

AGENDA

REGULAR MEETING – MAY 18, 2022

CLOSED SESSION – 4 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 \(Spanish\)](#) or on the links at the bottom of this page.

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

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

http://cvesd.org/board_of_education/board_meetings.

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EQUAL OPPORTUNITY EMPLOYER

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

To watch the livestream of the Regular Board Meeting click on the link below or cut and paste it into your browser:

https://teams.microsoft.com/join/19%3ameeting_ZGM2ZGZiMGQZDliZC00MmRmLWE0ZWQzNDI5YjZmMWQ2MzYy%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%3a%22true%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/join/19%3ameeting_ZjNiZGE1NTctZTg0Ny00NDE5LWE0NDUtOGZhNWQxMGRiMjNm%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%3a%22true%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 – 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

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 & Fulfroft, 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

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*

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 District Students for Seven and Nine Years of Perfect Attendance
- C. Recognition of 2021-22 District Teachers of the Year
- D. Recognition of the Chula Vista Elementary School District Being Named a 2022 National Association of Music Merchants Best Community for Music Education
- E. Recognition of Staff

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 Committee/COVID-19 Update
- B. Report on Community Schools

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 April 13, 2022
- B. Approve and/or Ratify Human Resources Items A Through N
- 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
- 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
- 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
- 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
- I. Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2022-23
- J. Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal Year 2022-23
- 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
- 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
- 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
- U. Accept Donation
- V. Approve and/or Ratify Inservice/Travel Requests

12. PUBLIC HEARINGS

Public Hearings

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the

Board on any public hearing items must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total 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
- B. (1) Review of the Governor's May Revise and Forecast of District's Economic Standing; and
(2) Conduct Public Hearing on the District's 2022-23 Proposed Budget
- C. (1) Conduct Public Hearing; and
(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

*Motion:*_____, *Second:*_____, *Vote:*_____

13. ADMINISTRATIVE ACTION ITEMS

*Administrative
Action Items*

- A. Approve Submission of Declaration of Need for Fully Qualified Educators for the 2022-23 School Year

*Motion:*_____, *Second:*_____, *Vote:*_____

- 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

*Motion:*_____, *Second:*_____, *Vote:*_____

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

*Motion:*_____, *Second:*_____, *Vote:*_____

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

*Motion:*_____, *Second:*_____, *Vote:*_____

15. GENERAL INFORMATION ITEMS/REPORTS

*Information
Items/Reports*

- A. Expanded Learning Opportunities Program Plan for the 2022-23 School Year
- B. Report from Board Policy Committee
- C. Report on Coast2Coast 2022 Federal Advocacy Trip
- D. Report Calendar to Board of Education

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, JUNE 15, 2022, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 Action

 X **Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District wishes to recognize the following students for seven years of perfect attendance from Kindergarten through Grade 6.

<u>Name</u>	<u>School</u>
Aaron David Flores	Chula Vista Learning Community Charter
Eduard Suarez	J. Calvin Lauderbach Elementary
Benjamin Israel Dickens	Lilian J. Rice Elementary
Hailey Kathleen Fernandez	Rosebank Elementary
Giovanni Angelo Vazquez	Veterans Elementary

The Chula Vista Elementary School District wishes to recognize the following student for nine years of perfect attendance from Kindergarten through Grade 8.

<u>Name</u>	<u>School</u>
Jasmine Alanna Bartels	Arroyo Vista Charter Middle School

ADDITIONAL DATA:

Students will be invited to attend the Board Meeting to receive their certificates.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge the students for their perfect attendance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Recognition of 2021-22 District Teachers of the Year

_____ **Action**

_____ **X** _____ **Information**

BACKGROUND INFORMATION:

The District has some of the most innovative, creative, and successful teachers in San Diego County. For this reason, the District decided to reintroduce the process for District Teacher of the Year in the 2016-17 school year.

This year, a total of 22 schools submitted nominations. All nominees were evaluated in each of the following areas:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Students' Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator
- Written Communication
- Verbal Communication
- Cultural, Socioeconomic, and Ethnicity Sensitivity
- Attitude, Initiative, and Cooperation

ADDITIONAL DATA:

Chula Vista Educators President and Assistant Superintendent of Innovation and Instruction selected three candidates (listed below) as District Teachers of the Year and will represent the District at the San Diego County Office of Education County Teacher of the Year process.

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

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 acknowledge Mr. Seligman, Ms. Ortega, and Ms. Montano with Certificates of Recognition.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

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

 Action

 X **Information**

BACKGROUND INFORMATION:

In April 2022, the National Association of Music Merchants (NAMM) Foundation designated the District as a Best Community for Music Education. The best community for music education designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. For five years in a row the District has been named a Best Community for Music Education.

To qualify for the Best Communities designation, the District answered detailed questions about funding, music class participation, instruction time, facilities, support for the music program, and community music-making programs. Responses were verified with school officials and reviewed by The Music Research Institute at the University of Kansas.

The District currently employs 32 music teachers who teach music at 37 schools. Students receive a wide variety of music education, including but not limited to, general music, orchestra, band, choir, and music production.

Through a partnership with the Save The Music Foundation, 22 schools have received a Save The Music grant. This grant provides a school with instruments valued between \$20,000 - \$30,000, depending on the package of instruments, that students use during the school day. Through a partnership with the San Diego Youth Symphony, two programs, The Opus Project and Childhood Introduction to Music Education, with Smiles (ChIMES), are offered to District students. The Opus program is at six schools across the District that offers after-school music-making opportunities where students learn either orchestral or band instruments. The Opus Project collaborates with the site music teacher to partner in strengthening music education at the school. ChIMES provides meaningful music-making experiences to students in Transitional Kindergarten (TK) at 11 school sites.

Additionally, ChIMES provides resources and professional development to the TK teachers to support their ability to integrate music into everyday class instruction.

ADDITIONAL DATA:

Research into music education continues to demonstrate educational/cognitive and social skill benefits for children who make music: After two years of music education, researchers found that participants showed more substantial improvements in how the brain processes speech and reading scores than their less-involved peers and that students who are involved in music are not only more likely to graduate high school, but also to attend college as well. Everyday listening skills are stronger in musically trained children than in those without music training.

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

FISCAL IMPACT/FUNDING SOURCE:

Costs associated with the Visual and Performing Arts program are funded through the Local Control and Accountability Plan and Title I.

STAFF RECOMMENDATION:

The Board of Education will present a Certificate of Recognition to Visual and Performing Arts Coordinator Marc Keehmer who will accept on behalf of the District.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

District Safety Committee/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 Community Schools

_____ **Action**

_____ **X** _____ **Information**

BACKGROUND INFORMATION:

A community school is a “whole child” school improvement strategy where the District and school work closely with teachers, students, families, and partners.

The California Community Schools Partnership Program (CCSPP) support schools’ efforts to partner community agencies to provide an integrated focus on academics, health and social services, community development, and engagement.

There are four pillars that guide Community Schools:

- Integrated Services and Support
- Collaborative Leadership and Practices
- Family and Community Engagement
- Extended Learning Time and Opportunities

Creating a Community School is done in different phases and has to meet specific criteria to qualify for a CCSPP grant.

ADDITIONAL DATA:

Tonight, District staff will present on Community Schools. 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:

Chula Vista Educators received a \$75,000 grant from the National Educators Association which has been used to work on developing a Community Schools support and implementation plan.

There are two grant opportunities for CCSPP. The first is a planning phase and a grant proposal for up to \$200,000 has been submitted.

The second is a CCSPP Implementation Grant of up to \$500,000 to open Community Schools.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

MINUTES BOARD OF EDUCATION

Regular Meeting – April 13, 2022

Closed Session – 3 P.M.

Open Session – 6 P.M.

Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

President Ugarte called the meeting to order at 3:06 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

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

President Ugarte asked Board Member Fernandez to lead the Pledge of Allegiance.

3. ORAL COMMUNICATIONS ON CLOSED SESSION ITEMS

*Oral
Communications on
Closed Session
Items*

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- Mr. David Bame regarding Salt Creek principal selection.

4. ADJOURN TO CLOSED SESSION

Closed Session

President Ugarte adjourned to closed session at 3:12 P.M. in accordance with the following:

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

Government Code Section 54957: Public Employee Employment:
Title:

- Director of Communications
- Senior Director, Human Resources
- Senior Director, Student, Family, Community, and Instruction
- Senior Director, Curriculum and Instruction Services and Support
- Principal, Salt Creek

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022020547 for Student No. 912825

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022020044 for Student No. 113154

5. RECONVENE TO OPEN SESSION

*Reconvene to Open
Session*

President Ugarte reconvened to open session at 6:02 P.M. with all Board Members present.

Clerk Tamayo announced that in closed session, the Board:

Approved the settlement agreement for Case No. 2022020044 for Student No. 113154

Motion: BISHOP, Second: FERNANDEZ

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

Approved the settlement agreement for Case No. 2022020547 for Student No. 912825

Motion: FERNANDEZ, Second: BUNKER

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

Approved the employment of Rochelle Carroll as Senior Director, Curriculum and Instruction Services and Support

Motion: TAMAYO, Second: FERNANDEZ

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

Approved the employment of Gloria Velarde as Principal, Salt Creek

Motion: TAMAYO, Second: FERNANDEZ

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

Approved the employment of Angela Rosendale as Senior Director, Human Resources

Motion: BISHOP, Second: BUNKER

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

Approved the employment of Lisa Forehand as Senior Director, Student, Family, Community, and Instruction

Motion: BISHOP, Second: FERNANDEZ

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

Noes: NONE, Abstain: NONE

A. Call to Order

President Ugarte called the meeting to order at 6:10 P.M. with all Board Members present.

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

B. Pledge of Allegiance

President Ugarte led the Pledge of Allegiance.

6. APPROVE AGENDA (Action)

Approve Agenda

Motion: TAMAYO, Second: BISHOP, 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 promotions:

Salt Creek Principal Gloria Velarde
Senior Director, Human Resources Angela Rosendale
Senior Director, Student, Family, Community, and Instruction Lisa Forehand
Senior Director, Curriculum and Instruction Rochelle Carroll

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

Superintendent Reyes said it gave him great pleasure to see staff promoted from within and congratulated everyone who was promoted.

Lisa Forehand said she was excited to have the opportunity to serve students and families in her new role.

Angela Rosendale said the process was long and was glad to be on the other side. She looks forward to continuing to serve the Chula Vista community.

Rochelle Carroll thanked everyone for giving her the opportunity to continue working with such amazing people.

Gloria Velarde thanked everyone for the amazing opportunity, thanked the Salt Creek staff and community for being at the meeting, and she looks forward to the new journey.

B. Recognition of 2021-22 School Site Teachers of the Year

Dr. Tessier shared the number one positive influence on a child's life is the teacher and said it was an honor and privilege to present 22 of the District's site teachers of the year. He explained the process of how these teachers were selected and invited Chula Vista Educators President Rosi Martinez to share about some of the things they noticed in the classrooms and what students had to say about their teachers. Ms. Martinez ended by saying she was proud of her colleagues being recognized for their dedication and hard work.

Recipients were presented with a Certificate of Recognition.

C. Recognition of Staff

Dr. Tessier shared background information about the annual Woman and the Year celebration which takes place during Women's History Month. Nominations are submitted through the *Community Recognition Program* to recognize outstanding women community leaders and small business owners in the 79th Assembly District. Principal Dr. Shawna Codrington was nominated as an honoree for Women's History Month and selected to be one of the month's honorees in the education category.

Dr. Codrington was presented with a Certificate of Recognition.

Superintendent Dr. Reyes recognized Assistant to the Superintendent and Board of Education Nancy Teahan for her years of service and congratulated her on her upcoming retirement. Mrs. Teahan was presented with a Certificate of Achievement.

8. COMMUNICATIONS TO THE BOARD OF EDUCATION

*Communications
to the Board*

A. Chula Vista Classified Employees Organization

President Angela Reed shared she was thrilled to see so many promotions and hopes to see that continue. She addressed the Board regarding concerns CVCEO has with the reallocation process, specifically for Group B, and equitable treatment in professional development and growth. She urged the District to form a committee to look at updating the professional growth handbook and expand professional development opportunities to classified employees.

B. Chula Vista Educators

President Rosi Martinez congratulated new leaders and looks forward to working together and also added it was nice to celebrate the site teachers of the year. She shared about the Report Card committee looking at a better way to inform parents of their child's progress and achievements; science curriculum is being reviewed; working with Language Acquisition to look at resources available to support foundational reading skills, and thanked the Board for approving the purchase of Fountas and Pinnell resources, and looks forward to the work being done on equity to support all staff and students with the tools they need to be successful. Ms. Martinez acknowledged the live Innovation experiences as well as the P.E. lesson opportunities and all the resources available in the teacher's portal.

*Oral
Communications*

9. 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.

- Rosalinda Ledezma regarding concerns with a COVID situation in a classroom at Kellogg school.
- Jacqueline Gonzalez regarding a situation at Heritage that took place that day, the nutrition of children, and a past agenda item regarding police officers being on campus without a gun and wearing polo shirts and not in uniform.

10. ORAL PRESENTATIONS AND WRITTEN REPORTS

*Oral Presentations/
Written Reports*

A. District Safety Committee/COVID-19 Update

Mr. Romero started by reminding everyone of the purpose of the committee; he reviewed the committee members, main topics of discussion; general safety concerns; masking guidance; District Safety Committee recommendations; and recent changes to COVID-19 protocols.

Board Members had the opportunity to comment and ask questions.

Board Member Bishop asked if a child that has chronic allergies that perhaps present as COVID symptoms, would they be able to get a doctor's note explaining if the child has these certain symptoms not to assume they have COVID? Mr. Romero confirmed that was correct. Board Member Bishop asked to discuss with the Board their thoughts on allowing parent volunteers to help teachers in classrooms as long as the volunteer has proof of a negative test. It was agreed this topic would be on the next Safety Committee meeting agenda for discussion and the committee would make a recommendation and bring it forward and not require Board approval. More discussion followed on indoor performances for families and that the MOU follows state guidance and that means no indoor events. Mr. Romero shared he will make sure principals are clear on this information at the next principals' meeting.

B. Report on Dual Language Immersion Program

Dr. Tessier introduced presenters Executive Director Lalaine Perez, Principal Dr. Carmen Emery, Grade 4 Teacher Monica Licon, District Biliteracy Resource Teacher Angie Amador, and two Grade 4 students Avaya Rose Perez and Layla Elizabeth Torres Avila.

The presentation included information on what Dual Language Immersion looks like in the District; what Dual Language Education is; benefits of a Dual Language program; benefits of bilingualism; goals of Dual Language education; the District's Dual Language Immersion data in grades 3-6; what is Dual Language Immersion, Dual Immersion classroom instruction; the two models of Dual Language Immersion; Dual Language Enrichment at Cook school; the enrollment process; parent commitment, Spanish curriculum and resources; language support from the District Bilingual Resource Teachers; Biliteracy Committee; Bilingual Resource Teacher leads; current projects under development; Dual Language community engagement; Dual Language Spanish learning experiences, Dual Language educator events and professional learning; Dual Language leadership and family engagement opportunities. Teacher Monica Licon showcased her students writing and two students shared their Dual Immersion experiences. Ms. Perez acknowledged all the Dual Language teachers, principals, associate principals, and parents who choose to put their children in dual language programs, and she also acknowledged the students. President Ugarte presented the student presenters with Certificates of Recognition.

Board Members had the opportunity to comment and ask questions.

Board Member Bishop appreciated the presentation by the students and said she is excited about the upcoming El Convivio. Board Member. Bishop asked about schools who offer the 90/10 and 50/50 programs and if they lose students from the program, are they able to take in new students that do not have the background in Dual Language Immersion. Ms. Perez explained that Dual Language Immersion schools have a protocol and process to ensure equitable access. Board Member Bishop asked about the process of establishing a Dual Immersion program on a school campus and what that would look like to offer a language other than Spanish. Ms. Perez explained the process she is going through now at Fahari Jeffers school and added community input is important whether it is a new school or an established school.

Board Member Fernandez appreciated the presentation and asked about the newer schools or ones that need support, do sites share best practices and strategies. Ms. Perez shared there are a lot of resources on the teacher portal. She also added she is creating a new onboarding program for new Dual Language Immersion principals and teachers. Board Member Fernandez also appreciated the confidence of the students who participated in the presentation.

Clerk Tamayo asked how the performance of the 90/10 and 50/50 model programs are tracked? Ms. Perez said they work with the Information Technology department to create reports. Regarding academic performance data, Ms. Perez said for some reports it is hard to disaggregate data. Clerk Tamayo also asked how a site decides if it will be 90/10 or 50/50 or a different model? Ms. Perez said that decision is made with the principal, site staff, and community. Clerk Tamayo also asked if there is additional support for students coming from Mexico. Ms. Perez said in classrooms there is designated English Language Development for multilingual English Learners. In dual language classrooms teachers provide integrated and designated Spanish language development. Teachers also receive professional development in English Language Development and in Spanish Language Development so they can provide better targeted support.

Vice President Bunker asked about the enrichment programs mentioned earlier and if the District offers those for any language. Ms. Perez said pre-pandemic, schools were able to offer after school enrichment programs and there will be opportunities again in the future. Vice President Bunker also asked about the completion of the Dual Language Immersion Master Plan and Ms. Perez said she hopes to have it completed by the end of this

school year. Vice President Bunker thanked the girls for their great job [participating in the presentation].

President Ugarte said the students did a great job. She asked what kind of articulation there was with the Dual Language Immersion Programs to ensure students are able to continue Dual Language Immersion in the schools Chula Vista Elementary feeds into. Ms. Perez said she had not had communication with the Sweetwater Union High School District but definitely wants the process to be smooth for students going to the feeder schools and will look into it.

President Ugarte requested a seven-minute break at 8:10 P.M. and meeting reconvened at 8:18 P.M.

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 separate discussion and/or vote. Board Member Bishop asked to pull Agenda Items D, E, and F. Clerk Tamayo asked to pull Agenda Items T, V, and X.

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

- A. Adopt Board of Education Meeting Minutes: Regular Meeting March 9, 2022
- B. Approve and/or Ratify Human Resources Items A Through N
- C. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Classroom Cleaning Duties
- D. Adopt Resolution Designating April 2022 as *National School Library Month* in the Chula Vista Elementary School District

Board Member Bishop said it is important to take the time to speak about these items [resolutions] and wanted to give a shout out to Veterans Library Technician Jessenia Dooley who brought to her attention this was National School Library Month and appreciates all that the librarians do on our campuses because literacy is so important.

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

- E. Adopt Resolution Designating April 2022 as *National Autism Acceptance Month* in the Chula Vista Elementary School District

Board Member Bishop said some people are still using outdated verbiage on this and call it “Autism Awareness Month.” She said as a parent of a child with autism she appreciates that the District is saying we accept children with autism.

Motion: BUNKER, Second: BISHOP, Vote: UNANIMOUS

- F. Adopt Resolution Designating April 2022 as *National Arab American Heritage Month* in the Chula Vista Elementary School District

Board Member Bishop wanted to acknowledge the Arab American families in the District and that we love they are part of our community.

Motion: FERNANDEZ, Second: BISHOP, Vote: UNANIMOUS

- G. Adopt Resolution Designating May 9-13, 2022, as *National Charter Schools Week* in the Chula Vista Elementary School District
- H. Adopt Resolution in Recognition of Teachers and Designating May 11, 2022, as *Day of the Teacher* in the Chula Vista Elementary School District
- I. Adopt Resolution in Recognition of Classified School Employees and Designating May 15-21, 2022, as *Classified School Employee Week* in the Chula Vista Elementary School District
- J. Adopt Resolution in Recognition of School Nurses and Designating May 11, 2022, as *School Nurse Day* in the Chula Vista Elementary School District
- K. Approve Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program for the Period of July 1, 2022, Through June 30, 2023
- L. Ratify Agreement with Morehouse School of Medicine and Chula Vista Elementary School District, as the Fiscal Agent for the Chula Vista Community Collaborative for the Period of March 1 Through June 30, 2022
- M. Ratify Agreement with County of San Diego District Attorney's Office and Chula Vista Elementary School District, as the Fiscal Agent for the Chula Vista Community Collaborative for the Period of March 1, 2022, Through March 1, 2023
- N. Ratify Memorandum of Agreement with the San Diego County Superintendent of Schools to Implement the San Diego Regional

Consortium's After-School Education and Safety Program for the 2021-22 School Year

- O. Adopt Resolution Approving the Chula Vista Elementary School District's 2021-22 Education Protection Account Expenditures
- P. Adopt Resolution Authorizing Utilization of the Hemet Unified School District Bid No. FAC2020-08, School Furnishings, Office Furnishings, and Accessories for the Period of April 14, 2022, Through March 9, 2023
- Q. Approve Amendment to Bid No. 20/21-3 Network Hardware Equipment with Presidio Networked Solutions Group, LLC, to Purchase Cisco 9300 Network Equipment Switches for the Period of April 1, 2022, Through March 31, 2023
- R. Adopt Resolution Authorizing Utilization of the Kings County Office of Education Project No. 061119 with SoftChoice Corporation for Microsoft Products in the Amount of \$444,544.09 for the Period of June 1, 2022, Through May 31, 2023
- S. Adopt Resolution Authorizing Utilization of Texas School District Region XIV Education Service Center Contract No. 02-27 for Janitorial Supplies, Equipment, Maintenance, and Repair-Related Products to Waxie Enterprises, Inc., for the Period of May 1, 2022, Through April 30, 2023
- T. Approve Award of Bid No. 21/22-6 Bid Package No.1 to Able Heating and Air Conditioning, Inc., for Replacement of Heating Ventilating, and Air Conditioning on the Oldest Portable Classroom Units at Chula Vista Hills, EastLake, Harborside, Karl H. Kellogg, J. Calvin Lauderbach, Loma Verde, Otay and Valley Vista Elementary Schools, and Discovery and Robert L. Mueller Charter Schools in the Amount of \$1,655,186 for the Period of April 14, 2022, Through Completion of the Project

Clerk Tamayo asked to consider Items T and V together since they are about the same thing. He asked if the air conditioning units come with MERV 13 filters and if there will be a maintenance plan. Mr. Esquivel confirmed the MERV 13 filters and the maintenance will be done in-house by technicians in accordance with the equipment standards. There are still some older sites that need to be upgraded and Mr. Esquivel will provide more information in an update.

Motion: TAMAYO, Second: FERNANDEZ, Vote: UNANIMOUS

- U. Approve Award of Bid No. 21/22-9 to CMT Engineering, Inc., for Repairs, Replacement, and New Installation of Concrete Work and

Minor Grading at Multiple School Sites in the Amount of \$392,790 for the Period of July 1, 2022, Through June 30, 2023

- V. Approve Award of Bid No. 21/22-5 Bid Package No.1 to Jackson and Blanc for Replacement of Heating, Ventilating, Air Conditioning on All Permanent Classroom and Office Buildings at Halecrest and Loma Verde Elementary Schools in the Amount of \$1,649,068 for the Period of April 14, 2022, Through Completion of the Project

Motion: TAMAYO, Second: FERNANDEZ, Vote: UNANIMOUS

- W. (1) Deny Bid Protest Submitted by RGC General Engineering, Inc., for Bid No. 21/22-8, Asphalt Patch and Repair Project; and
(2) Approve Award of Contract for Bid No. 21/22-8, Asphalt Patch and Repair Project to SealRight Paving, Inc.

- X. Approve Award of Bid No. 21/22-7 to Southcoast Heating & Air Conditioning, LP, for Removal, Replacement, and Additional Installation of Kitchen Air Conditioning and Exhaust Equipment at Lilian J. Rice and Silver Wing Elementary Schools in the Amount of \$260,890 for the Period of April 14, 2022, Through Completion of the Project

Clerk Tamayo appreciates that the District moved quickly on this and asked if there are any other cafeterias pending and Mr. Esquivel said these were the last ones and confirmed all the cafeterias have air conditioning.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

- Y. Adopt Resolution Authorizing Utilization of the San Diego Unified School District Bid No. GD22-0236-77, Xerographic Copy Paper by the Truckload, for the Period of April 14 Through June 1, 2022

- Z. Approve Amendment to Project Labor Agreement for the Period of December 10, 2021, Through December 10, 2024

- AA. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through March 31, 2022

- BB. Approve and/or Ratify Inservice/Travel Requests

12. PUBLIC HEARINGS

Public Hearings

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting.

Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total 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.

None.

13. ADMINISTRATIVE ACTION ITEMS

*Administrative Action
Items*

None.

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

*First and Second
Readings*

- A. First Reading/Possible Revision: Administrative Regulation, 5111.13, Students, Residency for Homeless Children

Mr. Esquivel said this first reading/possible revision is to bring the District's Administrative Regulation for homeless students' residency to current standards for both federal and education code standards.

