CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – AUGUST 11, 2021 – 6 P.M.

BOARD OF EDUCATION

KATE BISHOP • LESLIE RAY BUNKER •
FRANCISCO TAMAYO • LUCY UGARTE

FRANCISCO ESCOBEDO, 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 must 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. 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). 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 Board Meeting click on the link below or cut and paste it into your browser:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_NThlNjE5NDMtODQyMi00MjliLWJmOTktNDMyNTY5OTRkNDdj%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a

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

https://teams.microsoft.com/l/meetup-join/19%3ameeting_NTVkNzRlYTUtMmI0Zi00YWU4LTk1ZTctYTZlNjgyMTdkN2I5%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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

AGENDA
BOARD OF EDUCATION

Regular Meeting
August 11, 2021
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. SPECIAL RECOGNITION, ORAL PRESENTATIONS, WRITTEN REPORTS, AWARDS, AND HONORS *Presentations/ Awards*

A. Presentation of Newly Hired and Promoted Employees

B. Presentation on Superintendent Search Proposed Timeline

C. Presentation of the Multilingual English Learner Master Plan

D. Report on Results of California School Dashboard Local Indicators

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

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

5. 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 must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting. Speakers are requested to limit their remarks to three minutes. 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.

6. 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: Special and Regular Meetings July 14, 2021, Special Meeting July 26, 2021, and Emergency Meeting August 4, 2021

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

C. Adopt Revised Schedule of Regular Board of Education Meetings for the Remainder of Calendar Year 2021

D. Adopt Resolution in Support of the Importance of Gun Safety and Safe Firearm Storage

E. Ratify Nonpublic, Nonsectarian Individual Services Agreement with The Institute for Effective Education for Student No. 306192 for the 2021-22 School Year

F. Approve the 2021-22 Consolidated Application

G. Approve Purchase Contract with QuaverEd, Inc. for District Licenses for the Period of August 12, 2021, Through June 30, 2022

H. Approve Agreement with Family Health Centers of San Diego for Mobile Medical Unit Services for the Period of September 1, 2021, Through June 30, 2022

I. Adopt Resolution of the Governing Board of the Chula Vista Elementary School District Requesting Temporary Transfer of Funds

J. Adopt and Approve Educational Specifications for Proposed Elementary School in Otay Ranch Village 2, Site 2 (School Site No. 48)

K. Adopt Resolution Designating September 2021 as *National Preparedness Month* in the Chula Vista Elementary School District

L. Adopt Resolution Declaring September 2021 as *Attendance Awareness Month* in the Chula Vista Elementary School District

M. (1) Authorize Designated Personnel of the Chula Vista Elementary School District to Execute Documents on Behalf of the District for Fiscal Year 2021-22; and

(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2021-22

N. Ratify Memorandum of Understanding with the City of Chula Vista for School Resource Officer Services for the 2021-22 School Year

O. Approve Award of Bid No. 21/22-2 for Replacement Air Purification Filters to Fisher Scientific, LLC, for the Period of August 12, 2021, through August 11, 2022

P. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through July 30, 2021

Q. Approve and/or Ratify Inservice/Travel Requests

7. 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. Speakers are requested to limit their remarks to three minutes. The Board shall limit the total time for input on each public hearing item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

A. (1) Conduct Public Hearing Regarding Establishment of Community Facilities District No. 21, Levy of Special Taxes, and Related Matters; and

(2) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Continuing the Public Hearing Regarding Establishment of Community Facilities District No. 21, Levy of Special Taxes, and Related Matters

B. (1) Conduct Public Hearing;

(2) Accept Public Comments by the Chula Vista Elementary School District Regarding the Investigation Results of the Preliminary Environmental Assessment for Millenia Lot 16 School Site, Parcel Number 643-060-36;

(3) Forward All Public Comments Received on the Preliminary Environmental Assessment for Millenia Lot 16 School Site to the Department of Toxic Substances Control for Consideration; and

(4) Request a No Further Action Determination on the Preliminary Environmental Assessment for Millenia Lot 16 School Site from the Department of Toxic Substances Control

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. (1) Review of the 2021-22 State Budget; and

(2) Approve Revisions to the 2021-22 District Adopted Budget

Motion:_____, Second:_____, Vote:_____

B. (1) Approve Renewal of Two-Year Terms for Members of the Chula Vista Elementary School District Independent Citizens Oversight Committee; and

(2) Appoint New Members to the Chula Vista Elementary School District Independent Citizens Oversight Committee

Motion:_____, Second:_____, Vote:_____

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

First and Second Readings

A. First Reading: Proposed Revisions to Administrative Regulation 6174, Instruction, Education for English Learners

B. First Reading/Revise: Proposed Revisions to Board Policy and Administrative Regulation 6158, Instruction, Independent Study Program

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

A. Report Calendar to Board of Education

B. COVID-19 Status Update

11. BOARD COMMUNICATIONS *Board Communications*

12. SUPERINTENDENT'S COMMUNICATION *Superintendent's Communication*

13. CLOSED SESSION *Closed Session*

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

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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 202104993 for Student No. 952814

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2021050213 for Student No. 304184

14 RECONVENE TO OPEN SESSION *Open Session*

15. ADJOURNMENT *Adjournment*

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, SEPTEMBER 15, 2021, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Presentation on Superintendent Search Proposed Timeline

_____Action _____X____Information

BACKGROUND INFORMATION:

The Board of Education has requested a presentation on a proposed timeline for the search of the next superintendent of our District. To address priorities of transparency, community and staff input, and recruitment across the state of California. We will present a detailed timeline of the events that will take place over the next few months regarding the search process.

ADDITIONAL DATA:

Tonight, staff will present an initial outlook on the proposed timeline. Input from the Board, after the community has an opportunity to weigh in, will be added to the final timeline.

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:

Presentation of the Multilingual English Learner Master Plan

_____Action **___X___Information**

BACKGROUND INFORMATION:

In 2016, a task force developed the Chula Vista Elementary School District English Learner Master Plan (Plan). The Plan is a framework that outlines services and support for Multilingual English Learners (ELs) enrolled in the District.

In 2018, the California Department of Education (CDE) published the California EL Roadmap. The Language Development Department proposed restructuring the plan to align with the California EL Roadmap while incorporating necessary updates and new practices. The Chula Vista Elementary School District's Plan consists of the four principles established in the CDE's EL Roadmap. The principles and associated elements are included in italics to distinguish them from the action steps that define how the District will fulfill the elements of the four principles.

ADDITIONAL DATA:

The Plan is an on-going collaborative work between parents, staff, and community members as partners in a commitment to promote educational excellence for Multilingual ELs. Board Policy and Administrative Regulation 6174 (Education for ELs) supports this comprehensive plan. Stakeholder groups, including the District EL Advisory Committee (DELAC) provided input on the Plan. Annually, the document is shared with DELAC to seek input. The District continues to work on developing practices in the area of equity and asset-based thinking and how this work directly affects Multilingual ELs. In addition, the District provides opportunities to update the document as needed to reflect federal and state policy and guidance on services and support for Multilingual EL students enrolled in the District. The Plan is attached as "Exhibit A" and will also be available on the District website.

Tonight, Language Development staff will provide a presentation on the Plan. Additional information is available for review in the Office of the Executive Director of Language Development and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

EXHIBIT A

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Multilingual English Learner Master Plan

Board of Education
Kate Bishop • Leslie Ray Bunker
Francisco Tamayo • Lucy Ugarte

Superintendent
Francisco Escobedo, Ed. D.

EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, 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. For inquiries about District policies and procedures related to student-to-student, student-to-staff and staff-to student harassment/discrimination, including how to file a harassment/discrimination complaint contact: Instructional Services and Support Department, Matthew Tessier, Assistant Superintendent/Title IX Coordinator, Matthew.Tessier@cvesd.org, (619) 425-9600, Extension 1500. For inquiries or complaints related to employee-to-employee, student-to-employee, or work/ employment related discrimination or harassment, contact: Human Resources Service and Support Department, Jason Romero, Assistant Superintendent/ Title IX Coordinator, Jason.Romero@cvesd.org, (619) 425-9600, Ext. 1340. Both contacts are located at 84 East J Street Chula Vista, CA 91910.

Chula Vista Elementary School District

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Multilingual English Learner Master Plan

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Introduction

In 2018, the California Department of Education published the California English Learner Roadmap to assist local education agencies (LEA's) in welcoming, understanding, and educating the diverse population of students who are English Learners attending California public schools. The Chula Vista Elementary School District's Department of Language Development and Instructional Services and Support restructured the existing English Learner Master Plan to align with the California English Learner Roadmap and it's four key principles. The new document has been titled the Multilingual English Learner Master Plan to reflect our District's belief in valuing the primary language and cultures that our diverse student population bring with them and our commitment to ensure an assets-based approach on all levels of our system to provide equitable and meaningful access to education that results in success for our multilingual and multicultural student population.

Our Shared Vision and Values

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 multi-literate, 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, language, culture, and experiences, and is linked with the world outside 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.

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 that 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 interest 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.

Our Belief Statement

We believe that all Multilingual English Learners can acquire English and achieve high academic success and be College and Career Ready. This is a shared responsibility of all educators, and all levels of the schooling system have a role to play in ensuring the access and achievement of the Multilingual English Learners in the District. Multilingual English Learners have the right to learn English in a stimulating, nurturing environment with instruction based on valid and reliable research that promotes high academic success and enhances positive self-esteem and socio-emotional development. A program of simultaneous academic instruction appropriate to the students' level of English-language proficiency provides equal access to the core curriculum. The students' personal identities, linguistic assets and culture serve as a foundation for building acceptance, inclusion, respect and the desire to be productive individuals. Educators value and build strong family, community, and school partnerships.

The Chula Vista Elementary School District promotes English-language proficiency and high academic achievement and ensures equal access to education for Multilingual English Learners. To carry out this mission, the District emphasizes the following principles:

- A challenging and rich language development curriculum which promotes higher-order thinking and is aligned to the Common Core State Standards
- Research-based instructional practices and programs
- Building educators professional capacity on effective practices to address the needs of English Learners
- An engaging environment which encourages and supports risk-taking
- An instructional pace that accommodates the language development needs of each student, including differentiated instruction and timely interventions
- Teacher knowledge of students' language and literacy needs to support English language acquisition while acknowledging a students' primary language
- A variety of formative and summative assessments
- A classroom climate which validates students' prior knowledge, primary language, and culture
- Collaboration with teachers and other students in the learning process
- Comprehensible input for student access to language and rigorous academic content
- Specially designed academic instruction in English that incorporates instructional strategies and techniques that provide additional language support
- A total school community including, but not limited to parents, teachers, administrators, and other staff, which accepts linguistic approximations as a natural process towards English language mastery
- The District recognizes that parent engagement is a critical component of schooling for all children. Informed, knowledgeable, and engaged parents make a difference in their own children's education and in the overall quality of schools
- Aligned and articulated practices and pathways across grade levels, including a strong foundation in early childhood and continuing through to reclassification, graduation and higher education prepare students to participate in a global, diverse multilingual world.

Rationale for the Chula Vista Elementary School District
Multilingual English Learner Master Plan

The enrollment of Multilingual English Learners has risen dramatically in the past decade. While the District has narrowed the language and achievement gap, the District acknowledges that until the gap is eliminated, the work is not complete. This Master Plan serves as a framework that explicitly outlines services and support for Multilingual English Learners in the District.

It is imperative that the needs of our language minority students be thoughtfully and properly addressed in order to achieve the District's goals for student achievement. *The Multilingual English Learner Master Plan* is an on-going collaborative work between parents, staff, and community members as partners in a commitment to promote educational excellence for Multilingual English Learners and is supported by the Board Policy and the Administrative Regulations-6174 (Education for English Learners).

The District's commitment to ensuring the success of Multilingual English Learners is evident through the District's Instructional Focus Statement.

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California Standards and driven by the District's LCAP goals.

Target Groups: English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

PRINCIPLE ONE

Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

ELEMENT A:

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

1. Students in the Chula Vista Elementary School District who speak a language other than English bring with them linguistic and cultural assets that we value. According to Education Code 306, English Learner (EL) students are those who do not speak English or whose native language is not English and who are not currently able to perform ordinary classroom work in English. These students are also known as Limited English Proficient (LEP). However, we recognize that our English Learner students are multilingual or working towards multilingualism, therefore, we acknowledge our students as Multilingual English Learners (Multilingual ELs). This reflects our assets-based approach to providing services and support. Students in Spanish Dual Language Programs whose primary language is English will be referred to as Multilingual Spanish Learners (Multilingual SLs).

2. Through professional development and regular communications, we will continue to advocate for equity in valuing both English and Spanish in our Dual Language Programs. The District uses the Guiding Principles for Dual Language Education, Third Edition (Howard, Elizabeth R., Kathryn J. Lindholm-Leary, David Rogers, Natalie Olague, José Medina, Barbara Kennedy, Julie Sugarman and Donna, Christian, 2018) to guide the development of established programs and new or proposed programs following the three pillars: Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competency.

3. The District Equity Policy addresses the needs of every learner requiring recognition of the inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

4. The District seeks to expand cultural awareness and sociocultural competency beyond Dual Language programs to all schools and classrooms. The Biliteracy Committee, the Bilingual Resource Teachers, the Dual Language Innovation Teams, and the Language Development Department will work collaboratively with our school communities to promote these ideals.

5. The District encourages all educators to give special recognition to the State of California-sponsored heritage and recognition months listed below.
   - September: Hispanic Heritage Month
   - October: Filipino American History Month
   - November: Native American Indian Heritage Month
   - February: Black History Month
   - March: Women's History Month
   - May: Asian Pacific American Heritage Month
   - June: LGBTQ+ Pride Month

ELEMENT B:

Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of Long-Term English Learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

1. All parents complete a Home Language Survey (HLS) upon initial enrollment in school. The HLS is used to determine the primary language of the student. This survey is completed the first time the parent enrolls the child in the District or any District in the state of California, and the results are maintained and honored thereafter. If any of the four responses on the HLS indicate a language other than English, the student is assessed for English proficiency with the Initial English Language Proficiency Assessments for California (ELPAC), within 30 days of enrollment. Based on the results of the Initial ELPAC, students are designated as Initial Fluent English Proficient or as Multilingual English Learners, and parents are notified. Beginning in February of each school year, all Multilingual English Learners are assessed with the Summative ELPAC.

   Parents may change the HLS prior to the administration of the Initial ELPAC by resubmitting another HLS to the site. After administration of the Initial ELPAC and before the beginning of the Summative ELPAC testing window, parents may request a reconsideration of the student's classification by submitting a written request to the site administrator. The Language Development Department will conduct a Multilingual EL Classification Review and meet with the parent, teacher and site administrator to make a determination on classification.

   The Home Language Survey is presented in Figure 1.

Figure 1. Home Language Survey

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

HOME LANGUAGE SURVEY

Name of Student:_____
(Last Name) (First Name) (Middle Name)

Age of Student: _____ Grade Level: _____ School: _____

Directions to Parents and Guardians:
California Education Code, section 52164.3 contains legal requirements which directs schools and districts to assess the English proficiency of students if there is a language other than English spoken in the home. This information is critical in order to provide the instructional program, services and support for student success.

The process begins with parents completing the Home Language Survey. The Home Language Survey is completed only once for students in grades TK to 12 in California. If a Home Language Survey was previously completed, then schools and districts will honor the original Home Language Survey on file.

The Home Language Survey assists in determining the language(s) spoken in the home of each student, and it also determines if a student's proficiency in English should be tested. All students whose primary language is not English and who are obtaining a California student identification for the first time will take the Initial English Language Proficiency Assessment for California (Initial-ELPAC). *The goal is to provide students who are learning English as a second language the timely support and resources to be successful in school.*

We appreciate your support in accurately completing the Home Language Survey so we can effectively meet the learning needs of your child. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

By signing this form, I understand my child may be assessed to determine English Language Proficiency and provide services that support my child's learning.

Print Name of Parent or Guardian

Signature of Parent or Guardian Date

Form HLS, Revised December 2016
California Department of Education

830203(A) CVESD Revised 10/18

2. Multilingual English Learners begin receiving instruction in our district at varying levels of proficiency in language and academics. It is our expectation that all Multilingual ELs will progress toward proficiency at a rate aligned with research on language acquisition, defined by the California State Board of Education as "annual progress."

3. Annual Progress defines a reasonable annual growth toward English proficiency. The ELPAC places students at four proficiency levels. Levels two and three are divided at the mid-point scale score into Low and High divisions. To be considered as making Annual Progress, a student must progress at least one level as follows:

Level 1	to	Level 2 Low
Level 2 Low	to	Level 2 High
Level 2 High	to	Level 3 Low
Level 3 Low	to	Level 3 High
Level 3 High	to	Level 4
Level 4	to	Level 4

4. Students in sixth grade who have been in school in the United States for six years or more, who did not make annual progress on the ELPAC, and who scored at the Standard Not Met proficiency level on the CAASPP English Language Arts, will be designated as Long-Term English Learners (LTELs).

5. Students in third, fourth, or fifth grade, who have been in school in the United States for four years or more, who scored at proficiency level 1 or 2 on the ELPAC and scored at the Standard Not Met Proficiency level (fourth and fifth grade only), will be designated At Risk-Long Term English Learners (AR-LTELs). These designations are District generated predictors of the State Board of Education's designations that are published after the end of the school year and serve the purpose of guiding timely supports and interventions to reduce the number of students who leave our district as LTELs.

   Figure 2 identifies the criteria for LTELs and AR-LTELs.

Figure 2. State Identification Criteria for AR-LTEL and LTEL

AR-LTEL	LTEL
Grades 3,4,5	Grade 6
4 or more years in U.S. schools	6 or more years in U.S. schools
1 or 2 on ELPAC	Did not make Annual Progress on ELPAC
Standard Not Met on CAASPP (applies to Grades 4 and 5 only)	Standard Not Met on CAASPP

6. Upon the receipt of the results of the ELPAC, the California Assessment of Student Performance and Progress (CAASPP), and Local Measures Reading at the end of each school year, we identify students who are not making adequate progress toward proficiency. Identified AR-LTELs and LTELS are monitored by teachers and provided academic intervention instruction. These additional academic instructional supports are shared during Parent Teacher Conference in Quarter One and Three.
   For the purpose of providing additional academic support not limited to the following:

   1. Small group literacy intervention provided by classroom teachers, Impact Teachers, and/or instructional support staff.
   2. Supplemental instruction through Extended Day opportunities.

   The Monitoring Form is presented in Figure 3.

Figure 3. Monitoring Form

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
84 EAST J STREET, CHULA VISTA, CA 91910 (619) 425-9600
Language Development and Instruction

At-Risk of Becoming Long Term English Learner and Long Term English Learner Monitoring Form

Students classified as At Risk of Becoming Long Term English Learners or Long Term English Learner Students require strategic academic and language support to ensure that they are making adequate progress towards reclassification.

Student Name	Student ID	Current Grade	At-Risk of Becoming LTEL/LTEL

2020-2021 School Year Tested	
ELPAC Overall Score	Level-Set (End of Year)

	Quarter 1		Quarter 3	
	Below Grade Level	**On Grade Level**	**Below Grade Level**	**On Grade Level**
Reading				
Writing				
Mathematics				
Class Participation				

INTERVENTION: Please outline specific classroom interventions related to academics and language. Please keep in mind that reclassification requires meeting District criteria in or for English language development (ELPAC) and ELA (CAASPP).

Quarter 1		Quarter 3	
_____ Parent/Guardian Signature	_____ Date	_____ Parent/Guardian Signature	_____ Date
_____ Teacher Signature	_____ Date	_____ Teacher Signature	_____ Date
_____ Principal Signature	_____ Date	_____ Principal Signature	_____ Date

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

7. Reclassified Fluent English Proficient students (RFEPs) are those who were initially identified as Multilingual ELs upon entering the instructional program and have met State and District criteria for English-language proficiency and academic performance for reclassification. However, we recognize that these students sometimes regress without ongoing support. To ensure that reclassified students maintain proficiency in English as grade level expectations increase, and in accordance with the Every Student Succeeds Act, reclassified students are monitored for a period of 4 years following reclassification. Student performance

shall be reviewed using formative and summative data at each progress-reporting period. Overall student progress shall be shared with parents at fall and spring parent-teacher conferences. Those students found to be regressing in their academic performance will receive an academic intervention in the specific area of need. Parents will be notified of the intervention plan. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring through the Extended Day Program
- Specialized reading instruction
- Focused writing instruction
- Additional ELD instruction
- Explicit vocabulary instruction
- Timely interventions provided by the school

Element C:

School climates and campuses are affirming, inclusive, and safe.

1. Each site is committed to 15 minutes daily of Social Emotional Learning that focuses on building relationships and creating an affirming and inclusive environment.

2. District adopted and site-supplemented curriculum are culturally and linguistically responsive, follow the ELA/ELD Framework, and meet state criteria for cultural awareness.

3. Site Safety Plans are comprehensive and are developed by each site and approved by School Site Council to ensure that the campus and students are safe.

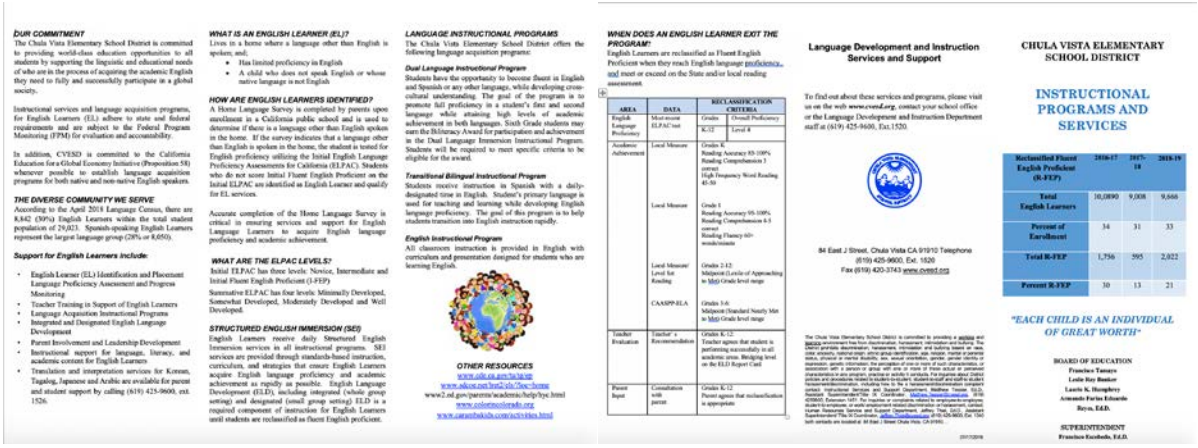
4. Positive Behavior Interventions and Supports are implemented District-wide, with each site having a designated PBIS Committee. Restorative Practices are implemented, and the District has established procedures for reporting, investigating and addressing bullying incidents.

