and discounts on meat provided by a new vendor. Revenue estimates for the 2022-23 Proposed Budget are expected to decrease by <$1,806,000> due to the one-time receipt of supplemental COVID-19 funds in 2021-22 and a projected decrease in the federal reimbursement rate. 2022-23 expenditures are expected to increase by $2,216,634 primarily due to projected increase in food costs and increase in salaries and benefits.

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 2021-22 Estimated Actuals are expected to decrease by <$1,301,283> primarily due to the decrease in Federal restricted revenues of <$2,532,771> that will not be spent in 2021-22 and will be recognized in 2022-23. The federal revenue decrease was partially offset by increases in LCFF revenue of $637,092 and State revenue of $872,622. 2021-22 expenditure estimates are expected to decrease by <$5,241,812> primarily due to a decrease in supplies and materials expenditures of <$5,462,013> and a

<$828,298> decrease in services and other operating expenses that are projected to be carried over to the 2022-23 school year. The expenditure decreases were partially offset by the increase of $1,351,870 in personnel costs due to the compensation settlement approved by the Charter schools. Revenues estimates for the 2022-23 Proposed Budget are expected to increase by $7,480,659 from the 2021-22 Estimated Actuals primarily due to the 6.56% 2022-23 LCFF COLA and the Governor Base Rate adjustment add-on, and the LCFF TK add-on resulting in a projected LCFF revenue increase of $6,359,657. Additional revenue increase was from a Federal revenue increase of $3,006,047. These 2022-23 revenue increases were partially offset by a decrease in State revenues of <$1,927,722>. 2022-23 expenditures estimates are expected to increase by $7,290,727 primarily due to increases in personnel costs of $4,145,243, supplies and materials of $1,992,812 and other operating expenses of $1,005,934.

Child Development Fund – Revenue and expenditure estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Revenue estimates for the 2022-23 Proposed Budget are expected to decrease by <$691,132> from the 2021-22 Estimated Actuals Budget mainly due to the anticipated decrease in enrollment in the State Preschool Program and the end of the hold harmless provisions in the 2022-23 school year. Expenditure estimates for the 2022-23 Proposed Budget are expected to decrease by <$320,490> mainly from decrease in supplies and operating expense.

Student Activity Special Revenue Fund - Revenue estimates for the 2021-22 Estimated Actuals Budget are expected to decrease by <$400,000> from the 2021-22 Second Interim Budget mainly due to lower than anticipated revenues from student fundraising activities. Expenditure estimates for the 2021-22 Estimated Actuals Budget are expected to decrease by <$1,093,112> from the 2021-22 Second Interim Budget mainly due to lower than anticipated student extracurricular activities. Revenue and expenditure estimates for the 2022-23 Proposed Budget are not expected to materially change from the 2021-22 Estimated Actuals Budget.

Self-Insurance Fund - Revenue estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Expenditure estimates for the 2021-22 Estimated Actuals Budget are expected to decrease by <$252,000> mainly due to a decrease in employee workers' compensation claims. Revenue estimates for the 2022-23 Proposed Budget are not expected to materially change from the 2021-22 Estimated Actuals. Expenditure estimates are expected to increase by $199,000 mainly due to projected increase in employee workers' compensation claims.

Community Facilities District Capital Projects Fund – Revenues estimates for the 2021-22 Estimated Actuals Budget are expected to an increase by $612,923 from the 2021-22 Second Interim Budget primarily due to increase in special tax prepayments. Expenditure estimates are not expected to materially change from

the 2021-22 Second Interim Budget. Revenue estimates for the 2022-23 Proposed Budget are expected to decrease by <$81,061,911> from the 2021-22 Estimated Actuals Budget as no additional certificates of participation issuance is expected in the 2022-23 school year. A $60 million certificate of participation and a $16.5 million refunding certificate of participation issuances were completed in the 2021-22 school year. Expenditure estimates for 2022-23 are expected to decrease by <$18,825,792> from the Estimated Actuals Budget mainly due to the anticipated completion of construction for Fahari Jeffers Elementary school by June 2022.

Community Facilities District Debt Service Fund – Revenue and expenditure estimates for the 2021-22 Estimated Actuals Budget are not expected to materially change from the 2021-22 Second Interim Budget. Revenue and expenditure estimates for the 2022-23 Proposed Budget are expected to decrease by <$16,320,858> from the 2021-22 Estimated Actuals Budget mainly due to the 2021-22 certificates of participation refunding not occurring in 2022-23. The Debt Service funds are transferred in from the Community Facilities District Capital Projects Fund.

STAFF RECOMMENDATION:

Recommend adoption.

Chula Vista Elementary School District
Annual Financial and Budget Report
Fiscal Year 2022-23

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Total General Fund
Summary of Revenues, Expenditures, and Changes in Fund Balance

Description	2021-22 Revised Budget*	2021-22 Second Interim Budget	2021-22 Estimated Actuals Budget	2022-23 Proposed Budget
A. Revenues	$325,754,604	$352,736,258	$353,349,658	$361,404,097
B. Expenditures	338,000,147	341,103,899	332,173,753	371,974,948
C. Excess (Deficiency) of Revenues over Expenditures	(12,245,543)	11,632,359	21,175,905	(10,570,851)
D. Other Financing Sources/Uses	151,815	151,815	151,815	151,815
E. Net Increase (Decrease) in Fund Balance	(12,093,728)	11,784,174	21,327,720	(10,419,036)
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	58,402,239	55,872,662	55,872,662	77,200,382
2. Net Ending Balance	$46,308,511	$67,656,836	$77,200,382	$66,781,346

*Approved by the Board of Education August 11, 2021

General Fund
Summary of Unrestricted Revenues, Expenditures, and Changes in Fund Balance

Description	2021-22 Revised Budget*	2021-22 Second Interim Budget	2021-22 Estimated Actuals Budget	2022-23 Proposed Budget
A. Revenues	$242,844,362	$241,830,890	$242,187,790	$256,946,381
B. Expenditures	201,180,142	201,329,286	196,078,859	219,001,934
C. Excess (Deficiency) of Revenues over Expenditures	41,664,220	40,501,604	46,108,931	37,944,447
D. Other Financing Sources/Uses				
1. Proceeds for Capital Leases	151,815	151,815	151,815	151,815
2. Contributions to Special Education and Maintenance	(37,352,506)	(37,858,652)	(35,554,157)	(40,588,370)
	(37,200,691)	(37,706,837)	(35,402,342)	(40,436,555)
E. Net Increase (Decrease) in Fund Balance	4,463,529	2,794,767	10,706,589	(2,492,108)
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	41,844,982	45,502,969	45,502,969	56,209,558
2. Net Ending Balance	46,308,511	48,297,736	56,209,558	53,717,450
a. Revolving Cash Fund	135,000	135,000	135,000	135,000
b. Stores	700,000	700,000	700,000	700,000
c. Reserve for Economic Uncertainties	44,081,678	47,212,736	51,024,558	34,582,450
d. Designated for LCAP/Site Funds	0	0	4,200,000	0
e. Designated for Concentration Grant	1,091,833	0	0	0
f. Designated for Donations/School Gifts	300,000	250,000	150,000	300,000
g. Committed for Science and Social Science Adoption	0	0	0	12,000,000
h. Committed for Student and Teacher Laptop replacements	0	0	0	3,000,000
i. Committed for School Site Safety Equipment	0	0	0	3,000,000
Total Fund Balance, Reserves	$46,308,511	$48,297,736	$56,209,558	$53,717,450
District Reserve for Economic Uncertainties	**13.04% = $44,081,678**	**13.84% = $47,212,736**	**15.36% = $51,024,558**	**9.30% = $34,582,450**
Minimum 3% Reserve	**3% = $10,140,004**	**3% = $10,233,177**	**3% = $9,965,213**	**3% = $11,159,248**

*Approved by the Board of Education August 11, 2021

General Fund
Summary of Unrestricted Revenues

	2021-22 Revised Budget*	2021-22 Second Interim Budget		2021-22 Estimated Actuals Budget	2022-23 Proposed Budget
Student Factors					
K-6 ADA (funded)	22,438	22,431		22,438	21,732
Revenues					
1. LCFF Sources	$223,594,141	$222,902,551		$222,968,362	$237,800,446
2. Federal Revenues					
a. Impact Aid (PL874)	$625,000	$1,271,926		$1,495,248	$1,015,000
b. U.S. Wildlife Reserve	8,000	8,000		8,000	8,000
c. Medi-Cal Administrative Activities/Other Federal	350,000	0	**		
Total Federal Revenues	$983,000	$1,279,926		$1,503,248	$1,023,000
3. Other State Revenues					
a. Mandated Block Grant	$706,955	$735,193		$735,193	$735,193
b. Lottery-unrestricted	3,391,242	3,817,154		3,817,154	3,456,506
c. STAR/CELDT Testing	50,000	50,000		50,000	50,000
Total State Revenues	$4,148,197	$4,602,347		$4,602,347	$4,241,699
4. Other Local Revenues					
a. Sale of Equipment/Supplies/Other	30,000	15,000		10,000	30,000
b. Transportation Services Study Trips	200,000	200,000		150,000	200,000
c. Leases & Rentals	398,500	335,000		337,441	342,412
d. Interest	675,800	450,047		320,436	310,000
e. Nonresident Tuition	1,000	10,091		10,091	10,000
f. Interagency	12,054,830	10,613,702		10,984,610	11,834,598
g. Student Teaching	20,000	10,000		10,650	20,000
h. Other In-lieu Tax	6,544	6,726		6,726	6,726
i. All Other Local	432,350	405,500		345,500	407,500
j. Medical Administrative Activities/Other Federal	0	750,000		788,379	420,000
k. School Gifts/United Way	300,000	250,000		150,000	300,000
Total Local Revenues	$14,119,024	$13,046,066		$13,113,833	$13,881,236
Total Revenues	$242,844,362	$241,830,890		$242,187,790	$256,946,381

*Approved by the Board of Education August 11, 2021
**Moved to Local Revenues per California Department of Education Requirements

General Fund
Summary of Unrestricted
Expenditures by Object Code

State Object Code	Description	2021-22 Revised Budget*	2021-22 Second Interim @ 01-31-22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Expenditures					
1000	Certificated Salaries	$107,099,260	$105,568,038	$104,396,643	$113,832,105
2000	Classified Salaries	28,225,449	29,467,056	28,136,116	33,085,104
3000	Employee Benefits	48,060,890	47,239,282	46,281,782	54,557,261
4000	Books and Supplies	4,922,794	5,035,548	3,956,936	5,137,782
5000	Services & Other Operating Expenses	16,445,768	18,138,881	17,232,371	16,601,343
6000	Capital Outlay	172,134	155,772	163,344	137,613
7000	Other Outgo/Uses	(3,746,153)	(4,275,291)	(4,088,333)	(4,349,274)
	Total Expenditures	$201,180,142	$201,329,286	$196,078,859	$219,001,934