Motion: TAMAYO, Second: FERNANDEZ, Vote: UNANIMOUS

15. GENERAL INFORMATION ITEMS/REPORTS

*Information
Items/Reports*

- A. California School Boards Association and the Association of California School Administrators' Coast2Coast 2022 Federal Advocacy Trip in Washington, D.C.

Dr. Reyes shared that he and the Board will be leaving on the 24th to attend the Coast2Coast Federal Advocacy in Washington, D.C. and added there will be workshops and lobbying opportunities with congressmen and senators. Dr. Reyes shared topics that will be brought to congress in advocacy for education. Vice President Bunker shared other topics to possibly bring forward such as flexibility of ESSER Funds, funding of mental health, cybersecurity, and educator shortage. Board Member Bishop said mental health has been a focus of the District especially during COVID and would like to see counselors on every campus.

Phone-in from Mr. David Bame thanking the Board for adding this agenda item and that he appreciates the transparency and the opportunity for the public to hear not just what the trip will be about, but hopes the Board will give a briefing upon return.

There was discussion between Board members about the different issues up for discussion. Board Members will give a report upon their return from the trip.

B. Report Calendar to Board of Education

Board Member Bishop requested a Board Policy Committee update report especially on Indigenous People support to include the addition of a Land Acknowledgement on Board meeting agendas.

Vice President Bunker suggested instead of continuing the monthly Safety Committee/COVID report at Board meetings to start providing information in the weekly Board update. Board Member Bishop asked to have the report at least one more time and President Ugarte suggested streamlining the information to only what is new and/or updated.

16. BOARD COMMUNICATIONS

Ms. Bishop:

- Shared highlights of her visits at Montgomery, Lauderbach, Clear View, Liberty, Tiffany, Cook, and Wolf Canyon.
- Shared about creating a Student Advisory Committee, similar to DAC/DELAC, to gather input from students and provide them the opportunity to have their voice heard. Meetings would be virtual.
- Announced “Parents and Teachers Bridging the Divide” to be held on April 22 at 5 PM on Zoom.

Mr. Fernandez:

- Shared his experiences at schools with gardens and said this provides valuable learning experiences for students when they grow their own fruits and vegetables. He added when he visits schools, he also looks for the learning that occurs outside of the classrooms.
- Reiterated how Fahari L. Jeffers legacy can be honored at the school and suggested a Cesar Chavez service club and exposure to trades careers as these would honor the work she did.

Mr. Tamayo:

- Agreed with Board Member Fernandez on the benefits of outdoor education and gardens.
- Thanked everyone for their amazing work and sees the benefits when he visits the schools.

Mrs. Bunker:

- Appreciated the presentation on bilingualism and seeing the changes over the years.
- Enjoyed the site teachers of the year recognition and knows there will be many successful students because of all the great teachers we have.

Mrs. Ugarte:

- Enjoyed the meeting and the promotions of quality candidates.

- Said entering the last quarter can mean a lot of testing and reminded students to enjoy reading, listen to music, and take some down time from testing to relax.
- Encouraged students and parents to take advantage of summer programs to continue learning.
- Thanked the students and staff who were recognized.

17. SUPERINTENDENT'S COMMUNICATION

*Supt.'s
Communication*

- Appreciates the amazing staff who were recognized and promoted.
- Visited 31 schools so far and sees great things happening and enjoys meeting staff.
- Thanked Dr. Tessier for his efforts in setting up a new Innovation Station–Sound Station and said that he received a donation of \$10,000 to go toward the Sound Station.

Prior to adjournment, Clerk Tamayo thanked Nancy Teahan for her work and guidance and wished her the best in her future endeavors.

18. ADJOURNMENT

Adjournment

President Ugarte adjourned the meeting at 9:15 P.M.

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, MAY 18, 2022, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through N

 X Action

 Information

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Ivon Aguilar, Instructional Assistant (Preschool and Child Development Center), 3.5 hours per day, 5 days per week, Range 17, Step 3, \$18.22 per hour plus 4 percent, effective April 11, 2022

Lily Alonso, Instructional Assistant-Special Education, 5.8 hours per day 5 days per week, Range 17, Step 1, \$16.62 per hour, effective April 25, 2022

Sandra Avila, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 3, \$19.51 per hour, effective May 4, 2022

Vanessa Barajas, School Attendance Secretary/Health Specialist, 8 hours per day, 5 days per week, Range 28, Step 5, \$25.90 per hour, effective April 29, 2022

Paulina Carmona Basurto, 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

Alba Cruz, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$16.62 per hour plus 4 percent, effective April 11, 2022

Ernesto Felix Jr., Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$16.62 per hour, effective April 25, 2022

Cynthia Fernandez, CNS I, 3.75 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective April 13, 2022

Albana Garcia, 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

Isabel Gonzalez, Noon Duty Supervisor, 3.25 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective April 25, 2022

Araceli Guzman, Superintendent and Board of Education Administrative Manager, 8 hours per day, 5 days per week, 224 days per year, Management Range J, Step 2, \$493.76 per day, effective May 10, 2022

Adriana Hernandez, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$16.62 per hour plus 2 percent, effective April 11, 2022

Yria Hernandez, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 3, \$20.41 per hour, effective April 20, 2022

Daniel Herrera Jr., Custodian I, 8 hours per day, 5 days per week, Range 22, Step 4, \$21.36 per hour plus 2 percent, effective April 14, 2022

Dulce Hurtado Burgos, Noon Duty Supervisor, .5 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective March 1, 2022

Deborah Izaguirre, Noon Duty Supervisor, 2.75 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective April 11, 2022

Cristina Leon, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$16.62 per hour plus 4 percent, effective April 27, 2022

Leonor Miramontes, Student Attendant, 3.5 hours per day, 4 days per week, Range 20, Step 1, \$17.73 per hour, effective April 12, 2022

Jocelyn Ortega, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$16.62 per hour plus 4 percent, effective April 25, 2022

Carlos Ortiz, Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 2, \$28.43 per hour, effective May 9, 2022

Benjamin Rathkamp, Temporary Resource Teacher (per Education Code Section 44920), 34 days, Class V, Step 6, \$13,603.06, effective April 19 through June 6, 2022

Victoria Reyes, Payroll Specialist II, 8 hours per day, 5 days per week, Range 31, Step 3, \$25.28 per hour plus 4 percent, effective May 9, 2022

Latiza Rodriguez Cuevas, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 15, Step 3, \$17.36 per hour plus 4 percent, effective April 4, 2022

Eira Rosado, Bus Attendant, 5 hours per day, 5 days per week, Range 16, Step 1, \$16.13 per hour, effective April 25, 2022

Charisma Soriano, Buyer, 8 hours per day, 5 days per week, Range 32, Step 4, \$27.09 per hour plus 2 percent, effective May 9, 2022

Judith Soto Ramos, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective April 25, 2022

Carol Spino, CNS I, 2 hours per day, 5 days per week, Range 15, Step 1, \$15.84 per hour, effective May 9, 2022

Jose Vega, Resource Specialist, 40 days, Class IV, Step 1, salary \$12,347.60, effective April 11, 2022

Brian Yeargan, General Maintenance-Entry Level, 8 hours per day, 5 days per week, Range 26, Step 4, \$23.50, effective May 9, 2022

Kimberly Zuniga-Rangel, Teacher, Class I, Step 1, 44 days, salary \$12,844.04, effective April 5, 2022

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

Karla Cortez, Teacher, 185 days, Class IV, Step 7, salary \$71,163.00, effective July 18, 2022

Samantha Tellez, Temporary Teacher (per Education Code Section 44920), 39 days, Class IV, Step 3, salary \$13,150.41, effective April 12 through June 6, 2022

C. LEAVE OF ABSENCE

Alyssa Adams, Teacher, effective May 31, 2022

Geraldine Arreaga, Teacher, effective May 4, 2022

Claudia Castro, Counselor, effective May 23, 2022

Myrna Ceballos, Teacher, effective May 17, 2022

Andrea Mae Counts, Resource Specialist, effective February 7, 2022

Jermaine Evans, Custodian I, effective June 6, 2022

Alexandria Howard, Permit Teacher, effective February 11, 2022

Victoria Landman, Teacher, effective November 1, 2021

Deborah Pye, Special Education Teacher, effective July 18, 2022

Jeanette Valdez, Special Education Teacher, effective July 18, 2022

Agueda Valenzuela, Student Attendant, effective February 22, 2022

D. EXTENSION OF LEAVE OF ABSENCE

Samantha Flores, Bus Driver, effective April 18, 2022

Magdalena Toral, Teacher, effective July 18, 2022

E. LEAVE OF ABSENCE WITHOUT PAY FOR THE 2022-23 SCHOOL YEAR FOR THE PRESIDENT OF CHULA VISTA EDUCATORS UNDER ARTICLE 27 OF THE AGREEMENT BETWEEN CHULA VISTA ELEMENTARY SCHOOL DISTRICT AND CHULA VISTA EDUCATORS

Rosa Martinez, Teacher, effective July 1, 2022

F. PROMOTION

Gloria Lopez Martinez, from Instructional Assistant-Special Education to Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 5, \$21.36 per hour, effective April 4, 2022

Maribel Mendoza, from School Attendance Secretary/Health Specialist to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 4, \$25.90 per hour, effective May 2, 2022

Vanessa Morales, from Instructional Assistant-Special Education to Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 6, \$22.45 per hour, effective April 14, 2022

Raquel Ramirez-Arcadia, from CNS I to Bus Attendant, 5 hours per day, 5 days per week, Range 16, Step 5, \$19.51 per hour, effective May 4, 2022

Martha Rubio, from Noon Duty Supervisor to Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 3, \$18.22 per hour, effective April 25, 2022

G. Temporary interim placement of Joseph Dombrowski to Interim Director of Maintenance and Operations, \$572.73 per day, effective May 19, 2022

H. Superintendent salary shall reflect contract approved at February 9, 2022, Board meeting

I. JOB DESCRIPTIONS

Director of Fiscal Services and Support

Instructional Assistant (Preschool)

Instructional Assistant (Transitional Kindergarten)

Network Supervisor

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

113480, 117498

K. RESIGNATION

Kelly Barajas, Teacher, effective June 7, 2022

Laura Barcenas, Student Attendant, effective April 16, 2022

Thalia Bowman, Instructional Assistant-Special Education, effective May 3, 2022

Christina Brown, Instructional Assistant-Special Education, effective June 4, 2022

Christina Bryant, Noon Duty Supervisor, effective April 28, 2022

Nicolas Cerney, LSH Specialist, effective June 7, 2022

Natalie Chipana, Noon Duty Supervisor, effective June 4, 2022

Shannon Cobbs, Psychologist, effective June 7, 2022

Maya Diaz, Music Teacher, effective June 7, 2022

Mayra Eckhout, Student Attendant, effective April 11, 2022

Maria Fernandez, Noon Duty Supervisor, effective May 7, 2022

Fabiola Fernandez Ruiz, Noon Duty Supervisor, effective April 19, 2022

Genalyn Haggard, Special Education Teacher, effective June 7, 2022

Julia Helmer, LSH Specialist, effective June 7, 2022

John Heredia Jr., Director of Maintenance and Operations, effective June 1, 2022

Raquel Madrigal, CNS I, effective May 19, 2022

Omar Medina Soto, Van Driver, effective April 13, 2022

Illean Monterrosa, CNS I, effective April 26, 2022

Kelsey Nolan, Special Education Teacher, effective June 7, 2022

Eira Rosado, Custodian I, effective March 19, 2022

Olivia Taylor, LSH Specialist, effective June 7, 2022

Claire Wachowiak, Teacher, effective June 7, 2022

L. RETIREMENT

Kerri Ballard, Teacher, effective May 20, 2022

Jesus Camarce, Custodian I, effective June 1, 2022

Michele Diehl, School Secretary, effective June 16, 2022

Ella Rose Lee, Special Education Teacher, effective June 7, 2022

Laura McClendon, Administrative Assistant, effective September 1, 2022

Dolores Pomerence, Teacher, effective June 7, 2022

Sandra Rayle-Escalante, Teacher, effective June 30, 2022

Jayne Santos, School Attendance Secretary/Health Specialist, effective June 16, 2022

M. SUSPENSION WITHOUT PAY FOR THREE (3) DAYS

Employee No. 2010622897

N. CONSULTANTS

FACTS Education Solutions will provide on-site counseling to students at St. Rose of Lima School in support of social and emotional development. These services will honor the Title IV requirements to provide a safe and supportive learning environment as well as to support student mental health. Services will commence May 19 and continue through June 20, 2022. The sum not to exceed \$6,815 will be paid from Title IV funds.

Interactions for Peace will provide training to various school teams in the Peace Patrol social-emotional learning program. Services will be provided June 9 and 10, 2022. The sum not to exceed \$16,000 will be paid from Gift Account, Local Control and Accountability Plan, and Title I funds.

Larry Alvarado Training Solutions provided behavior management support to Eastlake. Services were provided January 10 through January 30, 2022. The sum not to exceed \$900 will be paid from Local Control and Accountability Plan funds.

Mara Lynn Katzman is providing neuropsychological assessment and consultation services. Services commenced April 13 and continue through June 30, 2022. The sum not to exceed \$1,300 will be paid from District Psychological Services (Learning Loss Recovery) funds.

On April 20, 2022, the Board approved a contract with Maxim Healthcare Staffing Services, Inc., in the amount of \$220,00 to provide registered nurse services. An amendment to the contract is needed for additional services. This amendment will increase the contract by \$98,000. The sum not to exceed \$318,000 will be paid from District Health/Nursing funds.

On April 20, 2022, the Board approved a contract with Maxim Healthcare Staffing Services, Inc., in the amount of \$294,000 to provide licensed vocational nurse services. An amendment to the contract is needed for additional services. This amendment will increase the contract by \$45,000. The sum not to exceed \$339,000 will be paid from District Health/Nursing funds.

On June 16, 2021, the Board approved a contract with PT in Motion, Inc. in the amount of \$60,000 to provide physical therapy services, evaluations, treatment, and Individualized Education Program meetings. An amendment to the contract is needed for additional services. This amendment will increase the contract by \$25,000. The sum not to exceed \$85,000 will be paid from Special Education Occupational Therapy Services funds.

Regional Intervention Program will provide training for the 6 Parent Intervention Program to staff and administration. Services will include monthly follow-up and technical assistance via webinars and phone conferences. Services will commence July 1, 2022, and continue through June 30, 2023. The sum not to exceed \$7,500 will be paid from Child Development funds.

San Diego State University Research Foundation on behalf of National Center for Urban School Transformation will provide implementation of the Advanced Principal Leadership in Urban Schools Program that is aligned with the District's Initiatives and designed to support principals and their

leadership teams as they create the culture, curricula, and instruction. Services will commence July 1, 2022, and continue through June 30, 2024. The sum not to exceed \$450,000 will be paid from Educator Effectiveness Block Grant funds.

Stapledon Enterprises, Inc. will provide Division of the State Architect Inspection Services on an as-needed basis for multiple school projects at a rate of \$93 per hour. Services will commence, July 1, 2022, and will continue through June 30, 2023. The cost will be paid from General Obligation Bond and/or Capital funds.

On December 15, 2021, the Board approved a contract with Stepping Stones Group LLC, in the amount of \$72,000 to provide registered nurse services. An amendment to the contract is needed for additional services. This amendment will increase the contract by \$80,000. The sum not to exceed \$152,000 will be paid from District Health/Nursing funds.

On April 14, 2021, the Board of Education authorized a contract with The Solis Group to provide project labor agreement coordination services for heating, ventilating, air-conditioning for Arroyo Vista Charter, Chula Vista Learning Community Elementary Charter, Hazel Goes Cook, Thurgood Marshall and Greg Rogers Elementary Schools for a total amount of \$12,095. The Solis Group is requesting Amendment No. 1 to the contract to extend the duration by (2) two months and by \$4,838 for a total duration of (7) seven months to cover the duration of construction and closeout. The adjusted cost in the amount not to exceed \$16,933 will be paid from General Obligation Bonds and other Capital funds.

The Solis Group will provide Project Labor Agreement Coordination Services for heating, ventilating, air-conditioning replacements at Halecrest and Loma Verde Elementary schools. Services will commence June 1, 2022, and continue through completion of the project. A monthly fee of \$2,023 will be paid from Measure M or VV General Obligation Bond and other Capital funds with an estimated project duration of 15 months.

The Solis Group will provide Project Labor Agreement Coordination Services for heating, ventilating, air-conditioning replacements on multiple relocatable classrooms at ten separate school sites. Services will commence June 1, 2022, will continue through completion of the project. A monthly fee of \$2,023 will be paid from Measure M or VV General Obligation Bond and other Capital funds with an estimated project duration of 15 months.

University of California, San Diego (UCSD) will provide an independent evaluation of our “STEAMing into Health Science” program, funded by the Department of Defense Education Activity (DoDEA) as an MCASP grant. The evaluation will be conducted by CREATE (Center for Research on

Educational Equity, Assessment, and Teaching Excellence at UCSD. Services commenced January 1, 2021, and continue through November 30, 2025. The sum not to exceed \$43,900 will be paid from DoDEA Grant funds.

WC Studio will provide architectural design and engineering services for Sports Field Improvements at Robert L. Mueller Charter School. Services will commence May 19, 2022, and continue through the completion of the project. The cost not to exceed \$7,000 will be paid from Mueller Charter School funds.

Wilkinson Hadley King & Co. LLP will conduct an audit of Self-Insured Schools of Southern California invoices and payments from 2016 to the present at the request of the Board. Services will commence June 2022 and continue until completion. The cost not to exceed \$2,500 will be paid from the General fund.

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.

Chula Vista Elementary School District
2021-22
Superintendent Annual Salary Schedule
224 Days

<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>	<u>Step 7</u>	<u>Step 8</u>
\$ 260,000.00	\$ 270,400.00	\$ 281,216.00	\$ 292,464.00	\$ 304,163.00	\$ 316,330.00	\$ 328,983.00	\$ 342,142.00
	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%

Proposed Draft: (Revised Salary schedule, not subject to 3% increase eff. 7/1/2021)
Effective: July 1, 2021

MANAGEMENT JOB DESCRIPTION

DIRECTOR OF FISCAL SERVICES AND SUPPORT

JOB SUMMARY:

Under administrative direction from the Deputy Superintendent of Business Services & Support, plans, analyzes a wide variety of school business operating, accounting, budget, and financial activities involving the application of analytical skills and advanced knowledge of accounting principles and financial operations; prepares projections of revenue and forecasts the District's financial position. Advises school district officials, principals, district employees, and office personnel on legal and technical provisions relating to school finance and budgets. Serves as a primary point of contact with the California Department of Education Fiscal Services Department personnel regarding technical school business operations and policies. Plans, coordinates, and directly supervises fiscal services staff who handle school district audits and reporting services, county office budget and purchasing functions, computation of funding entitlements, review and certification of school district and county office attendance, financial and other cost data, and maintenance of the financial accounting system; and does other work as required. In consultation with the Deputy Superintendent plans and coordinates the activities of the fiscal services staff office.

ESSENTIAL JOB FUNCTIONS:

- Plans, organizes, directs, and coordinates the District's accounting, budgeting, payroll, and other fiscal functions and activities including specialized fiscal administration, such as school construction and charter school funding.
- Provides support, assistance, training, and direction to school district personnel in areas of state and federal reporting requirements, including, new or revised legislation, current accounting procedures, and budget development and forecasting through workshops, individual training, and correspondence.
- Develops and prescribes systems and methods for financial record keeping functions in compliance with state law, District policy, and District fund restrictions.
- Prepares regular financial statements, analyses, and other periodic reports of expenditures related to the annual budget; oversees and coordinates implementation of new financial systems.
- Provides assistance to school principals regarding the development and monitoring of school budgets.
- Assists in implementing and administering school district fiscal oversight and budgets in accordance with current legislation; reviews the fiscal oversight process and the analysis of school district budgets and financial reports,

assists with preparing communications and correspondence regarding school district financial reports. Including extensive review of LCFF revenue limits and other income sources and expenditures.

- Trains, supervises, and evaluates the performance of assigned personnel.
- Advises and assists District administrators regarding specific budget issues.
- Reviews and assists in the preparation of District multi-year fiscal projections used in budget development and future financial planning activities.
- Serves as liaison with auditors and other fiscal monitors, explaining and clarifying District procedures.
- Analyzes audit reports, prepares written responses, and develops and implements any modification to accounting systems.
- Maintains liaison with State and County Department of Education and professional organizations on legislation and accounting, budget, and payroll guidelines, and works with them to clarify or resolve difficult or unusual operation problems.
- Attends Board of Education, Budget Advisory Committee, and other meetings as required.
- Oversees fiscally independent charter schools, assisting in revenue, expenditure, and charge-back reporting.
- Provides leadership and technical support for the Business Services team.
- Performs other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Minimum of five years of increasingly responsible professional accounting and related administrative experience.
- Ability to plan, organize, direct, and coordinate District accounting, budgeting, payroll and other fiscal concerns; collect, organize, and analyze financial data; prepare clear, accurate, and timely financial statements and written and oral reports; provide technical expertise to others regarding fiscal operations; maintain effective financial control and records; interpret, apply, and explain legal and procedural requirements; establish and maintain effective and cooperative working relationships with others; plan and implement automated financial record keeping systems and oversee efficient and accurate administration; communicate and interact effectively and professionally under pressure; and analyze situations and adopt effective courses of action.
- Knowledge of collective bargaining legal requirements and negotiations procedures.
- Strong technical/computer skills in business programs.
- Knowledge of principles and practices of accounting and financial record keeping; alternative accounting and booking systems and equipment; applicable District, State, and Federal laws, rules, regulations, policies, and

procedures; District organization, operation, policies, and objectives; principles of budgeting, cost accounting, payroll, financial planning, and forecasting; business systems management; fiscal administration; principles of training and supervision; and statistical report preparation.

- Graduation from an accredited college or university in business administration or a related field, with substantial successful accounting experience involving functions in program budgeting, accounting, and reporting systems required. Additional supervisory experience and prior experience in an educational or governmental agency required.
- Completion of an educational CBO program is desired, but not required.

INSTRUCTIONAL ASSISTANT (Preschool)

JOB SUMMARY:

Under immediate supervision, performs duties of above average difficulty assisting in the operation of a Preschool or Transitional Kindergarten. May perform a variety of classroom support and clerical duties; and may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists the teacher by presenting developmentally appropriate activities (e.g., literacy, language, science, music, and art) to individual or small groups of children for the purpose of presenting and/or reinforcing learning concepts.
- Assists in preparation and distribution of instructional materials to be used by students.
- Maintains classroom equipment and work area for the purpose of ensuring availability of items and providing for a safe and positive learning environment.
- Supervises outdoor activities, such as wheel toys, sand box, water play, or climbing structure and participates in staff-directed games and activities.
- Assists the teacher in record keeping activities and assessment.
- Performs housekeeping duties related to activities such as art projects, cooking experiences, student meals, and as otherwise required.
- Accompanies children on educational field trips, and provides a supportive role to the children's physical, personal, and emotional needs.
- Supervises student meals & snacks, rest periods, and other activities as required.
- Bathroom support in the general education classroom.

ESSENTIAL PHYSICAL ACTIVITIES:

- Sufficient stamina and agility to stand, walk, run, sit, squat, bend, crawl, climb, twist, and reach on a daily basis to perform various activities in the classroom and playground area.
- Sufficient strength to lift, move, and/or carry a preschool-aged child up to 40 lbs. and various items in the classroom up to 25 lbs.; hearing sufficient to understand and engage in normal conversations; sufficient visual acuity to read text in a wide variety of typed/written formats and monitor student activities; clarity of speech sufficient to explain instructional concepts to children and discuss them with adults; mobility sufficient to visit other locations throughout the campus.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Minimum one year experience working with young children.
- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar and punctuation. State law requires that all personnel working in an instructional setting must demonstrate high school proficiency in the areas of reading, writing and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years college course work in child-care specialization or equivalent. Must have completed 6 units in Child Development or be willing to complete within one year of hire.
- Bilingual English/Spanish highly preferred.

INSTRUCTIONAL ASSISTANT (Transitional Kindergarten)

JOB SUMMARY:

Under immediate supervision, performs duties of above average difficulty assisting in the operation of a Preschool or Transitional Kindergarten. May perform a variety of classroom support and clerical duties; and may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists the teacher by presenting developmentally appropriate activities (e.g., literacy, language, science, music, and art) to individual or small groups of children for the purpose of presenting and/or reinforcing learning concepts.
- Assists in preparation and distribution of instructional materials to be used by students.
- Maintains classroom equipment and work area for the purpose of ensuring availability of items and providing for a safe and positive learning environment.
- Supervises outdoor activities, such as wheel toys, sand box, water play, or climbing structure and participates in staff-directed games and activities.
- Assists the teacher in record keeping activities and assessment.
- Performs housekeeping duties related to activities such as art projects, cooking experiences, student meals, and as otherwise required.
- Accompanies children on educational field trips, and provides a supportive role to the children's physical, personal, and emotional needs.
- Supervises student meals & snacks, rest periods, and other activities as required.
- Bathroom support in the general education classroom.