Element D:

Schools value and build strong family and school partnerships.

1. A brochure that describes each of Language Development Instructional Program Services is available at each school site for parent review. (Figure 4)

Figure 4. Brochure of Language Development Instructional Program Services



OUR COMMITMENT

The Chula Vista Elementary School District is committed to providing world-class education opportunities to all students by supporting the linguistic and educational needs of who are in the process of acquiring the academic English they need to fully and successfully participate in a global society.

Instructional services and language acquisition programs, for English Learners (EL) adhere to state and federal requirements and are subject to the Federal Program Monitoring (FPM) for evaluation and accountability.

In addition, CVESD is committed to the California Education for a Global Economy Initiative (Proposition 58) whenever possible to establish language acquisition programs for both native and non-native English speakers.

THE DIVERSE COMMUNITY WE SERVE

According to the April 2018 Language Census, there are 8,642 (30%) English Learners within the total student population of 29,023. Spanish-speaking English Learners represent the largest language group (28% or 8,050).

Support for English Learners include:

- English Learner (EL) Identification and Placement
- Language Proficiency Assessment and Progress Monitoring
- Teacher Training in Support of English Learners
- Language Acquisition Instructional Programs
- Integrated and Designated English Language Development
- Parent Involvement and Leadership Development
- Instructional support for language, literacy, and academic content for English Learners
- Translation and interpretation services for Korean, Tagalog, Japanese and Arabic are available for parent and student support by calling (619) 425-9600, ext. 1526.

WHAT IS AN ENGLISH LEARNER (EL)?

Lives in a home where a language other than English is spoken; and;

- Has limited proficiency in English
- A child who does not speak English or whose native language is not English

HOW ARE ENGLISH LEARNERS IDENTIFIED?

A Home Language Survey is completed by parents upon enrollment in a California public school and is used to determine if there is a language other than English spoken in the home. If the survey indicates that a language other than English is spoken in the home, the student is tested for English proficiency utilizing the Initial English Language Proficiency Assessments for California (ELPAC). Students who do not score Initial Fluent English Proficient on the Initial ELPAC are identified as English Learner and qualify for EL services.

Accurate completion of the Home Language Survey is critical in ensuring services and support for English Language Learners to acquire English language proficiency and academic achievement.

WHAT ARE THE ELPAC LEVELS?

Initial ELPAC has three levels: Novice, Intermediate and Initial Fluent English Proficient (I-FEP)

Summative ELPAC has four levels: Minimally Developed, Somewhat Developed, Moderately Developed and Well Developed.

STRUCTURED ENGLISH IMMERSION (SEI)

English Learners receive daily Structured English Immersion services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure English Learners acquire English language proficiency and academic achievement as rapidly as possible. English Language Development (ELD), including integrated (whole group setting) and designated (small group setting) ELD is a required component of instruction for English Learners until students are reclassified as fluent English proficient.

LANGUAGE INSTRUCTIONAL PROGRAMS

The Chula Vista Elementary School District offers the following language acquisition programs:

Dual Language Instructional Program

Students have the opportunity to become fluent in English and Spanish or any other language, while developing cross-cultural understanding. The goal of the program is to promote full proficiency in a student's first and second language while attaining high levels of academic achievement in both languages. Sixth Grade students may earn the Biliteracy Award for participation and achievement in the Dual Language Immersion Instructional Program. Students will be required to meet specific criteria to be eligible for the award.

Transitional Bilingual Instructional Program

Students receive instruction in Spanish with a daily-designated time in English. Student's primary language is used for teaching and learning while developing English language proficiency. The goal of this program is to help students transition into English instruction rapidly.

English Instructional Program

All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English.

OTHER RESOURCES

www.cde.ca.gov/ta/tg/sp

www.adcet.net/int2/cls/?loc=home

www2.ed.gov/parents/academic/help/hye.html

www.colorincolorado.org

www.carumbakids.com/activities.html

WHEN DOES AN ENGLISH LEARNER EXIT THE PROGRAM?

English Learners are reclassified as Fluent English Proficient when they reach English language proficiency and meet or exceed on the State and/or local reading assessment.

AREA	DATA	RECLASSIFICATION CRITERIA	
English Language Proficiency	Most recent ELPAC test	Grades K-12	Overall Proficiency Level 4
Academic Achievement	Local Measure	Grades K-1: Reading Accuracy 85-100% Reading Comprehension 3 correct High Frequency Word Reading 45-50	
	Local Measure	Grade 1: Reading Accuracy 95-100% Reading Comprehension 4-5 correct Reading Fluency 60+ words/minute	
	Local Measure/ Level 1st Reading	Grades 2-12: Midpoint (Levile of Approaching to Mid) Grade level range	
	CAASPP-ELA	Grades 3-8: Midpoint (Standard Nearly Met to Mid) Grade level range	
Teacher Evaluation	Teacher's Recommendation	Grades K-12: Teacher agrees that student is performing successfully in all academic areas. Bridging level on the ELD Report Card	
Parent Input	Consultation with parent	Grades K-12: Parent agrees that reclassification is appropriate	

Language Development and Instruction Services and Support

To find out about these services and programs, please visit us on the web www.cvesd.org, contact your school office or the Language Development and Instruction Department staff at (619) 425-9600, Ext.1520.

84 East J Street, Chula Vista CA 91910 Telephone (619) 425-9600, Ext. 1520 Fax (619) 420-3743 www.cvesd.org

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

INSTRUCTIONAL PROGRAMS AND SERVICES

Reclassified Fluent English Proficient (R-FEP)	2016-17	2017-18	2018-19
Total English Learners	10,0890	9,008	9,666
Percent of Enrollment	34	31	33
Total R-FEP	1,756	595	2,022
Percent R-FEP	30	13	21

"EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH"

BOARD OF EDUCATION
Francisco Tamayo
Leslie Ray Bunker
Laurie K. Humphrey
Armando Farias Eduardo
Reyes, Ed.D.

SUPERINTENDENT
Francisco Escobedo, Ed.D.

2. At the beginning of each school year, Parents of Multilingual English Learners will receive an Annual Parent Notification letter with prior year's English Language Assessment results and program services. They will also be notified annually of the ELPAC assessment. Once official ELPAC results are available, parents can access test results with current proficiency level in the Home Access Center.

3. Translation Services: Pursuant to EC Section 51101.1(b)(3) and as defined by EC section 48985, the Chula Vista Elementary School District will provide training and materials in the home language of the parent members of advisory committees as applicable.

   - If 15 percent of a student body speaks a primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, records sent to parents must be written in English and in the primary language.
   - Whenever possible the school will provide translations and interpretation of school information for all language groups.
   - When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
   - The Student Success Team (SST) meetings must provide a translator for the parent if needed.
   - Site administrators will plan and provide primary language support through the use of para-educators, translators, or other staff.

- The CVESD has a number of bilingual staff that support district-wide needs for interpreting and translating services. Site-based staff are available to interpret or translate documents.
- Parent meetings are held at convenient times for parents. Childcare and translation services are provided when necessary.

4. Forums and activities help parents effectively assist their children toward educational success and to advocate for their children within the school and community. Parents of English Learners at all schools in the Chula Vista Elementary School District will participate meaningfully in the education of their children. The following types of activities may be carried out at the District or site levels to further this goal. This list is not all-inclusive:
   - Parents are informed how they can be involved in the education of their children.
   - Parent training shall include sessions on parental rights, level of parent volunteering, and development of parent leadership skills to increase parent engagement.
   - Parent engagement is extended and supported through our Local Control Accountability Plan (LCAP) and input process.
   - The District's website is used as a tool to communicate and inform parents and the community on school and District functions, events, and trainings.
   - District and site communication to parents are sent in a variety of media, including email, phone messenger, school blogs, Facebook and Twitter.
   - Parents actively participate in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.
5. Pursuant to EC 62002.5, all school sites with 21 or more Multilingual ELs maintains a site-based English-Learner Advisory Committee (ELAC) in which parents of Multilingual ELs constitute at least the same percentage of the committee membership as their students represent of the student body. (Note: Because ELAC is a term specified in Educational Code, "Multilingual will not be included in reference to this Committee.) The goal of the ELAC is to promote positive collaboration between parents of English Learners, schools and the District. The Chula Vista Elementary School District shall:
   - Include all parents and community members in the process of decision-making, planning, and evaluation of programs for Multilingual ELs;
   - Develop a working partnership between all parents and the schools to provide equal access to education for all students;
   - Promote open communication with all parents, community members, and the District.

All parents/guardians of Multilingual ELs at the site are invited to participate in the election of the parent members of the English Learner Advisory Committee. The purpose of the ELAC is to advise and assist the school administration and staff on programs and services for Multilingual ELs, specifically:

- The school's program for Multilingual English Learners
- The development of the Single School Plan for Student Achievement
- Input on LCAP as it relates to Multilingual English Learners
- The school's Needs Assessment
- Efforts to make parents aware of the importance of regular school attendance

Each member of the school ELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the ELAC members.

Each ELAC elects one representative to the District English Learner Advisory Committee (Multilingual DELAC) and one alternate, whose responsibilities will include training others at their school's site. (Note: Because DELAC is a term specified in Educational Code, "Multilingual" will not be included in reference to this Committee.). Districts with 31 or more ELACs may use a system of proportional or regional representation.

The site Principal and District office staff will review the implementation of the ELAC in order to ensure that all requirements are met.

All site ELAC documentation (calendar of ELAC dates, ballots, agendas, and minutes) shall be kept at the site for three years and recommended 5 years.

6. Chula Vista Elementary School District maintains a District English Learner Advisory Committee (DELAC) in which at least 51 percent of the members are parents/guardians of English Learners, not employed by the District. Each school ELAC must have the opportunity to elect at least one member to the DELAC. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

   The purpose of the DELAC, or subcommittee on English Learner education, is to advise and assist the District's local governing board (e.g., in person, by letters/reports) on the programs and services for English Learners as described in the DAC-DELAC By-laws.

   The DELAC shall advise the school district governing board on at least the following tasks:
   - Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
   - Conducting of a district wide Needs Assessment on a school-by-school basis.

- Establishment of district program, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English Learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Each member of the school DELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the DELAC members.

District staff will review the implementation of the DELAC in order to ensure that all requirements are met.

ELEMENT E:

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

1. When a Multilingual English Learner is not making adequate progress based on intervention data in the general education setting; a referral for special education assessment is/may be recommended by the Student Study Team. The School Psychologist develops an assessment plan, and the team will determine if the child will be assessed in English or in their primary language. The assessment team develops the plan and considers carefully whether the child's learning difficulties are due to second language acquisition and cultural issues, or a specific learning disability. Lastly, the specialized team will complete their assessments and hold an IEP team meeting within 60 days of the parent's written consent for evaluation.

2. Instructional decisions related to the student's language proficiency status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, goals and objectives are written to grade level standards that are linguistically and developmentally appropriate based on the student's individual needs. The IEP will include goals that address English language development as defined by the ELD Standards as well as goals that support access to the content areas through primary language instruction and or support. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

3. To the extent that the student's English language development program relates to the student's need for Special Education services, the IEP must document the provision of these services. The IEP document will be translated for parents as appropriate.

4. Students with an IEP are included in ELD instruction in conjunction and collaboration with general education staff as appropriate to their individual needs. Special Education staff (SDC Teachers and RSP) will receive the same training as general education staff working with Multilingual ELs. In SDC classes, the Special Education staff provides ELD instruction.

5. The Special Education Department and the site will work together with the parent to ensure parental requests and educational goals are met. A translator and translated material will be provided to parents as appropriate.

6. The District provides guidelines for language assessment and reclassification on English Learners in Special Education as indicated in Figure 5. A handbook provides schools with guidelines that ensure English Learner students in Special Education have access to appropriate English language development assessments and reclassification procedures.

Figure 5. Alternative Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency for students who have Individualized Education Plans.	Most recent Alternate ELPAC assessment results. Work samples and curriculum-based assessments for reading and writing.	If agreed upon by the IEP team based on results gathered from the Alternate ELPAC academic data (progress on IEP goals, curriculum-based assessments, work samples) then the student would be considered for reclassification.
Academic Achievement	Assessments based on IEP goals.	Progress towards meeting goals.
Teacher Evaluation	Teacher's Recommendation and Modified CALP Card.	Teacher agrees that student is making progress in academic areas. CALP card indicates that student is approaching IEP goals.
Parent Input	Parent is asked to give input on expressive (speaking) and receptive (listening) skills at home to compare with the progress being made at school.	Parent agrees that reclassification is appropriate.

PRINCIPLE TWO

Intellectual Quality of Instruction and Meaningful Access

English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

ELEMENT A:

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

1. General fund resources are used to provide services and programs for Multilingual English Learners, including ELD and access to the core curriculum.

   As part of the core program provided through General Funds, all identified Multilingual ELs receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for Multilingual ELs. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their Multilingual ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. Teachers design Integrated and Designated ELD to address the language and literacy needs of Multilingual ELs. Integrated ELD refers to instruction in which all teachers with Multilingual ELs in their classroom use the California ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards. Designated ELD is a protected time during the regular school day when teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language Multilingual ELs need for content learning in English.

The curriculum is based on the English Language Development Standards and utilizes supplementary instructional materials. The adopted Benchmark Advance/Adelante Language Arts program for ELA/ELD is implemented to address language development and literacy for English Learners, as well as other supplementary resources.

An ELD report card informs parents of their child's Progress in English Language Development.

ELEMENT B

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

1. Academic instruction for Multilingual English Learners is designed and implemented to ensure that they meet the District's content and performance standards for their respective grade levels within a reasonable amount of time. The District assists Multilingual ELs to achieve at high levels in the core academic subjects by implementing High Impact Language Development strategies and collaborative conversations to ensure that they meet the same challenging state

content standards and achievement goals all children are expected to meet. Multilingual ELs are monitored throughout the year and scaffolds are provided in alignment to academic and language.

ELEMENT C

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Extensive research indicates that collaborative conversations have a high impact size on academic growth and language development. In support of the District focus on high impact language strategies, extensive and ongoing training has been centered on collaborative conversations that emphasize student to student interaction and critical thinking. Additional training is provided for Designated Language Development to ensure that Multilingual English Learners and Multilingual Spanish Learners are able to access the same content as all students and achieve that the same level. The Multilingual Plan outlines how support will be provided District-wide.

ELEMENT D

English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

1. The District adopted ELA and Math curricula provide resources for teachers to support Multilingual ELs. The ELA curriculum includes lesson plans for Designated ELD connected to ELD standards at all proficiency levels.

2. The District staff provides training for Multilingual EL support in all content areas with a focus on high impact language development strategies.

3. The District staff provides Designated English Language Development (D-ELD) and Designated Spanish Language Development (D-SLD) professional learning opportunities to support teachers with intentional planning. School sites maintain a D-ELD/D-SLD site action plan to monitor D-ELD/D-SLD implementation and growth.

ELEMENT E

Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

The District values linguistic and cultural diversity of our students and families. Their primary language is viewed as an asset to build from and into the new language and all teachers have appropriate authorization to support this process. Students' primary language contributes enormously to the state's economic and social strengths as a talented multilingual, multiliterate and multicultural population. Dual Language programs in the District continue to expand as a result of the District's and the educational community's commitment to developing global

citizens. The goals of the Dual Language programs include full development of literacy and proficiency in the primary language. The Dual Language Standards of Practice builds coherence across all Dual Language programs.

ELEMENT F

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

The District adopted ELA/SLA curriculum includes engaging content in multiple subject areas aligned to high expectations of the California Common Core State Standards and Common Core en Español. The curriculum includes a wide range of resources that teachers can utilize to provide scaffolds and supports in English and Spanish to address the language needs of students at all proficiency levels.

ELEMENT G

English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

1. **All students identified as Multilingual ELs receive Structured English Immersion (SEI) services in all instructional programs.** SEI services are provided through standards-based instruction, curriculum, and strategies that ensure Multilingual ELs acquire English language proficiency and academic achievement as rapidly as possible. English Language Development (ELD), including Integrated (whole group setting) and Designated (small group setting) ELD is a required component of instruction for English Learners until students are reclassified as fluent English proficient. The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language." CAL.EDUC. Code 306.

   The Chula Vista Elementary School District offers the following language acquisition programs:

   Dual Language Immersion Instructional Program
   Students have the opportunity to become fluent in English and Spanish or any other language, while developing cross-cultural understanding. The District offers a Dual Language Instructional Program that integrates Spanish speaking students and English speaking students The goals of the program is to attain high academic achievement, first and second language proficiency, and socio-cultural competency.
   - Comparative analysis has demonstrated that Two-Way Dual Language Education provides the greatest opportunity for Multilingual English Learners to learn English and to achieve at high levels in all content areas.

- English Learners receive Integrated and Designated ELD while Spanish Learners receive Integrated and Designated Spanish Language Development (SLD).
- Sixth Grade students may earn the Biliteracy Award for participation and achievement in the Dual Language Immersion Instructional Program. Students will be required to meet specific criteria to be eligible for the award.
- A District brochure that describes the Dual Language Education Programs is available at the Educational Services and Support Center, the District website, and at all sites.
- The District is developing Dual Language Standards of Practice that will serve as a guide to build coherent and successful biliteracy programs for student success.

English Instructional Program
All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English.

2. Parents/guardians of Multilingual ELs are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of EL services. Identified students will maintain their EL status, continue annual administration on ELPAC and teachers will communicate with parents if child is not making progress and offer EL services. OELA-EL Toolkit Chapter 7.

3. Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. CVESD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310). CA EDGE Initiative

PRINCIPLE THREE

System Conditions That Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of Multilingual English Learners.

ELEMENT A

Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the Multilingual EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

1. The District's Instructional Focus statement identifies a focus on Multilingual ELs and high impact language development strategies. Ongoing Professional Learning includes scaffolds and supports for Multilingual ELs with the goal of full implementation of comprehensive ELD and the use of the California Common Core State Standards.

2. The District provides guidance to sites Principals on the range of appropriate achievement goals for the progress of Multilingual ELs that are to be included in each site's Single Plan for Student Achievement (SPSA). The District support includes strategic monitoring of Multilingual ELs. District Leadership that includes Executive Directors, Directors and the Assistant Superintendent of Innovation and Instruction, are responsible for a cohort of school sites. At regular intervals throughout the year, classrooms visits are conducted with the lens of monitoring Multilingual ELs. In addition, Principals collaborate with teachers to identify Multilingual ELs in each classroom that are shadowed during these visits. District and site administrators have access to the LCAP Matrix, a report that collects a range of data points. This data includes the student's picture, past and current English proficiency assessments. Local Measures data, State academic assessments (attendance, Special Education status, economic status, and identification as Long-Term English Learner or At-Risk Long-Term English Learner. District Administrators also observe Designated English Language Development and grade level collaboration time. After each site visit District Administrators review observations with principals, celebrate growth and discuss possible next steps to ensure program alignment with SPSA goals for Multilingual ELs.

3. Regular, school wide Student Monitoring is scheduled and conducted to ensure all students, including Multilingual English Learners, are provided appropriate supports to meet end of year goals.

4. The District recognizes the importance of shared leadership that focuses on the success of our Multilingual ELs and Biliteracy. Leadership and support are provided in the following:

    - Department of Multilingual Education and Instruction Services and Support
        - Multilingual English Learner Master Plan
        - Professional learning (Integrated and Designated ELD)
        - ELPAC and EL documentation
        - Dual Language Programs
        - High Priority Schools
        - DAC/DELAC
        - Equitable Services to Private Schools (Federal Title Programs)

- Biliteracy Committee
    - Multilingual English Learner Master Plan
    - Multilingual Plan
    - Dual Language Programs

- Dual Language Innovation Teams were created to build coherence and sustainability across the District for Dual Language Programs. Team Members include parents, teachers, school administrators and District staff. These teams are activated as necessary to address their respective goals.
    - Instruction - The goals of the Instruction Team are to ensure that instruction is cognitively engaging and academically rigorous in both languages, determine how to effectively utilize our curriculum and how to supplement it, and to develop a Spanish language assessment model. The last goal is to create a plan to promote equitable value for both languages and cultures.
    - Parent Education - The goals of the Parent Education Team is to inform parents throughout the District of the benefits of Dual Language.
    - Recruitment - The goal of Recruitment Team is to develop multiple pathways to provide an adequate supply of highly qualified teachers.
    - Enrollment - The goals of the Enrollment Team is to design enrollment models to sustain our programs and provide equitable access and to recommend a plan to expand or modify Dual Language programs to ensure the highest level of equity of access.

5. The District evaluates the effectiveness of our EL programs and services through analysis of academic data points and language development growth. Site leaders and District administrators utilize Power BI to disaggregate data by target group to strategically plan interventions and support to Multilingual ELs. With the availability of the English Learner Progress Indicator on the California School Dashboard, this data point will be added to the tools used to assess programs.

6. The Department of Multilingual Education and Instruction Services and Support provides the following:
    - Supports schools with Multilingual EL identification, progress monitoring and reclassification to Fluent English Proficient, which involves the administration of the Initial and Summative ELPAC.
    - Develop and provide staff professional learning on the implementation of a comprehensive ELD program that supports student achievement on California Common Core State Standards, and growth in English language proficiency as measured by the ELPAC.
    - Build parent capacity by collaborating with DAC/DELAC on how to best inform and support our Multilingual EL families on EL policies, programs. goals and services.
    - Assistance with the development of site documentation for each Multilingual EL program compliance area, such as the Federal Program Monitoring.
    - Development of the Multilingual English Learner Master Plan which serves as a framework that supports coherent and successful strategies for Multilingual ELs.

- Provides input to the specific actions and services in the Local Control Accountability Plan including the Federal Addendum that ensures compliance with State and Federal guidelines.

ELEMENT B

The school system invests adequate resources to support the conditions required to address Multilingual EL needs.

1. General fund resources are used to provide services and programs for Multilingual English Learners, including English Language Development and access to the core curriculum.

2. The District uses Title III funds only to supplement, not supplant Federal, State and Local public funds that, in the absence of such availability, would have been expended for programs for Multilingual ELs and Immigrant children and youth and in no case to supplant such Federal, State and Local funds.

3. The District allocates Title III funds for direct services to Multilingual ELs. Federal Title III for Limited English Proficient (LEP) and Immigrant funds are spent for supplemental services and materials. An Immigrant is defined as a student aged three through twenty-one, was not born in any state, and has not been attending any one or more school in the United States for more than three full school years. These services and materials may include, but are not limited to:
   - Professional Learning for instructing Multilingual ELs
   - Supplementary materials for Multilingual ELs
   - Supplementary resources for teachers to support Multilingual ELs
   - Multilingual EL parent education, training, and involvement
   - Immigrant Education support (Immigrant Instructional Assistants)
   - Professional Learning opportunities for parents and staff
   - Title III personnel
     - Language Development Coordinators
     - District Bilingual Resource Teachers
     - English Learner Supervisor

4. District Bilingual Resource Teachers provide professional development, resources and direct support to teachers in the area of biliteracy.