* Approved by the Board of Education August 11, 2021

Chula Vista Elementary School District
Summary: General Fund Restricted Programs
2021-22 Estimated Actual and 2022-23 Proposed Budget

Program	2021-22 Adopted Rev Budget	2021-22 Adopted Exp Budget	2021-22 Beginning Fund Balance	2021-22 Est. Revenue at Est. Act	2021-22 Est. Expense at Est. Act	2022-23 Proposed Rev Budget	2022-23 Proposed Exp Budget
LCFF SOURCES							
Special Education	$ 1,806,041	$ 1,806,041		$ 1,187,470	$ 1,187,470	$ 1,187,470	$ 1,187,470
TOTAL LCFF SOURCES	$ 1,806,041	$ 1,806,041	$ 0	$ 1,187,470	$ 1,187,470	$ 1,187,470	$ 1,187,470
FEDERAL							
Title I - Federal Compensatory Education	$ 6,831,814	$ 6,831,814		$ 6,009,125	$ 6,009,125	$ 7,472,748	$ 7,472,748
Elementary and Secondary School Emergency Relief (ESSER)	0	0		130,660	130,660	0	0
Elementary and Secondary School Emergency Relief (ESSER II)	16,503,388	16,503,388		12,151,363	12,151,363	3,676,447	3,676,447
Elementary and Secondary School Emergency Relief (ESSER III)				4,228,299	4,228,299	15,243,791	15,243,791
Elementary and Secondary School Emergency Relief (ESSER III, LL)				0	0	6,027,501	6,027,501
Governor's Emergency Education Relief (GEER)	0	0		23,554	23,554	0	0
ELO: ESSER II	0	0		2,186,658	2,186,658	0	0
ELO: GEER II	0	0		80,786	80,786	421,072	421,072
ELO: ESSER III Emergency Needs	0	0		1,425,447	1,425,447	0	0
ELO: ESSER III Learning Loss	0	0		2,457,226	2,457,226	0	0
SPED: ARP Local Assistance				0	0	1,084,471	1,084,471
SPED: ARP Preschool				0	0	175,880	175,880
SPED: ARP Local Assistance, Private School ISPs				0	0	5,229	5,229
SPED: ARP Federal Preschool Grant				0	0	188,367	188,367
SPED, Local Assistance	5,012,785	5,012,785		5,123,021	5,123,021	5,123,021	5,123,021
SPED, Preschool Grant	830,572	830,572		830,849	830,849	830,849	830,849
SPED, Local Assistance, Private School ISPs	24,443	24,443		26,893	26,893	24,703	24,703
Federal Preschool Grant	268,569	268,569		267,842	267,842	267,842	267,842
Federal IDEA Mental Health Local Entitlement	341,566	341,566		337,498	337,498	340,492	340,492
Federal Preschool Staff Development	3,093	3,093		5,165	5,165	2,832	2,832
Title II - Teacher Quality	1,196,101	1,196,101		803,716	803,716	1,064,794	1,064,794
Title IV - Student Support and Academic Enrichment	629,856	629,856		374,486	374,486	844,450	844,450
Title III - Ed of LEP (EIEP/Bilingual Programs)	820,594	820,594		766,000	766,000	868,517	868,517
American Rescue Plan - Homeless Children and Youth II				2,883	2,883	112,421	112,421
Medi-Cal Billing		290,023	-	0	0	0	0
Medi-Cal Target Case Management - Fam Res Ctr		4,090	-	0	0	0	0
Mathematics/Reading AB 466 (One Time)	3,903	3,903		0	0	3,903	3,903
DoDEA MCASP	258,750	258,750		107,118	107,118	346,538	346,538
EL Improvement Collaborative	4,897	4,897		0	0	4,897	4,897
American Institute for Research MTSS-R	0	0		268,790	268,790	268,790	268,790
TOTAL FEDERAL PROGRAMS	$ 32,730,331	$ 33,024,444	$ -	$ 37,607,379	$ 37,607,379	$ 44,399,555	$ 44,399,555
STATE							
Expanded Learning Opportunities Program				$ 8,967,527	$ 358,701	$ 8,967,527	$ 8,608,826
California Universal Prekinder Planning and Implementation				450,071	450,071	165,790	165,790
Classified Sch. Employee Professional Development	$ 0	148,571	148,571	0	2,971	0	145,600
COVID-19 LEA Response Fund		369,420	22,379	0	-	0	22,379
In-Person Instruction	5,950,128	5,950,128		5,847,150	5,847,150	649,683	649,683
Expanded Learning Opportunities	0	13,307,419	6,806,832	(3,629)	5,969,811	0	833,392
Expanded Learning Opportunities: Paraprofessional Staff	0	1,469,269	1,476,599	-	1,311,811	0	164,788
Lottery/Restricted	1,071,801	2,040,265	1,545,677	1,522,178	202,478	1,378,361	4,243,738
Educator Effectiveness				5,463,799	-	-	1,367,430
SPED: Alternative Dispute Resolution				424,345	277,946	-	146,399
SPED: Learning Loss Recovery				2,409,550	481,910	-	1,927,640
Special Ed: Mental Health Related Services (formerly res. 6512)	1,831,964	1,831,964		1,930,148	1,930,148	1,947,274	1,947,274
Special Education - Early Intervention Preschool				2,648,838	2,648,838	2,648,838	2,648,838
STRS On-Behalf Pension Contribution	14,061,134	14,061,134		15,678,472	15,678,472	16,327,297	16,327,297
TOTAL STATE PROGRAMS	$ 22,915,027	$ 39,178,170	10,000,058	$ 45,338,449	$ 35,160,307	$ 32,084,770	$ 39,199,074
LOCAL							
Special Education	$ 21,087,190	$ 21,087,190		$ 18,517,502	$ 18,517,502	$ 21,937,326	$ 21,937,326
Special Education - Low Incidence	428,537	428,537		428,676	428,676	428,676	428,676

Chula Vista Elementary School District
Summary: General Fund Restricted Programs
2021-22 Estimated Actual and 2022-23 Proposed Budget

Program	2021-22 Adopted Rev Budget	2021-22 Adopted Exp Budget	2021-22 Beginning Fund Balance	2021-22 Est. Revenue at Est. Act	2021-22 Est. Expense at Est. Act	2022-23 Proposed Rev Budget	2022-23 Proposed Exp Budget
After School Learning & Safe Neighborhoods	3,365,041	3,365,041		4,205,247	4,205,247	3,856,337	3,856,337
California Children Services	215	215		0	0	215	215
CTC Paraprof Teacher Training Repayment Acct	9,093	9,093		0	0	9,093	9,093
Even Start/Schools Support	1,485	1,485		0	0	1,485	1,485
Even Start/Schools Support/Coaching Project	1,447	1,447		0	0	1,447	1,447
Microsoft CA Government Entities Settlement	361	361		0	0	361	361
CA Family Resource Assn.	0	0		17,660	17,660	0	0
FRC Kaiser Hospital Foundation	0	0		0	0	0	0
Be There San Diego	0	0		203,439	203,439	(0)	(0)
Children's Partnership	0	0		0	0	0	0
University of Miami / FRC	0	0		13,046	13,046	(0)	(0)
FRC Census 2020 - City of CV	0	0		0	0	0	0
FRC Census 2020 - United Way	0	0		244	244	0	0
FRC NALEO	0	0		40,000	40,000	0	0
San Diego Foundation - Vonnie McMillin Fndtn	23,491	23,491		34	34	22,433	22,433
Inter-Generational Games - Olympic Training Center	1,830	1,830		0	0	1,830	1,830
San Diego Unified Port District	13,760	13,760		13,760	13,760	15,000	15,000
Sweetwater Authority	1,532	1,532		0	0	1,532	1,532
Girard Foundation Grant	13,407	13,407		0	0	13,407	13,407
Medi-Cal Billing (Formerly 5640-000)			362,414	750,769	300,559	0	812,624
Medi-Cal Target Case Mgmt - Fam Res Ctr (Formerly 5640-193)			7,221	658	7,879	0	0
San Diego Foundation Teacher's Fund - Various Sites	11,160	11,160		0	0	11,160	11,160
Wells Fargo Donation - District	1,189	1,189		0	0	1,189	1,189
CV Comm Collaborative Community Project	29,410	29,410		20,246	20,246	20,246	20,246
Midway Magic	1,790	1,790		0	0	1,790	1,790
OASIS Tutoring Program	3,733	3,733		0	0	3,733	3,733
Speech Contest B of A	1,050	1,050		0	0	1,475	1,475
San Diego County Intergrntnl Prgm - Otay/Early Int.	1,221	1,221		0	0	1,221	1,221
General Mills Foundation	34	34		0	0	34	34
Ball Foundation - District	15,952	15,952		0	0	15,952	15,952
Day of the Child / FRC	0	0		5,549	5,549	0	0
National Foundation For Autism Research	2,694	2,694		0	0	3,235	3,235
EISS Implementation Grant	107	107		0	0	107	107
CDBG/City of CV - Child Advocate - Fam Res Ctrs	0	0		0	0	0	0
South Bay Community Services - SBCS/FRC	0	0		93,419	93,419	0	0
EastLake Educational Foundation	11,194	11,194		25,843	25,843	25,843	25,843
Professional Development Institutes (PDI)	914	914		0	0	914	914
CV Comm Collaborative/Fam Res Ctrs (CVCC/FRC)	34,543	34,543		62,622	62,622	(0)	(0)
SD Association of Government/FRC	0	0		15,000	15,000	0	0
SUHSD - Support	0	0		55,107	55,107	(0)	(0)
Poison Control/FRC	5,836	5,836		4,522	4,522	4,522	4,522
Chargers Champion - Hilltop Drive School	374	374		0	0	374	374
SUHSD - Healthy Eating Active Comm (HEAC)	686	686		0	0	686	686
Wells Fargo Foundation	729	729		0	0	729	729
Even Start/Toyota Family Literacy Prgm	61	61		0	0	61	61
Microsoft Technology Voucher	0	0		27,836	27,836	0	0
District Intramural Sports	6,209	6,209		1,474	1,474	5,382	5,382
Quality Preschool Initiative (QPI)	226,262	226,262		275,394	275,394	275,394	275,394
HHSA/CPPW Healthy Schools Grant	21	21		0	0	21	21
Center for Civic Engagement	127	127		0	0	127	127
Kaiser Foundation Hospitals	5,266	5,266		0	0	5,266	5,266
Project Cal-Well	64,479	64,479		9,748	9,748	53,965	53,965
HomeTown Grant	476	476		281	281	195	195
UCSD - CREATE	23,339	23,339		0	0	0	0
Air Pollution Control District	0	0		693,218	693,218	0	0

