CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – NOVEMBER 13, 2019 – 6 P.M.

BOARD OF EDUCATION

LESLIE RAY BUNKER • ARMANDO FARÍAS
LAURIE K. HUMPHREY • EDUARDO REYES, ED.D.
FRANCISCO TAMAYO

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. Please contact the Superintendent's Office, (619) 425-9600, Extension 1311, if you wish to schedule an appointment to review a recording.

• • • •

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Persons wishing to address the Board of Education on any agenda item should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting. Under Oral Communications, individuals may also speak to any item not appearing on the agenda. This may include feedback or criticism of programs, policies, or District personnel. Board Policy 1312.1 stipulates the formal District process to file official complaints against District personnel. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the Board of Education or its 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 are requested to limit remarks to five minutes.

• • • •

COMPLIANCE WITH AMERICANS WITH DISABILITIES ACT

The Chula Vista Elementary School District, in compliance with the Americans with Disabilities Act and Government Code Section 54953.2, provides special accommodations to individuals who may need assistance with access, attendance, and/or participation in Board meetings, including alternative formats for agendas, documents constituting agenda packets, and materials distributed during public meetings. Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Please contact the Superintendent's Office at (619) 425-9600, Extension 1300, for specific information on resources or programs that may be available for such accommodations. Please call at least 48 hours in advance of meetings and five days in advance of scheduled services and activities. Translation and services for the Hearing Impaired are also available.

• • • •

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 at our website by clicking on the following link: http://www.cvesd.org/DISTRICT/Pages/Meetings.aspx or at the scheduled meeting.

• • • •

EQUAL OPPORTUNITY EMPLOYER

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. The District's programs, activities, and practices shall be free from discrimination 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, 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. (CVESD Board Policy 0410.) The District office that monitors compliance is the Human Resource Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, Ext 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resource Office.

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
November 13, 2019
6 P.M.
Dr. Lowell J. Billings Board Room
Education Service and Support Center

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 Led by Students from Leonardo da Vinci Health Sciences Charter School

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. Recognition of Winners of the District's Red Ribbon Week Visual Arts Contest

C. Recognition of Schools for Implementation of Positive Behavioral Interventions and Support

D. Report on Leonardo da Vinci Health Sciences Charter School for the 2018-19 School Year

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*

Oral Communications provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to five minutes. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the topic and 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: Regular Meeting October 16, 2019

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

C. Approve Increase of Hourly Rate for Noon Duty Supervisor Effective January 1, 2020

D. Approve Increase of Hourly Rates for Classified Substitutes: Bus Attendant, Child Nutrition Assistant, Clerk, Instructional Assistant, Instructional Assistant-Special Education, and Noon Duty Supervisor Effective January 1, 2020

E. Approve Increase of Hourly Rate for Classified Substitute Custodian Effective January 1, 2020

F. Ratify Agreement with University of California, San Francisco, School of Pharmacy for Chula Vista Community Collaborative Poison Exposure Awareness Services for the Period of October 15, 2019, Through August 15, 2020

G. Ratify Memorandum of Understanding with Centro de Salud de la Comunidad de San Ysidro, Inc., dba San Ysidro Health, for School-Based Dental Services for the 2019-20 School Year

H. Ratify Memorandum of Understanding with Jewish Family Services for the Positive Parenting Program for the Period of November 1, 2019, Through June 30, 2021

I. Ratify Memorandum of Understanding with National University, Sanford College of Education, to Conduct a Research Study at Hazel Goes Cook Elementary School on the *Harmony* and *Inspire* Social-Emotional Learning Platforms for the 2019-20 School Year

J. Ratify Nonpublic, Nonsectarian Individual Services Agreement with The Institute for Effective Education for Student No. 306358 for the Period of September 3, 2019, Through June 30, 2020

K. Approve Single Plans for Student Achievement for the 2019-20 School Year

L. Approve Contract with School Services of California, Inc., for Fiscal Information Services for the Period of December 1, 2019, Through November 30, 2020

M. Approve Extension of Memorandum of Agreement with the County of San Diego for Foster Care Student Transportation Services

N. Approve Award of Bid No. 19/20-3 to A.B. Hashmi, Inc., for the Demolition and Preparation of Existing Area to Receive and Install a New Lunch Shelter, Hardscape, and Landscape at Valley Vista Elementary School in the Amount of $284,245 for the Period of November 14, 2019, Through Completion of the Project