ESSENTIAL PHYSICAL ACTIVITIES:

- Sufficient stamina and agility to stand, walk, run, sit, squat, bend, crawl, climb, twist, and reach on a daily basis to perform various activities in the classroom and playground area.
- Sufficient strength to lift, move, and/or carry a preschool-aged child up to 40 lbs. and various items in the classroom up to 25 lbs.; hearing sufficient to understand and engage in normal conversations; sufficient visual acuity to read text in a wide variety of typed/written formats and monitor student activities; clarity of speech sufficient to explain instructional concepts to children and discuss them with adults; mobility sufficient to visit other locations throughout the campus.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Minimum one year experience working with young children.
- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar and punctuation. State law requires that all personnel working in an instructional setting must demonstrate high school proficiency in the areas of reading, writing and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years college course work in child-care specialization or equivalent. Must have completed 6 units in Child Development or be willing to complete within one year of hire.
- Bilingual English/Spanish highly preferred.

SUPERVISORY JOB DESCRIPTION

NETWORK SUPERVISOR

JOB SUMMARY:

Under the direction of the Senior Director of Information Technology Services and Support, designs, plans, maintains, installs and monitors the District instructional and administrative Wide Area Network (WAN); establishes District standards and methodologies in cabling, infrastructure design and implementations; ensures contractors and District personnel comply with defined standards; participates in planning and design of the District network resources and expansion; provides support and is a resource to District projects that embrace network solutions; includes research and recommendations that will ensure network performance, efficiencies and standards; employs and develops global solutions to network requirements; researches, installs and maintains network monitoring tools that will track network traffic and performance; participates in computing device integration strategies that are on LAN's (Local Area Network) or WAN's if there are immediate indications that future District network connectivity is needed.

ESSENTIAL JOB FUNCTIONS:

- Monitors and maintains performance of District network and network utilization.
- Concentrates on local area networks that are connected to the District network, with school connections next, and schools that are connected to the District via WAN technologies or wireless technologies.
- Provides leadership in network hardware selections, topology design and implementations; directs involvement with WAN computing device integration needs; researches and recommends network solutions consistent with District technology goals.
- Maintains all routers and bridges, data switches, access points, firewalls, filters, and intrusion detection systems on the District network.
- Performs LAN and WAN server administration and develops, trains, and installs network monitoring tools of Technology Services staff; evaluates third party software products, and performs related work as required.
- Participates, contributes, and executes the planning, design, implementation, and support of a variety of complex application and infrastructure related projects and upgrades.
- Travels to District sites to troubleshoot network related hardware, software or cabling problems; performs minor repairs on network infrastructure and applications, as appropriate.
- Troubleshoots and resolves hardware and software problems on all Windows Server systems.

- Implements, manages, and administers domain systems (Active Directory), email systems (Microsoft Exchange/ Google gMail), and network file sharing systems.
- Specifies, installs, tests, administers, and upgrades server, networking, and storage hardware platforms across the District.
- Maintains data center infrastructure and ensures high levels of data quality, availability, and security across the District by adhering to known industry best practices.
- Provides support to end-users regarding access, operation, and troubleshooting of various software programs and network related problems. Uses communication channels to inform team of important issues and information which will help improve team performance. Familiarizes users with common District hardware and software. Analyzes data to identify software and hardware problems.
- Project Manages the following:
 - a.) American Registry for Internet Numbers (ARIN): Public IP addresses assigned by ISP.
 - b.) Bids: Network and Telecom equipment/services.
 - c.) Construction Projects: New schools and school modernizations.
 - d.) District PKI (Public Key Infrastructure): Security certificates management, internal CA's (Certification Authority).
 - e.) Domain Name Registrar: Domain Names and SSL Certificates.
 - f.) Contract Renewals: Service, warranties, and support contracts.
 - g.) Network infrastructure: Active Directory policies, users and groups security; DNS, DHCP, firewall, network load balancer, routers, switches, VPN, and web filter.
- Performs other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

Knowledge

Principles and practices of state-of-the-art computing networks in a centralized and distributed setting; limitations of currently installed hardware and software; statistical methods and procedures; cabling strategies; bridges, routers, TCP/IP, Ethernet, data switches, as well as emerging networking technologies such as load balancers, cache devices, packet shapers, meters, VPN's; recommend network management tools; have working knowledge of switching and other telephony methodologies; and research network opportunities for transmission of voice, data and video. Experience with Virtualization technology components (VMware, Vsphere, Hyper-V, SAN, Backup Technology, etc.) Demonstrated proficiency with Windows, Office 365 Suite, Exchange On-Premise, Exchange Online, and PowerShell. LAN/WAN, Local Active Directory and group policy, Azure, Azure AD connect, DHCP, DNS. Microsoft Server Administration Experience (Installation, Configuration, and print services). Implements, and maintains policies, standards, and procedures for installation, maintenance, and

operation of Teams, SharePoint, OneDrive, Office 365, Windows, Azure and other systems, solutions, applications, and services.

Experience with Cisco networking and communications products. Proper use and operation of equipment, software packages, system applications, word processing, and spreadsheet, and other related software.

Ability

Analyze and design network systems to maximize district resources and provide adequate networks for growth; make sound judgments related to network usage and system performance; analyze data and draw sound conclusions; train backup personnel for network specialist coverage; provide guidance for other Technology Services staff including Technology Equipment Technicians, Network Technicians and Computer Support Technicians, participate in installing network hardware and software in off-hour settings; prepare clear, complete and concise reports; work independently; maintain and establish cooperative working relationships.

Experience

Five years experience in network management responsibilities; demonstrated success in coordinating large network LAN's and WAN's; proven ability to establish and communicate network decisions in the best interests of protecting current investments; knowledge of industry standard network equipment and performance tools; and experience and responsibility for products listed above.

Education

Any combination of education or experience equivalent to a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) from a four- year college, university, or technical school. Technology emphasis preferred.

Networking/Infrastructure certificates preferred.

Physical Performance Requirements

Considerable standing, walking, or sitting much of the time with some bending, stooping, squatting, and twisting. Lifting often involved. Weight of materials will vary, with employees regularly lifting and maneuvering 20 to 30 pounds. May work on irregular surfaces or at heights above the ground.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The United States Department of Transportation (DOT), Federal Motor Carrier Safety Administration mandates all employers who require that some or all of its employees have and utilize a commercial driver's license as part of their employment to implement a controlled substance and alcohol testing program. The program must meet the requirements of the Controlled Substances and Alcohol Use and Testing Rule, Code of Federal Regulations, Title 49 Part 382.

The San Diego County Schools Risk Management Joint Powers Authority (JPA) manages a DOT program. The District, falls under this mandate and wishes to enter into an agreement with the San Diego County Superintendent of Schools as the authorized agent for the JPA to participate in the JPA's DOT program. The agreement would be effective for the period of July 1, 2022, through June 30, 2023.

ADDITIONAL DATA:

A copy of the agreement 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 a monthly fee equal to the charges for DOT drug testing services rendered, which vary depending on the exam provided by the testing service provider, plus a two-percent surcharge for JPA general administration. The cost will be paid from the General fund.

STAFF RECOMMENDATION:

Recommend approval.

GOVERNING BOARD AGENDA ITEM

ITEM TITLE:

Information

Page 1 of 1
Agenda Item 11.D.
May 18, 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Attendance agreements with other school districts provide for the interdistrict exchange of Transitional Kindergarten through Grade 6 pupils throughout the school year.

Interdistrict transfer applications are approved in accordance with current legislation requirements and agreements with neighboring districts as long as terms and conditions are maintained. An expectation of continuing space availability, which is assessed annually, is a requirement for accepting interdistrict transfer students.

ADDITIONAL DATA:

Copies of interdistrict attendance agreements are available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Fiscal impact will depend on each student's unduplicated count status (English Learner, Low Income, or Foster Youth). The total estimated 2022-23 Local Control Funding Formula entitlement per average daily attendance as of the Second Interim Budget is approximately \$10,425.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District, as part of the San Diego Regional After-School Consortium, receives funding from the California Department of Education (CDE) to operate the After-School Education and Safety (ASES) Program at 20 Title I school sites. School districts are strongly encouraged to implement the ASES Program through collaborative agreements with community-based organizations.

For many years, the District has partnered with the YMCA of San Diego for this type of services, specifically for the Safe Time for Recreation and Tutoring of Children (STRETCH) Program.

On July 14, 2021, the Board approved a Memorandum of Agreement with the YMCA of San Diego County for continued operation of the STRECH Program during the 2021-22 school year at 20 sites.

- Castle Park
- Chula Vista Learning Community Charter
- Hazel Goes Cook
- Mae L. Feaster Charter
- Myrtle S. Finney
- Harborside
- Hilltop Drive
- Juarez-Lincoln
- J. Calvin Lauderbach
- Loma Verde
- Los Altos
- John J. Montgomery
- Robert L. Mueller Charter
- Otay
- Palomar
- Lilian J. Rice
- Fred H. Rohr
- Silver Wing
- Valle Lindo
- Vista Square

ADDITIONAL DATA:

On April 20, 2022, the San Diego County Office of Education (SDCOE) increased the 2021-22 state reimbursement rate from \$5.92 to 6.78 in the AM Program and \$8.88 to \$10.18 in the PM Program increasing the total grant allocation for the District's ASES Program to \$3,935,038.19.

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 District will receive 3,935,038.19 from the CDE to provide the ASES Program for the 2021-22 school year. The SDCOE, which provided technical, fiscal, and evaluative services to districts implementing the ASES Program, retain two (2) percent of the grant or 78,700.76. The District retains three (3) percent or \$118,051.15. The YMCA of San Diego County will receive 95 percent of the ASES grant or \$3,738,286.28 to provide before-school, after-school, and supplemental services to the twenty (20) sites.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District has partnered with The YMCA of San Diego County to operate The Summer Junior Academy program (Program). The District and YMCA of San Diego County will collaborate to design and operate the Program at four District campuses. The Program will offer full-day, summer enrichment and learning opportunities for up to 560 District students at four area locations (Casillas, Harborside, Silver wing, and Veterans). The Program is designed to develop the academic, social, emotional, and physical needs and interests of participating students through hands-on, engaging learning and enrichment experiences.

ADDITIONAL DATA:

The Program will operate a 9-hour program Monday through Friday from 7:30 AM-4:30 PM. Students will participate in academic and enrichment activities and will attend pre-planned field trips.

FISCAL IMPACT/FUNDING SOURCE:

The District will use the Expanded Opportunities Program funding to operate the Program.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

- (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

 X **Action**

 Information

BACKGROUND INFORMATION:

In accordance with various sections of the Education Code dealing with business matters, the Board of Education may authorize certain District personnel to execute documents on behalf of the District. Following is a list of specific documents and appropriate personnel recommended for authorization for fiscal year 2022-23.

- | | |
|---|---------------------------------|
| (a) Personnel authorized to sign for property purchased from the State Education Agency. | Eduardo Reyes
Oscar Esquivel |
| (b) Personnel authorized to sign Purchase Orders, Cafeteria Deposits, Certifications of Advance of Funds, Requisitions on County Auditor for Warrants on Trust Funds, Wire Transfers, and Checks on the Cafeteria Account, Camp and Welfare Fund Account, Clearing Account, Health Insurance, Student Organizations, and Workers' Compensation Insurance. | Eduardo Reyes
Oscar Esquivel |

- | | | |
|-----|--|---------------------------------|
| (c) | Personnel authorized to enter into contracts for public projects up to \$175,000 under California Public Contract Code Section 22030 Subject to California Uniform Public Construction Cost Accounting Act Procedures (PCC Sections 22001/22032) Pursuant to Resolution No. 2015-16.56 | Eduardo Reyes
Oscar Esquivel |
| (d) | Personnel authorized to enter into <i>emergency</i> contracts under California Public Contract Code Section 22030 Subject to California Uniform Public Construction Cost Accounting Act Procedures (PCC Section 22035/22050) Pursuant to Resolution No. 2015-16.56 and must report on the contract to the Board at each subsequent meeting until the contract is complete. | Eduardo Reyes
Oscar Esquivel |

It is requested that the Board of Education adopt the following series of resolutions designating authorized agents of the District for fiscal year 2022-23.

- | | | |
|-----|--|--|
| (a) | Resolution Authorizing Designated Agents to Act on Behalf of the District to Sign Federal and State Applications and Reports for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier |
| (b) | Resolution Authorizing Designated Agents to File an Application and to Sign Program Assurances Under Public Law 81-874 for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier |
| (c) | Resolution Authorizing Designated Agents to Enter into Contracts with the Child Development Division, California Department of Education, for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier |
| (d) | Resolution Designating Authorized Agents to Issue Duplicate Warrants for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel |

- | | |
|--|---|
| (e) Resolution Designating Authorized Agents to Receive Mail and Pick Up Warrants at the San Diego County Office of Education for Fiscal Year 2022-23. | Oscar Esquivel
Theresa Villanueva
Esperanza Carrasco
Bernadette Faustino |
| (f) Resolution Designating Authorized Agents to Sign Payroll Payment Orders for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel
Matthew Tessier |
| (g) Resolution Designating Authorized Agents to Sign School Orders (Commercial Warrants), Contracts, and Grant Applications for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier |
| (h) Resolution Designating Revolving Cash Fund and Alternative Revolving Cash Fund Custodian and Designating Authorized Agents to Sign Checks for Fiscal Year 2022-23. | Eduardo Reyes
Oscar Esquivel |

ADDITIONAL DATA:

Copies of resolutions are attached.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend authorization and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to Act on Behalf of the District to Sign)
Federal and State Applications and Reports)
for Fiscal Year 2022-23)

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

IT IS RESOLVED AND ORDERED that:

Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier

are hereby authorized to execute applications for and on behalf of the Chula Vista Elementary School District, a public entity established under the laws of the State of California, and to file them in the Office of Emergency Services for the purpose of obtaining certain federal financial assistance under Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988 and/or state financial assistance under the Natural Disaster Assistance Act.

IT IS FURTHER RESOLVED that the Chula Vista Elementary School District, a public entity established under the laws of the State of California, hereby authorizes its agents to provide to the State Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Chula Vista Elementary School District
Resolution No.
Page 2

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

RESOLUTION NO. _____

Page 6 of 17
Agenda Item 11.H.
May 18, 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to Enter Into Contracts with the Child)
Development Division, California Department)
of Education, for Fiscal Year 2022-23)

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

BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District authorizes the following persons to enter into contracts with the Child Development Division, California Department of Education, for fiscal year 2022-23 and that the persons who are listed below are authorized to sign the transactions for the Board of Education:

Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 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

RESOLUTION NO. _____

Page 8 of 17
Agenda Item 11.H.
May 18, 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized Agents)
to Receive Mail and Pick Up Warrants at)
the San Diego County Office of Education)
for Fiscal Year 2022-23)

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

IT IS RESOLVED AND ORDERED that:

The authorized agent to receive mail from the Accounting Section for fiscal year 2022-23 is Oscar Esquivel, Deputy Superintendent; and

The authorized persons to pick up warrants from the San Diego County Office of Education (other than the mail addressee) for fiscal year 2022-23 are Theresa Villanueva, Director of Fiscal Services and Support; Esperanza Carrasco, Payroll Manager; Bernadette Faustino, Accounting Manager, and Paula Rians, Payroll Supervisor. Additional authorized persons include delivery drivers Miguel Huevo, Raymond Reyes, Alexis Robles, and Jose Verduzco; and payroll employees Seply Tjindra and Elsa Verdin.

Mail Hold Consortium

☐ ☒ ☐ Monthly payroll warrants each and every month.

☐ ☒ ☐ Daily/Hourly payroll warrants each and every month.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions to the foregoing list of authorized persons shall be submitted in writing by Oscar Esquivel, Deputy Superintendent, to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 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

Manual Signatures of Authorized
Persons

Facsimile Signatures (if applicable)

Oscar Esquivel

N/A

Theresa Villanueva

N/A

Bernadette Faustino

N/A

Manual Signatures of Authorized
Persons

Facsimile Signatures (if applicable)

_____ Esperanza Carrasco	_____ N/A
_____ Paula Rians	_____ N/A
_____ Seply Tjindra	_____ N/A
_____ Miguel Huezo	_____ N/A
_____ Victoria Reyes	_____ N/A
_____ Alexis Robles	_____ N/A
_____ Elsa Verdin	_____ N/A
_____ Jose Antonio Verduzco	_____ N/A

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized)
Agents to Sign Payroll Payment)
Orders for the Fiscal Year 2022-23)

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

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100, et seq., Chapter 8, Division 4, Title I of the Government Code, the following persons be and are hereby designated for fiscal year 2022-23 to ascertain and certify that each employee of the Chula Vista Elementary School District has taken the oath of allegiance:

Eduardo Reyes
Oscar Esquivel
Matthew Tessier

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Chula Vista Elementary School District
Resolution No. _____
Page 2

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

Manual Signatures of Authorized Persons

Facsimile Signatures (if applicable)

Eduardo Reyes

Oscar Esquivel

Matthew Tessier

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized Agents to)
Sign School Orders (Commercial Warrants),)
Contracts, and Grant Applications for Fiscal)
Year 2022-23)

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

IT IS RESOLVED AND ORDERED that pursuant to the provisions of
Education Code Section 42632 or 85232:

Eduardo Reyes
Oscar Esquivel
Jason Romero
Matthew Tessier

are hereby authorized to sign school orders (commercial warrants), contracts, and
grant applications for fiscal year 2022-23 in the name of the Chula Vista
Elementary School District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that these motions shall stand and that all
additions and deletions shall be submitted in writing to the San Diego County Office
of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista
Elementary School District, County of San Diego, State of California, this 18th day
of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Chula Vista Elementary School District
Resolution No.
Page 2

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

Manual Signatures of Authorized Persons

Facsimile Signatures (if applicable)

Eduardo Reyes

Oscar Esquivel

Jason Romero

Matthew Tessier

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Revolving)
Cash Fund and Alternative Revolving)
Cash Fund Custodian and Designating)
Authorized Agents to Sign Checks for)
Fiscal Year 2022-23)

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

WHEREAS, the expeditious purchase of services and/or materials makes it necessary that a Revolving Cash Fund and an Alternative Revolving Cash Fund be established for use by the Chief Accounting Officer of the District; and

WHEREAS, the Revolving Cash Fund and the Alternative Revolving Cash Fund were approved by the County Superintendent of Schools pursuant to Education Code Section 42800; and

WHEREAS, Oscar Esquivel is the Chief Accounting Officer of the Chula Vista Elementary School District and accepts the Revolving Cash Fund and the Alternative Revolving Cash fund as being in good order and fully reconciled to his satisfaction.

IT IS RESOLVED AND ORDERED that:

Eduardo Reyes
Oscar Esquivel

are authorized to sign checks on the Revolving Cash Fund and the Alternative Revolving Cash Fund for fiscal year 2022-23 for and on behalf of the Chula Vista Elementary School District.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 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

Manual Signatures of Authorized
Persons

Facsimile Signatures

Eduardo Reyes

Oscar Esquivel

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2022-23

 X Action

 Information

BACKGROUND INFORMATION:

Certain District funds may experience negative cash balances during fiscal year 2022-23 in order to meet ongoing operational expenses. Such deficits are usually temporary in nature, but a positive fund balance needs to be maintained by a temporary transfer of monies from other fund(s). Staff is recommending Board adoption of the attached resolution for fiscal year 2022-23. This will expedite the processing of transfers without a negative impact on services.

Education Code Section 42603 allows for the temporary transfer of monies between funds for the payment of obligations so long as the transfer is repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred.

ADDITIONAL DATA:

Supporting documentation is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

All transfers initiated in fiscal year 2022-23 will be repaid in accordance with the provisions of Education Code Section 42603.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution to Establish Temporary)
Interfund Transfers of Special or)
Restricted Fund Monies for Fiscal)
Year 2022-23)

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

WHEREAS, the Governing Board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation to be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District, in accordance with the provisions of Education Code Section 42603, authorizes for fiscal year 2022-23 the temporary transfer of monies between District funds provided that all transfers are approved by the Superintendent or his designee.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Chula Vista Elementary School District
Resolution No.
Page 2

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal
Year 2022-23

 X Action

 Information

BACKGROUND INFORMATION:

In addition to participating in the 2022-23 San Diego County Tax and Revenue Anticipation Notes (TRANS) Program to offset the irregular timing of property tax revenue receipts and State revenue apportionments during the year, the District seeks to have an additional option for cash borrowing. Adopting the attached Resolution will authorize the County Treasurer of San Diego to make a temporary transfer of funds available to the District in order to protect against cash deficits. The District may request funds in an amount not to exceed 85 percent of estimated secured taxes to be accrued for fiscal year 2022-23. The District has not requested funds from the County for many years, but we have determined it is prudent to have alternate cash options available.

ADDITIONAL DATA:

Supporting documentation is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

This resolution will enable the District to protect against temporary cash deficits by requesting a temporary transfer of funds from the County Treasurer if all other funds are exhausted. If funds are accessed, interest will be charged on the temporary transfer at the current rate being earned by county funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____
(PROPERTY TAX)

RESOLUTION OF GOVERNING BOARD OF THE
CHULA VISTA ELEMENTARY SCHOOL DISTRICT
REQUESTING TEMPORARY TRANSFER OF FUNDS

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

WHEREAS, the California Constitution, Article XVI, Section 6, and Education Code Section 42620 or 85220 provide that the Treasurer of the County of San Diego (Treasurer) shall have the power and it shall be his duty to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any district whose funds are in his custody and are paid out solely through his office; such temporary transfer of funds shall be made only upon resolution adopted by the governing board of the County to make such temporary transfer; such temporary transfer of funds shall not exceed 85% of anticipated revenue accruing to the District, shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year, and shall be replaced from the revenues accruing to such District before any other obligation of the District; and

WHEREAS, on June 15, 2022, the governing board will/has:

- ___ Adopt(ed) a tentative budget (community college only)
- ___ Adopt(ed) a final budget (community college only)
- x Adopt(ed) an original budget (K-12 school district only)
- ___ Adopt(ed) a revised budget (community college or K-12 school district)

for this District for the fiscal year 2022-23 pursuant to the provisions of Education Code Section 42127 or 70901, and the revenue type(s) accruing to the District for said fiscal year and estimated to be as follows:

<u>Revenue Type(s)</u>	<u>Estimated Amount(s)</u>
<u> x </u> Property Taxes	\$ <u>117,643,247</u>
___ Principal Apportionment(s)	\$ _____
___ Education Protection Account	\$ _____
	\$ <u>117,643,247</u> Total

and

RESOLUTION NO. _____
(PROPERTY TAX)

WHEREAS, the revenue type(s) and amount(s) accrued to the this District during the 2021-22 fiscal were as follows:

<u>Revenue Type(s)</u>	<u>Estimated Amount(s)</u>
<u> x </u> Property Taxes	\$ <u>117,689,011</u>
<u> </u> Principal Apportionment(s)	\$ <u> </u>
<u> </u> Education Protection Account	\$ <u> </u>
	\$ <u>117,689,011</u> Total

and

WHEREAS, it is necessary to provide funds for meeting obligations incurred for maintenance purposes by this District; AND NOW THEREFORE

IT IS RESOLVED AND ORDERED pursuant to the provisions of the California Constitution, Article XVI, Section 6, and Education Code Section 42620 or 85220 as follows:

1. The Board of Supervisors of the County of San Diego is requested to direct the Treasurer to make a temporary transfer from the funds in his custody on or before the last Monday in April, 2023 to this District to meet obligations incurred for maintenance purposes in the amount of \$99,996,759.95, which does not exceed a total of 85% of remaining:

Revenue Type(s)

 x Property Taxes
 Principal Apportionment(s)
 Education Protection Account

accruing to the District by June 30, 2023, as certified by the District Superintendent and verified by the County Audit and Controller.

RESOLUTION NO. _____
Property Tax

2. Funds will be transferred to this District by the Treasurer in sums as requested by the District Superintendent and certified by him/her to be necessary to provide funds for meeting the obligations incurred for maintenance purposes by the District not to exceed the maximum amount herein specified, provided the Treasurer determines that funds in his custody are available for such transfers.
3. Repayment of the funds is anticipated to be made from the :

Revenue Type(s)

 x Property Taxes
 Principal Apportionment(s)
 Education Protection Account

accruing to the District, however the District recognizes that the source of repayment may be from other revenues accruing to the District before any other obligation. Interest on any transferred funds will accrue and be payable by the District, at the greater of the same interest rate the County of San Diego Investment Pool is earning or a proxy TRAN cost as determined by the market until the entire amount transferred is repaid. Each month, the appropriate interest rate to be used will be identified, and the resulting calculated interest will be charged.