ELEMENT C

A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

1. In order for Multilingual ELs to meet the standards of literacy in English, they must be proficient in speaking, listening, reading and writing in English. The ELD Standards are used to address English language proficiency and are aligned to the California Common Core State Standards in English Language Arts. All Multilingual ELs receive an ELD Progress Report, in addition to the regular report card. The ELD Progress report provides parents with information on the progress their child is making in English proficiency.

2. The Summative ELPAC classifies the English proficiency of Multilingual ELs as follows:

    - Level 1—Minimally Developed: Multilingual ELs at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

    - Level 2—Somewhat Developed: Multilingual ELs at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.

    - Level 3—Moderately Developed: Multilingual ELs at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

    - Level 4—Well Developed: Multilingual ELs at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the CA ELD Standards.

3. In addition to the ELPAC, all Multilingual ELs in grades three through six take the California Assessment of Student Performance and Progress (CAASPP) in ELA and Math. The District and school sites administer formative and summative assessments to monitor student progress and to provide timely interventions. Results are generated through a variety of data reports that target the specific needs for Multilingual ELs. Teachers use assessments to review student progress and plan modifications in instruction and classroom interventions as appropriate. ELPAC data is used for instructional grouping in ELD. Parents should be informed of progress and interventions in a timely manner. The assessments are summarized in Figures 6 and 7. The District Bilingual Resource Teachers continue to work towards developing and providing authentic Spanish assessments. The California Spanish Assessment is used to measure achievement in Spanish for students in grades three through eight.

Figure 6. Language Development: Assessments in English and Spanish

Instrument	Grade Level	Description	When Administered	Who Administers
Initial English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	• Assesses listening, speaking, reading and writing in English • State-mandated instrument • Used for the initial identification of students as English Learners	Initially: At registration (Legal allowance – within 30 calendar days from date of registration)	Initial: Trained teachers @ site or EL Aide
Summative English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	• Assesses listening, speaking, reading and writing in English • State-mandated instrument • Used to measure annual growth	Annually: February-May	Trained teachers @ site or EL Aide
Alternate English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	This assessment is intended only for students who have a significant cognitive disability and whose Individualized Education Program (IEP) team has decided that the student should take alternate assessments, in addition to being identified as an EL or potential EL.	Annually: Coming November 2021	Trained teachers @ site
Benchmark Formative Assessments (English/Spanish)	K-6	• Assess different domains in English or Spanish	Periodically throughout the year	Teacher

Figure 7 – Academic Achievement: Assessments in English/Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
District Wide Assessments				
Smarter Balanced Assessment (English)	3-8, 11	• Criterion referenced tests assessing student's mastery of Common Core State Standards in English Language Arts and Mathematics • Interim assessments in English Language Arts and Mathematics	Annually in Spring Bi-annually	Teacher Teacher
California Spanish Assessment (CSA) (Spanish)	3rd-8th	• The CSA Measures student's competency in **Spanish** reading/language arts and provides student-level data in **Spanish** competency, • The CSA assess Spanish reading, writing and listening. • The CSA also evaluates the implementation of **Spanish** reading/language arts programs at the local level	Annually in Spring	Teacher
California Science Test (CAST)- Science ONLY (English)	5th & 8th	• The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the concepts across such scientific areas as life science, earth and space science, and physical science. These standards use disciplinary core ideas, science and engineering practices, and cross-cutting concepts to help students understand how science works in the natural world.	Annually in Spring	Teacher
California Alternate Assessments (CAA) (English)		• Only eligible students may participate in the administration of the CAA's Any student identified for alternate testing takes the alternate versions of all tests. • Individualized (IEP) teams shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards.	Annually in Spring	Teacher
Local Measures Assessment* (English/Spanish)	K-2	• Reading, writing, and math grade level assessments	Annually in Spring	Teacher
Level Set Reading (Achieve 3000 Lexile) (English/Spanish)	2-8	• Counts as Local Measure Reading Assessment for grade 2	3 times a year	Teacher

CVESD Spanish Performance Task (Spanish)	K-6 Dual Immersion	• Optional, District-developed assessments of grade level Common Core text types	Quarterly	Teacher

4. Reclassified Fluent English Proficient is the primary goal of language development programs for Multilingual ELs, thus reclassification rate is one of the primary measures of success. In October of each year, District personnel collect District and State-mandated data and disseminate to each school a list of Multilingual ELs who meet the reclassification criteria for ELPAC, CAASPP and Local Measures as shown in Figure 8. Documentation of language and academic performance assessments and record of reclassification are kept in the student Multilingual EL folder located in the cumulative records. These folders are reviewed and monitored annually for required Multilingual EL documentation.

Figure 8 - Reclassification Criteria

Multiple Criteria		Minimum Requirements
English Language Proficiency	Most recent English Language Proficiency Assessments for California (ELPAC)	Grade K-12 Overall Proficiency 4
Academic Achievement (Note: Students in grades 3-12 may qualify by either the Local Measure or by CAASPP)	Local Measure Reading/Smarty Ants	Grade K Met/Exceeded
	Local Measure Reading/Smarty Ants	Grade 1 Met/Exceeded
	Local Measure/Level Set Reading	Grade 2-12 Midpoint of approaching and above for grade level
	California Assessment of Student Performance and Progress (CAASPP)-English Language Arts	Grades 3-6 Midpoint of Standard Nearly Met and above for grade level
Teacher Recommendation	Proficiency Level Descriptors	Grades K-12: Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development (ELD) Report Card
Parent/Guardian opinion and consultation	Consultation with parent/guardian	Grades K-12: Parent/guardian agrees that reclassification is appropriate

5. In addition to the reclassification rate, the effectiveness of language development programs for Multilingual ELs are monitored and thoroughly evaluated annually by using District and school data as reflected on the Local Control Accountability Plan, including the Title III LCAP Federal Addendum.

6. The Multilingual Plan, developed in collaboration with the Biliteracy Committee, includes the creation and implementation of common assessment tools and protocols connected to proficiency level descriptors in both English and Spanish.

ELEMENT D

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

1. The District provides professional development specific to the implementation of programs for Multilingual ELs. Professional development is provided to classroom teachers, resource teachers, principals, and other school leaders, administrators, paraprofessionals, parents, and other school or community-based organizational personnel to improve the instruction and assessment of Multilingual ELs that is:

    - Designed to improve the instruction with a targeted focus on daily integrated and designated ELD and assessment of Multilingual ELs.

    - Designed to enhance the teacher's ability to understand and use curriculum, assessment measures, and instructional strategies for Multilingual ELs.

    - Designed to meet the diverse academic and language needs of students.

    - Intentionally designed to have a positive and lasting impact on the teacher's performance in the classroom.

2. The District collaboratively plans with other departments to provide on-going professional development opportunities to all teachers and staff working with Multilingual ELs. This includes teachers participating in the Induction program.

3. The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of Multilingual ELs. Staff development opportunities to support teachers in providing differentiated instruction for Multilingual ELs may include the following:

    - Targeting Multilingual EL needs through the ELA/ELD Framework
    - Implementing CA ELD Standards
    - Long Term English Learners
    - GLAD instructional strategies
    - ELPAC
    - Biliteracy Training
    - Dual Language Program Strategies
    - Induction - Multilingual EL training
    - Integrated and Designated ELD
    - Collaborative Conversations
    - High Impact Language Strategies
    - Data and EL monitoring

4. Teachers at all school sites participate in grade level collaboration on a weekly or bi-weekly basis through release time provided by Visual and Performing Arts Teachers. The VAPA Program and Teacher Collaboration is funded through our District's LCAP. During this time teachers have an opportunity to plan for targeted support to our Multilingual English Learners, including planning for Integrated and Designated ELD instruction.

5. CVESD teaching staff hold a Crosscultural, Language and Academic Development (CLAD) or a Bilingual Crosscultural, Language and Academic BCLAD, and or equivalent certification and this includes teachers with specialist credentials. The District seeks CLAD and BCLAD teachers by working closely with the San Diego County Office of Education and local universities, by attending in-state and out-of-state recruitment fairs and career days, advertising in educational online services and through a variety of job postings and announcements. The District maintains partnerships with institutions of higher education to ensure the availability of highly qualified teachers to support Multilingual ELs including students in the Dual Language Program. The District works in collaboration with the San Diego County Office of Education, to ensure the hiring of highly qualified teachers. The Human Resources Department ensures there is an appropriately authorized teacher in every classroom.

6. In addition to general recruitment, the District has established a Dual Language Innovation Team for Recruitment to develop strategies that attract appropriate authorized Spanish teachers.

PRINCIPLE FOUR

Alignment and articulation within and across systems.

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

ELEMENT A:

EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

1. Preschool students are screened, and Multilingual English Learners are informally identified so that they can begin receiving language support using ELD curriculum. Forty percent of District preschools are bilingual and use the Preschool English Learner Guide to inform instruction that aims to prepare students for kindergarten whether they enroll in an English only classroom or a Dual Language program. All Preschool classrooms in the District have at least one bilingual staff member.

2. LCAP funds release teachers for regular collaboration to plan instruction that includes supporting ELD and Multilingual ELs.

3. Content area coordinators provide ongoing training in high impact language strategies to support Multilingual ELs.

4. District *Innovation Live* events are presented in English and Spanish.

5. The District implements a Multilingual Plan for professional development that focuses on ELD Standards, collaborative conversations with high impact language development strategies and comprehensive ELD.

6. Bilingual Resource Teachers collaborate to develop District resources to support teachers of Multilingual English Learners.

ELEMENT B:

Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.

An opportunity for extended learning that includes intensive small group academic support is offered to Multilingual ELs at all school sites.

ELEMENT C:

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

1. Each school's Instructional Leadership Team receives District provided training using a model that enables the implementation of common District-wide initiatives. High impact language development strategies that support Multilingual English Learners are a standard component of all professional development and instructional initiatives. Schools work together in cohorts to support each other in

implementing relevant cycles of professional learning. District leadership is assigned to support the cohorts and ensure that initiatives are fully implemented.

2. The Dual Language Standards of Practice outline essential program elements across the District. This document addresses program vision, program goals, program structure, program model and supporting research.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Results of California School Dashboard Local Indicators

_____Action **____X____Information**

BACKGROUND INFORMATION:

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

- **Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. Criteria: Met**

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

- **Priority 2: Self-Reflection Tool for Implementation of State Academic Standards. Criteria: Met**

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

- **Priority 3: Self-Reflection Tool for Parent Engagement. Criteria: Met**

  LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board, stakeholders, and the public through the evaluation rubrics.

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

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

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

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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

MINUTES
BOARD OF EDUCATION

Special Meeting
July 14, 2021
5 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

UNADOPTED

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

President Reyes called the meeting to order at 5 P.M.

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Arrived at 5:01 P.M.)
Ms. Lucy Ugarte, Clerk
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent (Virtually)
Dr. Matthew Tessier, Asst. Supt., Instructional Services (Virtually)
Mr. Jason Romero, Asst. Supt., Human Resources (Virtually)
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education
Mrs. Araceli Vargas, Administrative Assistant II

C. Pledge of Allegiance

Board Member Bunker led the Pledge of Allegiance.

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS

Oral Communications

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

No comments were received.

4. APPROVE CONSENT CALENDAR

Consent Calendar

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

A. Approve Human Resources Item A

2021-22.001

5. CLOSED SESSION

Closed Session

Superintendent Dr. Francisco Escobedo adjourned to closed session at 5:03 P.M. in accordance with the following:

Government Code Section 54957: Public Employee Appointment:

- Principal
  Castle Park Elementary School
  Wolf Canyon Elementary School

6. RECONVENE TO OPEN SESSION

Open Session

President Reyes reconvened to open session at 5:58 P.M. with all Board Members present.

President Reyes announced that in closed session, the Board approved unanimously the appointment of Alicia Flores as Principal at Castle Park Elementary and Casey Lange as Principal at Wolf Canyon Elementary.

7. ADJOURNMENT

Adjournment

President Reyes adjourned the meeting at 6 P.M.

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

_____

Francisco Escobedo, Ed.D., Secretary

_____

Lucy Ugarte, Clerk

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

Regular Meeting
July 14, 2021
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

ADOPTED

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

President Reyes called the meeting to order at 6:08 P.M.

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President
Ms. Lucy Ugarte, Clerk
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Matthew Tessier, Asst. Supt., Instructional Services
Mr. Jason Romero, Asst. Supt., Human Resources
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education
Mrs. Araceli Vargas, Administrative Assistant II

C. Pledge of Allegiance

Clerk Ugarte led the Pledge of Allegiance.

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

3. SPECIAL RECOGNITION, ORAL PRESENTATIONS, WRITTEN REPORTS, AWARDS, AND HONORS

Presentations/ Awards

A. Presentation of Newly Hired and Promoted Employees

Human Resources Assistant Superintendent Mr. Jason Romero introduced employees Lorena Beifuss promoted to Assistant Principal at Rice; Alicia Flores promoted to Principal at Castle Park; and new employee Casey Lange Principal at Wolf Canyon.

President Reyes recognized Chula Vista Educators (CVE) President Susan Skala who served as the president for four years (two consecutive terms). Board Members shared their experiences working with Ms. Skala and thanked her for her leadership, all she accomplished, and congratulated and wished her well in her future endeavors in retirement.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization

None.

B. Chula Vista Educators

CVE President Rosi Martinez congratulated Ms. Skala on her 27 years of dedication to students, thanked her for her leadership, and wished the best to all the retirees. Ms. Martinez said to those coming back next week, she hopes they are enjoying the break to re-energize and spending quality time with family. She appreciated Dr. Escobedo's communication that had been recently sent and the upcoming Town Hall that will inform the community about the District's plan for returning to campus as well as the certificated and classified chats. Ms. Martinez said there are members with questions about the specifics pertaining to the safety and logistics of the return to school. She referenced an item on the agenda about the District's plan and the fact it did not contain information about the plan. Ms. Martinez said it is difficult to prepare both physically and mentally for the unknown. She referenced CDC guidelines that came out recently and hopes to see them addressed in a safety plan. She added CVE has not been part of the conversation around the return to the [upcoming] school year, bargaining dates have not been scheduled to do so, and there are many questions. Ms. Martinez said CVE is focused on meeting the emotional and academic needs of students and they understand there will be a transition period when students will need support and interventions. They feel strongly that keeping class sizes as small as possible and minimizing the number of combination classes will allow for better support of students. She added it is troubling to see the number of combo classes that have been created for next year and the high number of students on the roster. Ms. Martinez said this Board had previously expressed its commitment to reduce those

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whenever possible and this would be an important time to follow-through with that priority. Ms. Martinez is committed to continuing the collaboration between CVE and the District in order to have a smooth transition back, as well as maintain the high quality of education that Chula Vista is used to getting from its public schools. She looks forward to a positive school year.

5. 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 must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting. Speakers are requested to limit their remarks to three minutes. 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.

- Parent Debra Vigil expressed the inappropriateness of the Welcoming Schools curriculum for elementary age students.
- Parent Jesse Vigil expressed concern regarding the lack of communication from the school regarding the Welcoming Schools curriculum and the topics of conversation in the classroom without parent consent.
- Parent Rosy Rodriguez expressed concern on the Welcoming Schools curriculum and that it was implemented without prior parent consent.
- Parent David Bame addressed the superintendent selection process, police and social justice issues, and parental involvement.
- Parent Sophia Canedo addressed mask mandate, Welcoming Schools curriculum, and critical race theory.
- Parent Maira Miranda addressed in-person learning, mask mandate, and access to funds.
- Parent Scott Anderson addressed the superintendent search and critical race theory.
- Uns addressed the agenda being pushed out to kids and what options do parents have if kids continue to be pushed out.
- Parent Monica Magana expressed concern against the Welcoming Schools agenda, to be transparent with parents, mask mandates, and critical race theory.
- Parent Mike Rodriguez addressed critical race theory. He also requested that sexuality be taught in the home by parents.

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

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

Prior to approval of the Consent Calendar, President Reyes pulled Items 6.B., 6.C., 6.F., 6.I., 6.J., and 6.P.

Motion:, UGARTE, Second: TAMAYO, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Special and Regular Meetings June 16, 2021

B. Approve and/or Ratify Human Resources Items A Through J **2021-22.002**

Vice President Bishop asked about new hires, specifically the hiring of counselors, social workers, and psychologists. Assistant Superintendent of Human Resources Mr. Romero said this has been a priority and there have been new hires using ESSER [Elementary and Secondary School Emergency Relief] funds and other funds specifically geared toward critical needs. Mr. Romero shared there are no vacancies to fill. Dr. Tessier added there is an item on the agenda to approve a contract with South Bay Community Services to provide mental health support to students. Once approved, all goals will be met under the Expanded Learning Opportunities Grant.

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

C. Approve Memorandum of Understanding with Chula Vista Educators Regarding the Virtual School Program

Vice President Bishop asked about open enrollment and said as a parent, she never saw communication that the enrollment for Virtual Academy was reopened. Dr. Tessier said an open enrollment interest form went out and with the most recent legislation this will have to reopen again so parents will have another opportunity [to enroll]. Dr. Escobedo said during the Town Hall meeting on Thursday he will reiterate the Virtual Academy and how to apply any of the new legislation. There was discussion about the IEP [Individualized Education Program] process and the limited time between when the IEP meeting can take place and the beginning of school. Concern for families who have a medically fragile child with an IEP and where to place them during the 30-day IEP meeting window was also discussed. Vice President Bishop asked for support for Dual Immersion students who attend the Virtual Academy that they not lose their spot in the Dual Immersion Program at their home school. Dr. Escobedo said if there is not space at their home school they will be

APPROVED

placed in Dual Immersion at a nearby school. Dr. Escobedo addressed the question of Dual Immersion at the Virtual Academy and why it will not be offered this year. Board Member Bunker asked for research on whether Dual Immersion is successful in distance learning.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

D. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Increases and Reductions in Instructional Assistant-ELL Hours

E. Ratify Agreements with the San Diego County Office of Education for:

(1) Participation in the Outdoor Education Program for the Period of July 1, 2021 Through, June 30, 2022; and

(2) Participation in the Science Outreach Program for the Period of July 1, 2021 Through, June 30, 2022

F. Ratify Amendment #1 to Operating Agreement with the San Diego County Superintendent of Schools San Diego Quality Preschool Initiative for Preschool Enrichment Services for the Period of July 2, 2020, Through June 30, 2023

Board Member Tamayo said he would abstain from voting [on Items 6.F., 6.I., and 6.J.] as SDCOE [San Diego County Office of Education] is his employer. Board members agreed to vote on all three items together.

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

G. Approve Renewal of Agreement with Bloom Software, Inc., dba Thrively, Inc., for Thrively Pro Services for the 2021-22 School Year

H. Adopt COVID-19 Safe Return to In-Person Instruction and Continuity of Services Plan and the COVID-19 Prevention Program for the 2021-22 School Year

I. Approve Agreement with the YMCA of San Diego County for Participation in the Outdoor Education Program for the Period of July 21, 2021, Through June 3, 2022

J. Approve Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2021-22 School Year

UNADOPTED

K. Approve Memorandum of Understanding with South Bay Community Services to Provide Mental Health Support to Students for the Period of July 19, 2021, Through June 30, 2022

L. Approve Memorandum of Understanding with Western Educational Equity Assistance Center to Provide Parent Leadership Training and Development for the 2021-22 School Year

M. Approve Acceptance of Work and Notice of Completion for Bid No. 19/20-13 to Frank & Son Paving, Inc., for Asphalt Repairs and Replacement at Multiple School Sites

N. Adopt Resolution in Recognition and Appreciation of the Cultural, Ethnic, and Linguistic Diversity in the Chula Vista Elementary School District for the 2021-22 School Year **2021-22.003**

O. Adopt Resolution in Support of Civic Learning for College, Career, and Civic Life for the 2021-22 School Year **2021-22.004**

P. Adopt Resolution Establishing the Annual Special Taxes for Community Facilities Districts No. 1 (EastLake), No. 3 (Rancho Del Rey), No. 4 (Sunbow), No. 5 (First Generic District), No. 6 (Otay Ranch Village One), No. 10 (Second Generic District), No. 11 (McMillin Lomas Verdes), No. 12 (Otay Ranch Village One West), No. 13 (San Miguel Ranch), No. 14 (Otay Ranch Village 11), No. 15 (Otay Ranch Village 6), No. 17 (Otay Ranch Villages 2 and 7), No. 18 (Otay Ranch Millenia - Eastern Urban Center), No. 19 (Public Access 12 Freeway Commercial and Portions of Otay Ranch Village 2), and No. 20 (Otay Ranch Village 3) for Fiscal Year 2021-22 **2021-22.005**

Nick Lee, from Baldwin and Sons, addressed the Board concerning the increase in the special tax rate. Mr. Lee stated homeowners would not be expecting such a large increase. Due to current economic and construction environment, a 2% increase would be more reasonable and in line with what would be expected. Board Member Tamayo asked if the 15.3% is something the Board could revise or is it set in stone. Mr. Esquivel said the requirement in the Community Facilities District agreement, agreed to by the Developer and the District, is that the tax increase shall be the greater of 2% or the annual increase in the building costs for those parcels where 2021-22 is the first year of special tax assessment. The District is required to provide the County of San Diego the rates by August 10. Board Member Bunker asked if the 15.3% rate affecting the new group of homes and all the previous ones were being increased only by 2%. Mr. Esquivel explained that approximately 730 units will be impacted by the 15.3% increase in the 2021-22 year. All previously assessed properties, about 27,000 plus, will only be subject to the 2% maximum increase.

ADOPTED

Motion:, TAMAYO, Second: BUNKER,
Vote: Ayes: BUNKER, TAMAYO, UGARTE
Noes: BISHOP

Q. Adopt Resolution Authorizing the Chula Vista Elementary School District to Execute a Grant Agreement with the San Diego County Air Pollution Control District and Accept Grant Funds from the California Air Resource Board for School Bus Replacement **2021-22.006**

R. Adopt Resolution Authorizing Utilization of the South County Support Services Piggyback Bid No. 18/19-SC11-01 School Buses for the Period of July 21, 2021, Through December 31, 2022 **2021-22.007**

S. Approve Inservice/Travel Request **2021-22.008**

T. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through June 30, 2021 **2021-22.009**

President Reyes called for a recess at 7:37 p.m. and reconvened the meeting at 7:47 p.m. President Reyes asked Dr. Escobedo about the opt-out process for the Welcoming Schools program and how it is communicated to parents. Dr. Escobedo said he will look at the opt-out aspect and do some research. Vice President Bishop would like more ongoing Town Halls about Welcoming Schools. Communication is key.