Chula Vista Elementary School District
Summary: General Fund Restricted Programs
2021-22 Estimated Actual and 2022-23 Proposed Budget

Program	2021-22 Adopted Rev Budget	2021-22 Adopted Exp Budget	2021-22 Beginning Fund Balance	2021-22 Est. Revenue at Est. Act	2021-22 Est. Expense at Est. Act	2022-23 Proposed Rev Budget	2022-23 Proposed Exp Budget
Living Coast Discovery Center	39	39		0	0	39	39
TedX Chula Vista	2,023	2,023		449	449	1,575	1,575
Kaiser Foundation - Otay	871	871		56	56	871	871
CA Coast Credit Union	0	0		156	156	0	0
Sanford Harmony	58,736	58,736		13,248	13,248	39,744	39,744
Special Olympics	929	929		0	0	929	929
SDCOE Health Ed Framework	0	0		115	115	0	0
COVID-19 Community Response	0	0		654	654	0	0
Silicon Valley Mathematics Initiative	0	0		9,001	9,001	0	0
MCAP	0	0		16,597	16,597	0	0
Social Emotional Learning CoP	0	0		7,000	7,000	0	0
CDPH COVID-19 Schools Testing	0	0		1,500,000	1,500,000	0	0
Casey Family Program				0	0	20,000	20,000
TOTAL LOCAL PROGRAMS	$ 25,458,843	$ 25,458,843	$ 369,635	$ 27,028,570	$ 26,585,581	$ 26,785,921	$ 27,598,545
OTHER FINANCING SOURCES/USES							
Special Education	$ 28,092,506	$ 28,092,506		$ 26,229,157	$ 26,229,157	$ 30,663,370	$ 30,663,370
Restricted Maintenance Account	9,260,000	9,260,000		9,325,000	9,325,000	9,925,000	9,925,000
TOTAL OTHER FINANCING SOURCES/USE	$ 37,352,506	$ 37,352,506	$ 0	$ 35,554,157	$ 35,554,157	$ 40,588,370	$ 40,588,370
GRAND TOTAL CATEGORICAL PROGRAMS	$ 120,262,748	$ 136,820,004	10,369,693	$ 146,716,025	$ 136,094,894	$ 145,046,086	$ 152,973,014

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.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
Proceeds from 2021 COP Refunding	$0	$5,450,000	$5,450,000	$0
Transfer from CVLCC for High School Lease Payment	446,250	355,410	355,410	443,585
Transfer from Feaster for Middle School Lease Payment	143,787	119,756	119,756	138,270
Total Revenue	$590,037	$5,925,166	$5,925,166	$581,855
Total Beginning Balance & Revenue	$590,037	$5,925,166	$5,925,166	$581,855
Expenditures				
2021 Refunding COP Issuance Costs	$0	$170,918	$170,918	$0
Lease Payments-CVLCC High School	446,250	355,410	355,410	443,585
Lease Payments-Feaster Middle School	143,787	119,756	119,756	138,270
2013 COP Refunding	0	5,279,082	5,279,082	0
Total Expenditures & Other Outgo	$590,037	$5,925,166	$5,925,166	$581,855
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.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$13,020,392	$20,485,915	$20,485,915	$17,397,002
Revenue				
Interest	$100,000	$100,000	$100,000	$75,000
Total Revenue	$100,000	$100,000	$100,000	$75,000
Total Beginning Balance & Revenue	$13,120,392	$20,585,915	$20,585,915	$17,472,002
Expenditures				
Supplies	$476,500	$4,444	$4,801	$0
Services & Other Expenses	0	47,043	37,379	0
Sites, Buildings & Equipment	12,643,892	7,853,799	3,146,733	17,472,002
Total Expenditures & Other Outgo	$13,120,392	$7,905,286	$3,188,913	$17,472,002
Total Ending Balance, June 30	$0	$12,680,629	$17,397,002	$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 June 2022 and other District modernization projects.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$45,039,640	$46,267,878	$46,267,878	$18,439,384
Revenue				
Interest	$300,000	$300,000	$300,000	$50,000
Total Revenue	$300,000	$300,000	$300,000	$50,000
Total Beginning Balance & Revenue	$45,339,640	$46,567,878	$46,567,878	$18,489,384
Expenditures				
Supplies	$0	$0	$4,412	$33,247
Services & Other Expenses	0	240,104	244,942	0
Sites, Buildings & Equipment	42,025,890	26,580,427	27,879,140	18,456,137
Total Expenditures & Other Outgo	$42,025,890	$26,820,531	$28,128,494	$18,489,384
Total Ending Balance, June 30	$3,313,750	$19,747,347	$18,439,384	$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 will be used to install charging stations at Maxwell Transporation Yard which is scheduled to be completed in March 2022.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$8,268,934	$9,314,994	$9,314,994	$9,974,836
Revenue				
CEC Electric Bus Grant - Charging Station	$0	$58,999	$58,999	$0
Developer Fees	350,000	350,000	350,000	350,000
Interest	100,000	60,000	60,000	60,000
Redevelopment Funds	1,100,000	1,100,000	1,100,000	1,100,000
Total Revenue	$1,550,000	$1,568,999	$1,568,999	$1,510,000
Total Beginning Balance & Revenue	$9,818,934	$10,883,993	$10,883,993	$11,484,836
Expenditures				
Supplies & Materials	$0	$9,799	$9,799	$0
Services & Other Expenses	57,000	455,416	505,311	62,000
Sites, Buildings & Equipment	387,592	395,019	394,047	1,110,641
Total Expenditures	$444,592	$860,234	$909,157	$1,172,641
Ending Balance	$9,374,342	$10,023,759	$9,974,836	$10,312,195
Designated for Redevelopment	$4,618,405	$5,277,401	$5,302,278	$5,323,531
Designated for School Mitigation	4,755,937	4,746,358	4,672,558	4,988,664
Total Ending Balance, June 30	$9,374,342	$10,023,759	$9,974,836	$10,312,195

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 January 2021, the District received $19.9M from the State School Facilities Program as partial reimbursement of the Saburo Muraoka Elementary construction cost and the funds were transferred to the CFD Capital Projects fund 49-00.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$0	$6,105	$6,105	$6,105
Revenue				
State - School Facility Program	$0	$0	$0	$0
Net Inc/(Dec) in Fair Market Value of Investments	0	0		
Total Revenue	$0	$0	$0	$0
Total Beginning Balance & Revenue	$0	$6,105	$6,105	$6,105
Expenditures				
Transfer To CFD Fund (49-00)	$0	$0	$0	$0
Total Expenditures	$0	$0	$0	$0
Total Ending Balance, June 30	$0	$6,105	$6,105	$6,105

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. In August 2019, the District was awarded $3,877,270 from the California Energy Commission's School Bus Replacement Program grant. $3.2M of the grant was used for the purchase of ten (10) 60-passenger wheelchair capable electric buses. All 10 electric buses have been received by the District. No transfer is planned for 2022-23.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$227,062	$228,237	$228,237	$229,737
Revenue				
Local Revenue - Interest	$2,000	$1,500	$1,500	$1,500
Total Revenue	$2,000	$1,500	$1,500	$1,500
Total Beginning Balance & Revenue	$229,062	$229,737	$229,737	$231,237
Expenditures				
Supplies	$125,000	$125,000	$0	$125,000
Total Expenditures	$125,000	$125,000	$0	$125,000
Total Ending Balance, June 30	$104,062	$104,737	$229,737	$106,237

Cafeteria Account (13-00)

The District expects to serve over 4 million breakfasts and lunches in 2021-22. Due to the ongoing COVID pandemic, all meals will be offered free of charge for the entirety of the 2021-22 school year through federal and state reimbursements. Each meal must meet strict nutritional guidelines.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$7,805,491	$7,144,152	$7,144,152	$12,529,404
Revenue				
Federal	$12,500,000	$16,800,000	$16,800,000	$15,000,000
State	975,000	1,100,000	1,100,000	1,100,000
Local	50,000	8,000	8,000	2,000
Total Revenue	$13,525,000	$17,908,000	$17,908,000	$16,102,000
Total Beginning Balance & Revenue	$21,330,491	$25,052,152	$25,052,152	$28,631,404
Expenditures				
Classified Salaries	$4,413,796	$4,757,488	$4,723,476	$5,154,688
Employee Benefits	1,849,977	1,773,010	1,737,490	2,041,692
Supplies & Materials	4,961,300	6,174,150	5,616,450	6,801,450
Services & Other Expenses	178,024	99,299	74,127	75,452
Capital Outlay	180,000	180,000	80,000	330,000
Other Outgo	281,078	299,179	291,205	336,100
Total Expenditures	$11,864,175	$13,283,126	$12,522,748	$14,739,382
Ending Balance	$9,466,316	$11,769,026	$12,529,404	$13,892,022
Stores	$150,000	$150,000	$150,000	$150,000
Restricted	9,316,316	11,619,026	12,379,404	13,742,022
Total Ending Balance, June 30	$9,466,316	$11,769,026	$12,529,404	$13,892,022

Child Development Fund (12-06)

The Child Development program includes the State Preschool classrooms located at Allen, Cook, Finney, Harborside, Juarez-Lincoln, 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 2021-22, there will be 36 state preschool sessions with slots available for 820 students, ages 3-5. Beginning SY 2022-23, the program will be available to students ages 3-4. AB 131 specifies that for SY 2021-22, 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.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$1,116,077	$1,122,792	$1,122,792	$1,250,207
Revenue				
Federal	$0	$396,600	$462,600	$0
State	4,930,409	4,977,475	4,923,245	4,694,713
Local	15,000	11,000	11,000	11,000
Total Revenue	$4,945,409	5,385,075	5,396,845	4,705,713
Total Beginning Balance & Revenue	$6,061,486	$6,507,867	$6,519,637	$5,955,920
Expenditures				
Certificated Salaries	$2,256,721	$2,256,014	$2,218,208	$2,335,401
Classified Salaries	929,438	984,525	972,041	1,051,022
Employee Benefits	1,328,497	1,298,983	1,293,741	1,433,482
Supplies & Materials	566,185	421,000	421,000	0
Services & Other Expenses	105,077	212,858	212,468	23,487
Other Outgo	105,676	161,281	151,972	105,548
Total Expenditures	$5,291,594	$5,334,661	$5,269,430	$4,948,940
Total Ending Balance, June 30	$769,892	$1,173,206	$1,250,207	$1,006,980

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.