4. The Clerk/Secretary of this Board is directed to file a copy of this resolution with the Board of Supervisors, the County Superintendent of Schools, the County Auditor and Controller and the County Treasurer-Tax Collector.
5. Authorize the District Superintendent or designee to sign a Temporary Transfer Agreement consistent with the terms of this Resolution.

RESOLUTION NO. _____
Property Tax

PASSED AND ADOPTED by the Governing Board of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Eduardo Reyes, Secretary of the Governing Board of the Chula Vista Elementary School District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a resolution adopted by said Board at a meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Secretary of the Governing Board

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District has successfully used SchoolMessenger® since 2017 to effectively manage online communications applications for the support of District and school websites. SchoolMessenger® Presence includes website design services and an award-winning content management system that encompasses the critical technological components and services needed to effectively engage the school community. The platform includes hosting, online tools, implementation, support, and maintenance. The websites are compliant with Americans with Disabilities Act requirements. Presence is a different service and a separate contract than the communications service provided to our District for automated calls, text, and email communications also provided by SchoolMessenger®.

Board approval is requested to renew the services provided by Intrado SchoolMessenger® for the support of the school web sites.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost for SchoolMessenger® Presence website services for 2022-23 remains the same as for 2021-22 at \$37,970 and will be paid from the General fund.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

- (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

 X **Action**

 Information

BACKGROUND INFORMATION:

On May 19, 2021, the Board approved the award of a Prime Bid Package No. 1 to Jackson & Blanc for Heating, Ventilating, and Air Conditioning (HVAC) Renovation Projects for Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools. Work commenced on September 18, 2021, will be substantially complete on May 18, 2022. This prime contractor has satisfactorily completed its work sufficient to release the 5% retention held on their progress payments.

The contract with Jackson & Blanc contained allowances for unforeseen conditions and/or scope modifications. The entire amount of those allowances was not needed to complete the project; therefore, the actual cost of the project was less than the original contract amount. The change order amount for the Prime Bid Package on the chart below represents the original contract amount less the actual cost of the project.

Contractor	Original Contract Amount	Actual Costs	Change Order Amount
Jackson & Blanc	\$4,390,000	\$4,373,202	<\$16,798>
			-.38%

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

ADDITIONAL DATA:

Copies of change orders are available for review in the Office of the Deputy Superintendent. A copy of the Notice of Completion of Public Work is attached as Exhibit "A".

FISCAL IMPACT/FUNDING SOURCE:

These change orders result in a decrease of <\$16,798> to the total contract amount. The total contract sum will be adjusted from \$4,390,000 to \$4,373,202. Funding will be provided from General Obligation Bond and/or other Capital funds.

STAFF RECOMMENDATION:

Recommend approval.

**Recording Requested By and
When Recorded Mail to:**

Chula Vista Elementary
School District
Attention: Facilities Department
84 East "J" Street
Chula Vista, CA 91910

"EXHIBIT A"

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:

Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools,
84 East J Street, Chula Vista, CA 91910

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

Description of Public Work:

Name/Bid Package(s): Bid Package No. 1 for HVAC Renovation Projects for HVAC
Direct Contractor: Jackson & Blanc
Date of Contract: May 20, 2021
Name of Surety: Western Surety Company
Nature of Work: Bid Package No. 1 for HVAC Renovations at Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on May 18, 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 May 19, 2022.

Eduardo Reyes
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:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District makes use of Microsoft software to provide essential instructional and business applications to students and staff. These applications are hosted on District servers as well as the Microsoft Cloud. The Student Information System and Financial System databases, the Voice Over Internet Protocol telephone system, email, and websites (schools and District) are some of the applications that depend on Microsoft software.

The complexity of these products requires that, at times, District technical staff must contact Microsoft experts to resolve functional issues or consult about implementation or deployment of products. Approval of the Microsoft Unified Enterprise Support Contract through Zones, LLC, will provide for expedited access to the most experienced Microsoft software engineers and help ensure that assistance is delivered in a timely manner.

The service also covers access to subject matter experts in Microsoft technologies. This allows District technical staff to consult on implementation of new technologies, or obtain assistance in migrating existing services to new server infrastructure.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The District requested quotes from three Microsoft authorized resellers. Zones, LLC, provided the lowest cost quote shown below.

Zones, LLC:	\$78,671.65
Ablegov, Inc.:	\$80,038.13
Softchoice, Corp.:	\$85,398.21

The cost for the Microsoft Unified Enterprise Support Contract will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 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.

In addition to current services provided by PowerSchool, The District would like to add Powerschool's Schoology Product. Schoology seamlessly connects learning management with assessments so that school districts can improve student performance, foster collaboration throughout their community, and personalize learning for every student. Every day, millions of students, parents, faculty, and administrators from nearly 2,000 K-12 school districts leverage Schoology to advance what is possible in education.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The total initial cost for Schoology services is \$26,900, and includes a one-time Implementation fee, one-time Professional Development fee, and annual subscription cost for Robert L. Mueller Charter School – Bayfront High School, and the CVESD Virtual Academy. Mueller Charter School will pay \$15,200 and the District will pay \$11,700 from the General fund.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Bid No. 21/22-10 for Solid Waste and Recycling Services was advertised and distributed to four vendors. One bid was received at the bid opening held on April 20, 2022. Republic Services of San Diego (Republic Services) submitted a complete bid package with all required documentation. After reviewing the documentation submitted by Republic Services, it was determined that the bid and information submitted was responsive to the District's request and Republic Services has been deemed a responsible bidder.

Republic Services will provide solid waste and recycling services to include the collection, transfer, transport, recycling processing, and disposal of all eligible recyclables, food and yard waste, and solid waste that are generated and placed for collection at all District sites.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The estimated monthly base cost for service, per the pricing submitted by Republic Services is \$33,208.42 as detailed on the chart below. The monthly costs may increase or decrease depending on the service needs of the District.

Service	2022/2023 Estimated Costs
Trash	\$19,837.23
Comingled Recycling	\$ 9,195.09
Food & Yard Waste Recycling	\$ 4,176.10
TOTAL	\$33,208.42

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

In an effort to replace more of its older diesel buses and continue to update its bus fleet to reduce greenhouse gas emissions, the District sought Board approval to accept a grant from the California Air Resource Board (CARB) which authorized by the San Diego County Air Pollution Control District (SDCAPCD) Governing Board on May 16, 2018 (Grant Agreement). The Grant Agreement provides for replacement of two diesel school buses with two electric school buses and is intended to provide incentives to contractors, which will assist the District in attaining Federal and State air quality standards, particularly in communities that may be disproportionately impacted by air pollution. Under this program, the SDCAPCD provides cash incentives to be used toward the voluntary purchase of electric buses.

Under the original Grant Agreement approved by the Board on July 17, 2021, the delivery deadline of the new electric school buses was May 2022. Due to supply shortages and delays, SDCAPCD is now extending the contract to reflect a new delivery deadline of September 30, 2022. District staff is requesting approval to extend the Grant Agreement until September 30, 2022, and if necessary due to future shortages or delays, extend it again until the new electric buses are received.

ADDITIONAL DATA:

A copy of the original and proposed amendment to the grant documentation is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District has been approved to receive grant funding from CARB in an amount not to exceed \$693,218, which will be used to fund the purchase of two electric school buses. The District projects this amount will cover most of the cost of the two electric school buses. School bus costs above the grant amount will be paid from Transportation funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Sixth grade students from Valle Lindo Elementary School request Board approval for an overnight study trip to Mile High Pines Camp May 10-13, 2022. The student's previously approved 6th Grade Camp experience at Camp Marston was cancelled by the YMCA just days before departure. Mile High Pines Camp was able to accommodate the students so they do not lose out on this valuable experience. The program will provide science-based curriculum, leadership, and survival skills. Camp activities will reinforce learning concepts aligned with Next Generation Science Standards.

Fifty-five students will participate in this trip. Four teachers and no parents will accompany the students on this trip.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the study trip is \$280 per student and includes lodging, meals, and admission to the Safari Park. Students have had opportunities to earn monies for their trips by participating in fundraisers. Financial arrangements are available for children in need of financial assistance. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Sixth grade students from Ella B. Allen Elementary School request Board approval for an overnight study trip to the Ruben H. Fleet Science Center on May 26-27, 2022. The student's previously approved 6th Grade Camp experience at Camp Marston was cancelled by the YMCA just days before departure. The Ruben H. Fleet is able to accommodate the students so they do not lose out on a valuable experience. The program will provide science-based curriculum, leadership, and survival skills. Activities will reinforce learning concepts aligned with Social Studies and Next Generation Science Standards.

Sixty-Three students will participate in this trip. 2 teachers and up to 6 parents will accompany the students on this trip.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the study trips is \$85 per student. This includes lodging, meals, and admission to the Science Center. Students have had opportunities to earn monies for their trips by participating in fundraisers. Financial arrangements are available for children in need of financial assistance. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Sixth grade students from Los Altos Elementary School request Board approval for an overnight study trip to the San Diego Zoo Safari Park on May 19-20, 2022. The program will provide information about plant and animal conservation, focusing on how different adaptations help animals survive in their habitats, while winding their way through the Safari Park on guided tours. Camp activities and up-close animal encounters will reinforce learning concepts aligned with Common Core Literacy Standards and Next Generation Science Standards.

Thirty-eight students will participate in this trip. Four teachers and two parents will accompany the students on this trip.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the study trips is \$150 per student. This includes lodging, meals, and admission to the Safari Park. Students have had opportunities to earn monies for their trips by participating in fundraisers. Financial arrangements are available for children in need of financial assistance. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

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
April 30, 2022

 X Action

 Information

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through
April 30, 2022

- | | |
|---|-----------------|
| i. Purchase Orders: 22005747-22006609 | \$ 4,370,747.14 |
| ii. Alternative Revolving Cash: None | \$ 0.00 |
| iii. Commercial Warrants: 335935-336671 | \$11,377,217.66 |
| Cafeteria Warrants: 00009040-00009104 | \$1,051,170.29 |
| iv. Payroll Warrants: Series 10 | \$20,009,284.97 |
| 13363055-13363892; N-3300832-3303220 | |
| v. Revolving Cash Checks: 010474-010573 | \$ 19,204.92 |

ADDITIONAL DATA:

Additional information is available for review in the Office of the Deputy
Superintendent in accordance with Board Policies 3310, 3314, and 3314.2.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Accept Donation

 X Action

 Information

BACKGROUND INFORMATION:

On March 6, 2022, the Wolf Canyon Elementary PTA donated \$10,000 to Wolf Canyon Elementary School. The funds will be used to offset the cost of classroom projectors for the school.

ADDITIONAL DATA:

District staff will write letters of appreciation for the above donation.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve and/or Ratify Inservice/Travel Request

 X Action

 Information

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

Inservice/travel requests are available for review in the Office of the Deputy Superintendent in accordance with Board Policies 4133, 4233, and 4333.

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Llamas, G	Equity Conference 2022	San Diego, CA	05/12/22	05/13/22	\$ 390	Title I	Cook
Chaniot, M	Equity Conference 2022	San Diego	05/12/22	05/13/22	\$ 887	Title I	CV Hills
Little, G	Equity Conference 2022	San Diego	05/12/22	05/13/22	\$ 887	Title I	CV Hills
Schopler, E	OAKE 2022	Pittsburgh, PA	03/02/22	03/06/22	\$ 667	Title I	EastLake
Bruder, M	STEAM Symposium	Anaheim, CA	09/30/22	10/02/22	\$ 1,077	DoDEA Grant	ESSC-ISS
Falconer, A	Equity Conference 2022	San Diego	05/12/22	05/13/22	\$ 457	District Admin	ESSC-ISS
Ramirez, R	STEAM Symposium	Anaheim, CA	09/30/22	10/02/22	\$ 1,077	DoDEA Grant	ESSC-ISS
Tessier, M	CFF's 5th Annual College & Career Pathways Summit	San Diego	04/26/22	04/26/22	\$ -	District Admin	ESSC-ISS
Perez, L	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/26/22	06/29/22	\$ 1,425	Title III	ESSC-LDI
Pimentel, P	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/26/22	06/29/22	\$ 1,425	Title III	ESSC-LDI
Rojas, N	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/26/22	06/29/22	\$ 1,425	Title III	ESSC-LDI
Espinoza, J	CPI Training for Trainers (In Person with virtual components)	San Diego	08/02/22	08/04/22	\$ 1,400	District Admin	ESSC - Spec Ed
McKinney, S	CPI Training for Trainers (In Person with virtual components)	San Diego	08/02/22	08/04/22	\$ 1,400	District Admin	ESSC - Spec Ed
Alfshouse, C	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/27/22	06/29/22	\$ 1,131	Title I	Los Altos
Castro, V	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/27/22	06/29/22	\$ 1,131	Title I	Los Altos
Eyre, S	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/27/22	06/29/22	\$ 1,131	Title I	Los Altos
Fimpel, C	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/27/22	06/29/22	\$ 1,131	Title I	Los Altos
Orozco, C	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/27/22	06/29/22	\$ 1,131	Title I	Los Altos
Barton, A	Peace Patrol Training	Chula Vista	06/09/22	06/10/22	\$ 400	Title I	Rohr
Hernandez, B	Peace Patrol Training	Chula Vista	06/09/22	06/10/22	\$ 400	Title I	Rohr
Bishop, K	Honoring Our Own	San Diego, CA	05/07/22	05/07/22	\$ 95	District Admin	Supt/Board of Education
Bishop, K	CSBA Delegate Assembly Meeting	Sacramento, CA	05/20/22	05/22/22	\$ 835	District Admin	Supt/Board of Education
Bunker, L	CSBA Delegate Assembly Meeting	Sacramento, CA	05/20/22	05/22/22	\$ 1,056	District Admin	Supt/Board of Education
Ugarte, L	Coast2Coast (revision to return date)	Washington DC	04/23/22	04/28/22	\$ 3,600	District Admin	Supt/Board of Education
Garcia, V	ATDLE Two-Way Bilingual Immersion Conference	Riverside, CA	06/26/22	06/29/22	\$ 1,392	LCAP	Tiffany
Various	2022 Monthly First Friday Breakfast (Blanket Approval)	Chula Vista	05/06/22	12/09/22	\$ 20	District Admin	Various

*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: Instructional Services
and Support

ITEM TITLE:

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

 Action

 X **Information**

BACKGROUND INFORMATION:

As part of California's school funding formula that was enacted in 2013—the Local Control Funding Formula (LCFF)—districts are required to prepare (or revise) a Local Control and Accountability Plan (LCAP) on an annual basis. The LCAP must align with the annual budget; contain certain elements; and be developed in consultation with teachers, principals, administrators, other school personnel, parents, and students.

The Board must also conduct a public hearing to solicit recommendations and comments of community members regarding the specific actions and expenditures proposed for inclusion in the LCAP update.

ADDITIONAL DATA:

Tonight, staff will present an overview on the updated District LCAP for school year 2022-23, which is attached as "Exhibit A." The Board will also hold the required public hearing.

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 13.48 percent. It allocates approximately \$26,516,098 to the District for supplemental and concentration funds provided for students who are English Learners, Low Income, and Foster Youth.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

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.

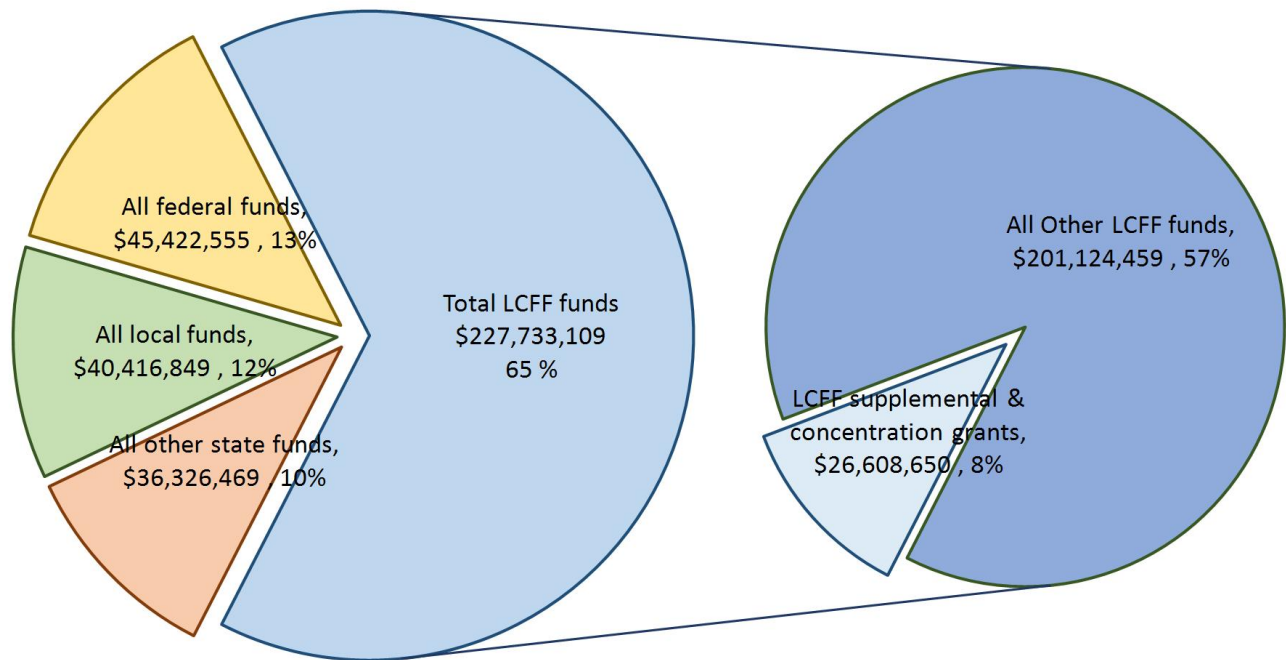
Assistant Superintendent

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

Projected Revenue by Fund Source



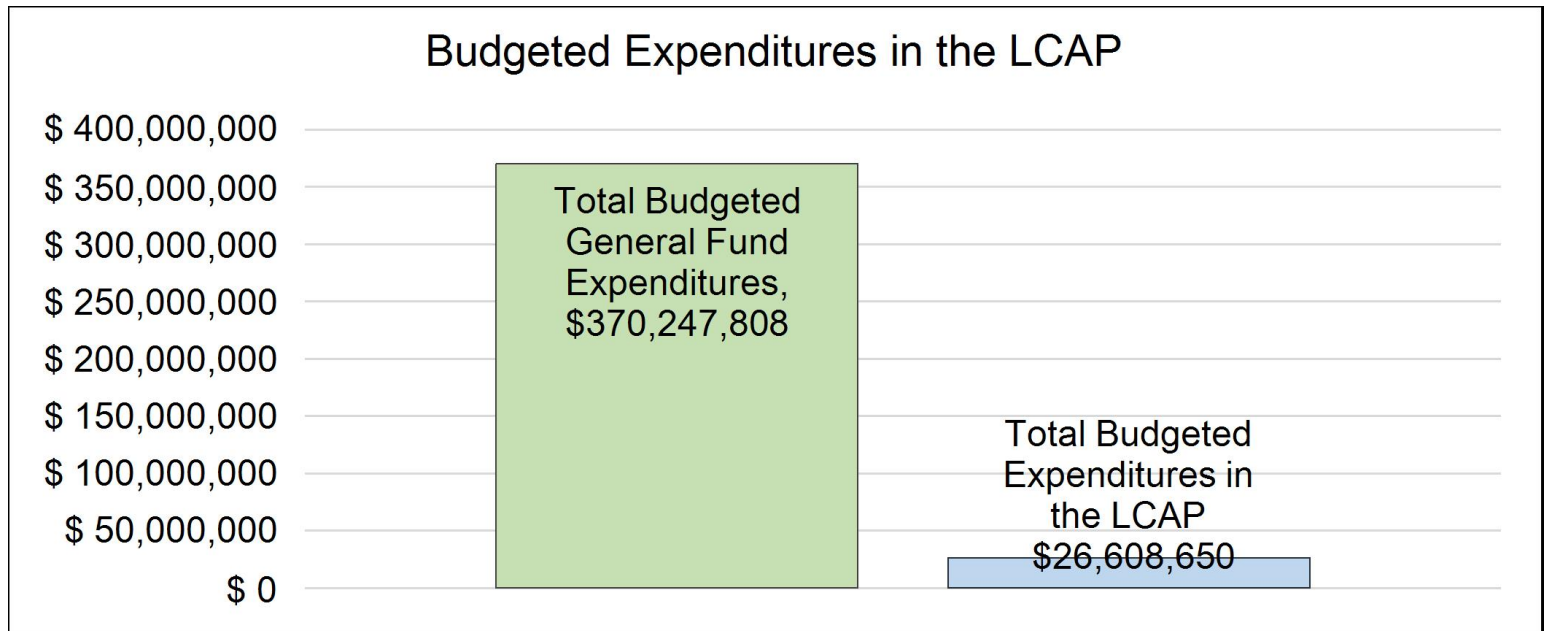
This chart shows the total general purpose revenue Chula Vista Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chula Vista Elementary School District is \$349,898,982, of which \$227,733,109 is Local Control Funding Formula (LCFF), \$36,326,469 is

other state funds, \$40,416,849 is local funds, and \$45,422,555 is federal funds. Of the \$227,733,109 in LCFF Funds, \$26,608,650 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.

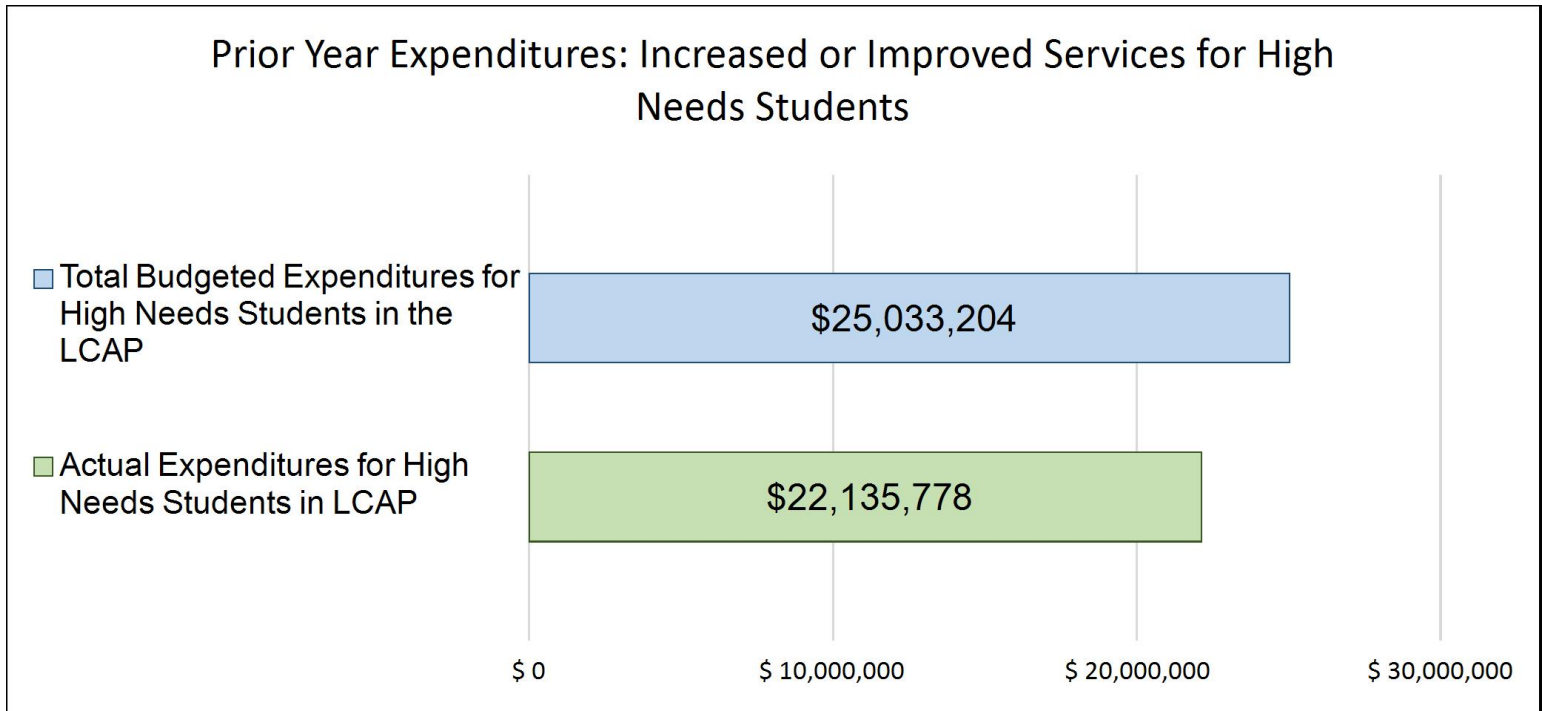
The text description of the above chart is as follows: Chula Vista Elementary School District plans to spend \$370,247,808 for the 2022-23 school year. Of that amount, \$26,608,650 is tied to actions/services in the LCAP and \$343,639,158 is not included in the LCAP. The budgeted expenditures that are 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 \$26,608,650 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 \$24,538,155 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.