O. Approve Award of Bid No. 19/20-4 Transportation Service to HopSkipDrive, Inc., Sol Transportation, Inc., and Zum Services, Inc., for the Period of November 14, 2019, Through November 13, 2020

P. Approve Rejection of All Bids for the Demolition and Preparation of Existing Area to Receive and Install a New Walk-In Freezer/Refrigerator and Extension of Existing Loading Dock at the Education Service and Support Child Nutrition Services Department and Authorize Staff to Rebid Bid Package No. 19/20-5

Q. Approve Acceptance of Work and Notice of Completion for Southcoast Heating and Air Conditioning, L.P., to Provide and Replace Heating, Ventilating, and Air Conditioning Cafeteria Equipment at Joseph Casillas, Clear View, Hilltop Drive, Los Altos, and Otay Elementary Schools

R. Adopt Resolution Authorizing Utilization of Glendale Unified School District Bid No. P-13 18/19 for Apple Computer Products, Services, and Related Items with Apple Inc. for the Period of November 14, 2019, Through October 15, 2020

S. Approve Overnight Study Trips for Fourth Grade Students from Halecrest Elementary School to the Star of India on February 10-11 and 11-12, 2020

T. Accept Donation

U. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2019

V. Approve and/or Ratify Inservice/Travel Requests

W. Ratify Requests for Use of District Facilities

7. PUBLIC HEARINGS

Public Hearings

A. (1) Conduct Public Hearing Regarding Short-Term Classified Employee; and

(2) Adopt Resolution Regarding Short-Term Classified Employee to Perform Specified Service for the Period of November 16, 2019, Through June 4, 2020

Motion:_____, Second:_____, Vote:_____

B. (1) Conduct Public Hearing Regarding Material Revisions to the Arroyo Vista Charter School Charter; and

(2) Approve Material Revisions to the Arroyo Vista Charter School Charter

Motion:_____, Second:_____, Vote:_____

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Adopt December 18, 2019, at 6 P.M., as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

B. Nominate Candidates for the 2020 Election of the California School Boards Association's Delegate Assembly, Region 17

Motion:_____, Second:_____, Vote:_____

C. (1) Report on i-Ready Online Diagnostic Assessment; and

(2) Approve Agreement with Curriculum Associates for the i-Ready Online Diagnostic Assessment for the Period of January 1 Through June 30, 2020

Motion:_____, Second:_____, Vote:_____

D. Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Ordering an Election and Establishing Specifications of the Election Order of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

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

A. Second Reading/Possible Adoption/Approval: Board Policy and Administrative Regulation 1114 (New), Community Relations, District-Sponsored Social Media

Motion:_____, Second:_____, Vote:_____

B. Second Reading/Possible Revision: Board Policy and Administrative Regulation 3516, Business and Noninstructional Operations, Emergency Procedures Plan

Motion:_____, Second:_____, Vote:_____

C. Second Reading/Possible Approval: Administrative Regulation 3516.2 (New), Business and Noninstructional Operations, Bomb Threats

Motion:_____, Second:_____, Vote:_____

D. Second Reading/Possible Approval: Administrative Regulation 3516.3 (New), Business and Noninstructional Operations, Earthquake Emergency Procedures System

Motion:_____, Second:_____, Vote:_____

E. First Reading/Possible Revision: Board Policy 3220.1, Business and Noninstructional Operations, Lottery Funds

Motion:_____, Second:_____, Vote:_____

F. (1) First Reading/Possible Revision: Board Policy 3270, Business and Noninstructional Operations, Sale and Disposal of Books, Equipment and Supplies (Personal Property); and

(2) First Reading/Possible Approval: Administrative Regulation 3270 (New), Business and Noninstructional Operations, Sale and Disposal of Books, Equipment, and Supplies

Motion:_____, Second:_____, Vote:_____

G. (1) First Reading/Possible Revision: Board Policy 3280, Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property; and

(2) First Reading/Possible Approval: Administrative Regulation 3280 (New), Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property

Motion:_____, Second:_____, Vote:_____

H. First Reading/Possible Revision: Board Policy 3290, Business and Noninstructional Operations, Gifts, Grants, and Bequests

Motion:_____, Second:_____, Vote:_____

I. First Reading/Possible Revision: Board Policy 3300, Business and Noninstructional Operations, Expenditures/Expending Authority

Motion:_____, Second:_____, Vote:_____

J. Approve Deletion of Board Policy 3310, Business and Noninstructional Operations, Purchasing Procedures

Motion:_____, Second:_____, Vote:_____

K. First Reading/Possible Revision: Board Policy and Administrative Regulation 3311, Business and Noninstructional Operations, Bids