	2020-21 Unaudited Actuals	2021-22 Second Interim @ 01-31-22	2021-22 Estimate Actuals @ Year End	2022-23 Proposed Budget
BEGINNING BALANCE, JULY 1	$20,440,493	$24,026,903	$24,026,903	$23,966,335
REVENUE				
Federal	$6,226,184	$11,311,666	$8,778,895	11,784,941
State: LCFF	57,999,734	58,096,114	58,733,206	65,092,863
Lottery	1,439,894	1,410,503	1,332,935	1,265,365
Other State	7,825,364	7,985,032	8,935,222	7,075,070
Local: Other Local	497,180	479,108	200,882	243,559
Total Revenue	73,988,356	79,282,423	77,981,140	85,461,798
Total Beginning Balance & Revenue	$94,428,849	$103,309,326	$102,008,043	$109,428,133
EXPENDITURES				
Certificated Salaries	$73,988,356	$31,566,001	32,086,194	$33,729,100
Classified Salaries	5,461,559	6,389,035	6,819,512	7,223,305
Employee Benefits	13,387,741	15,844,466	16,245,666	18,344,210
Supplies & Materials	5,505,557	10,408,391	4,946,378	6,939,190
Services & Other Operating Expenses	16,673,367	17,882,106	17,053,808	18,059,742
Sites, Buildings & Equipment	910,037	718,355	414,984	455,033
Other Outgo - Transfer to Fund 21-09 for Debt Service	671,364	475,166	475,166	581,855
Total Expenditures	$70,401,947	$83,283,520	78,041,708	85,332,435
Net 2010-11 Revenues/(Expenditures)				
Ending Balance	$24,026,903	$20,025,806	$23,966,335	$24,095,698
ENDING BALANCE, JUNE 30				
Designated for Revolving Cash Fund	10,000	10,000	10,000	10,000
Designated for Modernization Improvements	-	1,000,000	0	0
Restricted Designated Minimum Reserve	3,526,667	4,125,044	3,876,783	4,232,703
Designated for Restricted Funds	268,858	3,357,807	4,452,378	6,569,852
Undesignated Reserve	$20,490,236	11,532,955	15,627,174	$13,283,143
Total Ending Balance	$24,026,903	20,025,806	$23,966,335	$24,095,698

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.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$708,539	$736,557	$736,557	$836,557
Revenue				
Other Local	$1,600,000	$1,600,000	$1,200,000	$1,200,000
Total Revenue	$1,600,000	$1,600,000	$1,200,000	$1,200,000
Total Beginning Balance & Revenue	$2,308,539	$2,336,557	$1,936,557	$2,036,557
Expenditures				
Supplies	$923,416	$923,416	$500,000	$500,000
Services & Other Expenses Energy Assessment	1,269,696	1,269,696	600,000	600,000
Total Expenditures & Other Outgo	$2,193,112	$2,193,112	$1,100,000	$1,100,000
Total Ending Balance, June 30	$115,427	$143,445	$836,557	$936,557

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.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$14,935,363	$14,818,107	$14,818,107	$14,343,107
Revenue				
Local Revenue	$2,200,000	$2,200,000	$2,300,000	$2,400,000
Local Revenue - Interest	170,000	125,000	125,000	125,000
Total Revenue	$2,370,000	$2,325,000	$2,425,000	$2,525,000
Total Beginning Balance & Revenue	$17,305,363	$17,143,107	$17,243,107	$16,868,107
Expenditures				
Services & Other Operating Expenses	$3,152,000	$3,152,000	$2,900,000	$3,099,000
Total Expenditures	$3,152,000	$3,152,000	$2,900,000	$3,099,000
Ending Balance	$14,153,363	$13,991,107	$14,343,107	$13,769,107
Reserve for Medical & Compensation Contingencies and Retiree Benefits	14,153,363	13,991,107	14,343,107	13,769,107
Total Ending Balance, June 30	$14,153,363	$13,991,107	$14,343,107	$13,769,107

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 is currently in construction and scheduled to open 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 School 48 located in Village 2 which is projected to open in July 2024 and a $16,475,000 COP was issued to refund the 2011 Certificates of Participation.

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$81,893,350	$97,349,128	$97,349,128	$125,178,429
Revenue				
Special Tax Collections	$19,900,000	$21,000,000	$21,000,000	$21,000,000
Delinquent Collections	190,000	230,000	250,000	190,000
EastLake Developer Fees	5,000	5,000	0	5,000
Special Tax Prepayments	0	0	697,923	0
Proceeds from 2021 COP Refunding	0	16,475,000	16,475,000	0
Premium from 2021 COP Refunding	0	3,029,900	3,029,900	0
Proceeds from 2021 COP	0	60,000,000	60,000,000	0
Premium from 2021 COP	0	804,088	804,088	0
Interest	600,000	600,000	500,000	500,000
Total Revenue	$20,695,000	$102,143,988	$102,756,911	$21,695,000
Total Beginning Balance & Revenue	$102,588,350	$199,493,116	$200,106,039	$146,873,429
Expenditures				
Supplies & Materials	$750,000	$750,000	$750,000	$750,000
Services & Other Expenses	205,597	330,296	480,992	205,597
Sites, Buildings & Equipment Other	37,695,905	38,859,627	38,753,721	37,504,452
2021 COP Issuance Costs	0	660,201	660,201	0
2021 Refunding COP Issuance Costs	0	320,069	320,069	0
Transfers to CFD Debt Service Fund (52-00)	14,676,896	33,962,627	33,962,627	17,641,769
Total Expenditures	$53,328,398	$74,882,820	$74,927,610	$56,101,818
Ending Balance	$49,259,952	$124,610,296	$125,178,429	$90,771,611
Designated for Fahari Jeffers	$2,212,888	$5,442,487	$5,442,487	$2,212,888
Designated for School 48		74,644,032	$75,572,087	$50,460,122
Designated for CFD Debt Service Payments and School Construction	47,047,064	44,523,777	44,163,855	38,098,601
Total Ending Balance, June 30	$49,259,952	$124,610,296	$125,178,429	$90,771,611
Outstanding COP Obligations, July 1	$138,715,000	$138,715,000	$138,715,000	$186,655,000
Annual Principal Retired	(9,645,000)	(28,535,000)	(28,535,000)	(11,680,000)
Annual Principal Added	0	76,475,000	76,475,000	0
Outstanding Obligations, June 30	$129,070,000	$186,655,000	$186,655,000	$174,975,000

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).

	2021-22 Adopted Budget	2021-22 Second Interim @ 1/31/22	2021-22 Estimated Actuals @ Year End	2022-23 Proposed Budget
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
Transfers from CFD Capital Projects Fund (49-00) for Debt Service	$14,676,896	$14,777,796	$14,777,796	$17,641,769
Transfers from CFD Capital Projects Fund (49-00) for Refunding	0	19,184,831	19,184,831	0
Total Revenue	$14,676,896	$33,962,627	$33,962,627	$17,641,769
Total Beginning Balance & Revenue	$14,676,896	$33,962,627	$33,962,627	$17,641,769
Expenditures				
COPs/Bond Principal Payment	$9,645,000	$9,645,000	$9,645,000	$11,680,000
COPs/Bond Interest Expense	5,031,896	5,132,796	5,132,796	5,961,769
2021 COPs Refunding	0	19,184,831	19,184,831	0
Total Expenditures	$14,676,896	$33,962,627	$33,962,627	$17,641,769
Total Ending Balance, June 30	$0	$0	$0	$0