7. 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. Speakers are requested to limit their remarks to three minutes. 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.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Approve School Facilities Mitigation Agreement for Otay Ranch Village 8 West

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

UNADOPTED

Mr. Esquivel said at the June Board meeting the Board approved the first steps in forming Community Facilities District 21 in Otay Ranch Village 8 West area. The current process is that HomeFed development company and merchant builders are in the process of developing Otay Ranch Village 8 West and approximately 2400 units that will eventually generate about 700 K-6 students. As part of the process, there is a Mitigation Agreement that the District, HomeFed, and related entities have agreed to. Requesting approval of the agreement that includes special tax assessments levied on those properties in order to have the funding to build new school facilities in the Otay Ranch Village 8 West area. If approved, the next steps will be to complete the process at the August Board meeting in forming CFD 21.

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

First and Second Readings

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS

Board Communications

Ms. Bishop:

- Thanked all the people that did so much work over the break and appreciates them all.
- Welcomed Rosi [Martinez] and Courtney [Green] and looks forward to working with CVE as well as Peter [Zeitler]. She welcomed Nancy [Teahan] who supports the Board.
- Said she had questions about reopening and encouraged parents to watch the upcoming Town Hall. She asked about seating in classrooms – will there be single desks and 3-foot distancing. Dr. Escobedo said according to CDC and CDPH requirements if you are wearing masks there is no need for distancing. There are air purifiers in every classroom as well as dividers. Dr. Escobedo shared the latest COVID-19 CDC guidance for K-12 schools. Ms. Bishop asked about lunchtime and when kids take off their masks. Dr. Escobedo said there could be staggered lunch times and eating outside. Overall guidance is to create larger outdoor eating facilities so kids can be separated.
- Shared she has office hours every month and if anyone wants to speak directly to her, information can be found on the School Board page. People can sign up for an appointment or she also offers open house times where people can join as a group.
- Thanked the parents who took the time to come out to the meeting and also those watching online.
- Wished everyone a happy pride week.

ADOPTED

Mrs Bunker:

- Welcomed everyone back.
- Congratulated Rosi Martinez in her new position as well as the new principals that were hired.
- Thanked parents and community members who came out to speak at the meeting. She said communication skills are lacking [in response to the oral communications] and thanked parents for bringing this to their attention.

Dr. Reyes:

- Thanked parents for coming to the meeting to share their concerns and also those watching online. Communication is something to reflect on.
- Congratulated Rosi Martinez and Courtney Green and looks forward to working with them in their leadership roles.
- Shared about Dr. Escobedo's retirement and reflected on how the District has become a District of excellence, an outlier District. He shared about his experiences of the teachers and mentors that helped him through his education path. He strongly believes that all students should feel included, respected, embraced, and valued. Over the past seven years that he served as a Trustee, he said the District has had many successes and a lot to be proud of from a policy perspective.
- Spoke about Lakeside School District and how they selected a superintendent who was a Board member and that he was inspired by this that a successful educational administrator can transition from being a Board member to superintendent.
- Announced his resignation from his position on the Board of Trustees so he can be considered as a candidate for the permanent selection of superintendent of Chula Vista Elementary. His resignation was effective at 8:07 PM and he shared he will not be part of any discussions of the selection process of the permanent superintendent selection and he will not attend closed session. He hopes this will be the beginning of a new chapter. He submitted his formal letter of resignation to Dr. Escobedo.
- Thanked everyone and wished a great start to the new school year. Dr. Escobedo thanked Dr. Reyes for his seven years of service and dedication and for the partnership between a Board Member and Superintendent. He wished the best to Dr. Reyes

Mr. Tamayo:

- Thanked the community for sharing things that are often not seen.
- Congratulated Rosi [Martinez] and Courtney [Green] on their new positions and looks forward to working with CVE. He said there will be challenges with a decline in enrollment, but in their leadership capacities they will be able to resolve issues.
- Hoped teachers and staff were able to rest and he looks forward to finding ways to support them. He thanked them for all they do and wished everyone a good start to the year.

APPROVED

Ms. Ugarte:

- Thanked the parents for realizing that our shared goal is students and for making the Board aware of their concerns.
- Welcomed Rosi and Courtney and she looks forward to working with them.
- Thanked all the staff who worked over the break and continued their service to the students. She looks forward to students being on campus and going back to work.

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Shared he will communicate with the county board about Dr. Reyes' resignation.
- Said Board members will have the choice of either a special election, which is very costly, or as a group can decide an application process. The decision has to be made in an open meeting. President Bishop said there will be a special Board meeting in about two weeks to discuss filling the vacancy left by Dr. Reyes.

13. CLOSED SESSION

Closed Session

President Bishop adjourned to closed session at 8:15 P.M. in accordance with the following:

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

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

Government Code Section 54957: Public Employee Appointment: Superintendent

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2021030087 for Student No. 514347

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2021030690 for Student No. 306192

14. RECONVENE TO OPEN SESSION

Open Session

UNADOPTED

President Bishop reconvened to open session at 9:20 P.M. with all Board Members present.

Board Member Tamayo announced that in closed session, the Board: Approved the agreement between the District and Chula Vista Classified Employees Organization regarding Employee No. 2011390121

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

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2021030087 for Student No. 514347

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

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2021030690 for Student No. 306192

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

Approved the Public Employee Appointment of Interim Superintendent Mr. Oscar Esquivel

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

15. ADJOURNMENT *Adjournment*

President Bishop announced a special Board meeting on July 26 at 6 P.M. to discuss the Board vacancy and superintendent hiring process. She also requested the October 6 meeting be moved to October 20.

President Bishop adjourned the meeting at 9:24 P.M.
Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

_____
Oscar Esquivel, Interim Secretary

_____
Lucy Ugarte, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, AUGUST 11, 2021, AT 6 P.M.

UNADOPTED

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

Special Meeting
July 26, 2021
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

ADOPTED

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

President Bishop called the meeting to order at 6 P.M. and thanked everyone for being there. She said it is important to have community members that care deeply for this process. She added the meeting may go longer than usual because it is important that everyone is heard.

B. Roll Call

Members Present:
Ms. Kate Bishop, President
Ms. Lucy Ugarte, Clerk
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Mr. Oscar Esquivel, Interim Superintendent
Dr. Francisco Escobedo, Superintendent
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt., Human Resources
Mrs. Theresa Villanueva, Director of Fiscal Services
Mr. Anthony Millican, Director, Communications and Community Development
Mrs. Mayela Couturier, Translator/Interpreter
Mrs. Nancy Teahan, Asst. to the Supt. And Board of Education
Mrs. Araceli Vargas, Administrative Assistant II

C. Pledge of Allegiance

Board Member Bunker led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: UGARTE, Second: BUNKER, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS *Oral Communications*

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

Former District Board Member Bertha J. Lopez spoke on Agenda Item 5.A. During the 10 years she served as a District Board Member every decision was based on kids and the community of the District. She shared the process taken to replace an outgoing Board member during her term. She enumerated the steps taken, and how the process was clear, concise, and transparent.

Parent David Bame spoke on Agenda Items 5.A. and 5.B. and shared the importance of transparency and encouraged an application process that should have input from community, teachers, and staff. He said to allow sufficient time for both the Board Member and Superintendent timelines. Having an outstanding interim superintendent will allow time for the superintendent selection process.

Parent Molly Crawford spoke on Agenda item 5.C. and the lack of communication about the superintendent search. She asked that there be more transparency as to what is happening with the search and to keep the community and parents involved in the process. Strong leadership and consistency is greatly needed.

Bertha J. Lopez spoke on Agenda Item 5.C. and offered suggestions regarding the superintendent search. She said to be cautious, do your job, do not micromanage, stay away from the press, select the best qualified, competent individual, that will carry the torch forward; work together as a Board, respect each other, listen to community members, and be transparent in the process.

DRAFT

David Bame spoke on Agenda Item 5.C. and the need that parents, teachers, staff, and community all need to feel ownership in this process. He shared comments about a search process, the need to include parent groups and various committees, candidate forums, and to be proactive in getting input from the community.

4. APPROVE CONSENT CALENDAR

Consent Calendar

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

Prior to approval of the Consent Calendar, Board Member Tamayo asked to pull Item 4.A. and asked to abstain from voting on this item because he works for the San Diego County Office of Education. He also said if there would be discussion, he would like to recuse himself.

A. Adopt Resolution in Support of High Tech Schools to be Certified by California Public Employee Relations Board as the Association Representing Nonmanagement Certificated Educators at High Tech Schools **2021.22.010**

Motion: UGARTE, Second: BUNKER

Vote: Ayes: BISHOP, BUNKER, UGARTE
Noes: NONE, Abstain: TAMAYO

B. Approve Human Resources Item A **2021-22.011**

Motion: UGARTE, Second: TAMAYO, Vote: UNANIMOUS

5. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. (1) Approve Option to Fill Board of Education Vacancy for Seat 5; and

(2) Approve Board of Education Vacancy Application (Seat 5)

Mr. Esquivel said as a result of the Board of Education Vacancy for Seat 5 there is a requirement an appointment be made within 60 days or a special election. July 14 is the start of the 60-day period and the end date would be Sunday, September 12. Information on Board Bylaw [9223] was provided in the agenda item as well as the option for a special election, and the vacancy application was included for review. President Bishop summarized the three options. Board Member Bunker said she prefers option 1 and asked that the committee make sure the applicants are eligible [for Board membership] and all applicants be interviewed at a Board meeting.

UNADOPTED

Board Member Tamayo said option 3 is too much money when there are other priorities and he could entertain option 1 or 2, but leaned more toward option 1.

Clerk Ugarte agreed with not having a special election. She leaned toward option 1 and appreciated that Board Member Bunker clarified the screening process would only be to make sure candidates are eligible and that all candidates would be interviewed at a Board meeting.

President Bishop agreed option 1 is the most transparent option and that it gives an opportunity to get a feel for them [candidates] in advance.

President Bishop asked Board members if they had additional questions to include in the application and how would they want the application to be viewed - public as part of the agenda or in a Board report? Board Member Tamayo said a subcommittee to review the applications to ensure they [applicants] are all qualified, looking for transparency to be posted as part of the [agenda] item would be good for those who will advance. Most of the questions are open and gets a window into each of the candidates and this will allow the public to see what kind of applicants are applying. He is pleased with the questions as presented. He would like to add more questions as part of the interview. Board Member Bunker also agreed. Clerk Ugarte said with regard to the interview, she would like to use a rubric because it increases the transparency for the candidates and community. She asked Southwestern College Board to provide some examples they have used in their search. The rubric would also be posted. President Bishop said she would like to add "background check" to the list of crimes [Agenda Item 5.A.] so applicants will know they will be subject to a background check. Mr. Esquivel introduced District Legal Counsel Dean Adams to address this. Mr. Adams said there is not authority that specifically permits the Board to perform a background check before the selection is made and that there should be a Board Bylaw that allows the District to do a background check when a successful candidate is identified. President Bishop clarified the background check would be done after appointment, and if something on the background check precluded them from serving at that time the process would have to be done again. Mr. Adams said potentially, yes, and if there was something that precluded membership they would be removed. If there is something that doesn't necessarily preclude membership, often the Board Bylaw would restrict access to campuses, etc.

President Bishop summarized that the Board likes the set of questions; a public rubric will be posted of what they are looking for in a Board Member candidate; a set of questions that will be asked of candidates at the meeting in question [date of special meeting had not been determined]; and making sure other candidates are located where they can't hear the interview questions being asked.

APPROVED

Mr. Esquivel clarified the vote was to approve [Agenda Item 5.A.] 1 and 2 and the interview process is a separate process. President Bishop said the application is a baseline and will be published in the agenda for the interview meeting.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

B. Craft and Approve Vacancy Timeline and Process for Selection/Appointment of Provisional Board Member for Seat 5

Mr. Esquivel shared now that option 1 had been approved, the timeline can be specific to include dates, etc. There was discussion regarding the timeline, when to advertise and for how long, and a deadline for submitting the application. August 9 was agreed as the due date for applications. President Bishop said a special meeting would need to be scheduled since August 9 is too close to the August 11 Board meeting date. Mr. Esquivel said selecting a committee, in a quorum, would be part of the timeline. President Bishop suggested Mr. Romero and two Board members. It was brought up that during oral communications, David [Bame] mentioned input from community and stakeholders with an internal survey to parent committees, principals. There was discussion about utilizing Thoughtexchange and Mr. Romero said Thoughtexchange would be a great option and could be set up easily. President Bishop suggested a presentation with the results from Thoughtexchange at the beginning of a [Board] meeting so everyone can see the results.

President Bishop reviewed the following timeline: July 27 advertise for a Board Member vacancy; August 9 applications due; concurrently put out Thoughtexchange to all District stakeholders for their input; form a committee with two Board Members and Mr. Romero. Board Member Tamayo nominated President Bishop and Clerk Ugarte, and both accepted. Include a presentation, by Human Resources on the outcome of Thoughtexchange, to be presented at the August 25 Special Board Meeting at 6 P.M. to consider the candidates.

In summary, start with Thoughtexchange, interviews will be in public, and then vote. Board Member Bunker asked to have the results from Thoughtexchange prior to the [August 25] meeting. It was recommended to include in a Board update prior to the meeting.

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

C. Approve Process to Fill Superintendent Vacancy

President Bishop clarified nothing had been established to this point and this is when the process will be approved. Mr. Esquivel shared that Dr. Escobedo announced his retirement effective September 1. There are different models for finding a replacement and the process starts with Board members.

DRAFT

President Bishop said she prepared a presentation and Board Members discussed the following process for the superintendent search:

Create a District Oversight Committee that will include two Board members, the Assistant Superintendent of Human Resources, and a representative from Risk Management. This committee will design a survey for Thoughtexchange, send the survey to all stakeholders and then create a list of attributes desired based on survey feedback.
Put together a Search Committee made up of teachers – [Chula Vista Educators] CVE president plus two elected reps; classified staff – [Chula Vista Classified Employees Organization] president plus two elected reps; Principal – one elected rep; District Office – one elected rep; Parents – [District Advisory Committee] DAC president (or elected replacement); [District English Learner Advisory Committee] DELAC president (or elected replacement); [Parent-Teacher Association] PTA president (or elected replacement); [Black Learners Advisory Council] B-LAC – one elected rep; Special Education – one elected rep. The Oversight Committee will be responsible for ensuring that all elections occur fairly. The Search Committee will create a questionnaire based on survey results. Human Resources will put out a nationwide search and will run background checks and follow up on references. The Search Committee will meet for first paper screening to decide which candidates to interview and will put forward their top three to five (guideline) candidates for finalists. The Board interviews finalists and picks a new superintendent.

Board Members Bunker, Tamayo, and Clerk Ugarte said they would prefer a California search and not national. Board Member Bunker asked the [San Diego] County [Office of Education] be involved. Clerk Ugarte suggested EdJoin and President Bishop clarified the Human Resources department would utilize EdJoin. Mr. Romero said EdJoin is our widest network of connections. ACSA [Association of California School Administrators] also has a weekly publication where they list positions, CSBA [California School Boards Association], and contacting districts through social media. The goal is to build trust in hiring. Board Member Tamayo said he understands Human Resources to be our search firm and asked for clarification on the District Oversight Committee and the 13-person Oversight Committee. President Bishop explained the point of the Oversight Committee is to design the survey for Thoughtexchange and to make sure the different groups putting forward representation have duly elected them and not appointed them. Her hope is the 13-person Oversight Committee has a large enough pool from enough stakeholder groups so people feel represented. Any stakeholder can participate in the Thoughtexchange process. Board Member Tamayo said the model presented is a great start. He would like a timeline and presentation at the next Board meeting from Mr. Romero with the elements that were just stated by President Bishop. Mr. Romero replied it would be an honor to be part of this process. The goal will be to create a process that puts the trust in hiring but gives the District the ability to attract and retain the best candidates.

DRAFT

Board Member Bunker asked if the number of applicants (3-5) should be put forward as a percentage and Board Member Tamayo replied to look at the 3-5 as a guideline and not a rule. Mr. Esquivel asked President Bishop to review the process for recruitment of the superintendent for purposes of the minutes. Board Member Bunker suggested keeping Thoughtexchange separate for the Board vacancy and Superintendent. Board Member Tamayo said the motion should be to appoint the Human Resources Department to develop the timeline.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

President Bishop said there needed to be two Board members appointed to the Oversight Committee. Board Member Tamayo asked to wait on this for the superintendent vacancy. President Bishop asked to have this added to the agenda with the presentation.

6. ADJOURNMENT

Adjournment

Prior to adjournment, Board Member Bunker shared she was concerned that parents and the community thought they [Board] were not being transparent. She said this was the first step [approve process]. She added there had been nothing to share so she hoped everyone understood the intention of the [Board] was to be clear each step of the way. President Bishop concurred with Board Member Bunker and asked that something be sent to stakeholders the next day about the exact process and framework decided on tonight. Timeline will be discussed at the meeting on August 11. Board Member Tamayo suggested waiting on framework until there is a timeline because he was concerned it might confuse people. President Bishop said the most possible information is better and people can ask questions. She added it could state this is the framework and the timeline will be established at the August 11 meeting. Mr. Esquivel said information could be provided about the action tonight, moving forward with a transparent process and this is the Board's intention and just the start of the process. Mr. Romero said at the Board meeting where the timeline is discussed, the process could be added to the timeline at the Board meeting. Any changes or recommendations can be made at that time.

President Bishop adjourned the meeting at 7:20 P.M.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

_____

Oscar Esquivel, Interim Secretary

_____

Lucy Ugarte, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, AUGUST 11, 2021, AT 6 P.M.

UNADOPTED

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

Emergency Meeting
August 4, 2021
5:30 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

UNADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Kate Bishop called the meeting to order at 5:33 P.M.

B. Roll Call

Members Present:
Ms. Kate Bishop, President
Ms. Lucy Ugarte, Clerk
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Mr. Oscar Esquivel, Interim Superintendent
Dr. Francisco Escobedo, 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

C. Pledge of Allegiance

Board Member Tamayo led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS

Oral Communications

The Oral Communications portion of this emergency meeting provides the public with information regarding addressing the Board, as follows: The public has the opportunity to be heard on any items included in the agenda. Speakers are requested to limit their remarks to three minutes (approximately 390 words). Community members wishing to comment should call (619) 679-9001. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

None.

4. APPROVE CONSENT CALENDAR

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.

None.

5. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Determination of Emergency Situation Pursuant to Government Code Section 54956.5(a)(1)

Interim Superintendent Mr. Esquivel cited Government Code Section 54956.5(a)(1) and added the District is experiencing an emergency due to unfilled certificated substitute assignments. There can be immediate issues related to a lack of substitute teaching staff such as disruption and safety concerns when students are split amongst other classes because of unfilled assignments or principals leaving their positions to fill classroom needs. The District is requesting determination of the emergency situation pursuant to Government Code [Section 54956.5(a)(1)].

Motion: UGARTE, Second: TAMAYO, Vote: UNANIMOUS

B. Approve Temporary Increase of Daily Rates for Certificated Substitute Employees

Assistant Superintendent of Human Resources Jason Romero provided a presentation on support for addressing unfilled positions. He shared a plan for District proposed assistance. He shared about site subs that would be

UNADOPTED

hired for a year assigned to a specific school. If a school's enrollment is under 500 there would be one site sub and schools with enrollment over 500 would have two site subs. Site subs are in addition to any subs called on a regular basis. He added that site subs can also be shared between sites, however, the priority would be the school they are assigned to. There is no teaching credential required but the emergency 30-day permit would still be required. The second proposal presented was to increase substitute pay rates to be competitive with neighboring districts. Mr. Romero also shared a marketing plan that includes parent outreach, social media, EdJoin, and Indeed.

Board Member Bunker asked for clarification on the 30-day permit. Mr. Romero said this allows work for 30 calendar days or what has been accepted by PERB as 20 classroom instruction days in a row without having to change. Site subs are not assigned to long-term assignments, such as maternity leave. This would be covered by a long-term sub. Site subs cover unfilled day-to-day absences.

Board Member Tamayo likes the site sub plan and asked how the District compares to neighboring districts in sub pay. Mr. Romero said increasing the sub pay from $122 to $180 per day is competitively higher than Sweetwater and La Mesa Spring Valley. Board Member Tamayo said we will be competing with other districts and the sub pool around the county is small. Mr. Tamayo said based on the conversation that continues with the rest of the Board members, he would like to increase the daily pay to $200.

Clerk Ugarte said she is impressed with the plan especially with the marketing and outreach to parents and community members who could possibly fill assignments. She requested data be kept in order to see the impact it has and added she supports the increase in sub pay.

President Bishop asked for clarification on the $185 and $240 rates that she had in her notes. Mr. Romero said National City School District [sub rate of pay] is $185 per day, Lemon Grove is $240 (long-term rate), South Bay is $280, and Sweetwater is $160. LaMesa-Spring Valley did not want to share their information, but previously their rate was $156. Ms. Bishop said she is excited about this plan and thanked the Human Resources department and Valerie and Nadine at the Sub Desk for all their work.

Mr. Tamayo made a motion to approve this item with the modification of the daily substitute pay rate increase to $200.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

C. Approve Human Resources Item A **2021-22.012**

Mr. Romero said this is a new position that will be showing up in other districts as they open and wanted to get to the front of the line in getting someone hired.

Board Member Bunker said this position will definitely be needed for this year.

SUBMITTED

Board Member Tamayo said this is an important position and asked how many positions the District is looking to fill. Mr. Romero said the time that is required [of the Contact Tracer] is astronomical and currently the District partners with two organizations that provide some of this work. This position will be full-time in addition to the current contracts. Once the job description is approved it will allow the District to hire quickly in the future. Mr. Esquivel added there is staff currently working in other positions doing this work. The importance of getting this position filled will allow staff to continue in their "day job."

Clerk Ugarte echoed what everyone else said. The process for contact tracing involves a lot of steps, data entry, and sending results to San Diego County Public Health. It takes multiple hours just for one classroom. The nurses and health staff are overworked and this position is needed.