Motion:_____, Second:_____, Vote:_____

L. (1) First Reading/Possible Revision: Board Policy 3314, Business and Noninstructional Operations, Payment for Goods and Services; and

(2) First Reading/Possible Approval: Administrative Regulation 3314 (New), Business and Noninstructional Operations, Payment for Goods and Services

Motion:_____, Second:_____, Vote:_____

M. First Reading/Possible Revision: Board Policy 3314.2, Business and Noninstructional Operations, District Revolving Fund

Motion:_____, Second:_____, Vote:_____

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS

Board Communications

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

13. ADJOURN TO CLOSED SESSION *Closed Session*

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

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. 2019070985 for Student No. 702146

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2019090768 for Student No. 134588

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation, Public Employment Relations Board Case No. LA-CE-6497-E

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation, Public Employment Relations Board Case No. LA-UM-982-E

Government Code Section 54956.9 (d)(2): Conference with Legal Counsel – Anticipated Litigation in Joint Powers Authority Claim No. 19-05351

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, DECEMBER 18, 2019, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Pledge of Allegiance Led by Students from Leonardo da Vinci Health Sciences Charter School

_____Action ____X____Information

BACKGROUND INFORMATION:

The following students will lead the Pledge of Allegiance at the November 13, 2019, Board of Education meeting.

- Angelica Cantu
- Giulianna Gastelum
- Adrian Ruelas

School administrators will accompany the students to the meeting.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Recognition of Winners of the District's Red Ribbon Week Visual Arts Contest

_____Action ____X____Information

BACKGROUND INFORMATION:

The National Red Ribbon Campaign™ originated in 1985, after Drug Enforcement Administration Agent Enrique S. (Kiki) Camarena was murdered by drug traffickers in Mexico. Angered parents, youth, and other community members began wearing red ribbons in memory of Agent Camarena, to honor his belief that one person can make a difference, and as a symbol of their commitment to raise awareness of the destruction drugs cause. In 1988, Congress proclaimed the last week in October as Red Ribbon Week across the nation to honor Agent Camarena and to support the cause for which he gave his life—combating drugs.

For many years, the District and District schools have participated in Red Ribbon Week events. This year, District partner North Island Credit Union sponsored the inaugural Districtwide Red Ribbon Week Visual Arts Contest. The competition is held in conjunction with Red Ribbon Week celebrations with the goal of helping raise additional awareness and advocacy for drug prevention through artwork designed and created by students.

The top three winners of the competition were:

- First Place – Areyna Macomb, Grade 5, Wolf Canyon Elementary
- Second Place – Sabrina Hoy, Grade 5, Parkview Elementary
- Third Place – Arianni Benitez, Grade 6, Anne and William Hedenkamp Elementary

ADDITIONAL DATA:

The first-place artwork is embedded in a North Island Credit Union poster, a copy of which will be sent to all schools. Also, the three top winning pieces will be featured on the District website and also submitted to the National Family Partnership Red Ribbon 2020 Theme Contest.

FISCAL IMPACT/FUNDING SOURCE:

First-Place Artist Areyna Macomb will be presented with a basket of art supplies and Wolf Canyon with a $500 check to purchase supplies for its Visual Arts program. Second-Place Artist Sabrina Hoy and Third-Place Artist Arianni Benitez will receive gift certificates.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will present the top three winners with Certificates of Recognition.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Schools for Implementation of Positive Behavioral Interventions and Support

_____Action **____X____Information**

BACKGROUND INFORMATION:

In order to meet the behavioral and social-emotional as well as academic needs of each student, the District has embraced a Multi-Tiered System of Supports (MTSS) approach. Year-one goals of the District MTSS Strategic Plan included each school creating a Positive Behavioral Interventions and Support (PBIS) Committee and each PBIS Committtee receiving professional development on Tier I PBIS implementation. MTSS Director Elizabeth Gianulis also provided differentiated site support.

In April 2019, Mrs. Gianulis conducted a Tiered-Fidelity Inventory at each site. As a result of Tier I PBIS implementation, thirty schools received state recognition from the California PBIS Coalition. Of these, eighteen received silver awards, the highest level of Tier I recognition, and twelve received bronze awards.

ADDITIONAL DATA:

Tonight, District staff would like to recognize the school teams that received state awards for their implementation of Tier I PBIS.