2021-22 Cash Flow
General Fund + Categorical Programs

	Jul-21 (Actual)	Aug-21 (Actual)	Sept-21 (Actuals)	Oct-21 (Actual)	Nov-21 (Actual)	Dec-21 (Actual)	Jan-22 (Actual)	Feb-22 (Actual)	Mar-22 (Actual)	April-22 (Actual)	May-22 (Actual)	June-22 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 40,264,377	$ 25,239,070	$ 22,428,260	$ 19,394,897	$ 12,617,222	$ 17,486,771	$ 50,719,119	$ 66,245,689	$ 66,715,337	$ 60,120,944	$ 82,849,364	$ 70,504,486	$ 40,264,377
LCFF - State Aid Apportionment	5,554,527	5,554,527	9,998,149	9,998,148	9,998,148	9,998,148	9,998,148	9,670,880	9,670,880	9,670,880	9,670,880	9,669,742	109,453,057
Property Taxes	474,704	1,200,368	899,734	1,136,325	6,213,180	34,928,111	19,093,755	4,891,913	3,425,821	35,238,275	5,814,239	4,372,586	117,689,011
EPA Tax Initiative	-	-	6,227,088	-	-	6,227,087	-	-	4,094,352	-	-	4,083,556	20,632,083
RDA Residual Balance & CRD	-	-	-	-	-	-	1,078,771	-	-	-	-	2,231,661	3,310,432
Charter in-Lieu Taxes	-	(1,660,173)	(3,320,347)	(2,213,564)	(2,213,564)	(2,213,138)	(2,213,138)	(2,213,138)	(3,670,555)	(1,835,277)	(1,973,964)	(1,973,964)	(25,500,822)
Special Education Prop Tax Xfer	-	-	-	-	-	-	660,844	-	-	-	-	-	660,844
Special Education	-	-	2,643	-	-	-	-	-	-	-	-	-	2,643
Federal Impact Aid	-	-	871,926	-	-	-	-	-	-	708,322	-	(85,000)	1,495,248
Title I	-	-	-	-	-	-	2,429,228	-	-	-		2,220,518	4,649,746
Title II	-	-	-	130,283	-	-	-	153,971	-	-	-	46,004	330,258
Title III	-	-	-	187,697	-	-	-	403,039	-	-	170,349	-	761,085
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER I	-	-	186,773	-	-	-	-	-	-	-	-	-	186,773
ESSER II	-	-	3,155,947	-	-	-	2,076,138	-	-	1,193,985	-	-	6,426,070
ESSER III	-	3,298,162	-	-	-	-	1,231,118	-	-	269,110	-	-	4,798,390
Expanded Learning Opportunity Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal	-	-	-	4,769	14,057	115,507	82,767	68,751	-	109,826	71,444	8,000	475,121
Lottery	-	-	-	-	-	-	1,696,243	-	-	1,459,371	-	1,185,138	4,340,752
Mandated Block Grant	-	-	-	-	-	735,193	-	-	-	-	-	-	735,193
In-Person Instruction Grant	-	-	-	-	-	4,266,755	-	-	-	-	-	-	4,266,755
Expanded Learning Opportunities Grant (State)	-	-	-	-	-	-	891,458	-	-	-	-	-	891,458
Expanded Learning Opportunity Program	-	-	-	-	4,932,140	-	-	807,022	807,022	807,022	807,022	807,023	8,967,251
Educator Effectiveness Fund	-	-	-	-	-	-	4,371,039	-	-	-	-	1,092,760	5,463,799
Other State	-	-	-	-	2,409,554	-	-	529,768	1,494,841	529,768	530,660	1,494,841	6,989,432
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,506,620	-	2,506,620
PA Special Ed Pass Through	889,448	961,416	1,665,778	1,665,778	1,665,778	1,665,778	1,665,778	1,712,849	1,712,849	2,005,146	1,669,872	1,665,708	18,946,178
Other Local	14,608	1,298,328	1,732,890	1,052,711	1,054,856	907,611	2,006,502	1,011,189	1,835,027	964,300	1,254,216	800,594	13,932,832
2020/21 Deferral	12,951,393	29,125,329	-	3,272,130	-		883,229	5,836,615	(287,252)	104,156	-	587,806	52,473,406
Temporary Transfers/DTDF	-	-	-	-	5,000,000	-	-	-	-	-	-	-	5,000,000
Other Revenue/Cash Inflows	266,162	776,276	483,430	1,372,773	214,388	1,245,011	719,679	1,454,633	1,150,747	1,069,756	1,034,633	521,176	10,308,664
Total Revenues	$ 20,150,842	$ 40,554,233	$ 21,904,011	$ 16,607,050	$ 29,288,537	$ 57,876,063	$ 46,671,559	$ 24,327,492	$ 20,233,732	$ 52,294,640	$ 21,555,971	$ 28,728,149	$ 380,192,279
Total Revenue and Beg. Bal.	$ 60,415,219	$ 65,793,303	$ 44,332,271	$ 36,001,947	$ 41,905,759	$ 75,362,834	$ 97,390,678	$ 90,573,181	$ 86,949,069	$ 112,415,584	$ 104,405,335	$ 99,232,635	$ 420,456,656
Salaries & Benefits	$ 18,188,342	$ 20,962,231	$ 21,407,430	$ 21,432,940	$ 21,639,970	$ 21,524,155	$ 21,709,266	$ 21,677,953	$ 22,207,676	$ 22,678,623	$ 30,152,156	$ 24,822,624	$ 268,403,366
Commercial Warrant Exp	4,765,862	2,128,076	3,484,387	1,912,555	2,705,520	3,096,681	4,296,106	2,122,980	2,806,460	6,604,293	3,700,061	6,137,460	43,760,441
TRANs Repayment	6,263,108	18,789,323				-	-	-	-	-	-	-	25,052,431
Interfund Transfer		-	-	-	-	-		-		-	-	-	-
Temporary Transfers/DTDF	-	-	-	-	-	-	5,000,000	-	1,788,843	-	-	-	6,788,843
Other Cash Outflows	5,958,837	1,485,413	45,557	39,230	73,498	22,879	139,617	56,911	25,146	283,304	48,632	16,684	8,195,708
Total Expenditures	$ 35,176,149	$ 43,365,043	$ 24,937,374	$ 23,384,725	$ 24,418,988	$ 24,643,715	$ 31,144,989	$ 23,857,844	$ 26,828,125	$ 29,566,220	$ 33,900,849	$ 30,976,768	$ 352,200,789
ENDING CASH BALANCE	$ 25,239,070	$ 22,428,260	$ 19,394,897	$ 12,617,222	$ 17,486,771	$ 50,719,119	$ 66,245,689	$ 66,715,337	$ 60,120,944	$ 82,849,364	$ 70,504,486	$ 68,255,867	$ 68,255,867

2022-23 Cash Flow
General Fund + Categorical Programs

	Jul-22 (Estimated)	Aug-22 (Estimated)	Sept-22 (Estimated)	Oct-22 (Estimated)	Nov-22 (Estimated)	Dec-22 (Estimated)	Jan-23 (Estimated)	Feb-23 (Estimated)	Mar-23 (Estimated)	April-23 (Estimated)	May-23 (Estimated)	June-23 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 68,255,867	$ 60,384,048	$ 40,054,820	$ 24,428,561	$ 16,049,507	$ 7,324,475	$ 30,186,024	$ 32,574,218	$ 26,986,010	$ 22,204,229	$ 52,779,005	$ 48,114,224	$ 68,255,867
LCFF - State Aid Apportionment	5,554,527	5,554,527	9,998,149	9,998,149	9,998,149	9,998,149	9,998,149	13,306,054	13,306,054	13,306,054	13,306,054	13,306,053	127,630,068
Property Taxes	474,519	1,199,901	899,384	1,135,883	6,210,764	34,914,529	19,086,330	4,890,011	3,424,489	35,224,572	5,811,978	4,370,886	117,643,246
EPA Tax Initiative	-	-	4,459,369	-	-	4,459,369	-	-	4,459,369	-	-	4,459,370	17,837,477
RDA Residual Balance & CRD	-	-	-	-	-	-	993,130	-	-	-	-	2,317,302	3,310,432
Charter in-Lieu Taxes	-	(1,717,650)	(3,435,300)	(2,290,200)	(2,290,200)	(2,290,200)	(2,290,200)	(2,290,200)	(4,007,851)	(2,003,926)	(2,003,926)	(2,003,926)	(26,623,579)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	660,844	-	-	-	-	660,844
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	-	700,350	-	-	-	-	480,821	-	(166,171)	1,015,000
Title I	-	-	-	-	-	-	2,429,228	-	-	-	-	2,220,518	4,649,746
Title II	-	-	-	130,283	-	-	-	153,971	-	-	-	46,004	330,258
Title III	-	-	-	187,697	-	-	-	403,039	-	-	170,349	-	761,085
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER II	1,898,270	-	-	7,858,547	-	-	919,112	-	-	771,215	-	-	11,447,144
ESSER III	531,578	-	-	3,429,005	-	-	4,463,745	-	-	6,104,973	-	-	14,529,301
Expanded Learning Opportunity Grant	5,605,640	-	-	669,700	-	-	105,268	-	-	105,268	-	-	6,485,876
Other Federal	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000
Lottery	-	-	-	-	-	-	1,512,871	-	-	1,017,578	-	1,462,830	3,993,279
Mandated Block Grant	-	-	-	-	735,193	-	-	-	-	-	-	-	735,193
Expanded Learning Opportunity Program	448,376	448,376	807,077	807,077	807,077	807,077	807,077	807,078	807,078	807,078	807,078	807,078	8,967,527
Other State	-	-	-	-	-	-	-	529,768	1,503,404	529,768	529,768	1,503,404	4,596,112
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,506,620	-	2,506,620
PA Special Ed Pass Through	1,118,301	1,118,301	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,943	22,366,023
Other Local	3,721	703,902	1,394,389	980,728	959,503	918,715	996,691	1,007,749	1,795,540	880,959	828,575	801,977	11,272,449
2021/22 Deferral	2,976,666	526,626	(2,390,022)	1,374,853	-	-	109,689	-	-	109,689	-	6,975,372	9,682,873
TRANs Principal Amounts	10,000,000	-	-	-	-	-	-	-	-	-	-	-	10,000,000
Other Revenue/Cash Inflows		599,698	599,698	599,698	599,698	599,698	599,698	599,698	599,698	599,698	599,698	599,694	6,596,674
Total Revenues	$ 28,611,598	$ 8,433,681	$ 14,345,686	$ 26,894,362	$ 19,733,476	$ 51,420,279	$ 41,743,730	$ 22,080,954	$ 23,900,723	$ 59,946,689	$ 24,569,136	$ 38,721,334	$ 360,401,648
Total Revenue and Beg. Bal.	$ 96,867,465	$ 68,817,729	$ 54,400,506	$ 51,322,923	$ 35,782,983	$ 58,744,754	$ 71,929,754	$ 54,655,172	$ 50,886,733	$ 82,150,918	$ 77,348,141	$ 86,835,558	$ 428,657,515
Salaries & Benefits	$ 23,609,572	$ 24,304,256	$ 24,836,831	$ 29,042,172	$ 24,378,027	$ 24,379,338	$ 24,468,972	$ 24,380,653	$ 25,030,752	$ 24,854,936	$ 24,859,841	$ 24,568,402	$ 298,713,752
Commercial Warrant Exp	5,359,431	4,458,653	5,135,114	6,231,244	4,080,481	4,179,392	4,886,564	3,288,509	3,651,752	4,516,977	4,374,076	6,659,917	56,822,110
TRANs Repayment	-	-	-	-	-	-	10,000,000	-	-		-		10,000,000
Other Cash Outflows	7,514,414												7,514,414
Total Expenditures	$ 36,483,417	$ 28,762,909	$ 29,971,945	$ 35,273,416	$ 28,458,508	$ 28,558,730	$ 39,355,536	$ 27,669,162	$ 28,682,504	$ 29,371,913	$ 29,233,917	$ 31,228,319	$ 373,050,276
ENDING CASH BALANCE	$ 60,384,048	$ 40,054,820	$ 24,428,561	$ 16,049,507	$ 7,324,475	$ 30,186,024	$ 32,574,218	$ 26,986,010	$ 22,204,229	$ 52,779,005	$ 48,114,224	$ 55,607,239	$ 55,607,239