SUCSESSES 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 (includes 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 (includes 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 - TBD%			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 - TBD%			Students with disabilities suspension rate - 0.4%
California Dashboard suspension rate indicator	2019 All students suspension rate - 0.7%	2022 All students suspension rate - TBD%			All students suspension rate - 0.4%
District expulsion rate	0% of students are expelled	0% of students are expelled			0% of students are expelled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	No survey rooms currently exist			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 and/or exceptional needs at school and District level through	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
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 discrepancy between the total EL population and the EL population	\$355,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 regarding children who currently qualify for special education services and children currently being assessed for special education services, CVESD has reflected on this data and will 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 TBD% district chronic absenteeism rate			3.7% district chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 40% homeless student chronic absenteeism rate	2022 TBD% homeless student chronic absenteeism rate			10% homeless student chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 6.3% African-American chronic absenteeism rate	2022 TBD% African-American chronic absenteeism rate			3.3% African-American chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 11.8% Students with disabilities chronic absenteeism rate	2022 TBD% Students with disabilities chronic absenteeism rate			8.8% Students with disabilities chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard chronic absenteeism indicator	2019 12.9% Foster youth chronic absenteeism rate	2022 TBD% Foster youth chronic absenteeism rate			9.9% Foster youth chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 8.1% Hispanic chronic absenteeism rate	2022 TBD% Hispanic chronic absenteeism rate			5.1% Hispanic chronic absenteeism rate
California Dashboard chronic absenteeism indicator	2019 9.4% Low income chronic absenteeism rate	2022 TBD% Low income chronic absenteeism rate			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 (before COVID closure)	91.38% district attendance rate as of May 1, 2022			97.68% district attendance rate. (Baseline plus 1.5%)

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

Action #	Title	Description	Total Funds	Contributing
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.	\$686,191.00	Yes
2.5	K - 3 class size reduction.	Ensure class sizes in Kindergarten through 3rd grade are lower than State requirements to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	\$2,486,804.00	Yes
2.6	4 - 6 class size reduction.	Ensure class sizes in 4th through 6th grade are lower than contract limits to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	\$2,898,768.00	Yes
2.7	Employ a Director of 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 - TBD points above			56.9 points above DFS
California Dashboard English Language Arts indicator	2019 Foster youth DFS - 49.5 points below	2022 Foster youth DFS - TBD points below			19.5 points below DFS
California Dashboard Mathematics indicator	2019 all students DFS - 0.1 points below	2022 all students DFS - TBD points below			30.1 points above DFS
California Dashboard Mathematics indicator	2019 African-American DFS - 14.8 points below	2022 African-American DFS - TBD points below			15.2 points above DFS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard Mathematics indicator	2019 English learner DFS - 23.7 points below	2022 English learner DFS - TBD points below			6.3 points above DFS
California Dashboard Mathematics indicator	2019 Foster youth DFS - 62.9 points below	2022 Foster youth DFS - TBD points below			32.9 points below DFS
California Dashboard Mathematics indicator	2019 Homeless DFS - 58.2 points below	2022 Homeless DFS - TBD points below			28.2 points below DFS
California Dashboard Mathematics indicator	2019 Students with disabilities DFS - 79.1 points below	2022 Students with disabilities DFS - TBD points below			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 % of students advancing one ELPAC level - data will be update July 2022			2021 baseline plus 15% (5% increase per year)
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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*VAPA Schedules					
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 - % of K-2 students meeting end of year grade level reading expectations - TBD%			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 - % of 3-6 students (including 2nd grade when appropriate) meeting end of year grade level reading expectations - 41% as of May 2022			Baseline data plus 9% by the end of 2024
iReady - % of K-6 students meeting end of year grade level mathematics expectations	33% of K-6 students meeting EOY grade level expectations	iReady - % of K-6 students meeting end of year grade level mathematics expectations - 15% as of May 2022			Baseline data plus 9% by the end of 2024
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	100% of students have access to academic content and performance	100% of students have access to academic content and performance			100% of students have access to academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the State Board.	standards adopted by the State Board.	standards adopted by the State Board.			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
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	\$7,535,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.		
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
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)
\$26,608,650	\$864,456

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
13.48%	1.69%	\$6,542,365.75	15.17%

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,608,650.00				\$26,608,650.00	\$24,633,510.00	\$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	\$686,191.00				\$686,191.00
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
\$197,364,260	\$26,608,650	13.48%	1.69%	15.17%	\$24,538,155.00	0.00%	12.43%	Total:	\$24,538,155.00
								LEA-wide Total:	\$24,010,126.00
								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	\$686,191.00	
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	No 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

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	2.2	Employ 4 part time instructional assistants.	Yes	\$66,648.00	\$78,259
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

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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	1.69%	15.67%	\$22,135,778.00	85.00%	12.29%	\$6,542,365.75	3.38%

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

- (1) Review of the Governor's May Revise and Forecast of District's Economic Standing; and
- (2) Conduct Public Hearing on the District's 2022-23 Proposed Budget

_____ **Action**

_____ **X** _____ **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. Because the Governor's Revised Budget Proposal (May Revise) was not available in time to use as a basis for the District's 2022-23 Proposed Budget, the District's 2022-23 Proposed Budget is based on the Governor's Budget Proposal from January 2022. The May Revise was expected to be released on May 14, 2022. Listed below are the major education budget items included in the Governor's January Budget Proposal for 2022-23 that are included in the District's 2022-23 Proposed Budget.

- Local Control Funding Formula (LCFF) Cost-of Living Adjustment (COLA) – The Governor proposes a 2022-23 COLA adjustment of 5.33 percent for school districts and charter schools.
- Local Control Funding Formula (LCFF) Average Daily Attendance (ADA) - The Governor's Proposed budget 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.
- 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 5.33 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 \$3.4 billion additional ongoing funds and proposes a one-time investment of \$937 million for ELO-Program infrastructure focusing on integrating arts and music programming into enrichment options for students. The District’s additional allocation is not available.
- Reserves/Reserve Cap – Based on the Governor’s 2022-23 Budget, the conditions to trigger the 10% reserve cap on district reserve caps is projected to be met and effective for the 2022-23 fiscal year.

The District will review the Governor’s May Revise and make the necessary revisions to the 2022-23 Proposed Budget based on the Governor’s May Revise at the June 15, 2022, Board meeting.

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 \$57,003,371, and the REU is expected to be \$42,804,475, a decrease in the REU of <\$8,220,083> from 2021-22 and represents an 11.56% REU. The District will implement actions to meet the 2022-23 10% reserve cap at the June 15, 2022, Board meeting.

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 9 herein under “Other Funds Narrative” and on pages 8-20 on the Annual Financial and Budget Report. The budget information consists of five major sections on the Annual Financial and Budget Report.

	<u>Pages</u>
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 will present the required information at the May 18, 2022, Board meeting.

FISCAL IMPACT/FUNDING SOURCE:

2021-22 General Fund

Unrestricted Revenues

Revenues have increased by \$356,900 since the District's Second Interim Budget report (referenced on page 3 of the Summary of Unrestricted Revenues section). 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>.

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	<u>22,379</u>
	\$20,178,200

Local

Medi-cal Billing	\$ 812,624
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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

Unrestricted Revenues

Revenues are projected to increase by \$3,253,476 from 2021-22. Listed below are the major assumptions used in calculating the 2022-23 Proposed Budget Revenues.

1. LCFF \$ 3,577,277

The major cause of this increase is due to the 2022-23 LCFF COLA of 5.33%. The increase is partially reduced by <706> ADA decrease included in the 3-year ADA factored in the LCFF calculation.

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 \$ 517,095

The majority of the change in this category is due to the increase of \$590,981 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>.

Unrestricted Expenditures

Unrestricted 2022-23 expenditures are projected to increase by \$21,220,935 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 is 2.5% increase on the salary schedule and a 2% off schedule salary increase.
2. As a condition of LCFF funding for the Grade Span Adjustment of 10.4% to the LCFF Base Grant, a maximum Kindergarten through Grade 3 (K-3) site average of 24 students is required. The District meets the K-3 ratio of 24:1.
3. Supplemental and Concentration Grants funding of \$26,608,650 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 health benefit 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 required Routine Restricted Maintenance reserve is 3% of total expenditures.

Unrestricted Other Financing Sources and Uses Increase

Contributions to Restricted Funds \$ 5,009,213

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 \$575,000 to the Routine Restricted Maintenance Account.

Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected ending balance for 2022-23 is estimated at \$57,003,371. The REU is estimated at \$42,804,475, which is 11.56% and meets the State's recommended minimum of 3% for the District and is a decrease of <\$8,220,083> compared to the 2021-22 Estimated Actuals REU. Also included in the ending balance are accounts for the following designated items:

1. Nonspendable (Inventory/ Revolving Cash) \$ 835,000

Estimated cash value of \$700,000 in warehouse inventory at June 30, 2023, and \$135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Restricted Fund Balances \$ 13,063,896

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

3. Unrestricted Assigned for School Gifts \$ 300,000

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

4. Reserve for Economic Uncertainties \$ 42,804,475

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.

	<u>2023-24</u>	<u>2024-25</u>
1. ADA	21,026	20,321
2. Revenues/Sources	\$341,440,400	\$ 320,367,007
3. Expenditures/Uses	<u>\$354,009,335</u>	\$ <u>338,764,014</u>
Net Increase/<Decrease>	\$<12,568,935>	\$ <18,397,007>
4. Beginning Balance	<u>\$ 57,003,371</u>	<u>\$ 44,434,436</u>
5. Ending Balance	<u>\$ 44,434,436</u>	<u>\$ 26,037,429</u>
6. Designations	<u>\$<12,886,079></u>	<u>\$ <11,573,262></u>
7. Reserve for Economic Uncertainties	<u>\$ 31,548,357</u>	<u>\$ 14,464,167</u>
REU Percentage	8.91%	4.27%
Criteria and Standards		
Minimum Reserve (3%)	\$ 10,620,280	\$ 10,162,920

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: 3.61%
 - 2024-25: 3.64%
 Based on Department of Finance estimates.
- Average Daily Attendance (ADA) Estimates (3-year average)
 - 2023-24: 21,026
 - 2024-25: 20,321
 - 2025-26: 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.
- 5% increase in Health Care cost.
- Reserves/Reserve Cap – Based on Governor’s Budget, the conditions to trigger the 10% reserve cap on district reserve caps is projected to be met and effective for the 2022-23 fiscal year. The District will make the appropriate commitments at the June 15, 2022, Board meeting on the 2022 23 ending fund balance to meet the 10% reserve cap limit.

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 in order to provide an overall financial summary of District operations not conducted through the General Fund.

Building Fund – Revenue and expenditure estimates for the 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 \$387,012 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 <\$1,290,087> primarily due to the decrease in Federal Revenue of <\$2,532,773> due to restricted funds that will not be fully spent in 2021-22 and will be recognized in 2022-23. The revenue decrease was slightly offset by the increase in LCFF revenue of \$637,092 due to increase in Charter ADA and increase in State revenue of \$747,135. 2021-22 expenditure estimates are expected to decrease by <\$5,259,467> primarily due to a decrease in supplies and materials expenditures of <\$5,843,334> and a decrease in services and other operating expenses of <\$818,298> that are projected to be carried over to the 2022-23 school year. These decreases were slightly offset by the increase of \$1,705,537 in personnel costs due to increase in the salary schedule approved by the Board of each respective Charter schools. Revenues estimates for the 2022-23 Proposed Budget are expected to increase by \$4,050,697 from the 2021-22 Estimated Actuals primarily due to the 5.33% COLA increase in the LCFF funding formula resulting in a projected increase of \$3,258,369 and an increase of Federal revenues of \$3,001,048. These revenues were partially offset by a decrease in State revenues of <\$1,912,818>. 2022-23 expenditures estimates are expected to increase by \$5,803,249 primarily due to increases in personnel costs of \$4,067,456 and increase in supplies and materials of \$1,866,878.

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 conduct public hearing.

**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

<u>Description</u>	2021-22 Revised <u>Budget*</u>	2021-22 Second Interim <u>Budget</u>	2021-22 Estimated Actuals <u>Budget</u>	2022-23 Proposed <u>Budget</u>
A. Revenues	\$325,754,604	\$352,736,258	\$353,349,658	\$349,898,982
B. Expenditures	<u>338,000,147</u>	<u>341,103,899</u>	<u>332,173,753</u>	<u>370,247,808</u>
C. Excess (Deficiency) of Revenues over Expenditures	(12,245,543)	11,632,359	21,175,905	(20,348,826)
D. Other Financing Sources/Uses	<u>151,815</u>	<u>151,815</u>	<u>151,815</u>	<u>151,815</u>
E. Net Increase (Decrease) in Fund Balance	(12,093,728)	11,784,174	21,327,720	(20,197,011)
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	<u>58,402,239</u>	<u>55,872,662</u>	<u>55,872,662</u>	<u>77,200,382</u>
2. Net Ending Balance	<u>\$46,308,511</u>	<u>\$67,656,836</u>	<u>\$77,200,382</u>	<u>\$57,003,371</u>

*Approved by the Board of Education August 11, 2021

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

<u>Description</u>	<u>2021-22 Revised Budget*</u>	<u>2021-22 Second Interim Budget</u>	<u>2021-22 Estimated Actuals Budget</u>	<u>2022-23 Proposed Budget</u>
A. Revenues	\$242,844,362	\$241,830,890	\$242,187,790	\$245,441,266
B. Expenditures	<u>201,180,142</u>	<u>201,329,286</u>	<u>196,078,859</u>	<u>217,299,794</u>
C. Excess (Deficiency) of Revenues over Expenditures	41,664,220	40,501,604	46,108,931	28,141,472
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	<u>(37,352,506)</u>	<u>(37,858,652)</u>	<u>(35,554,157)</u>	<u>(40,563,370)</u>
	(37,200,691)	(37,706,837)	(35,402,342)	(40,411,555)
E. Net Increase (Decrease) in Fund Balance	<u>4,463,529</u>	<u>2,794,767</u>	<u>10,706,589</u>	<u>(12,270,083)</u>
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	<u>41,844,982</u>	<u>45,502,969</u>	<u>45,502,969</u>	<u>56,209,558</u>
2. Net Ending Balance	<u>46,308,511</u>	<u>48,297,736</u>	<u>56,209,558</u>	<u>43,939,475</u>
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	42,804,475
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	<u>300,000</u>	<u>250,000</u>	<u>150,000</u>	<u>300,000</u>
Total Fund Balance, Reserves	<u>\$46,308,511</u>	<u>\$48,297,736</u>	<u>\$56,209,558</u>	<u>\$43,939,475</u>
 District Reserve for Economic Uncertainties	13.04% = \$44,081,678	13.84% = \$47,212,736	15.36% = \$51,024,558	11.56% = \$42,804,475
 Minimum 3% Reserve	3% = \$10,140,004	3% = \$10,233,177	3% = \$9,965,213	3% = \$11,107,434

*Approved by the Board of Education August 11, 2021

**General Fund
Summary of Unrestricted Revenues**

	2021-22 Revised <u>Budget*</u>	2021-22 Second Interim <u>Budget</u>	2021-22 Estimated Actuals <u>Budget</u>	2022-23 Proposed <u>Budget</u>
<u>Student Factors</u>				
K-6 ADA (funded)	22,438	22,431	22,438	21,732
<u>Revenues</u>				
1. <u>LCFF Sources</u>	\$223,594,141	\$222,902,551	\$222,968,362	\$226,545,639
2. <u>Federal Revenues</u>				
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	<u>\$983,000</u>	<u>\$1,279,926</u>	<u>\$1,503,248</u>	<u>\$1,023,000</u>
3. <u>Other State Revenues</u>				
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	<u>\$4,148,197</u>	<u>\$4,602,347</u>	<u>\$4,602,347</u>	<u>\$4,241,699</u>
4. <u>Other Local Revenues</u>				
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	11,584,290
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	<u>\$14,119,024</u>	<u>\$13,046,066</u>	<u>\$13,113,833</u>	<u>\$13,630,928</u>
Total Revenues	<u><u>\$242,844,362</u></u>	<u><u>\$241,830,890</u></u>	<u><u>\$242,187,790</u></u>	<u><u>\$245,441,266</u></u>

*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
<u>Expenditures</u>					
1000	Certificated Salaries	\$107,099,260	\$105,568,038	\$104,396,643	\$113,212,212
2000	Classified Salaries	28,225,449	29,467,056	28,136,116	32,893,608
3000	Employee Benefits	48,060,890	47,239,282	46,281,782	53,782,469
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	16,484,385
6000	Capital Outlay	172,134	155,772	163,344	137,613
7000	Other Outgo/Uses	<u>(3,746,153)</u>	<u>(4,275,291)</u>	<u>(4,088,333)</u>	<u>(4,348,275)</u>
	Total Expenditures	<u>\$201,180,142</u>	<u>\$201,329,286</u>	<u>\$196,078,859</u>	<u>\$217,299,794</u>

* 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 - Vonnice 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 Intergmntl 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
HHS/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	9,900,000	9,900,000
TOTAL OTHER FINANCING SOURCES/USE	\$ 37,352,506	\$ 37,352,506	\$ 0	\$ 35,554,157	\$ 35,554,157	\$ 40,563,370	\$ 40,563,370
GRAND TOTAL CATEGORICAL PROGRAMS	\$ 120,262,748	\$ 136,820,004	10,369,693	\$ 146,716,025	\$ 136,094,894	\$ 145,021,086	\$ 152,948,014

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 Obligation 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 Transportation 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	\$10,023,759
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	\$11,533,759
Expenditures				
Supplies & Materials	\$0	\$9,799	\$9,799	\$0
Services & Other Expenses	57,000	455,416	456,388	62,000
Sites, Buildings & Equipment	387,592	395,019	394,047	1,185,246
Total Expenditures	\$444,592	\$860,234	\$860,234	\$1,247,246
Ending Balance	\$9,374,342	\$10,023,759	\$10,023,759	\$10,286,513
Designated for Redevelopment	\$4,618,405	\$5,277,401	\$5,351,201	\$5,297,986
Designated for School Mitigation	4,755,937	4,746,358	4,672,558	4,988,527
Total Ending Balance, June 30	\$9,374,342	\$10,023,759	\$10,023,759	\$10,286,513

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	<u>\$1,116,077</u>	<u>\$1,122,792</u>	<u>\$1,122,792</u>	<u>\$1,250,207</u>
Revenue				
Federal	\$0	\$396,600	\$462,600	\$0
State	4,930,409	4,977,475	4,923,245	4,694,713
Local	<u>15,000</u>	<u>11,000</u>	<u>11,000</u>	<u>11,000</u>
Total Revenue	<u>\$4,945,409</u>	<u>5,385,075</u>	<u>5,396,845</u>	<u>4,705,713</u>
Total Beginning Balance & Revenue	<u>\$6,061,486</u>	<u>\$6,507,867</u>	<u>\$6,519,637</u>	<u>\$5,955,920</u>
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	<u>105,676</u>	<u>161,281</u>	<u>151,972</u>	<u>105,548</u>
Total Expenditures	<u>\$5,291,594</u>	<u>\$5,334,661</u>	<u>\$5,269,430</u>	<u>\$4,948,940</u>
Total Ending Balance, June 30	<u><u>\$769,892</u></u>	<u><u>\$1,173,206</u></u>	<u><u>\$1,250,207</u></u>	<u><u>\$1,006,980</u></u>

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 @ 03-31-22	2022-23 Proposed Budget
BEGINNING BALANCE, JULY 1	\$20,440,493	\$24,026,903	\$24,026,903	\$23,995,186
REVENUE				
Federal	\$6,226,184	\$11,311,666	\$8,778,894	\$11,779,941
State: LCFF	57,999,734	58,096,114	58,733,206	61,991,575
Lottery	1,439,894	1,410,503	1,332,935	1,265,365
Other State	7,825,364	7,985,032	8,732,167	6,819,349
Local: Other Local	497,180	479,108	415,135	186,803
Total Revenue	73,988,356	79,282,423	77,992,337	82,043,033
Total Beginning Balance & Revenue	\$94,428,849	\$103,309,326	\$102,019,240	\$106,038,219
EXPENDITURES				
Certificated Salaries	\$73,988,356	\$31,566,001	32,145,750	33,805,941
Classified Salaries	5,461,559	6,389,035	6,819,513	7,148,554
Employee Benefits	13,387,741	15,844,466	16,539,776	18,618,000
Supplies & Materials	5,505,557	10,408,391	4,565,057	6,431,935
Services & Other Operating Expenses	16,673,367	17,882,106	17,063,808	16,796,018
Sites, Buildings & Equipment	910,037	718,355	414,984	445,000
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	78,024,054	83,827,303
Net 2010-11 Revenues/(Expenditures)				
Ending Balance	\$24,026,903	\$20,025,806	\$23,995,186	\$22,210,916
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	3,877,831	4,182,966
Designated for Restricted Funds	268,858	3,357,807	4,217,225	6,612,952
Undesignated Reserve	\$20,490,236	11,532,955	15,890,130	11,404,998
Total Ending Balance	\$24,026,903	20,025,806	\$23,995,186	\$22,210,916

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 Activity 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	<u>\$708,539</u>	<u>\$736,557</u>	<u>\$736,557</u>	<u>\$836,557</u>
Revenue				
Other Local	<u>\$1,600,000</u>	<u>\$1,600,000</u>	<u>\$1,200,000</u>	<u>\$1,200,000</u>
Total Revenue	<u>\$1,600,000</u>	<u>\$1,600,000</u>	<u>\$1,200,000</u>	<u>\$1,200,000</u>
Total Beginning Balance & Revenue	<u>\$2,308,539</u>	<u>\$2,336,557</u>	<u>\$1,936,557</u>	<u>\$2,036,557</u>
Expenditures				
Supplies	<u>\$923,416</u>	<u>\$923,416</u>	<u>\$500,000</u>	<u>\$500,000</u>
Services & Other Expenses Energy Assessment	<u>1,269,696</u>	<u>1,269,696</u>	<u>600,000</u>	<u>600,000</u>
Total Expenditures & Other Outgo	<u>\$2,193,112</u>	<u>\$2,193,112</u>	<u>\$1,100,000</u>	<u>\$1,100,000</u>
Total Ending Balance, June 30	<u><u>\$115,427</u></u>	<u><u>\$143,445</u></u>	<u><u>\$836,557</u></u>	<u><u>\$936,557</u></u>

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 Participations 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 (Estimated)	May-22 (Estimated)	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	\$ 84,676,834	\$ 74,602,466	\$ 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	9,670,879	9,670,879	9,669,744	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	7,489,514	2,697,311	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)	(1,973,964)	(1,973,964)	(1,973,964)	(25,639,509)
Special Education Prop Tax Xfer	-	-	-	-	-	-	660,844	-	-	-	-	-	660,844
Special Education	-	-	2,643	-	-	-	-	-	-	-	-	-	2,643
Federal Impact Aid	-	-	871,926	-	-	-	-	-	-	318,429	35,976	268,917	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	290,100	-	-	8,000	583,951
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	529,768	1,494,841	6,988,540
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	2,005,146	1,330,434	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	1,544,927	1,403,637	868,629	800,594	13,696,482
2020/21 Deferral	12,951,393	29,125,329	-	3,272,130	-	-	883,229	5,836,615	(287,252)	82,487	20,274	587,806	52,472,011
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	521,176	521,176	521,176	9,246,627
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	\$ 51,525,321	\$ 24,917,911	\$ 24,804,997	\$ 378,861,748
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	\$ 111,646,265	\$ 109,594,745	\$ 99,407,463	\$ 419,126,125
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	\$ 22,148,037	\$ 30,322,890	\$ 24,834,066	\$ 268,054,956
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	4,804,711	4,652,706	7,084,156	43,860,200
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	16,683	16,683	16,684	7,897,138
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	\$ 26,969,431	\$ 34,992,279	\$ 31,934,906	\$ 351,653,568
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	\$ 84,676,834	\$ 74,602,466	\$ 67,472,557	\$ 67,472,557