Motion: BUNKER, Second: UGARTE, Vote: UNANIMOUS

6. ADJOURNMENT *Adjournment*

President Bishop adjourned the meeting at 6:08 P.M.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

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Oscar Esquivel, Interim Secretary

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Lucy Ugarte, Clerk

UNADOPTED

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 L

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Armando Alvarado, Resource Specialist, 182 days, Class II, Step 3, salary $54,145.00, effective July 22, 2021

Marozana Banaga, Virtual Teacher (per Education Code Section 44920), 185 days, Class III, Step 6, salary $65,162.00, effective July 19, 2021, through June 6, 2022

Lauren Barrett, Temporary Teacher (per Education Code Section 44920), 185 days, Class IV, Step 6, salary $68,515.00, effective July 19, 2021, through June 6, 2022

Lisa Bennett, Temporary Teacher (per Education Code Section 44920), 185 days, Class I, Step 6, salary $59,689.00, effective July 19, 201, through June 6, 2022

Shanelle Bennett, Virtual Teacher (per Education Code Section 44920), 185 days, Class V, Step 1, salary $58,463.00, effective July 19, 2021, through June 6, 2022

Kimberli Boone, Adapted Physical Education Teacher, 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021

Victoria Brazil, Virtual Teacher (per Education Code Section 44920), 185 days, Class I, Step 1, salary $52,430.00, effective July 19, 2021, through June 6, 2022

Nicole Bugielski, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 5, $47.72 per hour plus 4 percent, effective July 19, 2021

Mary Calixto, Teacher (per Education Code Section 44920), 177 days, Class V, Step 6, salary $68,752.11, effective July 29, 2021, through June 6, 2022

Miranda Campos, Teacher (per Education Code Section 44920), 184 days, Class II, Step 1, salary $52,147.44, effective July 20, 2021, through June 6, 2022

Marissa Cardoso, Teacher, 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021

Joseph Dacong, Carpenter/Glazier, 8 hours per day, 5 days per week, Range 38, Step 5, $31.81 per hour, effective July 26, 2021

Heather Elam, Teacher, 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021

Megan Elder, Temporary Virtual Teacher (per Education Code Section 44920), 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021, through June 6, 2022

Ana Figueroa, Special Education Teacher, 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021

Caroline Galt, Social Worker (per Education Code Section 44920), 173 days, Class III, Step 1, salary $50,254.77, effective August 5, 2021, through June 6, 2022

Humberto Garcia, Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 6, $33.36 per hour, effective July 14, 2021

Marilu Garcia Ruiz, Instructional Assistant-ELL, 3.5 hours per day, 5 days per week, Range 17, Step 1, $16.13 per hour, effective June 3, 2021

Priscilla Garza, Expanded Learning Program Specialist, 8 hours per day, 5 days per week, Range 44, Step 1, $28.30 per hour, effective July 28, 2021

Valeria Genel, Teacher, 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021

Claudia Gomez, Temporary Virtual Teacher (per Education Code Section 44920), 185 days, Class V, Step 1, salary $58,463.00, effective July 19, 2021, through June 6, 2022

Kaitlyn Gritts, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021, through June 6, 2022

John Gucilatar, Technology Services Technician, 8 hours per day, 5 days per week, Range 37, Step 5, $31.16 per hour, effective August 2, 2021

Krista Guerrero, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021, through June 6, 2022

Mitzi Guillen, Temporary Teacher (per Education Code Section 44920), 176 days, Class III, Step 6, salary $61,992.48, effective July 30, 2021, through June 6, 2022

Jennifer Hernandez, Resource Specialist, 175 days, Class III, Step 2, salary $51,971.50, effective August 2, 2021

Sarah Landon, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 3, salary $57,496.00, effective July 19, 2021, through June 6, 2022

Shannon Lopynski, Temporary School Counselor (per Education Code Section 44920), 185 days, Class V, Step 1, salary $58,463.00, effective July 19, 2021, through June 6, 2022

Jocelyn Lugo Kobayashi, Teacher, 185 days, Class I, Step 1, salary $52,430.00, effective July 19, 2021

Sarah Maloney, School Psychologist, 185 days, Psychologist Schedule, Step 5, salary $98,919.50, effective July 19, 2021

Sydney McCown, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021, through June 6, 2022

Jennifer Morales, Temporary Teacher (per Education Code Section 44920), 185 days, Class III, Step 6, salary $65,162.00, effective July 19, 2021, through June 6, 2022

Liliana Munoz Benavente, Teacher, 185 days, Class III, Step 2, salary $54,941.00, effective July 19, 2021

Rachel Parker, Counselor, 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021

Alicia Pieper, Special Education Teacher, 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021

LaTanya Powers, IT Communications and Web Specialist, 8 hours per day, 5 days per week, Range 48, Step 6, $42.40 per hour plus 4 percent, effective August 2, 2021

Vallie Rangel, School Psychologist, 37 days, Psychologist Schedule, Step 1, salary $17,058.48, effective July 20, 2021

Jocelyn Resendez, School Psychologist, 180 days, Psychologist Schedule, Step 3, salary $89,611.20, effective July 26, 2021

Erica Roj, School Psychologist, 185 days, Psychologist Schedule, Step 1, salary $85,292.40, effective July 19, 2021

Caley Rolt, Teacher, 185 days, Class V, Step 3, salary $63,628.00, effective July 19, 2021

Jennifer Rowe, LSH Specialist, 185 days, Class LSH III, Step 3, salary $82,815.00, effective July 19, 2021

Maria Sagrati, Instructional Assistant-Volunteer Projects, 1 hour per day, 4 days per week, Range 14, Step 1, $14.96 per hour, effective July 21, 2021

Enrique Sandoval Jr., Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 7, $33.95 per hour, effective July 26, 2021

Patricio Sandoval, Resource Specialist, 180 days, Class IV, Step 1, salary $53,946.00, effective July 26, 2021

Moraima Silahua, School Secretary, 8 hours per day, 5 days per week, Range 30, Step 1, $21.79 per hour plus 4 percent, effective July 9, 2021

Aaron Thompson, Temporary Teacher (per Education Code Section 44920), 185 days, Class II, Step 2, salary $52,573.00, effective July 19, 2021, through June 6, 2022

Ramon Velarde, General Maintenance-Entry Level, 8 hours per day, 5 days per week, Range 26, Step 5, $25.15 per hour, effective August 2, 2021

Jennifer Venyak, Emergency Preparedness and Security Manager, 8 hours per day, 5 days per week, 224 days per year, Management Range J, Step 4, $516.25 per day, effective August 24, 2021

Danielle Vinland, Temporary Teacher (per Education Code Section 44920), 185 days, Class II, Step 1, salary $52,430.00, effective July 19, 2021, through June 6, 2022

Paige Wojciechowski, Temporary Teacher (per Education Code Section 44920), 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021, through June 6, 2022

Yu-Hsien Wu, LSH Specialist, 185 days, Class LSH III, Step 1, salary $77,335.00, effective July 19, 2021

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

Raquel Hamori, Temporary Teacher (per Education Code Section 44920), 176 days, Class III, Step 2, salary $52,268.48, effective July 30, 2021, through June 6, 2022

Daisy Mercado, Temporary Teacher (per Education Code Section 44920), 185 days, Class IV, Step 1, salary $55,444.00, effective July 19, 2021, through June 6, 2022

Lisa Metz, Temporary Teacher (per Education Code Section 44920), 178 days, Class II, Step 1, salary $50,446.98, effective July 28, 2021, through June 6, 2022

Mezzy Ramos, Temporary Teacher (per Education Code Section 44920), 177 days, Class V, salary $58,342.74, effective July 29, 2021, through June 6, 2022

Noemi Silva, Temporary Virtual Teacher (per Education Code Section 44920), 185 days, Class III, Step 1, salary $53,740.00, effective July 19, 2021, through June 6, 2022

Octavio Torres Alba, Temporary Teacher (per Education Code Section 44920), 185 days, Class I, Step 1, salary $52,430.00, effective July 19, 2021, through June 6, 2022

C. REEMPLOYMENT OF CERTIFICATED EMPLOYEE UNDER EDUCATION CODE SECTIONS 44956 OR 44957

Maria Vasquez Villareal, 139 days, Class III, Step 3, salary $43,199.81, effective July 19, 2021

D. REEMPLOYMENT OF CLASSIFIED EMPLOYEES UNDER EDUCATION CODE SECTIONS 45114, 45298, AND 45308

Mariana Barrera-Guerrero, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 4, $18.56 plus 2 percent, effective July 21, 2021

Patricia De La Torre, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 2, $16.86 per hour, effective July 21, 2021

Jeanette Gonzalez, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 3, $18.94 per hour, effective July 26, 2021

Elsa Ledezma, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 3, $17.68 per hour plus 4 percent, effective August 2, 2021

Leah Mora, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 3, $17.68 per hour plus 4 percent, effective July 21, 2021

Mariela Moreno Perales, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 3, $18.94 per hour, effective July 21, 2021

Carolina Sandoval, Student Attendant, 3.5 hours per day, 4 days per week, Range 20, Step 3, $18.94 per hour, effective July 21, 2021

Concepcion Solano, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, $17.21 per hour, effective July 21, 2021

Donald Welchman, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 2, $18.94 per hour, effective July 21, 2021

E. LEAVE OF ABSENCE

Jazzmine Ashley, Teacher, effective July 19, 2021

Stephanie Bohm, Visual Arts Teacher, effective July 19, 2021

David Boston, Special Education Teacher, effective October 4, 2021

Alba De La Torre, Teacher, effective July 19, 2021

Margaret Huggins Rubin, Teacher, effective July 19, 2021

Rosyluz Jimenez, Special Education Teacher, effective August 2, 2021

Sarah Martinson, Resource Specialist, effective July 29, 2021

Rave Nassar, Teacher, effective July 19, 2021

Felicia Olivares, Teacher, effective July 26, 2021

Renielou Quitasol, Teacher, effective April 5, 2021

Ryan Ramirez, Gardener-Groundskeeper, effective August 17, 2021

Stefany Ramirez, Teacher, effective July 19, 2021

Veronica Ramsey, Teacher, effective October 5, 2021

Amy Romo, Media Arts Teacher, effective July 19, 2021

Robin Ross, Teacher, effective July 19, 2021

Jacqueline Samson, Special Education Teacher, effective August 2, 2021

Jovanna Sandoval, Teacher, effective July 26, 2021

Allison Workman, Teacher, effective July 26, 2021

F. PROMOTION

Selene Camberos, from Payroll Specialist I to Payroll Specialist II, 8 hours per day, 5 days per week, Range 31, Step 3, $24.55 per hour plus 4 percent, effective July 26, 2021

Angelique Disney, from Instructional Assistant-Special Education to Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 6, $21.79 per hour, effective July 21, 2021

Irene Lemos, from School Attendance Secretary/Health Specialist to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 4, $25.15 per hour, effective July 14, 2021

Maria Marceleno, from CNS I to CNS III, 6 hours per day, 5 days per week, Range 19, Step 3, $18.56 per hour, effective July 16, 2021

Corina Mitchell, from Student Placement Lead to Student Placement Manager, 8 hours per day, 5 days per week, 224 days per year, Management Range J, Step 1, $461.04 per day, effective August 12, 2021

Claudia Rodriguez, from School Attendance Secretary/Health Specialist to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 3, $23.92 per hour plus 4 percent, effective July 26, 2021

Araceli Saragosa, from Technology Services Technician to Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 4, $30.36 per hour plus 4 percent, effective July 1, 2021

G. Temporary salary increase to Interim Superintendent Oscar Esquivel to $260,000, effective July 14, 2021

H. Temporary interim placement of Maria Theresa Villanueva to Executive Director of Fiscal Services and Support, $166,251.78, effective July 14, 2021

I. JOB DESCRIPTION

Custodial Supervisor

J. RESIGNATION

Lynne Alcaraz, Instructional Assistant-Special Education, effective August 5, 2021

Gina Almazan, Noon Duty Supervisor, effective June 16, 2021

Tiffany Baxter, Student Attendant, effective July 31, 2021

Alejandro Callado, Student Attendant, effective August 7, 2021

Bianca Chavez, Noon Duty Supervisor, effective July 29, 2021

Iliana De La Torre, Noon Duty Supervisor, effective June 16, 2021

Erin Dunlap, Resource Specialist, effective June 16, 2021

Aida Gomez, Noon Duty Supervisor, effective August 3, 2021

Silvia Hurtado de Arce, Noon Duty Supervisor, effective July 29, 2021

Cynthia Kearney-Moore, Noon Duty Supervisor, effective June 16, 2021

Megan Koneck, Psychologist, effective July 31, 2021

Alexia Lomeli, Student Attendant-Visually Impaired Student Support, effective July 31, 2021

Leah Mora, Instructional Assistant-Special Education, effective July 30, 2021

Angelica Ochoa, Instructional Assistant-Special Education, effective April 12, 2021

Michele Padilla, Nurse, effective June 17, 2021

Guadalupe Pino Manriquez, Instructional Assistant-Special Education, effective May 7, 2021

Joshua Pita, Student Attendant, effective June 16, 2021

Andrea Rose, Nurse, effective June 17, 2021

Carolina Santos Ojeda, CNS I, effective August 3, 2021

Sherry Stone, Emergency Preparedness and Security Manager, effective September 17, 2021

Sarah Verdin, Instructional Assistant (Preschool and Child Development Center), effective August 6, 2021

Alexis Zagornik, Instructional Assistant-Special Education, effective June 16, 2021

K. RELEASED

Employee No.: 2011521840

L. CONSULTANTS

Alliance for African Assistance is providing interpretation and translation services in various languages for student support and parent meetings. Services commenced July 21, 2021, and continue through June 30, 2022. The sum not to exceed $3,000 will be paid from Title III funds.

Elizabeth Pappas is facilitating and planning parent workshops, teacher trainings on social justice, growth mindset, and literacy at Cook. Services commenced July 19, 2021, and will continue through June 24, 2022. The sum not to exceed $5,000 will be paid from Title I funds.

FACTS Education Solutions will provide in-person and virtual workshops and conferences during the upcoming school year to St. Pius K-6 teachers. The workshops have been identified to meet the professional development plans of the participating schools and include the following: social and emotional wellness, data-driven instruction, Highly Engaged Classroom, Addressing Learning Gaps, and project-based and place-based learning. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $6,922 will be paid from Title II funds.

FACTS Education Solutions will provide in-person and virtual workshops and conferences during the upcoming school year to St. Rose of Lima's K-6 teachers. The workshops have been identified to meet the professional development plans of the participating schools and include the following: social and emotional wellness, data-driven instruction, Highly Engaged Classroom, Addressing Learning Gaps, and project-based and place-based learning. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $8,222 will be paid from Title II funds.

High Tech High Graduate School of Education will facilitate online Project-Based Learning (PBL) Design Camp for 24 District teachers, designed around building capacity, design process for project design, and deeper learning for PBL. Services will be provided September 20 through September 24, 2021. The sum not to exceed $24,000 will be paid from Expanded Learning Opportunities Grant funds.

McGrath Consulting Group will provide leadership training for Instructional Leadership team at Palomar. Services will commence August 12, 2021, and continue through June 30, 2022. The sum not to exceed $4,500 will be paid from Title I funds.

Play It Safe Defense, Inc., will provide verbal empowerment and safety skills school assemblies for K-6 students at St. Pius X Catholic School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $1,000 will be paid from Title IV funds.

Regional Intervention Program trainers will provide training for the six Parent Intervention Program staff and administration virtually. Services will include monthly follow-up and technical assistance via webinars and phone conferences. Services commenced July 23, 2021, and continue through June 30, 2022. The sum not to exceed $7,500 will be paid from Child Development funds.

Ro Health Inc., is providing licensed vocational nurses. Services commenced July 1, 2021, and continue through June 30, 2022. The sum not to exceed $96,000 will be paid from District Health/Nursing funds.

Ruhnau Clarke Architect will assist the District in resolving remaining items needed to certify eleven projects with the Division of the State Architect. Services will commence, August 12, 2021, through the completion of the project. The cost not to exceed $72,800 will be paid from Capital funds.

San Diego County Superintendent of Schools is providing Equity coaching to site administration at Parkview. Services commenced August 1, 2021, and continue through June 30, 2022. The sum not to exceed $2,200 will be paid from Title I funds.

San Diego Police Foundation will provide school assemblies on SafetyNet: Smart Cyber Choices® and is a public safety program within the San Diego Police Foundation conducted in collaboration with the San Diego Internet Crimes Against Children Task Force at St. Pius X Catholic School. The mission is to make San Diego safer through internet safety and awareness education for tweens and teens, educators, adults, and community leaders. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $500 will be paid from Title IV funds.

San Diego Youth Symphony (SDYS) and Conservatory OPUS Project will support/lead eight after-school music programs, serving some of the most socio-economic disadvantaged communities. These students will participate in weekly after-school music classes with District music teachers and with SDYS teaching artists. SDYS will also provide music classes throughout the year for the Transitional Kindergarten and Kindergarten students through the ChIMES program. In addition to the classes, the

ChIMES teaching artists will provide professional development to the general education teachers to build capacity for continued music-making in the classroom. Services will commence August 12, 2021, and continue through June 30, 2022. The sum not to exceed $180,800 will be paid from Elementary and Secondary School Emergency Relief II funds.

Silicon Valley Mathematics Initiative is providing professional development opportunities; online member resources: performance assessment grades K-11, scoring materials and training tools, MAR/MAC reports and toolkits for teachers, problems of the month, and classroom videos. Services commenced July 1, 2021, and continue through June 30, 2022. The sum not to exceed $6,300 will be paid from Governor's Emergency Education Relief funds.

Soliant is providing registered nurse services. Services commenced July 1, 2021, and continue through June 30, 2022. The sum not to exceed $80,850 will be paid from District Health/Nursing funds.

Storm Educational Enterprises, Inc., is providing Write Up A Storm! – Instructional Strategies to support English Language Arts and English Language Development at Rice. Services commenced August 2, 2021, and continue through June 3, 2022. The sum not to exceed $17,200 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in English language arts and/or mathematics to identified Title I students at Our Lady of Mt. Carmel School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $3,220 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in English language arts and/or mathematics to identified Title I students at St. Charles Catholic School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $3,220 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in the areas of English language arts or mathematic to K-6 identified Title I students at St. Pius Catholic School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $3,220 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in English language arts and/or mathematics to identified Title I students at St. Rita's School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $537 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in the areas of English language arts or mathematics to K-6 identified Title I students at St. Rose of Lima Catholic School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $2,684 will be paid from Title I funds.

The Ed Ladder will provide supplemental instructional services in the areas of English language arts and/or mathematics to identified Title I students at Soillie San Diego Hebrew Day School. Services will commence August 12, 2021, and continue through May 12, 2022. The sum not to exceed $1,609 will be paid from Title I funds.

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

CUSTODIAL SUPERVISOR

JOB SUMMARY:
Under the general direction of the Director of Maintenance and Operations, provides assistance and guidance to custodial staff Districtwide regarding general District standards of cleanliness and organization; providing assistance to ensure adherence to District state, and federal codes and regulations; supervising District custodial staff; and performing related functions to resolve operational and/or safety concerns.

ESSENTIAL JOB FUNCTIONS:
- Visits campuses throughout the District to inspect and observe site conditions, notes deficiencies, and non-compliance issues.
- Generates and maintains checklists and reports to ensure standardization and regulatory compliance; advises site administrators of deficiencies.
- Assists custodial staff in implementing programs and/or projects (e.g. work order systems, inspection schedules, etc.) for the purpose of conforming to administrative, state and/or federal requirements.
- Verifies that appropriate cleaning supplies and materials are being used for specific tasks; provides guidance regarding means and methods of maintaining school facilities.
- Reviews and monitors site work orders to ensure stated outcomes are achieved, relevant policies and procedures are met, and services are efficiently provided.
- Coordinates appropriate storage of specific cleaning supplies in accordance with County Department of Environmental Health and other related regulatory agencies.
- Performs functions of other positions within area of responsibility for the purpose of ensuring adequate coverage of custodial operations.
- Communicates with a variety of parties (e.g. District personnel, outside agencies, etc.) to coordinate activities, resolve issues or concerns related to preventative maintenance work and/or schedule with site personnel.
- Verifies corrective action in response to notification by local fire inspection authorities.
- Maintains a variety of manual and electronic files and records (e.g. inspection reports, work orders, e-mail, vendor lists, building codes, etc.) for the purpose of documenting activities, providing an up-to-date reference, and audit trail.
- Performs and updates school inspections using the Facility Inspection Tool (FIT) process designed by the Office of Public School Construction (OPSC).
- Prepares and maintains a wide variety of reports, documents, and other written materials (e.g. budget input, estimates for time/materials, purchase orders, status reports, safety logs, etc.).

- Participates in meetings, workshops, and/or seminars for the purpose of providing and/or conveying information, identifying appropriate actions, and/or developing recommendations.
- Assists and coordinates with management for yearly and continuing training of custodial staff as it relates to equipment, chemicals, procedures, and processes.
- Works non-standard work hours. Schedule to be flexible insuring a minimum of two days a week working during the night custodial shift.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

Skills are required to perform multiple, technical tasks with a need to periodically upgrade skills to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include possessing pertinent computer and word processing skills; operating equipment used in industrial cleaning and maintenance; ability to read blueprints; adhering to safety practices; planning and managing projects; preparing and maintaining accurate records; and operating standard office equipment including using pertinent software applications.

Knowledge is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes methods and techniques of industrial cleaning; materials, tools, and equipment required to operate machines or equipment (e.g. high-pressure washers, floor polishers, vacuum cleaners, etc.) used in custodial activities; pertinent codes, rules, and regulations (e.g. fire codes, stormwater discharges, etc.); and safety practices and procedures.

Ability is required to schedule several activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of types of job-related equipment. In working with others, problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific abilities required to satisfactorily perform the functions of the job include: possessing strong interpersonal skills; communicating with diverse groups; adapting to changing work priorities; meeting deadlines and schedules; setting priorities; and working with frequent interruptions.

EDUCATION AND EXPERIENCE:

- Any combination of equivalent to high school diploma or equivalent, and five years of experience performing custodial/maintenance duties.

CERTIFICATIONS/LICENSES:

- Valid California Driver's License required.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Adopt Revised Schedule of Regular Board of Education Meetings for the Remainder of Calendar Year 2021

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

In December of each year, the Chula Vista Elementary School District Board of Education conducts an Annual Organizational Meeting at which Board Officers are elected and a schedule of Regular Meetings is adopted for the following year. On December 15, 2020, the Board adopted the dates, time, and place for its Regular Meetings in 2021.

The Board wishes to change the date of its October 6, 2021, Regular Meeting to October 20, 2021. If a revised schedule is adopted, remaining dates of the Regular Meetings will be September 15, October 20, November 17, and December 15.

ADDITIONAL DATA:

Meetings will be held at 6 p.m. at the Education Service and Support Center, 84 East "J" Street, Chula Vista.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Adopt Resolution in Support of the Importance of Gun Safety and Safe Firearm Storage

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District is committed to providing a safe and nurturing learning environment for all its students. The Board of Education's number one priority is the safety of students, who are some of the most innocent and defenseless members of the community.

As schools have reopened to in-person learning after a time of uncertainty, loss, and heightened stress responses, the District will continue to prioritize safe and healthy learning environments for all students.