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	$ 55,607,239	$ 53,820,676	$ 35,474,997	$ 22,751,887	$ 14,821,140	$ 8,947,887	$ 34,246,892	$ 35,098,164	$ 28,970,121	$ 23,229,323	$ 51,212,033	$ 52,726,885	$ 55,607,239
LCFF - State Aid Apportionment	6,706,344	6,706,344	12,071,420	12,071,420	12,071,420	12,071,420	12,071,420	12,071,419	12,071,419	12,071,419	12,071,419	12,071,420	134,126,884
Property Taxes	474,519	1,199,901	899,384	1,135,883	6,210,764	34,914,529	19,086,330	4,890,011	3,424,489	35,224,572	5,811,978	4,370,886	117,643,246
EPA Tax Initiative	-	-	4,034,565	-	-	4,034,565	-	-	4,034,565	-	-	4,034,564	16,138,259
RDA Residual Balance & CRD	-	-	-	-	-	-	993,130	-	-	-	-	2,317,302	3,310,432
Charter in-Lieu Taxes	-	(1,760,913)	(3,521,827)	(2,347,885)	(2,347,885)	(2,347,885)	(2,347,885)	(2,347,885)	(4,108,798)	(2,054,399)	(2,054,399)	(2,054,399)	(27,294,160)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	660,844	-	-	-	-	660,844
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	-	700,350	-	-	-	-	480,821	-	(166,171)	1,015,000
Title I	-	-	-	-	-	-	2,429,228	-	-	-	-	2,220,518	4,649,746
Title II	-	-	-	130,283	-	-	-	153,971	-	-	-	46,004	330,258
Title III	-	-	-	187,697	-	-	-	403,039	-	-	170,349	-	761,085
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	-
ESSER III	4,703,697	-	-	4,703,697	-	-	6,012,716	-	-	4,784,464	-	-	20,204,574
Expanded Learning Opportunity Grant	85,071	-	-	-	-	-	-	-	-	-	-	-	85,071
Other Federal	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000
Lottery	-	-	-	-	-	-	1,512,871	-	-	1,017,578	-	1,462,830	3,993,279
Mandated Block Grant	-	-	-	-	735,193	-	-	-	-	-	-	-	735,193
Expanded Learning Opportunity Program	448,376	448,376	807,077	807,077	807,077	807,077	807,077	807,078	807,078	807,078	807,078	807,078	8,967,527
Other State	-	-	-	-	-	-	-	529,768	1,503,404	529,768	529,768	1,503,404	4,596,112
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,506,620	-	2,506,620
PA Special Ed Pass Through	1,118,301	1,118,301	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	2,012,942	22,366,022
Other Local	3,721	703,902	1,394,389	980,728	959,503	918,715	996,691	1,007,749	1,795,540	880,959	828,575	801,977	11,272,449
2022/23 Deferral	5,031,095	526,626	(2,003,924)	1,217,861	-	-	109,689	-	-	109,689	6,589,739	385,633	11,966,408
TRANs Principal Amounts	15,000,000	-	-	-	-	-	-	-	-	-	-	-	15,000,000
Other Revenue/Cash Inflows		611,692	611,692	611,692	611,692	611,692	611,692	611,692	611,692	611,692	611,692	611,688	6,728,608
Total Revenues	$ 33,571,124	$ 9,554,229	$ 16,305,718	$ 21,511,395	$ 21,761,056	$ 53,023,055	$ 44,295,901	$ 20,800,628	$ 22,152,331	$ 56,476,583	$ 29,885,761	$ 30,433,676	$ 359,771,457
Total Revenue and Beg. Bal.	$ 89,178,363	$ 63,374,905	$ 51,780,715	$ 44,263,282	$ 36,582,196	$ 61,970,942	$ 78,542,793	$ 55,898,792	$ 51,122,452	$ 79,705,906	$ 81,097,794	$ 83,160,561	$ 415,378,696
Salaries & Benefits	$ 23,256,843	$ 23,912,754	$ 24,436,749	$ 23,869,847	$ 23,985,336	$ 23,986,626	$ 24,074,816	$ 23,987,920	$ 24,627,547	$ 24,454,563	$ 24,459,389	$ 24,172,645	$ 289,225,035
Commercial Warrant Exp	4,792,675	3,987,154	4,592,079	5,572,295	3,648,973	3,737,424	4,369,813	2,940,751	3,265,582	4,039,310	3,911,520	5,955,636	50,813,212
TRANs Repayment	-	-	-	-	-	-	15,000,000	-	-	-	-		15,000,000
Other Cash Outflows	7,308,169					-	-	-		-	-	-	7,308,169
Total Expenditures	$ 35,357,687	$ 27,899,908	$ 29,028,828	$ 29,442,142	$ 27,634,309	$ 27,724,050	$ 43,444,629	$ 26,928,671	$ 27,893,129	$ 28,493,873	$ 28,370,909	$ 30,128,281	$ 362,346,416
ENDING CASH BALANCE	$ 53,820,676	$ 35,474,997	$ 22,751,887	$ 14,821,140	$ 8,947,887	$ 34,246,892	$ 35,098,164	$ 28,970,121	$ 23,229,323	$ 51,212,033	$ 52,726,885	$ 53,032,280	$ 53,032,280

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Review Criteria and Standards for the 2022-23 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, 2022 Budget Adoption

Insert "X" in 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 15, 2022

Public Hearing:

Place: 84 East J Street, Chula Vista, CA 91910
Date: May 18, 2022
Time: 6:00 p.m.

Adoption Date: June 15, 2022
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Theresa Villanueva
Title: Director of Fiscal Services
Telephone: 619-425-9600 x 1391
E-mail: Mariath.Villanueva@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 (2021-22) 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)?			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
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:		Jun 15, 2022	
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:	$	8,340,618.00
Less: Amount of total liabilities reserved in budget:	$	8,340,618.00
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: Jun 15, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Jennifer Venyak
Title:	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):	20,302.89
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 (2019-20)					
	District Regular	22,336	22,421		
	Charter School				
	Total ADA	**22,336**	**22,421**	**N/A**	**Met**
Second Prior Year (2020-21)					
	District Regular	22,421	22,421		
	Charter School				
	Total ADA	**22,421**	**22,421**	**N/A**	**Met**
First Prior Year (2021-22)					
	District Regular	22,422	22,420		
	Charter School		0		
	Total ADA	**22,422**	**22,420**	**0.0%**	**Met**
Budget Year (2022-23)					
	District Regular	21,714			
	Charter School	0			
	Total ADA	**21,714**			

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): 20,302.9

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 (2019-20)					
	District Regular	23,082	23,115		
	Charter School				
	Total Enrollment	**23,082**	**23,115**	**N/A**	**Met**
Second Prior Year (2020-21)					
	District Regular	23,115	22,448		
	Charter School				
	Total Enrollment	**23,115**	**22,448**	**2.9%**	**Not Met**
First Prior Year (2021-22)					
	District Regular	22,448	22,187		
	Charter School				
	Total Enrollment	**22,448**	**22,187**	**1.2%**	**Not Met**

Budget Year (2022-23)		
District Regular	22,187	
Charter School		
Total Enrollment	**22,187**	

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. 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 2021-22 due to the ongoing decline in district enrollment.

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 (2019-20)				
	District Regular	22,421	23,115	
	Charter School		0	
	Total ADA/Enrollment	**22,421**	**23,115**	**97.0%**
Second Prior Year (2020-21)				
	District Regular	22,421	22,448	
	Charter School	0		
	Total ADA/Enrollment	**22,421**	**22,448**	**99.9%**
First Prior Year (2021-22)				
	District Regular	20,303	22,187	
	Charter School			
	Total ADA/Enrollment	**20,303**	**22,187**	**91.5%**
			Historical Average Ratio:	96.1%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): **96.6%**

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 (2022-23)					
	District Regular	20,303	22,187		
	Charter School	0			
	Total ADA/Enrollment	**20,303**	**22,187**	**91.5%**	**Met**
1st Subsequent Year (2023-24)					
	District Regular	20,303	22,187		
	Charter School				
	Total ADA/Enrollment	**20,303**	**22,187**	**91.5%**	**Met**
2nd Subsequent Year (2024-25)					
	District Regular	20,303	22,187		
	Charter School				
	Total ADA/Enrollment	**20,303**	**22,187**	**91.5%**	**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	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Change in Population		(2021-22)	(2022-23)	(2023-24)	(2024-25)
a.	ADA (Funded) (Form A, lines A6 and C4)	22,437.60	21,731.96	21,026.30	20,320.66
b.	Prior Year ADA (Funded)		22,437.60	21,731.96	21,026.30
c.	Difference (Step 1a minus Step 1b)		(705.64)	(705.66)	(705.64)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.14%)	(3.25%)	(3.36%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		223,200,465.00	237,800,446.00	241,876,990.00
b1.	COLA percentage		6.56%	5.38%	4.02%
b2.	COLA amount (proxy for purposes of this criterion)		14,641,950.50	12,793,663.99	9,723,455.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level	(Step 1d plus Step 2c)		3.4%	2.1%	0.7%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**2.42% to 4.42%**	**1.13% to 3.13%**	**-0.34% to 1.66%**

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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	121,006,169.00	120,960,405.00	120,960,405.00	120,960,405.00
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	251,091,309.00	266,427,949.00	271,225,548.00	273,188,642.00
District's Projected Change in LCFF Revenue:		6.11%	1.80%	.72%
LCFF Revenue Standard		**2.42% to 4.42%**	**1.13% to 3.13%**	**-0.34% to 1.66%**
Status:		Not 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 NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The projected change in LCFF revenue in 2022-23 is outside the standard due to the projected COLA of 6.56%, including the Governor's May Revise proposal of additional LCFF investment and Transitional Kindergarten (TK) add-on of $2,813 per TK ADA.

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)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2019-20)	179,141,584.99	196,676,208.17	91.1%
Second Prior Year (2020-21)	175,966,813.59	190,284,419.10	92.5%
First Prior Year (2021-22)	178,814,541.00	196,078,859.00	91.2%
		Historical Average Ratio:	91.6%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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):	**88.6% to 94.6%**	**88.6% to 94.6%**	**88.6% to 94.6%**

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)	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 (2022-23)	201,474,470.00	219,001,934.00	92.0%	Met
1st Subsequent Year (2023-24)	199,135,366.91	215,889,461.98	92.2%	Met
2nd Subsequent Year (2024-25)	202,171,334.43	220,384,692.43	91.7%	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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.42%	2.13%	.66%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-6.58% to 13.42%**	**-7.87% to 12.13%**	**-9.34% to 10.66%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.58% to 8.42%	-2.87% to 7.13%	-4.34% to 5.66%

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 (2021-22)	39,110,627.00		
Budget Year (2022-23)	45,422,555.00	16.14%	Yes

1st Subsequent Year (2023-24)	37,737,654.00	(16.92%)	Yes
2nd Subsequent Year (2024-25)	16,431,291.95	(56.46%)	Yes

Explanation: (required if Yes)

Federal revenues for 2022-23, 2023-24, and 2024-25 are outside the standard due to the receipt of one-time COVID funds, which is reflected in the three years that they will be recognized and spent. The majority of ESSER II and III funds are budgeted to be spent in the 2022-23 fiscal year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)	49,940,796.00		
Budget Year (2022-23)	36,326,469.00	(27.26%)	Yes
1st Subsequent Year (2023-24)	35,510,996.00	(2.24%)	No
2nd Subsequent Year (2024-25)	35,510,996.00	0.00%	No

Explanation: (required if Yes)