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	\$ 67,472,557	\$ 58,981,198	\$ 38,792,628	\$ 23,450,148	\$ 15,215,657	\$ 6,630,795	\$ 29,632,752	\$ 32,163,486	\$ 24,462,651	\$ 17,572,575	\$ 45,739,409	\$ 42,917,258	\$ 67,472,557
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	11,055,092	11,055,092	11,055,092	11,055,092	11,055,094	116,375,261
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	7,486,602	2,696,262	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	-	-	-	-	216,155	24,421	74,074	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	1,503,406	4,596,114
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	844,900	813,162	801,977	11,220,977
2021/22 Deferral	2,976,666	526,626	(2,251,335)	1,374,853	-	-	109,689	-	-	109,689	-	6,975,372	9,821,560
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	\$ 14,484,373	\$ 26,894,362	\$ 19,733,476	\$ 51,420,279	\$ 41,743,730	\$ 19,829,992	\$ 21,649,761	\$ 57,395,002	\$ 26,268,328	\$ 32,769,476	\$ 349,234,058
Total Revenue and Beg. Bal.	\$ 96,084,155	\$ 67,414,879	\$ 53,277,001	\$ 50,344,510	\$ 34,949,133	\$ 58,051,074	\$ 71,376,482	\$ 51,993,478	\$ 46,112,412	\$ 74,967,577	\$ 72,007,737	\$ 75,686,734	\$ 416,706,615
Salaries & Benefits	\$ 23,492,225	\$ 24,174,009	\$ 24,703,730	\$ 28,912,159	\$ 24,247,385	\$ 24,248,689	\$ 24,337,843	\$ 24,249,997	\$ 24,896,612	\$ 24,721,738	\$ 24,726,617	\$ 24,436,740	\$ 297,147,744
Commercial Warrant Exp	5,346,916	4,448,242	5,123,123	6,216,694	4,070,953	4,169,633	4,875,153	3,280,830	3,643,225	4,506,430	4,363,862	6,644,366	56,689,427
TRANS Repayment	-	-	-	-	-	-	10,000,000	-	-	-	-	-	10,000,000
Other Cash Outflows	8,263,816	-	-	-	-	-	-	-	-	-	-	-	8,263,816
Total Expenditures	\$ 37,102,957	\$ 28,622,251	\$ 29,826,853	\$ 35,128,853	\$ 28,318,338	\$ 28,418,322	\$ 39,212,996	\$ 27,530,827	\$ 28,539,837	\$ 29,228,168	\$ 29,090,479	\$ 31,081,106	\$ 372,100,987
ENDING CASH BALANCE	\$ 58,981,198	\$ 38,792,628	\$ 23,450,148	\$ 15,215,657	\$ 6,630,795	\$ 29,632,752	\$ 32,163,486	\$ 24,462,651	\$ 17,572,575	\$ 45,739,409	\$ 42,917,258	\$ 44,605,628	\$ 44,605,628

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	\$ 44,605,628	\$ 57,036,229	\$ 38,075,306	\$ 24,128,560	\$ 14,982,668	\$ 7,882,659	\$ 31,955,558	\$ 31,585,780	\$ 24,225,839	\$ 17,249,698	\$ 28,711,694	\$ 32,955,806	\$ 44,605,628
LCFF - State Aid Apportionment	5,948,353	5,948,353	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	10,707,036	118,967,068
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	7,486,602	2,696,262	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	-	(1,770,007)	(3,540,014)	(2,360,009)	(2,360,009)	(2,360,009)	(2,360,009)	(2,360,009)	(4,130,017)	(2,065,008)	(2,065,008)	(2,065,008)	(27,435,107)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	660,844	-	-	-	-	660,844
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Impact Aid	-	-	-	-	700,350	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	2,429,228	-	-	216,155	24,421	74,074	1,015,000
Title II	-	-	-	130,283	-	-	-	153,971	-	-	46,004	-	4,649,746
Title III	-	-	-	185,900	-	-	-	403,039	-	-	170,349	-	330,258
Title IV	-	-	-	-	-	-	-	-	-	-	-	-	759,288
ESSER III	4,703,697	-	-	4,703,697	-	-	6,012,716	-	-	4,784,464	-	-	-
Expanded Learning Opportunity Grant	85,071	-	-	-	-	-	-	-	-	-	-	-	20,204,574
Other Federal	-	-	-	-	-	-	-	-	-	-	-	8,000	85,071
Lottery	-	-	-	-	-	-	1,512,871	-	-	1,017,578	-	1,462,830	8,000
Mandated Block Grant	-	-	-	-	735,193	-	-	-	-	-	-	-	3,993,279
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	735,193
Other State	-	-	-	-	-	-	-	529,768	1,503,404	529,768	529,768	1,503,406	8,967,527
ASES Pass Through	-	-	-	-	-	-	-	-	-	-	2,506,620	-	4,596,114
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	2,506,620
Other Local	3,721	703,902	1,394,389	980,728	959,503	918,715	996,691	1,007,749	1,795,540	844,900	813,162	801,977	22,366,022
2022/23 Deferral	4,832,259	526,626	(2,003,924)	1,217,861	-	-	109,689	-	-	109,689	6,589,739	385,633	11,220,977
TRANS Principal Amounts	30,000,000	-	-	-	-	-	-	-	-	-	-	-	11,767,572
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	30,000,000
Total Revenues	\$ 47,614,297	\$ 8,787,144	\$ 14,923,147	\$ 20,133,090	\$ 20,384,548	\$ 51,646,547	\$ 42,919,393	\$ 19,424,121	\$ 20,766,729	\$ 54,800,866	\$ 32,460,923	\$ 25,357,786	6,728,608
Total Revenue and Beg. Bal.	\$ 92,219,925	\$ 65,823,373	\$ 52,998,453	\$ 44,261,650	\$ 35,367,216	\$ 59,529,206	\$ 74,874,951	\$ 51,009,901	\$ 44,992,568	\$ 72,050,564	\$ 61,172,617	\$ 58,313,592	\$ 359,218,591
Salaries & Benefits	\$ 23,146,189	\$ 23,789,937	\$ 24,311,241	\$ 23,747,250	\$ 23,862,146	\$ 23,863,430	\$ 23,951,167	\$ 23,864,717	\$ 24,501,059	\$ 24,328,963	\$ 24,333,764	\$ 24,048,493	\$ 403,824,219
Commercial Warrant Exp	4,757,787	3,958,130	4,558,652	5,531,732	3,622,411	3,710,218	4,338,004	2,919,345	3,241,811	4,009,907	3,883,047	5,912,283	287,748,356
TRANS Repayment	-	-	-	-	-	-	15,000,000	-	-	15,000,000	-	-	50,443,327
Other Cash Outflows	7,279,720	-	-	-	-	-	-	-	-	-	-	-	30,000,000
Total Expenditures	\$ 35,183,696	\$ 27,748,067	\$ 28,869,893	\$ 29,278,982	\$ 27,484,557	\$ 27,573,648	\$ 43,289,171	\$ 26,784,062	\$ 27,742,870	\$ 43,338,870	\$ 28,216,811	\$ 29,960,776	\$ 375,471,403
ENDING CASH BALANCE	\$ 57,036,229	\$ 38,075,306	\$ 24,128,560	\$ 14,982,668	\$ 7,882,659	\$ 31,955,558	\$ 31,585,780	\$ 24,225,839	\$ 17,249,698	\$ 28,711,694	\$ 32,955,806	\$ 28,352,816	\$ 28,352,816

GOVERNING BOARD AGENDA ITEM

ITEM TITLE:

- ## Information

Pursuant to CVESD's fee-sharing agreement with Sweetwater Union High School District (SUHSD), CVESD will receive 44 percent of the adopted Statutory School Fees. If the proposed Statutory School Fees are adopted by the Board, CVESD is authorized to collect Level I fees in the amount of \$2.11 per square foot (from the current \$1.80) of assessable space for residential development and \$0.34 (from the current \$0.29) per square foot of chargeable covered and enclosed space for commercial/industrial development. These rates will become effective

on July 18, 2022, which is 61 days from the date of adoption of the attached resolution.

In order to impose Statutory School Fees, the District must prepare a Fee Justification Study, which shall:

1. identify the purpose of the Statutory School Fees;
2. identify the use to which the Statutory School Fees are to be put;
3. determine how there is a reasonable relationship between the Statutory School Fees' use and the type of development project on which the Statutory School Fees are imposed;
4. determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the Statutory School Fees are imposed; and
5. determine how there is a reasonable relationship between the amount of the Statutory School Fees and the cost of the public facility or portion of the public facility attributable to the development on which the Statutory School Fees are imposed.

Staff believes that facts set forth in the study entitled, "Fee Justification Study for New Residential and Commercial/Industrial Development," (Study)," are reflective of the student generation rates, amount of future development and costs of school facilities to accommodate the students generated from such construction. Based on the facility cost impacts to the District for the average new home and for commercial/industrial construction, and the District's fee sharing agreement with SUHSD, the District may collect the statutory school fees for new residential construction in the amount of \$2.11 per square foot and for all commercial/industrial construction in the amount of \$0.34 per square foot.

A Public Hearing has been scheduled for May 18, 2022. As required by State law, the Notice of Public Hearing was posted and published in The Star News on April 15, 2022, and May 06, 2022. After the Public Hearing, the Board will consider a resolution to adopt the Statutory School Fee schedule pursuant to the Study.

ADDITIONAL DATA:

A copy of the Developer Fee Justification Study is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Implementation of the SAB February 2022 fee increases for residential and commercial/industrial development will be as follows.

	SAB Approved Amount	CVESD Share (44 Percent)	SUHSD Share (56 Percent)
Residential Fee Increase Per Square Foot	\$.71	\$.31	\$.40
Total Fee Per Square Foot	\$4.79	\$2.11	\$2.68
Commercial Fee Increase Per Square Foot	\$.12	\$.05	\$.07
Total Fee Per Square Foot	\$.78	\$.34	\$.44

STAFF RECOMMENDATION:

District staff recommends that the Board adopt the resolution entitled, "Resolution of the Board of Education of the Chula Vista Elementray School District 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," subject to modification of any Board member to incorporate any prepared or modified written responses to the public comments received by the District, if any.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Board of Education)
of the Chula Vista Elementary School)
District 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 65955)

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

WHEREAS, the Board of Education ("Board") of the Chula Vista Elementary School District ("District") provides for the educational needs for Grades K through 6 students within the Cities of Chula Vista, National City, and San Diego (collectively, "Cities") and a portion of unincorporated area of the County of San Diego ("County"); and

WHEREAS, on February 23, 2022, the State Allocation Board ("SAB") authorized an adjustment in the statutory school fee amounts for unified school districts pursuant to Government Code Section 65995(b)(3) to \$4.79 per square foot for assessable space of new residential construction ("Residential Statutory School Fees") and \$0.78 per square foot of chargeable covered and enclosed space for the categories of new commercial/industrial construction ("Commercial/Industrial Fees" and collectively "Statutory School Fees"), as long as such increases are properly justified by the District pursuant to law; and

WHEREAS, pursuant to Education Code Section 17623, the District and the Sweetwater Union High School District have entered into an agreement whereby the District is to receive forty-four percent (44%) of the maximum fees permitted to be levied under Education Code Section 17620 and Government Code Section 65995; and

WHEREAS, new residential and commercial/industrial construction continues to generate additional students for the District's schools and the District is required to provide school facilities ("School Facilities") to accommodate those students; and

WHEREAS, overcrowded schools within the District have an impact on the District's ability to provide an adequate quality education and negatively impact the educational opportunities for the District's students; and

WHEREAS, the District does not have sufficient funds available for the construction or reconstruction of the School Facilities, including acquisition of sites, construction of permanent School Facilities, and acquisition of interim School Facilities, to accommodate students from new residential and commercial/industrial construction; and

WHEREAS, the Board has received and considered a report entitled "Fee Justification Report for New Residential and Commercial/Industrial Development" ("Study") which includes information, documentation, and analysis of the School Facilities needs of the District, including: (a) the purpose of the Statutory School Fees; (b) the use to which the Statutory School Fees are to be put; (c) the nexus (roughly proportional and reasonable relationship) between the residential and commercial/industrial construction and (1) the use for Statutory School Fees, (2) the need for School Facilities, (3) the cost of School Facilities and the amount of Statutory School Fees from new residential and commercial/industrial construction; (d) a determination of the impact of the increased number of employees anticipated to result from the commercial/industrial construction (by category) upon the cost of providing School Facilities within the District; (e) an evaluation and projection of the number of students that will be generated by new residential construction; (f) the new School Facilities that will be required to serve such students; and (g) the cost of such School Facilities; and

WHEREAS, the Study pertaining to the Statutory School Fees and to the capital facilities needs of the District has been available to the public for at least ten (10) days before the Board considered, at a regularly scheduled public meeting, the increase in the Statutory School Fees; and

WHEREAS, all notices of the proposed increase in the Statutory School Fees have been given in accordance with applicable law; and

WHEREAS, a public hearing was duly held at a regularly scheduled meeting of the Board relating to the proposed increase in the Statutory School Fees on May 18, 2022; and

WHEREAS, as to the Statutory School Fees, Education Code Section 17621 provides that the adoption, increase or imposition of any fee, charge, dedication, or other requirement, pursuant to Education Code Section 17620 shall not be subject to the California Environmental Quality Act, Division 13 (commencing with Section 21000) of the Public Resources Code.

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

Section 1. That the Board accepts and adopts the Study.

Section 2. That the Board finds that the purpose of the Statutory School Fees imposed upon new residential construction are to fund the additional School Facilities required to serve the students generated by the new residential construction upon which the Statutory School Fees are imposed.

Section 3. That the Board finds that the Statutory School Fees imposed on new residential construction will be used to finance needed School Facilities described in the Study and related documents, and that these School Facilities are required to serve the students generated by the new residential construction within the District; and that the use of the Statutory School Fees will include construction or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms, and technology, and acquiring and installing additional portable classrooms and related School Facilities, as well as any required central administrative and support facilities, within the District.

Section 4. That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and the new residential construction within the District because the Statutory School Fees imposed on new residential construction by this Resolution will be used to fund School Facilities that will be used to serve the students generated by such new residential construction.

- Section 5. That the Board finds that there is a roughly proportional, reasonable relationship between the new residential construction upon which the Statutory School Fees are imposed, and the need for additional School Facilities in the District because new students will be generated from new residential construction within the District, and the District does not have student capacity in the existing School Facilities to accommodate these students.
- Section 6. That the Board finds that the amount of the Statutory School Fees imposed on new residential construction as set forth in this Resolution is roughly proportional and reasonably related to, and does not exceed the cost of, providing the School Facilities required to serve the students generated by such new residential construction within the District.
- Section 7. That the Board finds that the purpose of the Statutory School Fees imposed on new commercial/industrial construction is to fund the additional School Facilities required to serve the students generated by the new commercial/industrial construction upon which the Commercial/Industrial Fees are imposed.
- Section 8. That the Board finds that the Statutory School Fees imposed on new commercial/industrial construction (by category) will be used only to finance those School Facilities described in the Study and related documents and that these School Facilities are required to serve the students generated by such new commercial/industrial construction; and that the use of the Statutory School Fees will include construction or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, and acquiring and installing additional portable classrooms and related facilities, as well as any required central administrative and support facilities within the District.
- Section 9. That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and new commercial/industrial construction by category within the District because the Statutory School Fees imposed on commercial/industrial construction by this Resolution will be used to fund School Facilities which will be used to serve the students generated by such new commercial/industrial construction.

Section 10. That the Board finds that there is a roughly proportional, reasonable relationship between the new commercial/industrial construction by category, upon which the Statutory School Fees are imposed, and the need for additional School Facilities in the District because new students will be generated from new commercial/industrial construction within the District, and the District does not have student capacity in the existing School Facilities to accommodate these students.

Section 11. That the Board finds that the amount of the Statutory School Fees imposed on new commercial/industrial construction by category as set forth in this Resolution is roughly proportional and reasonably related to and does not exceed the cost of providing the School Facilities required to serve the students generated by such new commercial/industrial construction within the District.

Section 12. That the Board finds that a separate fund ("Fund") and/or sub-funds ("Sub-Funds") of the District have been created or are authorized to be established for all monies received by the District for the deposit of Statutory School Fees collected by the District and that said Fund and Sub-Funds at all times have been separately maintained, except for temporary investments, with other funds of the District as authorized by law.

Section 13. That the Board finds that the monies of the separate Fund or the separate Sub-Funds described in Section 12, consisting of the proceeds of Statutory School Fees, have been imposed for the purposes of constructing and reconstructing those School Facilities necessitated by new residential and/or commercial/industrial construction, and thus, these monies may be expended for all those purposes permitted by applicable law. The Statutory School Fees may also be expended by the District for the costs of performing any study or otherwise making the findings and determinations required under subdivisions (a), (b), and (d) of Section 66001 of the Government Code. In addition, the District may also retain appropriate, an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees.

Section 14. That the Board hereby increases the Statutory School Fees as a condition of approval of new residential development projects and imposes the Statutory School Fees on such development projects in the following amounts, which shall be adjusted pursuant to the fee sharing agreement with the Sweetwater Union High School District:

- a. \$2.11 per square foot of assessable space for new residential construction or reconstruction, including new residential projects, manufactured homes and mobile homes as authorized under Education Code Section 17625, and including residential
- b. construction or reconstruction resulting from an increase of assessable space, as defined in Government Code Section 65995, in excess of five hundred (500) square feet.
- c. \$0.34 per square foot of assessable space for new residential construction used for the housing of senior citizens, as described in Section 51.3 of the Civil Code or as described in subdivision (o) or (p) of Section 1569.2 of the Health and Safety Code, or a multi-level facility as described in paragraph 9 of subdivision (d) of Government Code Section 15432, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 as described in Government Code Section 65995.2.

Section 15. That this Board hereby increases the Statutory School Fees as a condition of approval of new commercial/industrial construction projects and levies the Statutory School Fees on such development projects in the following amounts per square foot of chargeable covered and enclosed space for all categories of commercial/industrial construction to \$0.34.

Section 16 That the proceeds of the Statutory School Fees increased and established pursuant to this Resolution shall continue to be deposited into those Funds and Sub-Funds identified in Section 12 of this Resolution, the proceeds of which shall be used for the purpose for which the Statutory School Fees are to be collected, including, as to Statutory School Fees, accomplishing any Study, findings or

determinations required by subdivisions (a), (b) and (d) of Section 66001 of the Government Code, or retaining an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees or in financing the described Study or in defending the imposition of Statutory School Fees.

County, as well as the Office of Statewide Health Planning and Development ("OSHPD"), along with a copy of all the supporting documentation referenced herein and a map of the District clearly indicating the boundaries thereof, advising the Cities, the County and the OSHPD that new residential and commercial/industrial construction is subject to the Statutory School Fees increased pursuant to this Resolution and requesting that no building permit or approval for occupancy be issued by any of these entities for any new residential development project, mobile home or manufactured home subject to the Statutory School Fees absent a certification of compliance ("Certificate of Compliance") from the District demonstrating compliance of such project with the requirements of the Statutory School Fees, nor that any building permit be issued for any nonresidential construction absent a certification from this District of compliance with the requirements of the applicable Statutory School Fees.

Section 18. That the Board hereby adopts and establishes the procedures that permit the party against whom the Commercial/Industrial Fees are imposed the opportunity for a hearing to appeal that imposition of Commercial/Industrial Fees for commercial/industrial construction as stated in Education Code Section 17621 and Government Code Section 66020 and 66021.

Section 19. That the Superintendent, or designee, is authorized to cause a Certificate of Compliance to be issued for each residential or commercial/industrial project, mobile home and manufactured home for which there is compliance with the requirement for payment of the Statutory School Fees in the amounts specified by this Resolution. In the event a Certificate of Compliance is issued for the payment of Statutory School Fees for a development project, mobile home or manufactured home and it is later determined that the statement or other representation made by an authorized party concerning the

development project as to square footage is untrue or in the event the zoning is declared invalid, then such Certificate of Compliance shall automatically terminate, and the appropriate Cities, County or OSHPD shall be so notified.

Section 20. That no statement or provision set forth in this Resolution, or referred to herein, shall be construed to repeal any preexisting fee or mitigation amount set forth in a mitigation agreement.

Section 21. That if any portion or provision hereof is held invalid, the remainder hereof is intended to be and shall remain valid.

Section 22. That the increase in the District's Statutory School Fees will become effective sixty (60) days from the date of this Resolution unless a separate resolution increasing the fees immediately on an urgency basis is adopted by the Board.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May, 2022, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Chula Vista Elementary School District
Resolution No.
Page 9

STATE OF CALIFORNIA)
) ss.
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Submission of Declaration of Need for Fully Qualified Educators for the 2022-23 School Year

 X Action

 Information

BACKGROUND INFORMATION:

California has provided a means for school districts to authorize emergency teaching or specialist permits, pursuant to California Education Code § 44300. The General Education Limited Assignment Teaching Permit (“GELAP”) in particular, allows fully credentialed teachers to teach outside of their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. To obtain this permit, the District must file a Declaration of Need for Fully Qualified Educators with the California Commission on Teacher Credentialing (“CTC”).

The District has been unable to successfully recruit and retain Bilingual, Cross-cultural, Language and Academic Development (“BCLAD”) teachers; Cross-cultural, Language, and Academic (“CLAD”) teachers who hold English Learner (“EL”) authorizations; and special education teachers. As a result, certain teachers will require GELAPs to work in those assignments. In order to allow the District to hire these teachers, the Board of Education is required to approve a Declaration of Need for Fully Qualified Educators.

In an audit conducted last year by the District, it was discovered that approximately 40 Visual and Performing Arts (VAPA) Music, Visual Arts, Theater, and Physical Education teachers who are fully credentialed require authorization to work outside of the scope of their current credential(s). Since then, the District has been diligently working closely with the San Diego County Office of Education and Educators regarding the results of the audit. Due to the length of the process to obtain the required credentialing this will continue to be an on-going process through the 2022-23 school year. The San Diego County Office of Education, which monitors District teacher credentialing, has advised the District to pursue GELAPs for the above-noted VAPA teachers. In order to allow the District to apply for this GELAP for VAPA teachers, the Board of Education is required to approve an annual Declaration of Need for Fully Qualified Educators.

Through its action, the Board hereby approves the attached Declaration of Need for Fully Qualified Educators, CTC form CL-500. Further, administration is directed to take all steps necessary to implement the attached Declaration of Need for Fully Qualified Educators and staff all above-noted teaching positions.

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:

None.

STAFF RECOMMENDATION:

Recommend approval.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Chula Vista Elementary School District District CDS Code: 680230-00000

Name of County: San Diego County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 18 / 2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Margaret Myers</u>	_____	<u>Director of Human Resources</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>619-427-3271</u>	<u>619-425-9600</u>	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>84 East J Street, Chula Vista, CA. 91910</u>		
<i>Mailing Address</i>		
<u>margaret.myers@cvesd.org</u>		
<i>Email Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, ____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	10
Bilingual Authorization (applicant already holds teaching credential)	10
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	7
Teacher Librarian Services	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	40
Special Education	15
TOTAL	65

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Visual Art	21
Media Arts	1
Physical Education	11
Theater	3
Dance	4
Music	3
Science	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We do not have a district intern program at this time.

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 7

If yes, list each college or university with which you participate in an internship program.

San Diego State University, University of San Diego, National University, Brandman
University, Point Loma Nazarene University, and California State University-
Los Angeles

If no, explain why you do not participate in an internship program.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The attached Resolution will authorize the issuance of Tax and Revenue Anticipation Notes (TRANS) in an amount not to exceed \$50,000,000. TRANS are short-term borrowings authorized under Section 53850 of the California Government Code that are used to provide funding for District expenditures. This is a necessary source of funds due to the intermittent nature of property tax revenues. The District has determined it best to participate in the San Diego County and School District Tax and Revenue Anticipation Note Program where all participating school districts will simultaneously issue TRANS that will be marketed together.