ADDITIONAL DATA:

The District will increase efforts to inform parents of their obligations regarding secure storage of firearms in their homes to reduce accidental shootings of children and other firearm-related injuries and deaths.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Declaring the)
Importance of Gun Safety)
and Safe Firearm Storage)

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

WHEREAS, firearm-related deaths in the United States are the second leading cause of injury-related deaths in children between the ages of 1 and 17; and

WHEREAS, having a firearm in the home that is easily accessible to children increases firearm related injuries, deaths, and crimes, including teen suicide, creating significant local and national public health impacts; and

WHEREAS, safely locking up or disabling firearms when they are not in the owner's immediate control is highly effective in reducing gun violence and has been found to be the single most effective gun-safety measure enacted by states and municipalities; and

WHEREAS, between 2007 and 2016, San Diego County's suicide rate among those aged 18 years or younger was higher than the California state rate, and had increased five percent between 2016 and 2017; and

WHEREAS, in 2019, suicides in San Diego County decreased to 12.8 per 100,000 persons—lowest suicide rate since 2011; and

WHEREAS, suicide attempts often are impulsive acts, frequently occurring within five minutes of their decision to attempt suicide, and secured firearms impede the opportunity for impulsive suicide attempts, giving suicidal individuals time to contact family, friends, and health-care professionals, and giving others time to react; and

WHEREAS, educating gun owners is a critical component of gun safety, in that an estimated 4.6 million children in the United States live in a home with unsecured firearms, and 73 percent of children ages 9 and under reported knowing the location of their parent's firearms, and 36 percent of those children admitted they had handled the firearms; and

WHEREAS, in 2019 San Diego City Attorney Mara W. Elliott introduced, and the San Diego City Council enacted, a Safe Storage of Firearms Ordinance that took effect September 12, 2019, soon after the beginning of the 2019-20 academic year; and

WHEREAS, the city of San Diego's Safe Storage of Firearms law requires all residents to safely lock or store firearms inside their residences, unless the weapon is being carried on the body or in the immediate control of its owner or other authorized user; and

WHEREAS, students, parents, and educators recognize the importance of practicing responsible gun ownership and safety, beginning by keeping all guns and ammunition secured where children cannot access them; and

WHEREAS, the Chula Vista Elementary School District Board of Education, with more than 29,600 students under its supervision, now seeks to inform parents and guardians of the importance of safe storage in reducing accidental shootings of children and other firearm-related injuries and deaths.

NOW, THEREFORE, BE IT RESOLVED, the Board of the Chula Vista Elementary School District, in furtherance of the goals of San Diego County's Safe Storage of Firearms Ordinance, will take part in increased outreach to ensure District students and families follow the ordinance to protect students under their care.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Nonpublic, Nonsectarian Individual Services Agreement with The Institute for Effective Education for Student No. 306192 for the 2021-22 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

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

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

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

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

The Special Education and Instruction Services and Support Department has complied with the provisions listed above and contracted with The Institute for Effective Education for Student No. 306192 for the 2021-22 school year.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost for Student No. 306192 to attend The Institute for Effective Education at a daily rate of $330.82, plus intensive individual services at a daily rate of $130, is as follows:

Special Education Funding (Assembly Bill 602)	$ 4,357.82
Special Education Average Daily Attendance	
Local Control Funding Formula	9,916.00
Other General Fund Revenues	82,498.38
Estimated Total Revenues	**$96,772.20**

Summary:

Total cost for Student No. 306192 to attend the above-mentioned NPS is:

The Institute for Effective Education	$96,772.20
Estimated Total Expenditures	**$96,772.20**

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve the 2021-22 Consolidated Application

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is a two-part application and reporting process used by the California Department of Education (CDE) to distribute categorical formula grant funds from various State and Federal programs to county offices, school districts, and direct-funded charter schools throughout California. Currently, no state funds are included in the ConApp. Two collection periods are established for the ConApp: spring, mid-May through June, and winter, mid-January through February. This year the 2021-22 spring collection opened on June 10, 2021, and is due July 22, 2021.

ADDITIONAL DATA:

The CDE requires one approval for the 2021-22 ConApp. A copy of the 2021-22 ConApp, along with supplementary information to support preliminary budget figures, is available for review in the Office of the Executive Director of Language Development and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Funding estimates shown in the chart below are based on the District's 2021-22 Proposed Budget and reflect the District's estimated entitlements less charter schools.

Funding Source	Estimated Entitlement
Title I, Improving Basic Programs	$ 5,223,581
Title II, Supporting Effective Instruction	$ 826,330
Title III, English Language Acquisition	$ 752,523
Title IV, Student Support and Academic Enrichment	$ 405,860

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Purchase Contract with QuaverEd, Inc. for District Licenses for the Period of August 12, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

QuaverEd, Inc. is an education technology company advancing state-of-the-art interactive resources by creating standards-based music curriculum and resources to equip teachers to reach their students with the knowledge, mindsets, and skills needed to be successful citizens in and out of the classroom. QuaverEd, Inc. has been adopted by over 150,000 schools across 50 states. The curriculum is adaptable and accessible to all students with grade-level appropriate content and offers teachers the flexibility to support various learners and learning styles. It provides a variety of songs based on Kodaly and Orff pedagogies, the latter being a pedagogy the District has invested in the training of teachers during the previous four years. The licenses will allow students to have an account with QuaverEd, Inc. which will give them access to student resources and continued music-making/learning extending beyond the walls of the music classroom.

ADDITIONAL DATA:

QuaverEd, Inc. provides a scope and sequence that can be used as a framework while the District begins creating a Districtwide music scope and sequence.

QuaverEd, Inc. will impact over 15,000 students, with over 60% of those students attending socio-economic disadvantaged schools.

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

FISCAL IMPACT/FUNDING SOURCE:

Cost for 26 licenses is $51,460.50 and will be paid from Elementary and Secondary School Emergency Relief (ESSER) II and ESSER III funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreement with Family Health Centers of San Diego for Mobile Medical Unit Services for the Period of September 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

Family Health Centers of San Diego (FHCSD) is a private nonprofit community clinic organization that has served residents in the San Diego region for over 30 years. It includes eighteen primary healthcare clinics, seven dental clinics, three mobile clinic units, teen clinic, family resources, and several specialty clinics. FHCSD and the District believe in the value of maintaining the quality of school health services offered to students and their families. The District and FHCSD have developed an agreement reflective of the services to be provided by FHCSD through the mobile medical unit. FHCSD and the District believe it would be mutually beneficial to provide professional medical services at the following schools and any other schools the parties agree to add to the list: Castle Park, Harborside, Loma Verde, Otay, Rosebank, and Vista Square Elementary; and Mae L. Feaster and Robert L. Mueller Charter Schools.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The District will provide routine maintenance and fuel at an estimated cost of $3,300 per year to support the mobile medical clinic. These costs are paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution of the Governing Board of the Chula Vista Elementary School District Requesting Temporary Transfer of Funds

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In the past, the District participated in the San Diego County Tax and Revenue Anticipation Notes (TRANs) Program to meet its general fund cash operational commitments. At this time, the District's anticipated cash projection for fiscal year 2021-22 does not warrant participation in the TRANs Program. However, it is possible that the District may experience temporary cash deficits due to the irregular timing of property tax revenue receipts and state revenue apportionments during the year. 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 2021-22. 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 Interim 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 THE 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 16, 2021, 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 2021-22 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:

Revenue Type(s)	Estimated Amount(s)
_x_ Property Taxes	$__112,409,874
___ Principal Apportionment(s)	$_____
___ Education Protection Account	$_____
	$__112,409,874 Total

and

RESOLUTION NO. _____
(PROPERTY TAX)

WHEREAS, the revenue type(s) and amount(s) accrued to the this District during the 2020-21 fiscal were as follows:

Revenue Type(s)	Estimated Amount(s)
_x_ Property Taxes	$__112,455,646__
___ Principal Apportionment(s)	$_____
___ Education Protection Account	$_____
	$__112,455,646__ 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, 2022 to this District to meet obligations incurred for maintenance purposes in the amount of $95,548,393, 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, 2022, 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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim Secretary to 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.

_____ _____
Date Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt and Approve Educational Specifications for Proposed Elementary School in Otay Ranch Village 2, Site 2 (School Site No. 48)

____X____Action **_____Information**

BACKGROUND INFORMATION:

Construction of an elementary school in Otay Ranch Village 2, Site 2 (School Site No. 48) is projected to begin in 2022, and open during the 2023-24 school year. This school will serve up to 800 students in Kindergarten through Grade 6.

As of July 2010, all Educational Specifications (Ed Specs) must be approved by the Board and submitted to the California Department of Education (CDE) as part of the application for funding for potential State of California facilities funding.

The Ed Specs include diagrams of the proposed educational spaces, program and functional narratives, square footage space summaries, and listings of spatial characteristics. Ed Specs describe the various learning activities to be housed in the school and special features to support these activities.

Adoption of the Ed Specs will support the development of the new school and CDE submittal requirements for final plan approval.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption and approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Designating September 2021 as *National Preparedness Month* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

Since its inception in 2004, *National Preparedness Month* is observed each September in the United States of America. Sponsored by the Federal Emergency Management Agency, within the Department of Homeland Security. National Preparedness Month encourages Americans to take steps to prepare for emergencies in their homes, businesses, schools, and communities.

ADDITIONAL DATA:

The 2021 *National Preparedness Month* theme is: "Prepare to Protect. Preparing for disasters is protecting everyone you love." *National Preparedness Month* brings together an amazing coalition of partners to make citizen preparedness a priority for every city, every neighborhood, and every home across America. Americans will have opportunities to learn more about ways they can prepare for an emergency, receive an emergency supply kit, establish a family communications plan, and volunteer or participate in emergency training.

Central office and school staff work together toward the goal of implementing emergency plans and the site Comprehensive School Safety Plans. The objective is to collaborate with South County public and nonpublic schools, agencies, and community partners to create a cohesive, uniform emergency management structure for our school systems.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating September 2021)
as *National Preparedness Month* in the)
Chula Vista Elementary School District)

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

WHEREAS, *National Preparedness Month*, sponsored by the Department of Homeland Security's Federal Emergency Management Agency, encourages Americans to take steps to prepare for emergencies in their homes, businesses, schools, and communities; and

WHEREAS, the Board of Education of the Chula Vista Elementary School District recognizes and supports the safety of every student, employee, parent, and volunteer; and

WHEREAS, the District has in place opportunities to expand training for staff, students, parents, and community partners to create a network of Site Emergency Response Teams designed to save and sustain lives following a disaster until professional responders arrive.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District does hereby officially designate the month of September 2021 as *National Preparedness Month* in the District.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Francisco Escobedo, 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.

_____
Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support and Instructional Services and Support

ITEM TITLE:

Adopt Resolution Declaring September 2021 as *Attendance Awareness Month* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) recognizes attendance as an important factor in every child's academic success. District staff is committed to working with parents and site personnel to ensure students are participating in the available instructional model every day and for the duration of the instructional period.

The California Department of Education, the State School Attendance Review Board, and Attendance Works (a national research organization) have partnered together to declare September 2021 as *Attendance Awareness Month* to promote communication, engagement, and support as we transition back to school in an uncertain environment. A national campaign, *"Rebound with Attendance"* emphasizes that communication and partnership with families will create strong, trusting relations between kids, teachers, and other critical school staff, which will have a significant impact on the ability of students to focus and learn in this new environment. The District will localize this message in September.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Declaring September 2021)
as *Attendance Awareness Month* in the)
Chula Vista Elementary School District)

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

WHEREAS, the Chula Vista Elementary School District (District) recognizes good attendance as a catalyst for students' future academic success, their preparation for America's jobs of the future, and their ability to compete in a global economy; and

WHEREAS, the District recognizes that this year there is a great need to invest in the transition back to school for both students and families; and

WHEREAS, every student and family experienced some level of stress, while others have experienced deep trauma from family illness, death, and loss of income; and

WHEREAS, the District recognizes that strong, trusting relations between students, families, teachers, and other critical school staff will have a significant impact on the ability of students to focus and learn in this new environment; and

WHEREAS, the District recognizes it is essential to establish and maintain regular communication with families and that welcoming them as partners will help ensure that students are supported at home and in school.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education declares September 2021 as *Attendance Awareness Month* in the Chula Vista Elementary School District.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Francisco Escobedo, 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.

_____
Interim Secretary to the Board of Education

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 2021-22; and

(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2021-22

_____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 2021-22.

(a)	Personnel authorized to sign for property purchased from the State Education Agency.	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.	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	Oscar Esquivel
(d)	Personnel authorized to enter into *emergency* 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.	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 2021-22.

(a)	Resolution Authorizing Designated Agents to Act on Behalf of the District to Sign Federal and State Applications and Reports for Fiscal Year 2021-22.	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 2021-22.	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 2021-22.	Oscar Esquivel Jason Romero Matthew Tessier
(d)	Resolution Designating Authorized Agents to Issue Duplicate Warrants for Fiscal Year 2021-22.	Oscar Esquivel
(e)	Resolution Designating Authorized Agents to Sign Payroll Payment Orders for Fiscal Year 2021-22.	Oscar Esquivel Matthew Tessier

(f)	Resolution Designating Authorized Agents to Sign School Orders (Commercial Warrants), Contracts, and Grant Applications for Fiscal Year 2021-22.	Oscar Esquivel Matthew Tessier
(g)	Resolution Designating Revolving Cash Fund and Alternative Revolving Cash Fund Custodian and Designating Authorized Agents to Sign Checks for Fiscal Year 2021-22.	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 2021-22)

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

IT IS RESOLVED AND ORDERED that:

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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to File an Application and to Sign Program)
Assurances Under Public Law 81-874 for)
Fiscal Year 2021-22)

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 who are listed below as representatives of the District to file an application for school assistance in federally affected areas and to sign program assurances under Public Law 81-874 for fiscal year 2021-22:

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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

_____
Interim Secretary to the Board of Education

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 2021-22)

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 2021-22 and that the persons who are listed below are authorized to sign the transactions for the Board of Education:

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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

_____
Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized)
Agents to Issue Duplicate Warrants)
for Fiscal Year 2021-22)

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

WHEREAS, Government Code Section 29802 places a six-month time limit on all warrants from the date of original issuance; and

WHEREAS, if the original warrant has not been cashed in that time period, it is necessary to file a Petition for Issuance of New Warrant in Lieu of Voided Warrant with the Auditor of the County of San Diego.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District authorizes the following persons to issue duplicate warrants for fiscal year 2021-22:

Oscar Esquivel

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

_____
Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized)
Agents to Sign Payroll Payment)
Orders for the Fiscal Year 2021-22)

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 2021-22 to ascertain and certify that each employee of the Chula Vista Elementary School District has taken the oath of allegiance:

Oscar Esquivel
Jason Romero
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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

Interim Secretary to the Board of Education

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
Oscar Esquivel	
Jason Romero	
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 2021-22)

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:

Oscar Esquivel
Jason Romero
Matthew Tessier

are hereby authorized to sign school orders (commercial warrants), contracts, and grant applications for fiscal year 2021-22 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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

Interim Secretary to the Board of Education

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
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 2021-22)

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:

Oscar Esquivel

are authorized to sign checks on the Revolving Cash Fund and the Alternative Revolving Cash Fund for fiscal year 2021-22 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 11th day of August 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

Interim Secretary to the Board of Education

Manual Signatures of Authorized Persons

Facsimile Signatures

Oscar Esquivel

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support and Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding with the City of Chula Vista for School Resource Officer Services for the 2021-22 School Year

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) and the Chula Vista Police Department (CVPD) are committed to providing a safe, secure, and orderly learning and teaching environment for students and staff. To accomplish this goal, the CVPD will provide 100% of the services of three School Resource Officers (SROs) and 50% of the services of one Police Agent at the 35 elementary schools and 5 charter schools located in the City of Chula Vista. The SRO Program's mission is to develop and maintain a positive partnership with the District, other agencies, and community groups through prevention, intervention, education, and enforcement.

ADDITIONAL DATA:

Officers assigned to the District shall be provided specialized training for School Resource Officers in accordance with standards set by the California Commission on Peace Officer Standards and Training and in accordance with the policies and practices of the City's Police Department. Although specific training topics may vary, School Resource Officers should be provided with specialized knowledge in a variety of topics unique to their assignment such as de-escalation strategies and techniques, education and awareness of implicit bias, capacity to expand 21st century policing and cross-cultural competencies, strategies to prevent bias against black, indigenous, and other people of color, communication strategies to enhance the SRO's abilities to foster positive relations with youth, an understanding of contemporary challenges faced by youth, methods and resources to assist youth in fulfilling their on-campus and off-campus needs, strategies to work collaboratively with teachers and school

administrative staff, and capabilities to enhance a network of local resources to assist students with unmet needs.

The District will cooperate and support the efforts of the CVPD SROs to work with students, school personnel, parents, and the community. SROs will work with site principals, staffs, and community members to provide safe, secure, and drug-free learning environments for District students. When requested, SROs will attend various meetings/conferences, intervene with students in at-risk situations, schedule security activities, provide first response in all law enforcement-related matters as they occur during regular school hours, provide high visibility of uniformed police officer presence on District campuses, and collaborate with CVESD to coordinate with the City of Chula Vista's Homeless Outreach Team to offer social services options to the homeless student population to address chronic absenteeism, as well as other duties outlined in the Memorandum of Understanding that was developed for this partnership. This memorandum of understanding is for the 2021-22 school year, with an option to extend for two additional one-year periods upon written approval of both parties.

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

FISCAL IMPACT/FUNDING SOURCE:

The District and CVPD have been partners in the SRO program for many years. The annual cost to the District was $530,473 for the 2020-21 school year. The cost to the District for the 2021-22 school year will be $534,106, which is an increase of $3,633. The CVPD funds the cost of the SRO Sergeant, who supervises the SRO program. The District allocates a portion of the costs to the Charter schools.

Costs for the SRO program will be paid from the General Fund and the five dependent Charter Schools located in the City of Chula Vista.

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. 21/22-2 for Replacement Air Purification Filters to Fisher Scientific, LLC, for the Period of August 12, 2021, through August 11, 2022

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In December, 2020, the District purchased Medify Air Purification Units in response to the COVID-19 Global Pandemic and in preparation of our student and staff return to in-person instruction. On July 9, 2021, the District issued bid No. 21/22-2 for replacement air filters for the Medify Air units purchased. The bid documents were sent to seventeen (17) vendors, and four (4) bids were received at the bid opening held on July 26, 2021. In order to maintain the products functionality and warranty, it is necessary for the filters to be routinely replaced.

Fisher Scientific, LLC, provided the lowest responsive and responsible bid. The bid requested original equipment filters in order to maintain the warranty of the units. The filter orders will be split amongst three (3) deliveries as the needs of the District require.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

All filters will be purchased using ESSER II funds. A recap of the bids submitted is below:

Vendor	Total
Fisher Scientific, LLC	**$724,119.00**
Supply Solutions	$724,974.00
Medify Air	$741,300.00
S.W. School Supply, Inc.	$1,288,887.00

The estimated overall cost, based on Fisher Scientific LLC's bid plus sales tax is $787,479.41.

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 July 30, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through July 30, 2021

i.	Purchase Orders: 22000002-22000940	$16,285,461.36
ii.	Alternative Revolving Cash:	$ .00
iii.	Commercial Warrants: 3329455-330148	$ 10,464,512.85
	Cafeteria Warrants: 00008500-00008518	$ 33,625.79
iv.	Payroll Warrants: Series 10 13327278-13328203, N-2912594-2916098	$18,659,847.87
v.	Revolving Cash Checks: 009608-009663	$ 14,544.28

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve and/or Ratify Inservice/Travel Requests

____X____Action **_____Information**

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Stone, S	25th Anniversary Infragard National Conference	Cleveland, OH	08/26/21	08/28/21	$ -	Infragard	Business Services
Minjares, M	GPA 2021 Annual Conference	Seattle, WA	11/03/21	11/06/21	$ 1,796.67	District Admin	Instructional Services
Banatao, E	ACSA Summit 2021	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Lerma, V	ACSA Summit 2025	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Lines, L	ACSA Summit 2026	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Loyce, M	ACSA Summit 2022	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
MacDonald, A	ACSA Summit 2024	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Mahone, E	ACSA Summit 2028	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Orr, C	ACSA Summit 2023	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Sutton, C	ACSA Summit 2027	San Fran, CA	11/03/21	11/06/21	$ 2,564.00	District Admin	Superintendent
Bunker, L	CSBA Annual Conference in Education	San Diego, CA	12/01/21	12/04/21	$ 940.00	District Admin	Supt/Board
Reyes, E	CV Chamber Installation Dinner	Chula Vista, CA	07/30/21	07/30/21	$ 125.00	District Admin	Supt/Board
DeLeon, J	School Bus Instructor Academy	Sacramento, CA	09/12/21	10/01/21	$ 8,345.00	Transportation	Transportation

*Estimated cost per participant. Funds may vary by site for this event
NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Regarding Establishment of Community Facilities District No. 21, Levy of Special Taxes, and Related Matters; and

(2) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Continuing the Public Hearing Regarding Establishment of Community Facilities District No. 21, Levy of Special Taxes, and Related Matters

____X____Action **_____Information**

BACKGROUND INFORMATION:

District staff and HomeFed Corporation previously negotiated the terms and conditions for an agreement to mitigate the impacts on District school facilities resulting from development to occur within Village 8 West of Otay Ranch.

During its July 14, 2021, meeting, the Board approved the "Mitigation Agreement" applicable to Village 8 West ("Mitigation Agreement"). The Mitigation Agreement provides for, among other things, formation of Community Facilities District No. 21 of the Chula Vista Elementary School District ("CFD No. 21") over the territory within Village 8 West.

During its earlier meeting on June 16, 2021, the Board had taken the initial steps to form CFD No. 21, by adopting the following three resolutions:

(i) Resolution No. 2020-21.092, which stated the Board's intention to form CFD No. 21 and to authorize the special taxes of CFD No. 21;

(ii) Resolution No. 2020-21.093, which approved and ordered the recording of a map of the CFD No. 21 boundaries; and

(iii) Resolution No. 2020-21.094, which stated the Board's intention that CFD No. 21 shall incur bonded indebtedness in an aggregate principal amount not to exceed $60,000,000.00.

The District initially intended that, during its August 11 meeting, the Board would take the additional steps required to establish CFD No. 21, authorize the special taxes and bonds of CFD No. 21, and conduct an election among the owners of the properties within Village 8 West. However, District staff has determined that additional time is required to coordinate with HomeFed and prepare for the election. Because District staff published and posted notice of the public hearing that is to occur on August 11, 2021, it is appropriate to open the public hearing and, without closing the public hearing, continue it to the September 15, 2021, meeting of the Board.

The attached resolution provides for continuance of the proceedings to the September 15, 2021, Board of Education meeting.

ADDITIONAL INFORMATION:

Information regarding the earlier actions relating to CFD No. 21 is available for review in the Office of the Interim Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Proposed CFD No. 21 will fund school facilities needed as a result of the development of Village 8 West through the receipt of agreed-upon special taxes and, as applicable, proceeds of bonds or other securities. As provided in the Mitigation Agreement, the Developer and merchant builders will also make mitigation payments for property not subject to the special taxes of CFD No. 21.