The primary cause of the decrease in state revenue in 2022-23 is the receipt of one-time CARES Act funding in the 2021-22 fiscal year.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)	40,142,403.00		
Budget Year (2022-23)	40,667,157.00	1.31%	No
1st Subsequent Year (2023-24)	40,537,157.00	(.32%)	No
2nd Subsequent Year (2024-25)	40,537,157.00	0.00%	No

Explanation: (required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)	13,030,293.00		
Budget Year (2022-23)	17,673,491.43	35.63%	Yes
1st Subsequent Year (2023-24)	13,357,178.47	(24.42%)	Yes
2nd Subsequent Year (2024-25)	7,171,869.85	(46.31%)	Yes

Explanation: (required if Yes)

The 2022-23 increase is due primarily to the carryover of site funds from the 2021-22 fiscal year, which are expected to be spent in this category. The primary reason for the decreases in 2023-24 and 2024-25 is the budgeted expenditure of one-time funds in 2022-23.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)	33,755,913.00		
Budget Year (2022-23)	41,184,493.00	22.01%	Yes
1st Subsequent Year (2023-24)	39,217,941.66	(4.77%)	Yes
2nd Subsequent Year (2024-25)	37,687,381.66	(3.90%)	No

Explanation: (required if Yes)

The 2022-23 increase is due primarily to the carryover of site funds from the 2021-22 fiscal year, which are expected to be spent in this category. The primary reason for the decrease in 2023-24 is the budgeted expenditure of one-time funds in 2022-23.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	129,193,826.00		
Budget Year (2022-23)	122,416,181.00	(5.25%)	Met
1st Subsequent Year (2023-24)	113,785,807.00	(7.05%)	Met
2nd Subsequent Year (2024-25)	92,479,444.95	(18.72%)	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	46,786,206.00		
Budget Year (2022-23)	58,857,984.43	25.80%	Not Met
1st Subsequent Year (2023-24)	52,575,120.13	(10.67%)	Not Met
2nd Subsequent Year (2024-25)	44,859,251.51	(14.68%)	Not 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: (linked from 6B if NOT met) — Federal Revenue

Federal revenues for 2022-23, 2023-24, and 2024-25 are outside the standard due to the receipt of one-time COVID funds, which is reflected in the three years that they will be recognized and spent. The majority of ESSER II and III funds are budgeted to be spent in the 2022-23 fiscal year.

Explanation: (linked from 6B if NOT met) — Other State Revenue

The primary cause of the decrease in state revenue in 2022-23 is the receipt of one-time CARES Act funding in the 2021-22 fiscal year.

Explanation: (linked from 6B if NOT met) — Other Local Revenue

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: (linked from 6B — Books and Supplies

The 2022-23 increase is due primarily to the carryover of site funds from the 2021-22 fiscal year, which are expected to be spent in this category. The primary reason for the decreases in 2023-24 and 2024-25 is the budgeted expenditure of one-time funds in 2022-23.

if NOT met)

Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

The 2022-23 increase is due primarily to the carryover of site funds from the 2021-22 fiscal year, which are expected to be spent in this category. The primary reason for the decrease in 2023-24 is the budgeted expenditure of one-time funds in 2022-23.

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 exludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 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 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)	330,699,912.43			
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	330,699,912.43	9,920,997.37	9,925,000.00	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 (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
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)	37,164,097.15	41,067,633.22	51,024,557.59
	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)	(33,503.20)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	37,130,593.95	41,067,633.22	51,024,557.59
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	291,914,255.97	312,413,506.91	332,173,753.00
	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)	291,914,255.97	312,413,506.91	332,173,753.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	12.7%	13.1%	15.4%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.2%**	**4.4%**	**5.1%**

[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 (2019-20)	(1,090,864.33)	196,676,208.17	.6%	Met
Second Prior Year (2020-21)	4,738,039.87	190,284,419.10	N/A	Met
First Prior Year (2021-22)	10,706,589.00	196,078,859.00	N/A	Met
Budget Year (2022-23) (Information only)	(2,492,108.00)	219,001,934.00		

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):	20,321
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	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column) Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2019-20)	38,713,999.67	41,855,793.05	N/A	Met
Second Prior Year (2020-21)	40,347,486.05	40,764,928.72	N/A	Met
First Prior Year (2021-22)	41,844,981.72	45,502,968.59	N/A	Met
Budget Year (2022-23) (Information only)	56,209,557.59			

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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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 $75,000 (greater of)	0 to 300
4% or $75,000 (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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	20,303	20,303	20,303
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	371,974,948.43	355,897,990.98	341,236,859.37
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)	371,974,948.43	355,897,990.98	341,236,859.37
4.	Reserve Standard Percentage Level	3%	3%	3%

5.	Reserve Standard - by Percent			
	(Line B3 times Line B4)	11,159,248.45	10,676,939.73	10,237,105.78
6.	Reserve Standard - by Amount			
	($75,000 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)	**11,159,248.45**	**10,676,939.73**	**10,237,105.78**

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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)	34,582,449.59	36,999,357.61	33,975,807.18
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)	0.00	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)	34,582,449.59	36,999,357.61	33,975,807.18
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	9.30%	10.40%	9.96%
	District's Reserve Standard			
	(Section 10B, Line 7):	**11,159,248.45**	**10,676,939.73**	**10,237,105.78**
	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 (2021-22)	(35,554,157.00)			
Budget Year (2022-23)	(40,588,370.00)	5,034,213.00	14.2%	Not Met
1st Subsequent Year (2023-24)	(42,738,370.00)	2,150,000.00	5.3%	Met
2nd Subsequent Year (2024-25)	(44,888,370.00)	2,150,000.00	5.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	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)

The increase in the contribution amount for 2022-23 is outside the standard range due primarily to the salary increases with all bargaining units, which increased Special Education costs. Additionally, increased costs are budgeted due to growth in special education student services. Also, the contribution in the Routine Restricted Maintenance Account was increased to meet the required 3% 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 1,2022-23
Leases	3	Fund 01-00 / Fund 09-00	7439	162,947
Certificates of Participation	29	CFD Debt Service (52-00)	7438, 7439	192,105,000
General Obligation Bonds	20	Fund 51-00		203,275,285
Supp Early Retirement Program	N/A	N/A	N/A	0
State School Building Loans	N/A	N/A	N/A	0
Compensated Absences	1	Compensated Absences	Multiple Salary Object Codes	1,727,830
Other Long-term Commitments (do not include OPEB):				
QZAB & CFD Bonds				
Bond Premium - GO Bonds	21			8,405,412

Bond Premium - COP	29			11,769,613
TOTAL:				417,446,087

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Budget Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases	108,378	87,451	61,502	10,694
Certificates of Participation	15,252,962	18,223,623	17,726,692	17,991,710
General Obligation Bonds	21,474,149	22,208,441	83,048,881	15,171,305
Supp Early Retirement Program	0	0	0	0
State School Building Loans	0	0	0	0
Compensated Absences	0	0	0	0
Other Long-term Commitments (continued):				
QZAB & CFD Bonds	0	0	0	0
Bond Premium - GO Bonds	1,073,642	1,148,781	1,116,358	666,675
Bond Premium - COP	790,302	959,516	971,934	1,043,016
Total Annual Payments:	38,699,433	42,627,812	102,925,367	34,883,400
Has total annual payment increased over prior year (2021-22)?		**Yes**	**Yes**	**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)

The debt service payments for he 2020 GO Bond issued in August 2020 accounts for a majority of the increase in total annual GO Bond payments for 2021-22 and 2022-23. On August 1, 2023 the 2019 GO Bond Anticipation Note will mature and $63.8 million will be paid. In December 2021 the District issued $60 million in Certificates of Participation, with the first debt service payment scheduled for February 2022. The debt service payments for the 2021 Certificates of Participation account for a majority of the increase in total annual payments in COPs for 2022-23.

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 turning 55, with at least 10 years of service (5 years for certificated employees hired prior to October 1, 2007). The District participates in several partially-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 year of service at retirement, with the highest amount being $8,009 per year. For classified employees who were hired or became benefit eligible after September 18, 2007, effective January 1, 2022, the annual maximum is $7,500. The retiree pays for any amount 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	70,515,118.00
b. OPEB plan(s) fiduciary net position (if applicable)	19,867,646.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	50,647,472.00
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	Jun 30, 2021

5. OPEB Contributions

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	7,988,957.00	7,988,957.00	7,988,957.00
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)	1,200,000.00	1,200,000.00	1,200,000.00
d. Number of retirees receiving OPEB benefits	166.00	166.00	166.00

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 $1.85. The District currently funds the program at $1.00 per $100 of payroll. The District projects an ending fund balance of $14,343,107 for school year 2021-22 in its workers compensation insurance fund.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	8,340,618.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. Required contribution (funding) for self-insurance programs	4,342,026.00	4,342,026.00	4,342,026.00

b. Amount contributed (funded) for self-insurance programs	2,400,000.00	2,400,000.00	2,400,000.00

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	1233.29	1222.25	1222.25	1222.25

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

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 Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Mar 09, 2022

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Mar 03, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption: Mar 09, 2022

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			

3.	Percent change in step & column over prior year			

	Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated (Non-management) Attrition (layoffs and retirements)	(2022-23)	(2023-24)	(2024-25)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

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)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of classified(non - management) FTE positions	879.01	929.56	929.56	929.56

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

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 Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Mar 09, 2022

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Mar 03, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption: Mar 09, 2022

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			
Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?			
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (Non-management) Step and Column Adjustments		(2022-23)	(2023-24)	(2024-25)
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (Non-management) Attrition (layoffs and retirements)		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

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)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	152.62	152.2	152.2	152.2

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1.	Are salary and benefit negotiations settled for the budget year?	Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
2.	Salary settlement:			
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
	Total cost of salary settlement	461657	0	0
	% change in salary schedule from prior year (may enter text, such as "Reopener")	2.5%	0.0%	0.0%

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits	

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Health and Welfare (H&W) Benefits				
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step and column adjustments			
3.	Percent change in step & column over prior year			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Other Benefits (mileage, bonuses, etc.)				
1.	Are costs of other benefits included in the budget and MYPs?			
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

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 15, 2022

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?	No
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?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A9: The former Superintendent retired effective September 2, 2021. As a result, the Deputy Superintendent was promoted to the role of Interim Superintendent. He remained in this role until the District hired the new Superintendent effective 2-22-2022.

End of School District Budget Criteria and Standards Review

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

First Reading/Readoption: Board Policy 2120, Administration, Superintendent of Schools

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for creation, revision, or deletion and others have been identified for readoption.

BP 2120, Administration, Superintendent of Schools, is being presented for readoption to update and improve the District processes and practices, and to ensure that District procedures are in accordance with State and Federal guidelines and requirements.