ADDITIONAL DATA:

A copy of the resolution is attached. Additional information and the forms of the trust agreements, note purchase contract, preliminary official statement and Appendix A to the preliminary official statement approved by the resolution are available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

It is anticipated that the TRANS will yield net interest earnings as well as provide a source of funds for ongoing District expenditures. The TRANS will be repaid within the 2022-23 fiscal year after local property tax revenues are received.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of Chula Vista Elementary School)
District Authorizing the Borrowing of Funds)
for Fiscal Year 2022-2023 and the Issuance)
and Sale of One or More Series of 2022 Tax)
and Revenue Anticipation Notes Therefor in)
an Amount Not to Exceed \$50,000,000 and)
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)

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

WHEREAS, school districts and the County of San Diego (the "County") are authorized by Sections 53850 to 53858, both inclusive, of the Government Code of the State of California (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the legislative body (the "Board") of the school district specified in Section 22 hereof (the "District") has determined that an amount not to exceed the maximum amount of borrowing specified in Section 22 hereof (the "Principal Amount") is needed for the requirements of the District, a political subdivision situated in the County, for any of the purposes of the District, as authorized by the Act, and that it is necessary that said Principal Amount be borrowed for such purpose at this time by the issuance of one or more series of notes therefor in anticipation of the receipt of taxes, income, revenue, cash receipts and other moneys to be received, accrued or held by the District and provided for or attributable to its fiscal year ending June 30, 2023 (the "Repayment Fiscal Year"); and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance of one or more series of its 2022-23 Tax and Revenue Anticipation Notes on a tax-exempt or taxable basis, with an appropriate series designation if more than one note is issued (collectively, the "Note"); and

WHEREAS, to the extent required by law, the District requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Note; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed 85% of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys of the District provided for or attributable to the Repayment Fiscal Year, and available for the payment of the principal of the Note and the interest thereon which, at the time of receipt are not restricted to other purposes, except to the extent such other purposes have been funded from Note proceeds (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof); and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax and revenue anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue, cash receipts or other moneys for the Repayment Fiscal Year; and

WHEREAS, pursuant to Section 53856 of the Act, certain moneys which will be received or accrued by the District and provided for or attributable to the Repayment Fiscal Year can be pledged for the payment of the principal of the Note and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the San Diego County and School District Tax and Revenue Anticipation Note Program (the "Program"), whereby participating school districts and the County (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes, which will be marketed together with some or all of the notes issued by other school districts and the County participating in the Program upon the determination by a District Officer at that time that participation in such Program is in the best financial interests of the District, or alternatively, the District may issue its note on a stand-alone basis, depending on market conditions; and

WHEREAS, the municipal advisor to the participating school districts (the "Municipal Advisor") appointed in Section 21 hereof, together with the underwriter and such co-underwriters, if any, identified in the Purchase Agreement hereinafter defined (the "Underwriter"), will structure one or more pools of notes (which may include a single note of one participating school district) or series of note participations (referred to herein as the "Note Participations," the "Series" and/or the "Series of Note Participations") on a tax-exempt or taxable basis as may be distinguished, which the District hereby authorizes the Municipal Advisor to determine; and

WHEREAS, the Program requires the Issuers participating in any particular Series to deposit their tax and revenue anticipation notes with a trustee, pursuant to a trust agreement (the "Trust Agreement") between such Issuers and the banking institution named therein as trustee (the "Trustee"); and

WHEREAS, the Trust Agreement provides, among other things, that for the benefit of owners of Note Participations, that the District shall provide notices of the occurrence of certain enumerated events, if deemed by the Districts to be material; and

WHEREAS, the Program requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Note Participations evidencing and representing proportionate, undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series; and

WHEREAS, the District desires to have the Trustee execute and deliver a Series of Note Participations which evidence and represent interests of the owners thereof in its Note and the notes issued by other Issuers in such Series, if any; if the District Officer determines at the time of issuance of its Note that participation in such Program is in the best financial interests of the District; and

WHEREAS, the net proceeds of the Note may be invested under an investment agreement with an investment provider to be determined on behalf of the Issuers by the County Officer, as hereinafter defined, in the Pricing Confirmation set forth in Exhibit A to the Purchase Agreement hereinafter defined; and

WHEREAS, the Program requires that each participating Issuer approve the Trust Agreement, in substantially the forms presented to the Board; and

WHEREAS, pursuant to the Program, in the event that other Issuers participate with the District in a Series of notes sold into a pool, each participating Issuer will be responsible for its share of the fees of the Trustee and the costs of issuing the applicable Series of Note Participations; and

WHEREAS, pursuant to the Program, the Note and the notes issued by other Issuers, if any, participating in the same Series (all as evidenced and represented by a Series of Note Participations) will be offered for sale through negotiation with the Underwriter or directly to a purchaser or purchasers under the terms of a placement or purchase agreement (the "Purchase Agreement") approved by an Authorized District Representative and the County Officer, as referred to in Section 4; and

WHEREAS, the District has determined that it may be desirable to provide for the issuance of an additional parity note (the "Parity Note") during the Repayment Fiscal Year, the principal and interest on which are secured by Pledged Revenues, hereinafter defined, on a parity with the Note; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program; and

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Authorization of Issuance. This Board hereby determines to borrow, and, to the extent required by the Act, requests the Board of Supervisors of the County to borrow on behalf of the District, solely for the purpose of anticipating taxes, income, revenue, cash receipts and other moneys to be received, accrued or held by the District and provided for or attributable to the Repayment Fiscal Year, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, the Note, which may be issued in one or more series, in a combined amount not to exceed the Principal Amount under Sections 53850 et seq. of the Act, designated the District's "Tax and Revenue Anticipation Note Program Note Participations," with an appropriate series designation, to be issued in the form of fully registered notes, to be dated the date of delivery to the respective initial purchaser thereof, to mature (with or without option of prior redemption at the

election of the District) not more than 15 months after each such delivery date on a date indicated on the face thereof and determined in the related Pricing Confirmation (as it pertains to each series, the "Maturity Date"), and to bear interest, payable on the respective Maturity Date, and, if such Maturity Date is more than 12 months from the date of issuance, the interim interest payment date set forth in the related Pricing Confirmation, and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate or rates, if more than one Note is issued, not to exceed 12% per annum, as determined at the time of the sale of the respective Note (as it pertains to each series, the "Note Rate") on a tax-exempt or taxable basis.

If the respective Note as evidenced and represented by the Series of Note Participations is not fully paid at maturity, the unpaid portion thereof shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate. In each case set forth in the preceding two sentences, the obligation of the District with respect to such Defaulted Note or unpaid Note shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of any available revenues provided for or attributable to the Repayment Fiscal Year, as provided in Section 8 hereof. Both the principal of and interest on the Note shall be payable in lawful money of the United States of America.

Each Note may be issued in conjunction with the note or notes of one or more other Issuers, if any, as part of the Program and within the meaning of Section 53853 of the Act, upon the determination of the District Officer at the time of issuance of the Note that participation in such Program is in the best financial interests of the District.

Section 3. Form of Note. The Note shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, as attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures to be inserted or determined at closing.

Section 4. Sale of Note; Delegation. The Note as evidenced and represented by the Note Participations may be sold to the Underwriter pursuant to the terms and provisions of the Purchase Agreement. The form of the Purchase Agreement, including the form of the Pricing Confirmation set forth as Exhibit A thereto, presented to this meeting is hereby approved; provided, however, in the event one or more Authorized District Representatives identified in Section 22 hereof decides it is in the best interest of the District to sell the Note pursuant to a private placement, an Authorized District Representative may approve a different

form of one or more Purchase Agreements and/or Pricing Confirmation. The Auditor and Controller, or in the absence of such officer, his or her assistant, the County Treasurer-Tax Collector, or, in the absence of such officer, his or her assistant and the Debt Finance Manager (each a "County Officer") are each hereby individually authorized and directed to execute and deliver the Purchase Agreement by executing and delivering the Pricing Confirmation, each in substantially said form, with such changes thereto as such County Officer executing the same shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the Note Rate shall not exceed 12% per annum, and that the District's pro rata share of Underwriter's discount on the Note, when added to the District's share of the costs of issuance of the Note Participations, shall not exceed 1.0% of the amount of the Note; provided further, that there shall be no Underwriter's discount in the event of a private placement of the Series of Note Participations, but such private placement will be subject to a placement fee to be approved by an Authorized District Representative. Delivery of an executed copy of the Pricing Confirmation by fax or telecopy shall be deemed effective execution and delivery for all purposes.

Section 5. Program Approval. The Note may be combined with notes of other Issuers, if any, into a Series as set forth in the Preliminary Official Statement, hereinafter mentioned, and shall be evidenced and represented by the Note Participations which shall evidence and represent proportionate, undivided interests in the in the proportion that the face amount of the Note which the Series of Note Participations represents bears to the total aggregate face amount of such respective Note and the notes issued by other Issuers which the Series of Note Participations represent. Such Note Participations may be delivered in book-entry form.

The forms of the Trust Agreement presented to this meeting or otherwise to the Board, are hereby approved, and the President or Chairperson of the Board of the District, the Superintendent or the Chief Business Official of the District, as the case may be, or, in the absence of any such officer, his or her assistant (each a "District Officer") is hereby authorized and directed to execute and deliver the Trust Agreement, which shall be identified in the Pricing Confirmation, in substantially one or more of said forms, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement. The District Officer is hereby authorized and directed to comply with and carry out all of the provisions of the Trust Agreement with respect to continuing disclosure; provided however, that failure of the District to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default hereunder. The proposed

form of preliminary offering document, which may be a preliminary official statement, preliminary private offering memorandum or preliminary limited offering memorandum (the "Preliminary Official Statement") relating to the Series of Note Participations, in substantially the form presented to this meeting or otherwise to the Board, is hereby approved with such changes, additions, completion and corrections as any Authorized District Representative may approve, and the Underwriter is hereby authorized and directed to cause to be provided to prospective bidders the Preliminary Official Statement in connection with the offering and sale of the Series of Note Participations. Such Preliminary Official Statement, together with any supplements thereto, shall be in form "deemed final" by the District for purposes of Rule 15c2-12, promulgated by the Securities and Exchange Commission (the "Rule"), unless otherwise exempt, but is subject to revision, amendment and completion in a final official statement, private offering memorandum or limited offering memorandum (the "Official Statement"). The Official Statement in substantially said form is hereby authorized and approved, with such changes therein as any Authorized District Representative may approve. The Authorized District Representative is hereby authorized and directed, at or after the time of the sale of any Series of Note Participations, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authorized District Representative may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The District Officer is hereby authorized and directed to provide the Municipal Advisor and the Underwriter with such information relating to the District as they shall reasonably request for inclusion in the Preliminary Official Statement. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement is, except for certain omissions permitted by the Rule, hereby deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in the Preliminary Official Statement relating to the other Issuers, if any. If, at any time prior to the execution of the Pricing Confirmation, any event occurs as a result of which the information contained in the Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Municipal Advisor and the Underwriter.

The Trustee is authorized and directed to execute Note Participations on behalf of the District pursuant to the terms and conditions set forth in the Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Note Participations contained in the Trust Agreement. When so executed, the Note Participations shall be delivered by the Trustee to the purchaser upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement.

Subject to Section 8 hereof, the District hereby agrees that if its Note as evidenced and represented by the Series of Note Participations shall become a Defaulted Note, the unpaid portion thereof shall be deemed outstanding and shall not be deemed to be paid until the holders of the Series of the Note Participations which evidence and represent the Note are paid the full principal amount represented by the unsecured portion of the Note plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the Series of Note Participations will be deemed to have received such principal amount upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under the Note, any fees or expenses of the Trustee.

Section 6. No Joint Obligation; Owners' Rights. The Note shall be marketed and sold on either a stand-alone basis or simultaneously with the notes of other Issuers, if any, and aggregated and combined with notes of such other Issuers participating in the Program into a Series of Note Participations evidencing and representing an interest in several, and not joint, obligations of each such Issuer. The obligation of the District to Owners is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, and the Note as evidenced and represented by such Series of Note Participations.

Owners of Note Participations, to the extent of their interest in the Note, shall be treated as owners of the Note and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and the Note. The District hereby recognizes the right of the Owners acting directly or through the Trustee to enforce the obligations and covenants contained in the Note, this Resolution and the Trust Agreement. The District shall be directly obligated to each Owner for the principal and interest payments on the Note evidenced and represented by the Note Participations

without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

The provisions of this Section 6 apply equally to a Parity Note, if any, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Parity Note that participation in a similar Program to pool the Parity Note with the notes of other issuers is in the best financial interests of the District.

Section 7. Disposition of Proceeds of Note. The moneys received from the sale of the Note allocable to the District's costs related to the issuance of the Note, if sold on a stand-alone basis or the District's share of the costs of issuance if issued in a pool with other Issuers, shall be deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement and expended on costs of issuance as provided in the Trust Agreement. The moneys received from the sale of the Note (net of the District's costs related to the issuance of the Note if sold on a stand-alone basis or the District's share of the costs of issuance if issued in a pool with other Issuers) shall be deposited in the District's Proceeds Subaccount within the Proceeds Fund hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to expend funds upon requisition from the Proceeds Subaccount as specified in the Trust Agreement. Amounts in the Proceeds Subaccount are hereby pledged to the payment of the Note.

The Trustee will not create separate accounts within the Proceeds Fund, but will keep records to account separately for proceeds of the Note Participations allocable to the District's Note on deposit in the Proceeds Fund which shall constitute the District's Proceeds Subaccount.

The provisions of this Section 7 apply equally to a Parity Note, if any, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Parity Note that participation in a similar Program to pool the Parity Note with the notes of other issuers is in the best financial interests of the District.

Section 8. Source of Payment. The Principal Amount of the Note, together with the interest thereon, shall be payable from taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which are received, accrued or held by the District and are provided for or attributable to the Repayment Fiscal Year and which are available for payment thereof. As security for the payment of the principal of and interest on the Note, the District hereby pledges certain Unrestricted Revenues (as hereinafter provided, the "Pledged Revenues") which are received, accrued or held

Section 9. by the District and are provided for or attributable to the Repayment Fiscal Year, and the principal of the Note and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the first moneys received by the District from such Pledged Revenues, and, to the extent not so paid, shall be paid from any other taxes, income, revenue, cash receipts and other moneys of the District lawfully available therefor (all as provided for in Sections 53856 and 53857 of the Act). The term "Unrestricted Revenues" shall mean all taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys, which are generally available for the payment of current expenses and other obligations of the District. The Noteholders and Owners shall have a first lien and charge on such Unrestricted Revenues as herein provided which are received, accrued or held by the District and are provided for or attributable to the Repayment Fiscal Year. Notwithstanding the foregoing, the terms "Unrestricted Revenue" and "Pledged Revenues" shall exclude moneys which, when received by the District, will be encumbered for a special purpose unless an equivalent amount of the proceeds of the Note is set aside and used for said special purpose; and provided further, the terms "Unrestricted Revenues" and "Pledged Revenues" shall exclude any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof. The District may incur indebtedness secured by a pledge of its Pledged Revenues subordinate to the pledge of Pledged Revenues hereunder and may issue subordinate tax and revenue anticipation notes.

In order to effect the pledge referred to in the preceding paragraph, the District agrees to the establishment and maintenance of the Payment Account as a special fund of the District (the "Payment Account") by the Trustee as the responsible agent to maintain such fund until the payment of the principal of the Note and the interest thereon, and the District agrees to cause to be deposited (and shall request specific amounts from the District's funds on deposit with the County Treasurer-Tax Collector for such purpose) directly therein on the dates specified in the related Pricing Confirmation for each series of the Note as sequentially numbered Repayment Dates (each individual date a "Repayment Date" and collectively "Repayment Dates") (and any amounts received thereafter provided for or attributable to the Repayment Fiscal Year) until the amount on deposit in such fund, is equal on the respective Repayment Dates identified in the Pricing Confirmation to the percentages of the principal of the Note and interest due on the Note, as specified in the related Pricing Confirmation. Any such deposit may take into consideration anticipated investment earnings on amounts invested in a Permitted Investment, as defined in the Trust Agreement, with a fixed rate of return through the Maturity Date.

The District Officer is hereby authorized to approve the determination of the Repayment Dates and percentages of the principal and interest due on the Note at maturity required to be on deposit in the Payment Account on each Repayment Date, all as specified in the related Pricing Confirmation. The execution and delivery of the Pricing Confirmation by the County Officer shall be conclusive evidence of approval by this Board and such District Officer; provided, however, that the maximum number of Repayment Dates for each Note shall be six. In the event that on each such Repayment Date, the District has not received sufficient Unrestricted Revenues to permit the deposit into the Payment Account of the full amount of Pledged Revenues to be deposited in the Payment Account from said Unrestricted Revenues, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are otherwise legally available; and in connection therewith, the District authorizes the County Treasurer-Tax Collector to transfer any District funds then held or later received by the County Treasurer-Tax Collector, to the Trustee for deposit into the District's Payment Account to make up any such deficiency.

Any moneys placed in the Payment Account shall be for the benefit of the owner of the Note. The moneys in the Payment Account shall be applied only for the purposes for which the Payment Account is created until the principal of the Note and all interest thereon are paid or until provision has been made for the payment of the principal of the Note at maturity with interest to maturity.

The moneys in the Payment Account shall be used by the Trustee, to the extent necessary, to pay the principal of and interest on the Note. In the event that moneys in the Payment Account are insufficient to pay the principal of and interest on the Note in full, such moneys shall be applied in accordance with the priority set forth in the Trust Agreement. Any moneys remaining in or accruing to the Payment Account after the principal of the Note and the interest thereon, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement. Nothing herein shall be deemed to relieve the District from its obligation to pay its Note in full on the Maturity Date.

Moneys in the Proceeds Subaccount and the Payment Account shall be invested by the Trustee pursuant to the Trust Agreement in investment agreement(s) and/or other Permitted Investments as described in and under the terms of the Trust Agreement and as designated in the Pricing Confirmation. In the event the County Officer designates an investment agreement or investment agreements as the investments in the related Pricing Confirmation, the District

hereby directs the Trustee to invest such funds pursuant to the investment agreement or investment agreements (which shall be with a provider rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the Note Participations, and the particulars of which pertaining to interest rate and investment provider will be set forth in the Pricing Confirmation) and authorizes the Trustee to enter into such investment agreement on behalf of the District. The District's funds shall be accounted for separately and the obligation of the provider of the Investment Agreement with respect to the District under the Investment Agreement shall be severable. Any such investment by the Trustee shall be for the account and risk of the District and the District shall not be deemed to be relieved of any of its obligations with respect to the Note by reason of such investment of the moneys in its Proceeds Subaccount and Payment Account. The District shall promptly file with the Trustee such financial reports at the times and in the forms required by the Trust Agreement.

Anything herein to the contrary notwithstanding, the District may at any time during the Repayment Fiscal Year issue or provide for the issuance of a Parity Note by the County on its behalf, secured by a first lien and charge on Pledged Revenues; provided that (i) the District shall have received confirmation from each rating agency rating the outstanding Note or Series of Note Participations related to the Note, that the issuance of such Parity Note (or related series of note participation if sold into a pool) will not cause a reduction or withdrawal of such rating agency's rating on the outstanding Note or Series of Note Participations related to the Note and (ii) the maturity date of any such Parity Note shall be later than the outstanding Note. In the event that the District issues a Parity Note, or provides for the issuance of a Parity Note by the County on its behalf, the District shall make appropriate deposits into the Payment Account with respect to such Parity Note, and in such event, the Payment Account shall also be held for the benefit of the holders of the Parity Note.

Section 10. Execution of Note. The County Officer shall be authorized to execute the Note by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign the Note by manual or facsimile signature and to affix the seal of the County to the Note either manually or by facsimile impression thereof. Said officers of the County are hereby authorized to cause the blank spaces of the Note to be filled in as may be appropriate pursuant to the related Pricing Confirmation. In case any officer whose signature shall appear on any Note shall cease to be such officer before the delivery of such Note, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

Section 11. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt the Resolution and enter into and perform its obligations under the Purchase Agreement and (ii) authorize the County to issue the Note on its behalf.

(B) (i) Upon the issuance of the Note, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Note and the performance of its obligations thereunder and (ii) the District has full legal right, power and authority to request the County to issue and deliver the Note on behalf of the District and to perform its obligations as provided herein and therein.

(C) The issuance of the Note, the adoption of the Resolution and the execution and delivery of the Purchase Agreement and the Trust Agreement and compliance with the provisions hereof and thereof will not conflict with or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of the Note or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of the Note.

(E) The District has (or will have prior to the issuance of the Note) duly, regularly and properly adopted a preliminary budget for the Repayment Fiscal Year setting forth expected revenues and expenditures and has complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its final budget for the Repayment Fiscal Year, (ii) provide to the Municipal Advisor and the Underwriter (or owner of the Series of Note Participations in the event of a private placement), promptly upon adoption, copies of such final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The sum of the principal amount of the District's Note, plus the interest payable thereon, on the date of its issuance, will not exceed 85% of the estimated amounts of the District's uncollected taxes, income, revenue (including,

but not limited to, revenue from the state and federal governments), cash receipts, and other moneys to be received or accrued by the District for the general fund of the District provided for or attributable to the Repayment Fiscal Year all of which will be legally available to pay principal of and interest on the Note (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof).

(G) The County has experienced an ad valorem property tax collection rate of not less than 85% of the average aggregate amount of ad valorem property taxes levied within the District in each of the last five fiscal years for which information is available, and the District, as of the date of adoption of this Resolution and on the date of issuance of the Note, reasonably expects the County to collect at least 85% of such amount for the Repayment Fiscal Year.

(H) The District (i) is not currently in default on any debt obligation and (ii) to the best knowledge of the District, has never defaulted on any debt obligation.

(I) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Municipal Advisor and the Underwriter and in the Preliminary Official Statement and to be set forth in the final Official Statement, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and the Note. The District agrees to furnish to the Municipal Advisor, the Underwriter (or owners of the Series of Note Participations in the event of a private placement) and the Trustee, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(J) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with the Note, the Purchase Agreement, the Trust Agreement or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability

of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, the Note, the Purchase Agreement, the Trust Agreement or this Resolution.

(K) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution in any way that would materially adversely affect the interests of the Note holders or Note Participation Owners.

(L) Upon issuance of the Note, the Note and this Resolution will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against public entities, as applicable, in the State of California.

(M) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Note.

(N) Except for a Parity Note, if any, issued in accordance with Section 8 hereof, the District shall not incur any indebtedness secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(O) As a condition to the issuance of the Notes, the District will either (1) then not have a negative or qualified certification applicable to Fiscal Year 2021-22 or Fiscal Year 2022-23 within the meaning of Section 42133 of the Education Code of the State of California or (2) if the District does then have a negative or qualified certification applicable to Fiscal Year 2021-22 or Fiscal Year 2022-23 within the meaning of Section 42133 of the Education code of the State of California, the District shall provide to the Municipal Advisor and Bond Counsel the written determination by the County Superintendent of Schools that the repayment of the Notes is probable within the meaning of Section 42133 of the Education Code of the State of California.

(P) The District funded its Reserve for Economic Uncertainties for Fiscal Year 2021-22 in at least the minimum amount recommended, and has budgeted to fund its Reserve for Economic Uncertainties for Fiscal Year 2022-23 in at least the minimum amount recommended by the State Superintendent of Public Instruction.

(Q) The District will maintain a positive general fund balance in the Repayment Fiscal Year.

Section 12. Tax Covenants. With respect to any Notes issued on a tax-exempt basis, the District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on the Note under Section 103 of the Internal Revenue Code of 1986 (the "Code"). Without limiting the generality of the foregoing, with respect to any Notes issued on a tax-exempt basis the District will not make any use of the proceeds of the Note or any other funds of the District which would cause the Note to be "arbitrage bonds" within the meaning of Section 148 of the Code, a "private activity bond" within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is "federally guaranteed" as provided in Section 149(b) of the Code. With respect to any Notes issued on a tax-exempt basis, the District, with respect to the proceeds of the Note, will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

Notwithstanding any other provision of this Resolution to the contrary, upon the District's failure to observe, or refusal to comply with, the covenants contained in this Section 11, no one other than the holders or former holders of the Note, the Owners or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District's failure to observe, or refusal to comply with, such covenants.

The covenants contained in this Section 11 shall survive the payment of the Note.

Section 13. Events of Default and Remedies.

If any of the following events occur, it is hereby defined as and declared to be and to constitute an “Event of Default”:

(a) Failure by the District to make or cause to be made the deposits to the Payment Account or any other payment required to be paid hereunder on or before the date on which such deposit or other payment is due and payable;

(b) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee, unless the Trustee shall agree in writing to an extension of such time prior to its expiration;

(c) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Purchase Agreement (including the Pricing Confirmation) or in any instrument furnished in compliance with or in reference to this Resolution or the Purchase Agreement or in connection with the Note, is false or misleading in any material respect;

(d) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners’ interests;

(e) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a receiver, liquidation or trustee) of the District or any of its property is appointed by court order or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners' interests;

(f) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Note.

Whenever any Event of Default referred to in this Section 12 shall have happened and be continuing, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(a) Without declaring the Note to be immediately due and payable, require the District to pay to the Trustee, for deposit into the Payment Account of the District, an amount equal to the principal of the Note and interest thereon to maturity, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(b) Take whatever other action at law or in equity (except for acceleration of payment on the Note) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Section 14. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for the Note. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of the Note when such become due and payable, from the Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in such account at the time and in the amount specified herein to provide sufficient moneys to pay the principal of and interest on the Note on the day on which it matures. Payment of the Note shall be in accordance with the terms of the Note and this Resolution.