STAFF RECOMMENDATION:

Recommend:

(i) Open the public hearing; and

(ii) Without closing the public hearing, approve/adopt the Resolution of Continuance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Board of Education)
of the Chula Vista Elementary School)
District Continuing the Public Hearing)
Regarding Establishment of Community)
Facilities District No. 21, Levy of Special)
Taxes, and Related Matters)

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

WHEREAS, during its June 16, 2021, meeting, the Board of Education of the Chula Vista Elementary School District ("Board"), adopted Resolution No. 2020-21.092 to thereby state its intention to form Community Facilities District No. 21 of the Chula Vista Elementary School District ("CFD No. 21") in accordance with the provisions of the Mello-Roos Community Facilities Act of 1982 ("Mello-Roos Act"); and

WHEREAS, during its June 16, 2021, meeting, the Board also adopted Resolution No. 2020-21.093 to thereby approve and order the recording of a map of the boundaries of proposed CFD No. 21; and

WHEREAS, during its June 16, 2021, meeting, the Board also adopted Resolution No. 2020-21.094 to thereby state its intention that CFD No. 21 shall incur bonded indebtedness in an aggregate principal amount not to exceed $60,000,000.00; and

WHEREAS, Resolution Nos. 2020-21.092 and 2020-21.094 provided that the Board would conduct a combined public hearing regarding the formation of CFD No. 21, the authorization of the special taxes and bonds of CFD No. 21, and related matters ("Public Hearing") to occur on August 11, 2021, at 6:00 p.m. or as soon thereafter as practicable; and

WHEREAS, District staff caused notices of the Public Hearing to be published, posted, and mailed to the owners of the property within proposed CFD No. 21, all in accordance with the Mello-Roos Act; and

WHEREAS, on August 11, 2021, the Board duly opened the Public Hearing and provided an opportunity for interested persons to testify in regard to the formation of CFD No. 21, the authorization of the special taxes and bonds of CFD No. 21, and related matters; and

WHEREAS, during the Public Hearing on August 11, 2021, the Board determined that additional time is required to address matters relating to proposed CFD No. 21 and the election among the owners of property within CFD No. 21, and that it would be appropriate to continue the Public Hearing to the meeting of the Board that is to occur on September 15, 2021; and

NOW, THEREFORE, BE IT DETERMINED AND RESOLVED as follows:

Section 1. The foregoing recitals are all true and correct.

Section 2. The Public Hearing called pursuant to Resolution Nos. 2020-21.092 and 2020-21.094 is hereby continued to the meeting of the Board that is to occur on September 15, 2021, commencing at 6:00 p.m. or as soon thereafter as practicable, in the Board meeting room located at 84 East J Street, Chula Vista, California, 91910.

Section 3. During the continued Public Hearing, the Board shall provide an additional opportunity for interested persons to testify regarding the formation of CFD No. 21, the authorization of the special taxes and bonds of CFD No. 21, and related matters. Any and all interested persons, including, without limitation, taxpayers, property owners, and registered voters within the boundaries of proposed CFD No. 21, may appear and be heard during the continued Public Hearing.

Section 4. Written protests regarding the proposed formation of CFD No. 21 and/or the authorization of special taxes to be levied in accordance with the Rate and Method of Apportionment of Special Tax set forth in Resolution No. 2020-21.092, may be filed with the Secretary of the Board at or before the time specified for the continued Public Hearing. Such written protests may be mailed or delivered to: Secretary of the Board of Education, Chula Vista Elementary School District, 84 East J Street, Chula Vista, California, 91910

Section 5. Within twenty-four hours after adoption of this Resolution, the Secretary of the Board shall cause notices of the continued Public Hearing to be posted at the normal District posting location(s).

Section 6. This Resolution shall take effect immediately upon approval and adoption 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 11th day of August, 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

I, Oscar Esquivel, Interim 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.

Interim Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

BOARD OF EDUCATION AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Conduct Public Hearing;

(2) Accept Public Comments by the Chula Vista Elementary School District Regarding the Investigation Results of the Preliminary Environmental Assessment for Millenia Lot 16 School Site, Parcel Number 643-060-36;

(3) Forward All Public Comments Received on the Preliminary Environmental Assessment for Millenia Lot 16 School Site to the Department of Toxic Substances Control for Consideration; and

(4) Request a No Further Action Determination on the Preliminary Environmental Assessment for Millenia Lot 16 School Site from the Department of Toxic Substances Control

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) is in the process of obtaining clearance from the Department of Toxic Substances Control (DTSC) on the proposed school site parcel number 643-060-36, located in the Southeast quadrant of State Route 125 and Birch Road in Chula Vista in order to obtain site approval from the California Department of Education (CDE). The District anticipates constructing an elementary school on approximately 8.57 acres.

The District published a notice of availability (Exhibit "A") of a preliminary environmental assessment (PEA) in The Star News stating the locations to review the PEA report and the time and place of the public hearing. The report, which has been reviewed by DTSC, summarizes the onsite investigation that will lead to the issuance of a no further action determination for the site by DTSC. The notice states that the public has the opportunity to learn about the project and provide written comments to the District within 30 days of the notice. (The comment period is from July 2 through August 2, 2021.) Any written comments received during the comment period will subsequently be forwarded to DTSC for review and final action.

ADDITIONAL DATA:

A copy of the public notice is attached as Exhibit "A." Additional information is available in the Office of the Interim Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Not applicable.

STAFF RECOMMENDATION:

Recommend conduct public hearing, accept and forward public comments, and request letter of determination.

EXHIBIT "A"

A PUBLIC NOTICE OF AVAILABILITY OF A
PRELIMINARY ENVIRONMENTAL ASSESSMENT
Chula Vista Elementary School District

Proposed
MILLENIA LOT 16 SCHOOL SITE
APN 643-060-36
Southwest Quadrant of State Route 125 and Birch Rd.
Chula Vista, California 91913

PUBLIC COMMENT PERIOD
July 2 through August 2, 2021

AVAILABILITY OF A DRAFT FOR THE PRELIMINARY ENVIRONMENTAL ASSESSMENT:
The Chula Vista Elementary School District (CVESD) and the Department of Toxic Substances Control (DTSC) invite public comment on the Preliminary Environmental Assessment (PEA) to the Millenia Lot 16 School Site, parcel number 643-060-36, located in the Southeast quadrant of State Route 125 and Birch Road in Chula Vista, California. CVESD proposes to construct an Elementary school on the 8.57-acre site. This report summarizes the onsite investigations conducted that will lead to the issuance of a no further action (NFA) determination for the site by the DTSC.

WHY THIS NOTICE?
The purpose of this notice is to provide the interested public with the opportunity to learn about the project and provide comments to CVESD within 30 days of this notice concerning the completed site assessment and DTSC's pending issuance of a tentative NFA determination for the Millenia Lot 16 School Site.

HOW TO PARTICIPATE:
(1) Comments concerning the Draft PEA report may be submitted in writing to: Facilities Planning, Chula Vista Elementary School District, 84 East "J" Street, Chula Vista, CA 91910. The comments must be postmarked by August 2, 2021.
(2) The CVESD will hold a public meeting to receive comments on the document and to adopt the PEA.

Date: **August 11, 2021**
Time: **6:00 P.M.**
Place: **Chula Vista Elementary School District**
Lowell J. Billings Board Room
84 East "J" Street
Chula Vista, CA 91910

FOR MORE INFORMATION:
Copies of the Draft PEA will be available for public review at the Chula Vista Public Library, 365 "F" Street, or at the Chula Vista Elementary School District, 84 East "J" Street, Chula Vista, California.

CONTACT:
If you have any questions or wish to discuss the project, please contact Facilities Planning at (619) 425-9600 Ext. 1374.

In compliance with American with Disabilities Act, if you need special assistance to participate in this meeting, please contact CVESD at (619) 425-9600 or through the California Relay Service. Notification 48 hours in advance of this meeting will enable CVESD to make reasonable accommodations for participation.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Review of the 2021-22 State Budget; and

(2) Approve Revisions to the 2021-22 District Adopted Budget

____X____Action **_____Information**

BACKGROUND INFORMATION:

On June 28, 2021, Governor Newsom signed into law the 2021-22 State Budget (Budget Act). Education Code Section 42127(h) requires that school districts make available any budget revisions within 45 days after the Governor signs the annual Budget Act. The District is proposing a revised 2021-22 District Budget based on the Budget Act and will submit it to the San Diego County Office of Education.

ADDITIONAL DATA:

Attached are various District reports with revised 2021-22 budgets as of August 11, 2021.

Attachment l – General Fund (Unrestricted and Restricted) Summary of Revenues, Expenditures, and Changes in Fund Balance.
General Fund Unrestricted Programs Summary of Revenues, Expenditures, and Changes in Fund Balance.
General Fund Unrestricted Revenues.
General Fund Unrestricted Expenditures by Object Code
Attachment ll – General Fund Restricted Programs

FISCAL IMPACT/FUNDING SOURCE:

The major changes in the Budget Act that will have a direct impact on District Revenue and Expenditures are noted below.

- The Budget Act includes an increase in the concentration grant component of the Local Control Funding Formula (LCFF) from 50% to 65% of the adjusted base LCFF grant, per Education code section 422238.02.

- The Special Education Local Plan Area (SELPA) funding formula base rate for 2021-22 increased from $634 per ADA to a base rate of $715 per ADA.

- The School Employees Fund/State Unemployment Insurance 2021-22 employer contribution rate decreased from 1.23% to 0.50%.

The Budget Act also included the following one-time restricted funding sources. As additional information is provided regarding the fiscal impact, the District will include the information in the District's 2021-22 First Interim Budget Report in December 2021.

- California for all Kids (Pre-K Planning and Implementation)
- Educator Effectiveness Block Grant
- Educator Preparation, Retention and Training
- Expanded Learning Opportunities Program
- Special Education Dispute Resolution and Learning Recovery

Multi-year Projection Average Daily Attendance (ADA) Changes.

- Although there is no change to the District's budgeted ADA for the 2021-22 Revised Budget, the District's ADA projections for the 2022-23 and 2023-24 fiscal years will be reduced by approximately <500> ADA to realize the impact of the enrollment decline during the start of school on July 21, 2021. Listed below is a chart showing the projected decline in ADA projections.

Funded ADA	Adopted Budget	Revise Budget	Change
2021-22	22,438	22,438	0
2022-23	21,629	21,129	(500)
2023-24	21,629	21,129	(500)

- As a reminder, the District ADA decreased by <1,051> between the 2019-20 and 2020-21 school years bringing the total estimated decline to <1,562> between 2019-20 and projected 2021-22.

STAFF RECOMMENDATION:

Recommend approval and certification.

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

Description	2021-22 Board Adopted Budget*	2021-22 Revised Budget
A. Revenues	$322,414,422	$325,754,604
B. Expenditures	339,184,414	338,000,147
C. Excess (Deficiency) of Revenues over Expenditures	(16,769,992)	(12,245,543)
D. Other Financing Sources/Uses	151,815	151,815
E. Net Increase (Decrease) in Fund Balance	(16,618,177)	(12,093,728)
F. Fund Balance, Reserves		
1. Beginning Balance as of July 1	58,402,239	58,402,239
2. Net Ending Balance	$41,784,062	$46,308,511

*Approved by the Board of Education June 16, 2021

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

	Description	2021-22 Board Adopted Budget*	2021-22 Revised Budget
A.	Revenues	$241,730,091	$242,844,362
B.	Expenditures	202,104,108	201,180,142
C.	Excess (Deficiency) of Revenues over Expenditures	39,625,983	41,664,220
D.	Other Financing Sources/Uses		
	1. Proceeds for Capital Leases	151,815	151,815
	2. Contributions to Special Education and Maintenance	(39,838,718)	(37,352,506)
		(39,686,903)	(37,200,691)
E.	Net Increase (Decrease) in Fund Balance	(60,920)	4,463,529
F.	Fund Balance, Reserves		
	1. Beginning Balance as of July 1	41,844,982	41,844,982
	2. Net Ending Balance	41,784,062	46,308,511
	a. Revolving Cash Fund	135,000	135,000
	b. Stores	700,000	700,000
	c. Reserve for Economic Uncertainties	40,649,062	44,081,678
	d. Designated for Concentration Grant	0	1,091,833
	e. Designated for Donations/School Gifts	300,000	300,000
	Total Fund Balance, Reserves	$41,784,062	$46,308,511
	District Reserve for Economic Uncertainties	**11.98% = $40,649,062**	**13.04% = $44,081,678**
	Minimum 3% Reserve	**3% = $10,175,532**	**3% = $10,140,004**

*Approved by the Board of Education June 16, 2021

General Fund
Summary of Unrestricted Revenues

	2021-22 Board Adopted Budget*	2021-22 Revised Budget
Student Factors		
K-6 ADA (funded)	22,438	22,438
Revenues		
1. LCFF Sources	$222,479,870	$223,594,141
2. Federal Revenues		
a. Impact Aid (PL874)	$625,000	$625,000
b. U.S. Wildlife Reserve	8,000	8,000
c. Medi-Cal Administrative Activities/Other Federal	350,000	350,000
Total Federal Revenues	$983,000	$983,000
3. Other State Revenues		
a. Mandated Block Grant	$706,955	$706,955
b. Lottery-unrestricted	3,391,242	3,391,242
c. STAR/CELDT Testing	50,000	50,000
Total State Revenues	$4,148,197	$4,148,197
4. Other Local Revenues		
a. Sale of Equipment/Supplies/Other	30,000	30,000
b. Transportation Services Study Trips	200,000	200,000
c. Leases & Rentals	398,500	398,500
d. Interest	675,800	675,800
e. Nonresident Tuition	1,000	1,000
f. Interagency	12,054,830	12,054,830
g. Student Teaching	20,000	20,000
h. Other In-lieu Tax	6,544	6,544
i. All Other Local	432,350	432,350
j. School Gifts/United Way	300,000	300,000
Total Local Revenues	$14,119,024	$14,119,024
Total Revenues	$241,730,091	$242,844,362

*Approved by the Board of Education June 16, 2021

General Fund
Summary of Unrestricted
Expenditures by Object Code

State Object Code	Description	2021-22 Board Adopted Budget*	2021-22 Revised Budget
Expenditures			
1000	Certificated Salaries	$107,099,260	$107,099,260
2000	Classified Salaries	28,225,449	28,225,449
3000	Employee Benefits	48,993,738	48,060,890
4000	Books and Supplies	4,922,794	4,922,794
5000	Services & Other Operating Expenses	16,445,768	16,445,768
6000	Capital Outlay	172,134	172,134
7000	Other Outgo/Uses	(3,755,035)	(3,746,153)
	Total Expenditures	$202,104,108	$201,180,142

* Approved by the Board of Education June 16, 2021

Chula Vista Elementary School District
Summary General Fund Restricted Programs

Program	2021-22 Board Adopted Revenue Budget*	2021-22 Board Adopted Expenditure Budget*	2021-22 Revised Revenue Budget	2021-22 Revised Expenditure Budget
LCFF SOURCES				
Special Education	$ 1,787,394	$ 1,787,394	$ 1,806,041	$ 1,806,041
TOTAL LCFF SOURCES	**$ 1,787,394**	**$ 1,787,394**	**$ 1,806,041**	**$ 1,806,041**
FEDERAL				
Title I - Federal Compensatory Education	$ 6,831,814	$ 6,831,814	$ 6,831,814	$ 6,831,814
Elementary and Secondary School Emergency Relief (ESSER II)	16,503,388	16,503,388	16,503,388	16,503,388
SPED, Local Assistance	5,012,785	5,012,785	5,012,785	5,012,785
SPED, Preschool Grant	830,572	830,572	830,572	830,572
SPED, Local Assistance, Private School ISPs	24,443	24,443	24,443	24,443
Federal Preschool Grant	268,569	268,569	268,569	268,569
Federal IDEA Mental Health Local Entitlement	341,566	341,566	341,566	341,566
Federal Preschool Staff Development	3,093	3,093	3,093	3,093
Title II - Teacher Quality	1,196,101	1,196,101	1,196,101	1,196,101
Title IV - Student Support and Academic Enrichment	629,856	629,856	629,856	629,856
Title III - Ed of LEP (EIEP/Bilingual Programs)	820,594	820,594	820,594	820,594
Medi-Cal Billing	0	290,023	0	290,023
Medi-Cal Target Case Management - Fam Res Ctr	0	4,090	0	4,090
Mathematics/Reading AB 466 (One Time)	3,903	3,903	3,903	3,903
DoDEA MCASP	258,750	258,750	258,750	258,750
TOTAL FEDERAL PROGRAMS	**$ 32,725,434**	**$ 33,019,547**	**$ 32,725,434**	**$ 33,019,547**
STATE				
Classified Sch. Employee Professional Development	$ 0	148,571	$ 0	$ 148,571
COVID-19 LEA Response Fund	0	369,420	0	369,420
In-Person Instruction	5,950,128	5,950,128	5,950,128	5,950,128
Expanded Learning Opportunities	0	13,307,419	0	13,307,419
Expanded Learning Opportunities: Paraprofessional Staff	0	1,469,269	0	1,469,269
Lottery/Restricted	1,071,801	2,040,265	1,071,801	2,040,265
Special Ed: Mental Health Related Services (formerly res. 6512)	1,831,964	1,831,964	1,831,964	1,831,964
STRS On-Behalf Pension Contribution	14,061,134	14,061,134	14,061,134	14,061,134
TOTAL STATE PROGRAMS	**$ 22,915,027**	**$ 39,178,170**	**$ 22,915,027**	**$ 39,178,170**
LOCAL				
Special Education	$ 18,879,926	$ 18,879,926	$ 21,087,190	$ 21,087,190
Special Education - Low Incidence	428,537	428,537	428,537	428,537
After School Learning & Safe Neighborhoods	3,365,041	3,365,041	3,365,041	3,365,041
California Children Services	215	215	215	215
CTC Paraprof Teacher Training Repayment Acct	9,093	9,093	9,093	9,093
Even Start/Schools Support	1,485	1,485	1,485	1,485
Even Start/Schools Support/Coaching Project	1,447	1,447	1,447	1,447
Microsoft CA Government Entities Settlement	361	361	361	361
San Diego Foundation - Vonnie McMillin Fndtn	23,491	23,491	23,491	23,491
Inter-Generational Games - Olympic Training Center	1,830	1,830	1,830	1,830
San Diego Unified Port District	13,760	13,760	13,760	13,760
Sweetwater Authority	1,532	1,532	1,532	1,532
Girard Foundation Grant	13,407	13,407	13,407	13,407
EL Improvement Collaborative	4,897	4,897	4,897	4,897
San Diego Foundation Teacher's Fund - Various Sites	11,160	11,160	11,160	11,160
Wells Fargo Donation - District	1,189	1,189	1,189	1,189
CV Comm Collaborative Community Project	29,410	29,410	29,410	29,410
Midway Magic	1,790	1,790	1,790	1,790

*Approved by the Board of Education June 16, 2021

Chula Vista Elementary School District
Summary General Fund Restricted Programs

Program	2021-22 Board Adopted Revenue Budget*	2021-22 Board Adopted Expenditure Budget*	2021-22 Revised Revenue Budget	2021-22 Revised Expenditure Budget
OASIS Tutoring Program	3,733	3,733	3,733	3,733
Speech Contest B of A	1,050	1,050	1,050	1,050
San Diego County Intergrntnl Prgm - Otay/Early Int.	1,221	1,221	1,221	1,221
General Mills Foundation	34	34	34	34
Ball Foundation - District	15,952	15,952	15,952	15,952
National Foundation For Autism Research	2,694	2,694	2,694	2,694
EISS Implementation Grant	107	107	107	107
EastLake Educational Foundation	11,194	11,194	11,194	11,194
Professional Development Institutes (PDI)	914	914	914	914
CV Comm Collaborative/Fam Res Ctrs (CVCC/FRC)	34,543	34,543	34,543	34,543
Poison Control/FRC	5,836	5,836	5,836	5,836
Chargers Champion - Hilltop Drive School	374	374	374	374
SUHSD - Healthy Eating Active Comm (HEAC)	686	686	686	686
Wells Fargo Foundation	729	729	729	729
Even Start/Toyota Family Literacy Prgm	61	61	61	61
District Intramural Sports	6,209	6,209	6,209	6,209
Quality Preschool Initiative (QPI)	226,262	226,262	226,262	226,262
HHSA/CPPW Healthy Schools Grant	21	21	21	21
Center for Civic Engagement	127	127	127	127
Kaiser Foundation Hospitals	5,266	5,266	5,266	5,266
Project Cal-Well	64,479	64,479	64,479	64,479
HomeTown Grant	476	476	476	476
UCSD - CREATE	23,339	23,339	23,339	23,339
Living Coast Discovery Center	39	39	39	39
TedX Chula Vista	2,023	2,023	2,023	2,023
Kaiser Foundation - Otay	871	871	871	871
Sanford Harmony	58,736	58,736	58,736	58,736
Special Olympics	929	929	929	929
TOTAL LOCAL PROGRAMS	**$ 23,256,476**	**$ 23,256,476**	**$ 25,463,740**	**$ 25,463,740**
OTHER FINANCING SOURCES/USES				
Special Education	$ 30,578,718	$ 30,578,718	$ 28,092,506	$ 28,092,506
Restricted Maintenance Account	9,260,000	9,260,000	9,260,000	9,260,000
TOTAL OTHER FINANCING SOURCES/USE	**$ 39,838,718**	**$ 39,838,718**	**$ 37,352,506**	**$ 37,352,506**
GRAND TOTAL CATEGORICAL PROGRAMS	**$ 120,523,049**	**$ 137,080,305**	**$ 120,262,748**	**$ 136,820,004**

*Approved by the Board of Education June 16, 2021

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Approve Renewal of Two-Year Terms for Members of the Chula Vista Elementary School District Independent Citizens Oversight Committee; and

(2) Appoint New Members to the Chula Vista Elementary School District Independent Citizens Oversight Committee

____X____Action **_____Information**

BACKGROUND INFORMATION:

In November 2012, local voters in School Facilities Improvement District (SFID) No. 1 approved Proposition E, a $90 million general obligation bond to provide funds to renovate and modernize facilities and improve technology at Chula Vista Elementary School District's (CVESD) oldest schools. A key element in the Proposition E program was the creation of an Independent Citizens Oversight Committee (ICOC). The ICOC is charged with regular ongoing review of District general obligation bond sales and expenditures. In accordance with Administrative Regulation 7214 (New Construction, General Obligation Bonds) and Education Code Section 15282, the ICOC must consist of at least seven members including, but not limited to:

1. One member active in a business organization representing the business community located within the District.
2. One member active in a senior citizens organization.
3. One member active in a bona fide taxpayers organization.
4. One member who is a parent/guardian of a District student and is active in a parent-teacher organization, such as the Parent-Teacher Association or a school site council.
5. One member who is a parent/guardian of a child enrolled in the District.

Seven citizens were appointed to the original Prop E ICOC and began their terms in September 2013. Since then, member terms have expired and members have been replaced by the other citizens who were renewed and/or appointed by the Board to serve on what is now called the CVESD ICOC.