Silver Recognition	
Chula Vista Hills	Loma Verde
Clear View	Thurgood Marshall
Hazel Goes Cook	Corky McMillin
Myrtle S. Finney	Olympic View
Halecrest	Lilian J. Rice
Harborside	Greg Rogers
Anne and William Hedenkamp	Rosebank
Juarez-Lincoln	Salt Creek
J. Calvin Lauderbach	Vista Square

Bronze Recognition	
EastLake	Parkview
Hilltop Drive	Fred H. Rohr
Karl H. Kellogg	Sunnyside
John J. Montgomery	Burton C. Tiffany
Otay	Veterans
Palomar	Wolf Canyon

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:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Leonardo da Vinci Health Sciences Charter School for the 2018-19 School Year

_____Action **____X____Information**

BACKGROUND INFORMATION:

The District views charter schools as an opportunity for research and development of innovative educational practices. The District's expectation is that freedom from California Education Code rules and restrictions will foster higher academic achievement for students at charter schools than at similar schools. In fact, these are the premises on which charter school law was written. With the implementation of the Local Control Funding Formula and the Local Control and Accountability Plan, authorizing agencies (and charter boards) are provided with a means to annually monitor the outcomes of the charter school based on the school's own plan.

ADDITIONAL DATA:

The Executive Director of Technology and Instruction Services and Support conducts walkthroughs at Leonardo da Vinci Health Sciences Charter (LdVHSC) throughout the school year. In addition, District staff provides ongoing monitoring to ensure charter stipulations and provisions are met in accordance with Local Control and Accountability Plan goals. LdVHSC is a nonprofit, 501(c)3 entity that operates independently of the District.

Tonight's report will focus on the progress of LdVHSC's student achievement goals and financials.

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

Regular Meeting
October 16, 2019
6 P.M.
Dr. Lowell J. Billings Board Room
Education Service and Support Center

ORDER OF BUSINESS

ADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Humphrey called the meeting to order at 6 P.M.

B. Roll Call

Members Present:
Mrs. Laurie K. Humphrey, President
Mr. Armando Farías, Vice President
Dr. Eduardo Reyes, Clerk (Arrived at 6:03 P.M.)
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., Innovation and Instruction
Mr. Anthony Millican, Director, Communications and Community Development
Mr. Jorge Mora, Director, Human Resources
Mrs. María Mayela Couturier, Translator/Interpreter
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education
Mrs. Araceli Vargas, Administrative Assistant II

C. Pledge of Allegiance Led by Students from The Learning Choice Academy Charter School

Students Annika Barr, Paul Carey, and Monserrat Blanco led the Pledge of Allegiance. Monserrat shared her experiences with the school.

School administrators accompanied the students to the meeting. The artwork displayed in the Dr. Lowell J. Billings Board Room was prepared by The Learning Choice Academy.

President Humphrey thanked and congratulated the students, said they did a great job, and presented each with a Certificate of Appreciation and a stylus pen with the District's name.

President Humphrey noted that Clerk Reyes arrived at 6:03 P.M. She also acknowledged and welcomed National School District Board of Education Member Brian Clapper, who was in the audience.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

3. SPECIAL RECOGNITION, ORAL PRESENTATIONS, WRITTEN REPORTS, AWARDS, AND HONORS *Presentations/ Awards*

A. Presentation of Newly Hired and Promoted Employees

There were no introductions.

B. Recognition of Visual and Performing Arts Resource Teachers for Efforts Related to the Sri Chinmoy Oneness-Home Peace Run

Dr. Escobedo introduced Visual and Performing Arts teachers who represented the District at a worldwide event celebrating peace. The teachers, Stacy Clemetson (Finney) and Joanna Estrada (Camarena/Hedenkamp) went to the Colosseum in Rome, Italy, to display student artwork created for the Peace Run. Dr. Escobedo introduced the teachers and presented a PowerPoint featuring pictures of the artwork, the teachers, and the event.

President Humphrey thanked both teachers. The Board presented them with Certificates of Recognition.

C. Report on The Learning Choice Academy Charter School for the 2018-19 School Year

Dr. Tessier introduced The Learning Choice Academy Executive Director Debi Gooding. Ms. Gooding, Assistant Director Mary Leeds, Principal Ana Knudsen, and English Learner Coordinator/Educational Partner Laura Moreno gave an overview of the school's Choice Programs. They touched on the school's mission and vision, choice programs, middle and high school programs, facility, Smarter Balanced summative assessment results, accomplishments, demographics, teacher retention, English Learner students, parent

ADOPTED

and family engagement, board of directors, and budget. The presenters also answered a variety of questions from Board Members. President Humphrey thanked the presenters.