The District hereby agrees to maintain the Trustee as paying agent, registrar and authenticating agent of the Note.

Section 15. Approval of Actions. The officers of the County mentioned in Section 9 hereof are hereby authorized and directed to execute the Note and cause the Trustee to authenticate and accept delivery of the Note, pursuant to the terms and conditions of this Resolution. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Note and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, agreements and other documents which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Note in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof are hereby designated as “Authorized Issuer Representatives” under the Trust Agreement.

Section 16. Proceedings Constitute Contract. The provisions of the Note and of this Resolution shall constitute a contract between the District and the registered owner of the Note, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irreparable.

Section 17. Limited Liability. Notwithstanding anything to the contrary contained herein or in the Note or in any other document mentioned herein, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof and the County is not liable for payment of the Note or any other obligation of the District hereunder.

Section 18. Treasurer’s Loans. To the extent necessary in the judgment of the District Officer, the District Officer is hereby authorized to enter into borrowings pursuant to Section 6 of Article XVI of the California Constitution (and statutes implementing such Article); provided, however, that such amounts shall only be borrowed to the extent that such borrowings, when added to the amount of the Note and interest owed thereon, and to other items of indebtedness issued pursuant to the Government Code, shall not at the time of such borrowings exceed 85% of the estimated remaining uncollected taxes, income, revenue, cash receipts and other moneys to be received or accrued by the District during the Repayment Fiscal Year which will be available for payment of such borrowings, the Note and other items of indebtedness issued pursuant to the Government Code and the interest thereon.

Section 19. Submittal of Resolution to County. To the extent required by law, the Secretary of the governing board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer-Tax Collector of the County and to the County Superintendent of Schools.

Section 20. Indemnification of County. The District shall indemnify and hold harmless, to the extent permitted by law, the County and its officers and employees ("Indemnified Parties"), against any and all losses, claims, damages or liabilities, joint or several, to which such Indemnified Parties may become subject because of action or inaction related to the adoption of a resolution by the Board of Supervisors providing for the issuance and sale of the Note, or related to the proceedings for sale, award, issuance and delivery of the Note in connection with the Program, or in connection with any information pertaining to the District included in (or omitted from but required to be stated in) the Preliminary Official Statement or the final Official Statement. The District shall also reimburse any such Indemnified Parties for any legal or other expenses incurred in connection with investigating or defending any such claims or actions.

Section 21. Appointment of Bond Counsel. The law firm of Hawkins Delafield & Wood LLP, Los Angeles, California is hereby appointed Bond Counsel for the District. The District acknowledges that Bond Counsel regularly performs legal services for many private and public entities in connection with a wide variety of matters, and that Bond Counsel has represented, is representing or may in the future represent other public entities, underwriters, trustees, rating agencies, insurers, credit enhancement providers, lenders, financial and other consultants who may have a role or interest in the proposed financing or that may be involved with or adverse to District in this or some other matter. Given the special, limited role of Bond Counsel described above, the District acknowledges that no conflict of interest exists or would exist, waives any conflict of interest that might appear to exist, and consents to any and all such relationships.

Section 22. Appointment of Municipal Advisor. Any District Officer is hereby authorized, in consultation with the San Diego County Office of Education, to appoint Government Financial Strategies Inc. to serve as Municipal Advisor for the District in connection with the Program, and to execute an agreement for Municipal Advisory services with such firm.

Section 23. Resolution Parameters.

- (a) Name of District: Chula Vista Elementary School District
- (b) Maximum Amount of Borrowing: \$50,000,000
- (c) Authorized District Representatives:
 - (1) Superintendent
 - (2) Deputy Superintendent
 - (3) Assistant Superintendent for Human Resources Services

Section 24. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 25. Effective Date. This Resolution shall take effect from and after its date of adoption.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

EXHIBIT A

FORM OF NOTES

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

COUNTY OF SAN DIEGO, CALIFORNIA

2022-23 TAX AND REVENUE ANTICIPATION NOTE

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Date of</u>
%	June 30, 2023	<u>Original Issue</u>
		__, 2022

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REGISTERED OWNER:

PRINCIPAL AMOUNT: \$

FOR VALUE RECEIVED, the above identified school district (the "District"), located in the County of San Diego, California (the "County"), acknowledges itself indebted to and promises to pay to the registered owner identified above, or registered assigns, on the maturity date set forth above, the principal sum specified above in lawful money of the United States of America, and to pay interest thereon on each Interest Payment Date, as defined in the Trust Agreement, at the rate of interest specified above (the "Interest Rate"). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal to be paid upon surrender hereof at the principal corporate trust office of Wilmington Trust, N.A., in Los Angeles, California, or its successor in trust (the "Trustee"). Interest is payable as specified in the Trust Agreement. Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; *provided, however*, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay this Note when due, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

It is hereby certified, recited and declared that this Note (the "Note") represents the authorized issue of the Note in the aggregate principal amount made, executed and given pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees.

The principal of the Note, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received or accrued by the District for the general fund of the District and are provided for or attributable to the Fiscal Year ending June 30, 2023 (the "Repayment Fiscal Year"). As security for the payment of the principal of and interest on the Note, the District has pledged certain Unrestricted Revenues of the District (the "Pledged Revenues") received, accrued or held by the District and provided for or attributable to the Repayment Fiscal Year, and the principal of the Note and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the Pledged Revenues, and to the extent not so paid shall be paid from any other moneys of the District lawfully available therefor as set forth in the Resolution. Notwithstanding the foregoing, the terms "Unrestricted Revenues" and "Pledged Revenues" exclude any moneys required to be used to repay a treasurer's loan, as more particularly described in the Resolution. The County is not liable for payment of this Note. The full faith and credit of the District is not pledged to the payment of the principal or interest on this Note.

The County, the District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and the County, the District and the Trustee shall not be affected by any notice to the contrary.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

IN WITNESS WHEREOF, the Board of Supervisors of the County of San Diego has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer.

COUNTY OF SAN DIEGO

By: _____
County Officer

Countersigned

By: _____
Clerk of the Board of Supervisors

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

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

 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 adoption.

BP and AR 6112, Instruction, School Day, is being presented for adoption 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 AR 6112 are attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

INSTRUCTION

School Day

The Governing Board shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

(cf. 6111 - School Calendar)

The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The schedule for elementary schools shall include at least one daily period of recess of at least 20 minutes in length to provide students with unstructured but supervised opportunities for physical activity.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block schedule program in which secondary students attend class for fewer school days, the Board shall consult with the certificated and classified employees of the school in a good faith effort to reach agreement and shall also consult with parents/guardians of the students who would be affected by the change and the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

(cf. 9320 - Meetings and Notices)

INSTRUCTION (Continued)

School Day

Legal Reference:

EDUCATION CODE

8970-8974 Early primary program, including extended-day kindergarten
37202 Equal time in all schools
37670 Year-round schools
46010 Total days of attendance
46100 Length of school day
46110-46119 Kindergarten and elementary schools, day of attendance
46140-46147 Junior high school and high school, day of attendance
46160-46162 Alternative schedule - junior high and high school
46170 Continuation schools, minimum day
46180 Opportunity schools, minimum day
46190-46192 Adult education classes, day of attendance
46200-46206 Minimum instructional time
48200 Compulsory attendance for minimum school day
48663 Community day school, minimum school day
48800-48802 Concurrent enrollment in community college
51222 Physical education, instructional minutes
51760-51769.5 Work experience education
52325 Regional occupational center, minimum day

Management Resources:

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION POSITION
STATEMENTS
Recess for Elementary School Students, 2006
STATE BOARD OF EDUCATION POLICY STATEMENTS
99-03 Physical Education (PE) Requirements for Block Schedules, July 2006
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Extending Learning Time for Disadvantaged Students, August 1995
WEST ED PUBLICATIONS
Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
National Association for Sport and Physical Education:
<http://www.aahperd.org/naspe>
State Board of Education: <http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>
U.S. Department of Education: <http://www.ed.gov>
WestEd: <http://www.wested.org>

**Board Policy
Adopted:**

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California**

INSTRUCTION

School Day

Kindergarten/Transitional Kindergarten

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

Kindergarten and TK classes shall maintain instructional minutes of not less than 54,000 minutes per school year.

Recess may be counted as instructional minutes for purposes of determining the maximum school day if it occurs under teacher supervision.

Because the District is operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

Grades 1-8

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112)

INSTRUCTION (Continued)

School Day

2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Grades 9-12

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

(cf. 6184 - Continuation Education)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided

INSTRUCTION (Continued)

School Day

academic credit will be awarded upon satisfactory completion of enrolled courses. (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above. (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education. (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

Alternative Block Schedule for Secondary Schools

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period. (Education Code 46160)

Regulation
Adopted:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs). During the process, Board Policy 3320 Business and Noninstructional Operations, Claims and Actions Against the District is being presented to update and improve the District's processes and practices.

ADDITIONAL DATA:

A copy of the proposed revisions to the BP is attached. Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision

Business and Noninstructional Operations

CLAIMS AND ACTIONS AGAINST THE DISTRICT

The Governing Board desires to conduct District operations in a manner that minimizes risk, protects District resources, and promotes the health and safety of students, staff, and the public. Any and all claims for money or damages against the District shall be presented to and acted upon in accordance with the Government Claims Act or other applicable state or District procedures, as well as the District's joint powers authority (JPA) agreement or other insurance coverage.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)

Any claim for money or damages not governed by the Government Claims Act (Government Code **sections** 810-996.6) or specifically excepted by Government Code 905 shall be presented and acted upon in accordance with District-established procedures consistent with the manner and time limitations specified in the accompanying Administrative Regulation, unless a procedure for processing such claims is otherwise provided by state or federal law or regulation. (Government Code **section** 935)

Upon notice to the District of a claim, the Superintendent/designee shall take all necessary steps to protect the District's rights under any applicable contractual agreements, including the right to indemnification from its insurance or other coverage provider.

In accordance with Government Code **section** 935.4, the Board delegates to the Superintendent/designee the authority to **perform all functions of the Board permitted by section 935.4, including the authority to reject or** allow, compromise, or settle claims of \$50,000 or less pursuant to any conditions of coverage in the District's JPA agreement or insurance coverage.

Roster of Public Agencies

Within ten (10) days of any change in the name of the District, the mailing address of the Board, or the names and addresses of the Board president, the Board clerk or secretary, or other Board members, the Superintendent/designee shall file the updated information with the Secretary of State and the County Clerk. (Government Code 53051)

Business and Noninstructional Operations

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

Roster of Public Agencies

Within ten (10) days of any change in the name of the District, the mailing address of the Board, or the names and addresses of the Board president, the Board clerk or secretary, or other Board members, the Superintendent/designee shall file the updated information with the Secretary of State and the County Clerk. (Government Code section 53051)

Legal Reference:

EDUCATION CODE

35200 Liability for debts and contracts

35202 Claims against districts; applicability of Government Code

CODE OF CIVIL PROCEDURE

340.1 Damages suffered as result of childhood sexual abuse

GOVERNMENT CODE

800 Cost in civil actions

810-996.6 Claims and actions against public entities

6500-6536 Joint exercise of powers

53051 Information filed with secretary of state and county clerk

PENAL CODE

72 Fraudulent claims

COURT DECISIONS

City of Stockton v. Superior Court, (2007) 42 Cal. 4th 730

Connelly v. County of Fresno, (2006) 146 Cal.App.4th 29

CSEA v. South Orange Community College District, (2004) 123 Cal.App.4th 574

CSEA v. Azusa Unified School District, (1984) 152 Cal.App.3d 580

Policy

Adopted: 11/13/90

Revised: 02/10/04

Revised: 05/08/19

Revised:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

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

 Action

 X Information

BACKGROUND INFORMATION:

Local educational agencies (LEAs) are responsible for creating, reviewing, and updating the program plan every three years in accordance with California Education Code 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. LEAs are responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

ADDITIONAL DATA:

The District will be partnering with the YMCA of San Diego County to operate the Expanded Learning Opportunities Program (ELO-P). The ELO-P plan shares what enrichment activities will be provided in the before- and after-school programs.

A copy of the ELO-P plan is attached as "Exhibit A." Additional information is available in the Office of the Senior Director of Student, Family, Community and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The District will receive up to \$8,967,527 to operate the ELO-P for the 2021-22 school year.

STAFF RECOMMENDATION:

This is an information item.

EXHIBIT A
Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN
Chula Vista Elementary School District
Junior Academy

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Chula Vista Elementary School District

Contact Name: Priscilla Garza and Heather Cruz

Contact Email: priscilla.garza@cvesd.org heather.cruz@cvesd.org

Contact Phone: (619)425-9600 x181560 or x181514

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Allen, Ella B. Elementary
2. Camarena, Enrique S. Elementary
3. Casillas, Joseph Elementary
4. Castle Park Elementary
5. Chula Vista Hills Elementary
6. Clear View Elementary
7. Cook, Hazel Goes Elementary
8. Eastlake Elementary
9. Finney, Myrtle Elementary
10. Halecrest Elementary
11. Harborside Elementary
12. Hedenkamp, Anne & William Elementary
13. Heritage Elementary
14. Hilltop Drive Elementary
15. Juarez-Lincoln Elementary
16. Kellogg, Karl H. Elementary
17. Lauderbach, J. Calvin Elementary

Expanded Learning Opportunities Program Plan Guide

18. Liberty Elementary
19. Loma Verde Elementary
20. Marshall, Thurgood Elementary
21. McMillin, Corky Elementary
22. Montgomery, John J. Elementary
23. Muraoka, Saburo Elementary
24. Olympic View Elementary
25. Otay Elementary
26. Palomar Elementary
27. Parkview Elementary
28. Rice, Lillian J. Elementary
29. Rogers, Greg Elementary
30. Rohr, Fred H Elementary
31. Rosebank Elementary
32. Salt Creek Elementary
33. Silver Wing Elementary
34. Sunnyside Elementary
35. Tiffany, Burton C. Elementary
36. Valle Lindo Elementary
37. Valley Vista Elementary
38. Veterans Elementary
39. Vista Square Elementary
40. Wolf Canyon Elementary

Purpose

This program plan is required by *EC* Section 46120(b)(2). In this program plan, CVESD
California Department of Education
Created September 30, 2021

Expanded Learning Opportunities Program Plan Guide

describes program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Program will be held at Chula Vista Elementary School District sites and will be in classrooms, computer labs, multi-purpose rooms, auditoriums and outdoor field and playground areas. The Program will provide a safe place on school sites where children can learn new skills, reinforce academic skills, and participate in age-appropriate recreation and social skill building activities. An Adult 18 years of age or older will be allowed to pick up students from the program. All adults signing students out must show a valid photo ID. Student participants may not sign themselves out of the program or be signed out by a sibling under the age of 18. All students will only be released to individuals authorized on the program application. The custodial parent/legal guardian who signed the application will be allowed to make changes to the application. In accordance with ELO-P requirements, the YMCA will maintain a 1:20 for 1st-6th grade students and 1:10 for TK and Kindergarten students. The state of California considers all YMCA staff members as Mandated Reporters of child abuse. This requires YMCA staff to report all cases of suspected child abuse. If abuse is suspected, the proper authorities will be contacted including the school site principals and District contacts. In case of an accident or injury the YMCA will contact the parent or guardian immediately. Serious injuries requiring medical attention from emergency responders such as: Ambulance, fire department and or Chula Vista Police department will be contacted.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The ELO Program will use techniques aligned with the core-day classroom to assist students in the program. The ELO Program staff will work in close collaboration with an appointed school liaison such as: Site principal or resource teacher to ensure tutoring successfully aligns with core standards, and curriculum is meeting student's needs. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. The program will provide students with the opportunity to participate in feedback that consists of surveys and group discussions to help shape the future development of activities being provided. Students will then have an opportunity to participate in Junior Academies. To do so, students/families will be able to select which enrichment activity they would like to participate in for the upcoming quarter/semester. Enrichment activities such as coding, sports, drama, photography, music, dance, chess, and gardening will be provided by specialized vendors.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Students in the ELO Program will have access to enrichment programming such as: sport clinics, VAPA, gardening, STEM, and service-learning projects that give each student access to hands on learning opportunities. In addition to specialized programming students will have access to tutoring, and physical activity that help promote good study and eating habits. The Chula Vista Elementary School District is working in conjunction with our community-based organization the YMCA of San Diego on providing vendors to support the enrichment portion of the program. Students will participate 2-3 times a week in an academy skill building activities facilitated by specialized vendors.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Students input is critical to program design. Students in the ELO Program will be able to select which enrichment program best supports their interest(s). Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students in each grade level. The enrollment and attendance of the enrichment programs will be monitored to determine if the enrichment program should be offered in the next or future enrichment cycle. Sites are encouraged to implement Service-learning projects to connect students to their community. To give students the ability to solve problems in their community, a partnership with local community-based organizations may be established. The ELO-Program was designed based on student and parent focus group feedback conducted by CVESD Assistant Superintendent Matthew Tessier and Parent Engagement Liaison Angelica Maldonado. Data showed parents and students wanted more opportunities for VAPA, physical wellness/nutrition, hands on learning and field trips that reinforced students' interest. The program sends out additional surveys to gain additional feedback pertaining to students' interest in the program and will use the information to plan out future activities.

Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The ELO Program will align its wellness initiative with the district's wellness policy. The ELO Program will collaborate with the Chula Vista Elementary School District's Physical Education, Health, & Wellness Coordinator to support students' health and wellness goals. Additionally, the program will ensure that students have a physical fitness component that will be included to promote healthy physical exercise. Physical fitness components will also include a nutrition emphasis. All students will participate in structured daily Moderate and Vigorous Physical Activities (MVPA) that teach team building, and healthy physical structured play. The ELO Program will include discussions, lessons, and promoting of healthy snacks and meal options. The district's Child Nutrition Services (CNS) department will provide a snack during the after-school portion of the program. Additionally, CNS will provide breakfast, lunch, and snacks during intersession programs. Child Nutrition Services will ensure all snacks and meals meet healthy nutrition standards. SEL practices will be included in all components of the program. The practices include welcoming and engaging all participants and families, engaging in communication circles as well as a debrief of the day prior to the end of the program day. The ELO Program will work with the district's MTSS Director and

			Snack Menu		
Week 1	Scooby Cracker Apple Juice	Cin. Grahams Milk	Maple Waffle Appleberry Juice	Benefit Bar Milk	Baked Cheetos Fruit Punch
Week 2	Goldfish Apple Juice	Lucky Charms Milk	Pretzels Appleberry Juice	Frosted Flakes Milk	Sun Chips Fruit Punch

Coordinator to ensure SEL components are properly implemented in the program.

Expanded Learning Opportunities Program Plan Guide

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.

Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the student's appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month etc. The ELO Program is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation. For students with disabilities, the ELO Program will provide support staff who have training in working with students with special needs. The YMCA of San Diego staff will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. The program offers an opportunity for at-risk students to feel successful with their interactions with adults and peers. The enrichment components of the program (e.g., student clubs, sports, and enrichment, etc.) provide students who experience academic challenges with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate fully in the program.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All ELO Program staff are required to have passed a background clearance, Pediatric CPR certified, First Aid trained, and possess 48 units in child development or pass the District Instructional Aid test. Newly hired staff will go through a one-on-one training plan that includes a shadowing process on daily/weekly program schedules, behavior management techniques, classroom management, and flow of the program day. Program leadership will conduct regular site visits to build intentional relationships with school administration, staff, parents, and students. The district contacts will work closely with YMCA Program leadership to ensure district goals and areas of focus are being implemented. District contacts will provide support to the ELO Program by conducting site visits and guidance on program components.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The Chula Vista Elementary School District and the Expanded Learning Opportunities Program offers equitable before and after school programming to all students and families. The Expanded Learning Opportunities Program is dedicated to making sure all students have access to a wide variety of enrichment and academic activities that ensure all students are successful while providing social and emotional support.

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Chula Vista Elementary School District has partnered with the YMCA of San Diego County to provide staffing for before-and after-school programs. The district and YMCA are working together to obtain outside collaborative partners to support the enrichment activities in the ELO Program. Students will be able to participate in enrichment activities provided by specialized vendors throughout the community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring. The YMCA and CVESD will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site. Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

The Chula Vista Elementary School District is working with the YMCA of San Diego County to operate the before and after-school programs. The YMCA will have the following school site level staff: Site Supervisor, Assistant Site Supervisor, and Youth Leaders to work directly with students and families daily. The YMCA will also have higher level staff including Executive Director, Associate Executive Director and Program Director that work closely with the Chula Vista Elementary School District contacts on the program design and program implementation. At the District, the Expanded Learning Program Specialist will work closely with District leadership to ensure implementation and management of the program.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests. Funding will promote active and engaged learning opportunities for students who are not currently in ASES and DASH. By establishing outside community partnerships students will gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students to enhance and expose them to continuous learning opportunities and potential career paths in the future. The design will increase access to educational and enrichment services beyond ASES and DASH current offerings. Currently, ASES and DASH limit the number of students that have access to the program, based on funding level. By increasing the number of students access to educational and enrichment services, it will enhance program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

Expanded Learning Opportunities Program Plan Guide

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The Chula Vista Elementary School District Early Childhood Department will work with The YMCA staff on age-appropriate curriculum that is specifically designed for TK/K students. The Early Childhood Education Department will collaborate on program structure and daily, weekly, and monthly schedules that focus on age-appropriate education enrichment activities adapted to early childhood education. The YMCA of San Diego County will recruit Early Childhood instructional aides to work directly in the after-school program to ensure a seamless transition for transitional kinder. Additionally, efforts will be made to keep the TK/K students in a separate designated area.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Summer Sample Program Schedule

Activity/Duration	Time	Monday- Friday
SS & AS Arrival & Prep (15min)	7:00-7:15am	Set up materials & area for Student Check-In
Staff Prep/Set up (15min)	7:15-7:30am	Formula Five
Check-In & Breakfast (30min)	7:30-8:00am	[1, 2, 3 Check]
		Breakfast & Clean-Up
		SEL Check Ins
Assembly (15min)	8:00-8:15am	DYK: Fact
BWB (10min)	8:15-8:25am	A: Answer
Vendor Rotations (Olders) or Breakfast & Team Building	8:30-9:30am	Transitions & Prep for Vendors
		Vendor
		Vendor

Expanded Learning Opportunities Program Plan Guide

(Youngers) (60min)		Team Building Activity
		Name Here
BWB (10min)	9:30-9:40am	Transitions & Prep for Vendors
Vendor Rotations (Youngers) or Brain Power Activity (Olders) (60min)	9:45-10:45am	Vendor
		Vendor
		Brain Power Activity
		Name Here
BWB (15min)	10:45-11:00am	Transitions & Prep for Lunch
MVPA (30min)	11:00am-11:30am	Pink: Game Name
		Yellow: Game Name
		Teal: Game Name
		Orange: Game Name
		Green: Game Name
		Red: Game Name
		Purple: Game Name
		Blue: Game Name
		Grey: Game Name
Lunch (60min)	11:30am-12:30pm	Assigned Lunch Area
		Clean-Up starts at 11:50pm
		AM Dismissal??
MVPA (15min)	12:30-12:45pm	Pink: Game Name
		Yellow: Game Name
		Teal: Game Name
		Orange: Game Name
		Green: Game Name
		Red: Game Name
		Purple: Game Name
		Blue: Game Name
		Grey: Game Name
BWB (15min)	12:45-1:00pm	Transitions & Prep for Vendors
Vendor Rotations or ART Activity (60min)	1:00-2:00pm	Vendor
		Vendor
		ART Activity
		Name Here
BWB (15min)	2:00-2:15pm	Transitions & Prep for Vendors
Vendor Rotations or	2:15-3:15pm	Vendor
		Vendor
		ART Activity

Expanded Learning Opportunities Program Plan Guide

ART Activity (60min)		Name Here
BWB (15min)	3:15-3:30pm	Transitions & Prep for Closing Assembly
Closing Assembly (30min)	3:30-4:00pm	
Sign-Out & Dismissal (30min)	3:30-4:30pm	Math24, Chess, Board Games, Skill Struck Until last student pick-up

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, and after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following.

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, and after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 Non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring, or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report on Coast2Coast 2022 Federal Advocacy Trip

_____ **Action**

_____ **X** _____ **Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District Board of Education and superintendent attended the California School Boards Association and the Association of California School Administrators Coast2Coast 2022 federal advocacy trip in Washington, D.C.

ADDITIONAL DATA:

Tonight, the Board of Education and Superintendent will provide an update on the trip.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

 Action

 X **Information**

BACKGROUND INFORMATION:

<u>TOPIC</u>	<u>REPORT BY</u>	<u>TENTATIVE DATE</u>
Parent End-of-Year Report	Instructional	June 2022
Report on Universal Transitional Kindergarten Plan	Services	

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.