In November 2018, local voters approved Measure VV, a $150 million general obligation bond that will provide funds to renovate and modernize facilities, upgrade security and safety infrastructure, implement energy saving measures and improve technology access within the Chula Vista Elementary School District's (District's) 46 schools, Education Services and Support Center, and Transportation Yard.

On January 23, 2019, the Board added oversight of the Measure VV general obligation bond to the scope of the already existing Prop E ICOC, subsequently renaming the Prop E ICOC as the Chula Vista Elementary School District Independent Citizens Oversight Committee (CVESD ICOC).

In March 2020, local voters approved Measure M, a $300 million general obligation bond to provide funds to improve student safety and campus security, repair schools, upgrade classroom technology, add staff housing, add a District-wide solar project, and make other improvements throughout the District. On April 22, 2020, the Board added oversight of the Measure M general obligation bond to the scope of the CVESD ICOC.

The CVESD ICOC meets a minimum of four times each fiscal year, reviews bond sales, reviews expenditures to ensure they are spent as authorized under Measure VV and Measure M, and provides an annual report to the Board of Education. As stated in Section 5.4 (Term) of the CVESD ICOC Bylaws, each member shall serve a term of two years commencing on the date of the first meeting of the CVESD ICOC for the member. No member may serve more than three consecutive terms. Since the current CVESD ICOC members held their first and second term meeting in September 2019, current terms for all members will expire in September 2021.

Each of the following members on the CVESD ICOC has expressed his/her interest in continuing to serve on the Committee. If approved by the Board, their next two-year terms will expire in September 2023. The names of the citizens and the roles they will serve on the CVESD ICOC, and their terms are provided in the following chart.

Member	***Role on ICOC***	***Final Two-Year Term Ends***
Jolyn DePriest, Ph.D.	Business Community Representative	2023
Jason Hurtado-Prater	At-Large Representative	2023
Martha Juarez	Parent Active in School Site Council	2023
Nancy Kerwin	Senior Citizens Organization	2025
Benjamin Lien	Parent Active in PTA	2023
Gloria McKearney	SD County Taxpayers Association	2025

In September 2021, ICOC members James Smyth and Floyd Strayer will complete their second term on the CVESD ICOC and do not intend to return for a third term. In accordance with Administrative Regulation 7214 (New Construction, General Obligation Bonds) and Education Code Section 15282, the ICOC will consist of at least seven members. Pursuant to State requirements, the District must replace Mr. Smyth and Mr. Strayer on the CVESD ICOC with at least one more member of the Chula Vista community-at-large. The District recommends replacing both members to allow for more community input and to ensure a quorum at meetings.

Pursuant to the process established by the Board on February 20, 2013, regarding the selection of new ICOC members, District staff began advertising to solicit applications for ICOC members in June 2021. Notices and application materials were posted on the District website; distributed to school sites; communicated to the District community directly through SchoolMessenger email; emailed to the San Diego County Tax Payers Association and the Chula Vista Chamber of Commerce, and posted on District social media and the District Newslink. In addition to these actions, the District published notice in The Star News.

Four applications were received during the application period. The list of applicant names is provided on Exhibit "A."

ADDITIONAL DATA:

Members of the CVESD ICOC serve in an advisory capacity to the Board of Education to review general obligation bond sales and expenditures as they relate to the renovation and modernization of facilities at CVESD schools and District facilities. The Committee's goal is to verify that all school general obligation bonds are expended as per the facility improvement plan proposed to voters. Additional information is available for review in the Office of the Interim Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Projects share items such as architect and engineering services, planning, program training and management, and contingencies. The final cost of each project may be affected by factors beyond CVESD's control and will be determined as plans are finalized, construction bids are awarded, and projects are completed. CVESD will complete improvements based on the prioritized projects list until all funds of the general obligation bond measures have been expended. All Proposition E funds were expended by June 30,2020, and Proposition E is no longer be under the oversight of the CVESD ICOC.

Measure VV provides a $150 million general obligation bond that will provide funds to renovate and modernize facilities, upgrade security and safety infrastructure, implement energy saving measures and improve technology access within the Chula Vista Elementary School District's (District's) 46 schools, Education Services and Support Center, and Transportation Yard.

Measure M provides a $300 million general obligation bond that will provide funds to improve student safety and campus security, repair schools, upgrade classroom technology, add staff housing, add a District-wide solar project, and make other improvements throughout the District.

Measure VV and Measure M funds are audited annually by an independent Certified Public Accountant.

STAFF RECOMMENDATION:

Recommend renewal and appointment.

EXHIBIT "A"

APPLICANTS FOR THE CHULA VISTA INDEPENDENT CITIZENS OVERSIGHT COMMITTEE

	Member Requirement/Category	Current Members*	Applicant(s)
1	One member active in a business organization representing the business community located within the District.	*Jolyn DePriest*	
2	One member active in a senior citizens organization.	Nancy Kerwin	
3	One member active in a bona fide taxpayers organization.	Gloria McKearney	
4	One member who is a parent/guardian of a District student and is active in a parent-teacher organization, such as the Parent-Teacher Association or a school site council.	*Benjamin Lien*	
5	One member who is a parent/guardian of a child enrolled in the District.	*Martha Juarez*	
6	Two members from the community at-large (**Need at least one more**.)	*Jason Hurtado Prater*	Diane Deugan** Heather Rubio*** Laurence Strong Minnie Tandy****

* Dr. DePriest, Mr. Hurtado Prater, Mr. Lien, and Ms. Juarez term out in September 2023. Ms. Kerwin and Ms. McKearney do not term out until 2025.

** Diane Deugan fills categories 5 and 6.

*** Heather Rubio fills categories 3, 4, 5, and 6.

**** Minnie Tandy fills categories 1, 2, and 6.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

First Reading: Proposed Revisions to Administrative Regulation 6174, Instruction, Education for English Learners

_____Action **____X____Information**

BACKGROUND INFORMATION:

Prior to the 2020-21 school year, the District utilized the Local Measure Reading Assessment as the academic criterion to determine whether an English Learner student in Grades K-1 would be reclassified to fluent English proficient.

For the 2020-21 school year, the District employed the Smarty Ants end-of-year assessment as the District's Local Measure Reading foundational skills assessment for Grades K-1. The Smarty Ants program is a complete early literacy curriculum that covers letters, phonics, phonemes, sight words, vocabulary, and reading fluency instruction.

District staff propose revising Administrative Regulation 6174 regarding the Reclassification/Redesignation criterion for academic achievement to reflect the following:

Grade Kinder: Performance Level:	Local Measure Reading-Smarty Ants Met/Exceeded
Grade 1: Performance Level:	Local Measure Reading-Smarty Ants Met/Exceeded

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

Instruction

EDUCATION FOR ENGLISH LEARNERS

Definition

English Learner (EL) means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An EL may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

The District shall offer the following language acquisition instructional programs and language acquisition services for ELs:

Structured English Immersion is an instructional service for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. (Education Code 306)

Transitional or Developmental Instructional Program for ELs provides instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and high order thinking skills, including critical thinking, in order to meet state-adopted academic content standards. (Education Code 306)

The Dual Language Immersion Instructional Program provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

Identification and Assessment

Upon enrollment in the District, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an EL and until he/she is reclassified as fluent English proficient (R-FEP), the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to ELs pursuant to 5 CCR 11516-11516.6.

Any student with a disability who is identified as an EL shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's Individualized Education Program or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her Individualized Education Program. (5 CCR 11516 - 11516.7; 20 USC 1412)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent/designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The parent/guardian of a student participating in, or identified for participation in, services for ELS as supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year. If the student is identified as EL during the school year, within two weeks of the student's identification, parents shall be notified. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an EL and the need for a language acquisition instructional program and EL services.

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.

3. A description of the language acquisition instructional program or services for ELs in which the student is, or will be, participating, including a description of all the following:

   a. The methods of instruction used in addressing the language and academic needs of the student, including how such programs and services differ in content, instructional goals, and the use of English and a native language in instruction.

   b. The manner in which the program and services will meet the educational strengths and needs of the student.

   c. The manner in which the program and services will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.

   d. The specific exit requirements for reclassification and the expected rate of graduation from secondary school if applicable.

   e. Where the student has been identified for special education, the manner in which the program and services meets the requirements of the student's Individualized Education Program.

4. Information about the parent/guardian's right to have the student immediately removed from a program and/or services upon the parent/guardian's request.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

5. Information regarding a parent/guardian's option to decline to enroll the student in the program and/or services or to choose another method of instruction, if available.

6. Information designed to assist a parent/guardian in selecting among available programs or services, if more than one program or method is offered.

Regardless of the language acquisition instructional program, all ELs will receive Structured English Immersion services through daily Integrated and Designated English Language Development.

Reclassification/Redesignation

The District shall continue to provide additional and appropriate educational services to ELs for the purposes of overcoming language barriers until the ELs have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the District's average native English speakers.
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

ELs in Grades K-12 shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in English and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an EL in Grades K-12 shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using the English Language Proficiency Assessments for California (ELPAC).

   Kindergarten through Grade 12
   Overall Proficiency Level 4

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching decisions related to the student. Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development Report Card.

3. Parent/guardian opinion and consultation. Parent/guardian agrees that reclassification is appropriate. The Superintendent/designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level. The District shall use the California Assessment of Student Performance and Progress (CAASPP) and/or the District's Local Measure in Reading.

   Grade K Local Measure Reading**-Smarty Ants**
   ~~Reading Accuracy 85-100%~~ **Performance Level-Met/Exceeded**
   ~~Reading Comprehension 3 Correct~~
   ~~High Frequency Word Reading 45-50~~

   Grade 1 Local Measure Reading**-Smarty Ants**
   ~~Reading Accuracy 95-100%~~ **Performance Level-Met/Exceeded**
   ~~Reading Comprehension 4-5 Correct~~
   ~~Reading Fluency 60+ words per minute~~

   Grades 2-12 Local Measure/Level Set Reading
   Midpoint of Approaching and above for grade level

   Grades 3-6 CAASPP – ELA
   Midpoint of Standard Nearly Met and above for grade level

The Superintendent/designee shall monitor the language and academic progress of reclassified students. (5 CCR 11304)

The Superintendent/designee shall monitor students for a period of four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent/designee shall develop a process to monitor the effectiveness of the District's programs and services for ELs. The District's programs and services shall be modified as needed to help ensure language and academic success for each EL.

Advisory Committees

A parent/guardian advisory committee shall be established at the District level when there are more than 50 ELs in the District and at the school level when there are more than 20 ELs at the school, site EL Advisory Committee and the District EL Advisory Committee shall be maintained to serve the advisory functions specified in law.

Parents/guardians of ELs shall constitute committee membership in at least the same percentage as ELs represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The District's English Language Advisory Committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a District EL Roadmap of education programs and services for ELs, taking into consideration the school site plans for ELs.

2. The Districtwide needs assessment on a school-by-school basis.

3. Establishment of District programs, services, goals, and objectives for programs and services for ELs.

4. Development of a plan to ensure compliance with applicable teacher or aide requirements.

5. Administration of the annual language census.

6. Review of and comment on the District's reclassification procedures.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent-Guardian Rights and Responsibilities)
(cf. 6020 - Parent-Guardian Involvement)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent/designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan Advisory Committee

When there are at least 15 percent ELs in the District, with at least 50 students who are ELs, a District-level EL Parent Advisory Committee shall be established to review and comment on the District's LCAP in accordance with BP 0460 LCAP. The committee shall be composed of a majority of parents/guardians of ELs. (Education Code 52063; 5 CCR 15495)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP EL Advisory Committee if its composition includes a majority of parents/guardians of ELs.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

First Reading/Revise: Proposed Revisions to Board Policy and Administrative Regulation 6158, Instruction, Independent Study Program

____X____Action **_____Information**

BACKGROUND INFORMATION:

Board Policy (BP) and Administrative Regulation (AR) 6158, Instruction, Independent Study Program, are being revised to enhance the compliance and options of independent study. Previously, the District only provided independent study alternatives to students who were anticipating a limited absence from school. During the COVID-19 pandemic, the District transitioned to a virtual learning experience to mitigate the spread of disease.

Based on interest from parents and the community, the District is expanding the BP and AR to allow for alternative independent study models including the formation of a virtual school.

ADDITIONAL DATA:

Since the BP and AR 6158 were adopted by the Board at its May 19, 2021 meeting, the State of California revised applicable laws under Assembly Bill 130 which have been incorporated into the revisions presented to the Board.

Copies of the proposed revisions to BP and AR 6158 are attached. 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:

Recommend revision.

Instruction

INDEPENDENT STUDY PROGRAM

The Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a challenging experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent/designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

~~Parents/guardians of students who are interested in independent study shall contact the Superintendent/designee. The Superintendent/designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the District's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.~~

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

Instruction

INDEPENDENT STUDY PROGRAM (continued)

For the 2021-22 school year, the District shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the District has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the District's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

~~The written agreement shall specify the length of time in which each independent study assignment must be completed~~

~~An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study~~

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one quarter after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever ~~misses five assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.~~**the student fails to make satisfactory educational progress and/or misses five assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)**

1. **The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

student-level measures of student achievement and engagement specified in Education Code 52060

2. **The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments**

3. **Learning required concepts, as determined by the supervising teacher**

4. **Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher**

The Superintendent/designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent/designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. **For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction**

2. **For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction**

3. **For students in grades 9-12, opportunities for at least weekly synchronous instruction**

The Superintendent/designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement.

Instruction

INDEPENDENT STUDY PROGRAM (continued)

This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. **Verification of current contact information for each enrolled student**

2. **Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation**

3. **A plan for outreach from the school to determine student needs, including connection with health and social services as necessary**

4. **A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being**

The Superintendent/designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent/designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The District shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the District's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering

Instruction

INDEPENDENT STUDY PROGRAM (continued)

into a written agreement to do so, the District shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Written Agreements

For the 2021–22 school year only, the District shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. **The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress**

2. **The objectives and methods of study for the student's work and the methods used to evaluate that work**

3. **The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

4. **A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study**

5. **The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year**

6. **A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion**

7. **A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.**

8. **A statement that independent study is an optional educational alternative in which no student may be required to participate**

9. **In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction**

10. **Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

~~The Independent Study Program operates pursuant to a voluntary written agreement between the student, the parents/guardians of the student, the student's teacher or designated representative, and a school administrator.~~

~~The Superintendent/designee shall ensure that a written agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. (Education Code 51747, 51749.5)~~

Student and Teacher Synchronous Instruction

The District will establish an appropriate schedule of synchronous instruction in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of synchronous instruction (small group, one-on-one, etc.) needed for the student to be successful in the program.

Missing synchronous instruction with the assigned teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

Instruction

INDEPENDENT STUDY PROGRAM (continued)

~~Home-Based Independent Study~~

~~The Superintendent/designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows synchronous instruction and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the District's classroom instruction.~~

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. **A copy of the Board policy, administrative regulation, and other procedures related to independent study**

2. **A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education**

3. **A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher**

4. **As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

5. **Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)**

6. **Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)**

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent/designee shall annually report to the Board the number of District students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who promote/graduate or successfully complete independent study. Based on the

Instruction

INDEPENDENT STUDY PROGRAM (continued)

program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Legal Reference:

EDUCATION CODE
17289 Exemption for facilities
41976.2 Independent study programs
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers
46300-46307.1 Methods for computing average daily attendance
48204 Residency requirements for school attendance
48206.3 Home or hospital instruction; student with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51745-51749.3 Independent study programs
56026 Individual with exceptional needs
58500-58512 Alternative schools and programs of choice
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
19819 State Audit Compliance

~~Management Resources:~~

~~CDE PUBLICATIONS~~
~~Independent Study Operations Manual, 2000 edition~~
~~WEB SITES~~
~~California Consortium for Independent Study: http://www.ccis.org~~
~~California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is~~

Policy
Adopted: 11/13/90
Revised: 11/15/05
Revised: 07/24/07
Revised: 05/19/21
Revised:

Instruction

INDEPENDENT STUDY PROGRAM

Educational opportunities offered through independent study may include, but are not limited to those listed in Education Code 51745. The District will develop and implement a program consistent with Education Code that provides synchronous and asynchronous instruction providing independent study to meet the needs of our students and community.

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the District shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

Instruction

INDEPENDENT STUDY PROGRAM (continued)

1. **Special assignments extending the content of regular courses of instruction**

2. **Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum**

3. **Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum**

4. **Continuing and special study during travel**

5. **Volunteer community service activities and leadership opportunities that support and strengthen student achievement**

6. **Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction**

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The District's independent study option must be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the District's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to the other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

Instruction

INDEPENDENT STUDY PROGRAM (continued)

The District shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent/designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently **provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction.** A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent/designee may consider the parent/guardian's level of commitment to assist the student. Independent study entails a commitment by both the parent/guardian and the student. Independent study shall be offered only to students who can be successful working independently.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within District boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

Instruction

INDEPENDENT STUDY PROGRAM (continued)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for high school diploma by Education Code 51225.3 or the Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

~~Written Agreement~~

~~An independent study written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)~~

~~The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.~~

~~The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)~~

~~1. The manner, time, frequency, and location for submitting the student's assignments and for reporting his/her progress.~~

~~2. The objectives and methods of study for the student's work and the methods by which the student's work will be evaluated.~~

3. ~~The specific resources, including materials and staff, which will be made available to the student.~~

~~4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed~~

Instruction

INDEPENDENT STUDY PROGRAM (continued)

~~assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study.~~

~~5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.~~

~~6. A statement of appropriate measures of academic accomplishment by the student upon completion.~~

~~7. A statement that independent study is an optional educational alternative in which no student may be required to participate.~~

~~8. When a student fails to complete an independent study agreement, the District may deny future independent study.~~

~~9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.~~

~~10. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.~~

~~The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.~~

Monitoring Student Progress

The independent study administrator and/or assigned teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and parent/guardian.

2. A meeting between the student, parent/guardian and the teacher.

Instruction

INDEPENDENT STUDY PROGRAM (continued)

3. Initiate meeting with Student Success Team or Multi-Tiered System of Supports.

4. A meeting between the student and the independent study administrator, including the parent/guardian.

5. An increase in the amount of time the student works under direct supervision.

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent/designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

~~Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.~~

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. **Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another site administrator**

2. **Approving or denying the participation of students requesting independent study**

3. **Facilitating the completion of written independent study agreements**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

4. **Ensuring a smooth transition for students into and out of the independent study mode of instruction**

5. **Approving all credits earned through independent study**

6. **Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation**

Assignment and Responsibilities of Independent Study Teacher

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the District, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the District enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The Superintendent/designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

The responsibilities of the supervising teacher shall include, but are not limited to:

1. **Completing designated portions of the written independent study agreement and signing the agreement**

2. **Supervising and approving coursework and assignments**

3. **Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due**

4. **Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy**

Instruction

INDEPENDENT STUDY PROGRAM (continued)

5. **Providing direct instruction and counsel as necessary for individual student success**

6. **Regularly meeting with the student to discuss the student's progress**

7. **Determining the time value of assigned work or work products completed and submitted by the student**

8. **Assessing student work and assigning grades or other approved measures of achievement**

9. **Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided**

~~Records~~

~~The Superintendent/designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)~~

~~1. A copy of the Board Policy, Administrative Regulation, and other procedures related to independent study.~~

~~2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in Grades K-8 and the course credits attempted by and awarded to students in Grades 9-12.~~

~~3. A file of all agreements, with representative samples of each student's work products bearing the assigned teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teachers.~~

4. ~~As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teachers, and reviewed by the assigned teacher if they are two different persons.~~

Instruction

INDEPENDENT STUDY PROGRAM (continued)

~~The Superintendent/designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.~~

~~The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)~~

Procedures for Implementing Independent Study in the Event of Illness, Short-Term Disability or Travel Only

1. Participation in the independent study program is voluntary on the part of bargaining unit members. The District may designate a resource person to assist teachers or to carry out teacher responsibilities in the event the classroom teacher chooses not to participate. If the resource person is a member of the bargaining unit, services will be provided on a voluntary basis.

2. Responsibility for managing independent study agreements will be delegated to one person at each site. Typically, this person is responsible for maintenance of normal attendance records.

3. When a teacher or the school office becomes aware of a proposed independent study, the School Attendance Secretary/Health Specialist will complete the top portion of the independent study agreement and forward it to the appropriate classroom teacher or designated resource person.

4. The School Attendance Secretary/Health Specialist will maintain a log of the agreements issued and the number of students involved so that the completed agreements can be filed in a timely manner.

5. The School Attendance Secretary/Health Specialist will obtain required signatures of the student, parent/guardian, teacher (or designated resource person), and principal (or designee) prior to the independent study term.

6. Upon completion of the agreement, the School Attendance Secretary/Health Specialist in the school office will adjust the Attendance Report to reflect the number of days completed.

7. The school will retain one copy of the agreement in the student's file (cum). One copy of the agreement will be sent to the Business Office (attendance accounting), and one copy will be given to the student.

Instruction

INDEPENDENT STUDY PROGRAM (continued)

Completion of the Independent Study Agreement in the Event of Illness, Short-Term Disability or Travel Only

1. The agreement is self-explanatory. Information regarding the type of agreement, objectives, and method of evaluation are completed by checking the appropriate boxes. The specific details of the study assignment(s) and/or task(s) to be performed by the student will be written on, or attached to, the agreement by the teacher. An assignment sheet may also be attached to the agreement, if necessary and/or desired.

2. Assignments are due upon the student's return to school. The required work will be verified either by the classroom teacher or the designated resource person.

3. The amount of time required to perform or complete the off-campus assignment shall equal or exceed the required daily instructional minutes for the student (Kindergarten, 200 minutes; Grades 1-3, 280 minutes; Grades 4-6, 300 minutes.)

   The amount of work performed must correlate to these minimums for each day of absence. (Work performed over several days may be prorated; e.g., three days of work completed during a five-day agreement would be recorded as three days of completed independent study and two days of incomplete independent study.) The student and parent/guardian are responsible for verifying time requirements.

4. Following verification of assignment completion, the teacher will retain the completed assignment, a sample, or samples of completed student work. The agreement will be returned to the office.

5. School shall be allocated 50 percent of revenues generated through this program. Expenditures of these funds shall be determined at the school site with consultation of the school staff.

Regulation
Approved: 11/13/90
Reviewed: 10/18/05
Reviewed: 05/15/07
Reviewed: 05/19/21
Reviewed:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action **____X____Information**

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Presentation on Superintendent Search Proposed Timeline	Human Resources	August 2021
Presentation of the Multilingual English Learner Master Plan	Instructional Services	August 2021
Report on Results of California School Dashboard Local Indicators	Instructional Services	August 2021
Report on Innovation	Instructional Services	September 2021
Report on Multi-Tiered Systems of Support/Mental Health Plan	Instructional Services	October 2021
Report on Visual and Performing Arts Program	Instructional Services	November 2021
Report on Physical Education	Instructional Services	December 2021

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.