ADDITIONAL DATA:

A copy of BP 2120 is attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend readoption.

Administration

SUPERINTENDENT OF SCHOOLS

The Superintendent or designee is the chief executive officer and educational leader of the district. He/she executes all Governing Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and offers professional advice on items requiring Board action, with appropriate recommendations.

The Board delegates to the Superintendent or designee the power to make decisions concerning internal operations of the district. The Superintendent or designee may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent or designee of responsibility for actions taken by his/her designees.

The Superintendent or designee shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent or designee shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of district goals.

The Superintendent or designee shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent or designee to remain current on educational thought and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the district's instructional program and overall operation. The Superintendent or designee shall inform the Board and staff of new developments and significant events in the field of education.

Legal Reference: (see next page)

Administration

SUPERINTENDENT OF SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board
35026 Employment of district superintendent by certain districts
35028 Qualifications for employment
35029 Waiver of credential requirement
35031 Term of employment (up to four years)
35032 Salary increases
35033 District superintendent for certain unified school districts (on formation of district)
35034 District superintendent of certain unified districts
35035 Additional powers and duties of superintendent
39656 Delegation of powers to agents; liability of agents
39657 Delegation of authority to purchase supplies, equipment and services; limitations on expenditure

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

First Reading/Readoption: Board Policy and Exhibit 2122, Administration, Superintendent of Schools: Responsibilities and Duties

___X___ Action _____ Information

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for creation, revision, or deletion and others have been identified for readoption.

BP and Exhibit 2122, Administration, Superintendent of Schools: Responsibilities and Duties is being presented for readoption to update and improve the District processes and practices, and to ensure that District procedures are in accordance with State and Federal guidelines and requirements.

ADDITIONAL DATA:

A copy of BP and Exhibit 2122 are attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend readoption.

Administration

SUPERINTENDENT OF SCHOOLS: RESPONSIBILITIES AND DUTIES

The Superintendent is expected to work for the fulfillment of district goals and objectives established by the Governing Board. His/her responsibilities and duties shall be specified in contract and further detailed throughout the Board's policies

The duties of the Superintendent's office shall take precedence over any outside professional activities.

(cf. 2120 - Superintendent of Schools)
(cf. 2123 Evaluation of the Superintendent)
(cf. 9270 - Conflict of Interest)

Legal Reference:

EDUCATION CODE
35020 Duties of Employees Set by Governing Board
35026 Employment of District Superintendent by Certain Districts
35028 Qualifications for Employment
35029 Waiver of Certification Requirement
35035 Additional Powers and Duties of Superintendent
39656 Delegation of Powers to Agents
39657 Delegation of Authority to Purchase Supplies, Equipment and Services
48900 Authority of Superintendent to Recommend Suspension or Expulsion
GOVERNMENT CODE
89501-89505 Honoraria and Gifts

Administration

SUPERINTENDENT OF SCHOOLS: RESPONSIBILITIES AND DUTIES

The Superintendent is the chief executive officer of the school district and is directly responsible to the Governing Board. He/she supervises all district operations in accordance with Board policies and Board direction. Although the Superintendent may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is accountable for the execution of these powers and duties.

Responsibilities Related to the Board

The Superintendent:

1. Advises the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees.

2. Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions.

3. Reports periodically on all district operations.

4. Conducts special studies requested by the Board.

5. Secures legal opinions when needed.

6. Provides advice and leadership to the Board and to the district's chief negotiator during the collective bargaining process.

7. As secretary to the Board, prepares the agenda and minutes of Board meetings, handles Board correspondence, and maintains all Board records, contracts, securities and other documents.

8. Assists the Board in designing a process for evaluating Superintendent performance-based on mutually agreed upon goals and objectives.

Responsibilities Related to Personnel

The Superintendent:

1. Coordinates the work of all schools and departments.

2. Defines the duties of all personnel and coordinates administrative staff activities.

Administration

SUPERINTENDENT OF SCHOOLS: RESPONSIBILITIES AND DUTIES (continued)

3. Selects and recommends to the Board candidates for employment, in accordance with nondiscrimination policy and affirmative action plans.

4. Advises the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of district employees.

5. Assigns personnel within the district in accordance with Board policy and the collective bargaining agreement.

6. Promotes a positive work environment.

7. Ensures that each staff member is evaluated and identifies appropriate opportunities for continued professional development.

8. Maintains appropriate channels of two-way communication within the district.

9. Ensures that staff is informed about relevant federal, state, and county laws; district policies, regulations and procedures; and matters related to the improvement and welfare of the schools.

10. Anticipates, manages and resolves conflict.

11. Serves as liaison between the Board and staff.

Responsibilities Related to Students and the Instructional Program

The Superintendent:

1. Enforces compulsory attendance laws.

2. Provides the Board with regular evaluations of district programs and student progress.

3. Together with staff, studies the curriculum and makes recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and promising programs.

4. Apprises the Board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other school systems.

SUPERINTENDENT OF SCHOOLS: RESPONSIBILITIES AND DUTIES (continued)

5. Ensures that there is a continuous focus on student growth and learning.

6. Ensures equitable administration of student discipline policies. Under appropriate circumstances, recommends to the Board a student's suspension or expulsion.

7. Works with staff, the Board and the community in planning and implementing support services for students.

Responsibilities Related to Noninstructional Operations

The Superintendent:

1. Seeks and identifies sources of income and funding.

2. Maintains and updates adequate enrollment and scholastic records, business and property records, and personnel records.

3. Submits to the Board periodic financial and budgetary reports which identify the district's outstanding obligations.

4. Annually prepares and submits to the Board the district budget for the upcoming year; revises this budget or takes other related action as the Board designates.

5. Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits.

6. Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services.

7. Develops regulations and procedures for the management of school operations and the use and care of school properties.

8. Monitors district property, casualty and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Administration

SUPERINTENDENT OF SCHOOLS: RESPONSIBILITIES AND DUTIES (continued)

Responsibilities Related to the Community

The Superintendent:

1. Serves as a spokesperson as assigned in relationships with city, county and state governments, private agencies, and the school community.

2. Keeps the community informed about school matters; promotes community support and involvement with the schools.

3. Participates in appropriate community organizations and functions.

4. Hears complaints against the schools and resolves controversies.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

First Reading/Readoption: Board Policy 2123, Administration, Evaluation of Superintendent

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for creation, revision, or deletion and others have been identified for readoption.

BP 2123, Administration, Evaluation of Superintendent is being presented for readoption to update and improve the District processes and practices, and to ensure that District procedures are in accordance with State and Federal guidelines and requirements.

ADDITIONAL DATA:

A copy of BP 2123 is attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend readoption.

Administration

EVALUATION OF SUPERINTENDENT

The Governing Board shall evaluate the Superintendent annually. Each evaluation shall cover the period from July 1 to June 30, and will be completed by July 30 each year with a mid-term evaluation conference to be held in January of each year.

Through evaluation of the Superintendent, the Board shall strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.

2. Clarify for all Board Members the role of the Superintendent based on his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.

3. Develop harmonious working relationships between the Board and Superintendent.

4. Provide administrative leadership for the school system.

The Board and Superintendent shall agree in writing on:

1. A limited number of mutually agreed upon performance objectives to be identified by August 1.
2. A description of activities to be performed or standards of behavior expected to achieve the projected results.
3. The availability of needed resources, existing constraints such as budget, personnel and contract conditions, and other factors which may have an effect on the accomplishment of the objectives.
4. The results expected.
5. A calendar of dates for fulfilling the objectives.
6. Dates of evaluation.
    a. Written July 30.
    b. Discussion session no later than September 30.

Administration

EVALUATION OF SUPERINTENDENT (continued)

Evaluation Process

1. Each Board Member shall individually evaluate the performance of the Superintendent based upon the performance objectives and share results with colleagues.

2. Each Board Member may also complete a rating scale checklist.

3. The Board President or a designee shall have the responsibility to prepare a compilation of the evaluations with all written comments intact. The composite shall be presented to the Superintendent.

4. At a subsequent date, the Board shall meet with the Superintendent to discuss the evaluation.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

First Reading/Readoption: Board Bylaw 9200, Board Members

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Bylaws (BBs) and to align to current practices while also ensuring alignment to applicable laws as noted in BBs created by the California School Boards Association (CSBA). During this process, a current BB has been identified for readoption.

BB 9200, Board Members is being presented for readoption.

ADDITIONAL DATA:

A copy of BB 9200 is attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend readoption.

Bylaws of the Board

BOARD MEMBERS

Limits of Board Members Authority

The Governing Board is the unit of authority over the District. It has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting.

The Board member has no individual authority. Individually, the Board member may not commit the District to any policy, act, or expenditure. The Board member cannot do business with the District served, nor should the Board member have an interest in any contract with the School District. The Board member represents and acts for the community as a whole and does not represent any fractional segment of the community.

Individual members of the Board, by virtue of holding office, shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. At his/her discretion, the Superintendent may refer the request to the entire Board for consideration. If approved, the Superintendent or designee shall perform any necessary research associated with the request and report to the Board at a future meeting.

Obligations of Board Members

Board members should hold the education of children and youth above any partisan principle, group interest, or personal interest. Board members should understand their role and the programs offered by the District. They should study all agenda materials before the meeting, participate in the discussion of items which come before the Board, vote on motions and resolutions, and abstain only for compelling reasons.

Board members shall refer Board-related correspondence to the Superintendent or designee for forwarding to the Board or for placement on the Board's agenda.

Board members and persons elected to the Board are responsible for complying with the requirements of the state's open meeting laws.

Bylaws of the Board

BOARD MEMBERS (continued)

The Superintendent or designee shall provide a copy of the Brown Act to each Board member and to anyone who is elected to the Board.

(cf. 9000 – Role of Board and Members)
(cf. 9005 – Governance Standards
(cf. 9270 – Conflict of Interest)
(cf. 1340 – Access to District Records)
(cf. 9011 – Disclosure of Confidential/Privileged Information)
(cf. 9240 – Board Development)
(cf. 9322 – Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE
7054 Use of District Property
35010 Control of District; Prescription and Enforcement of Rules
35100-35351 Governing Boards - especially.
35160-35184 Powers and Duties
35291 Rules
35292 Visits to Schools (Board members)
51101 Rights of parents/guardians
GOVERNMENT CODE
54950-54962 The Ralph M. Brown Act, especially:
54952.1 Member of a Legislative Body of a Local Agency
54952.7 Copies of Chapter to Members of Legislative Body

Bylaw:
Adopted: 11/30/90
Revised: 06/06/94
Revised: 09/17/02
Readopted:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California