D. Report on Results of 2018-19 California Assessment of Student Performance and Progress in English-Language Arts and Math and the English Language Proficiency Assessments for California

Dr. Tessier said that every year, the California Assessment of Student Performance and Progress (CAASPP) is administered to District students and the English Language Proficiency Assessment for California (ELPAC) is administered to District students who speak a language other than English. He introduced Curriculum and Instruction Executive Director Dr. Gloria Ciriza and Language Development and Instruction Executive Director Keith Malcom.

Dr. Ciriza gave an overview of the Smarter Balanced Assessments Consortium (SBAC) and explained their achievement level descriptors. She also provided multiyear results in English Language Arts and Math; compared results with neighboring districts, the county, the state, and with the other states who also take the SBAC; and showed the District's and District schools' positions on the academic indicator grid. Dr. Ciriza also shared Local Measures Reading and Math scores and provided information on the District's continuous improvement efforts. Mr. Malcom shared information on ELPAC results and District support for English Learners. The presenters also answered questions from the Board.

Board Members thanked the presenters and commented on the information provided.

President Humphrey moved Item 3.G., Report on Chula Vista Host Lions Club, to take place before Item 3.E.

After the presentation was completed, President Humphrey recessed for a short break at 8:07 P.M. and reconvened at 8:18 P.M.

E. Report on Results of California School Dashboard Local Indicators

Dr. Tessier commented that, as the last component of the 2018-19 California Dashboard, the local indicators give all districts and county offices of education the ability to self-assess on specific criteria. He added that after reporting, the District would be able to submit the information to the California Department of Education by the November 1 deadline. Dr. Tessier listed the four indicators the District is responsible for: Priority 1, Basic Conditions at School; Priority 2, Implementation of State Academic Standards; Priority 3, Parent

APPROVED

Engagement; and Priority 6, Local Climate Survey. He said the District met all priorities, shared the self-reflection and evaluation tools, and explained how the District made the "met" determination. Dr. Tessier also answered questions from the Board. President Humphrey thanked Dr. Tessier for the report.

F. Report on Target River's Enrollment Marketing, Attendance Awareness, and Brand Engagement Campaign

Dr. Tessier introduced Mr. Millican and Target River Chief Executive Officer Brian Epperson, who reported on the District's enrollment marketing, attendance awareness, and brand engagement campaign. They provided information on enrollment trends and challenges, digital media impressions, and brand engagement and awareness; showed two video clips and several display and Facebook ads; and touched on the program's success, addressed supplemental efforts, and shared next steps. The presenters also answered questions from the Board. President Humphrey thanked Mr. Millican and Mr. Epperson for the report.

G. Report on Chula Vista Host Lions Club

Dr. Escobedo introduced Mr. Clapper, who is the Lions District 4L6 First Vice District Governor, and Past District Governors Rick Hannum and Neil Seefeldt. The presenters reported on the services the Lions Club provides to the community and stressed the importance of service organizations. Mr. Clapper said the Chula Vista Host Lions Club is at risk of shutting down due to dwindling membership and asked the Board to encourage everyone to get involved in the club and in other service groups. They encouraged the District to reach out to them for assistance with projects and answered questions from the Board. Mr. Clapper also congratulated the District on the CAASPP results.

Board Members thanked Mr. Clapper, Mr. Hannum, and Mr. Seefeldt. They also asked some questions that were answered by the presenters.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Peter Zeitler said he was proud about the District achievement and said it comes down to teachers, classified, and administrators. He shared that the District has a lot of money in reserves and that although the District needs to save money, it also needs to provide reasonable raises to teachers and classified employees. Mr. Zeitler

UNAPPROVED

shared there are 20 open Noon Duty Supervisor positions, who are vital to the schools; said he hopes the Board increases the substitute custodian pay; and stated he is fighting to encourage people to apply for the substitute custodian positions. He also gave kudos to Kellogg Elementary for improved scores and said he believes these were in part due to the school's modernization.

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala thanked CVE members and Arroyo Vista Charter School teachers who were in attendance in support of the bargaining process. She said CVE cannot take the latest package deal offered by the District to its members because the organization believes the District has the resources to make a much better offer. Ms. Skala stated that "deficit spending" is only the spending of the accumulation of one-time moneys that should not have been saved. She provided the Board with over 1,800 post cards from teachers sharing how their thoughts on the ongoing negotiations and invited Board Members to sit with CVE leadership for them to see how their proposal is sustainable and how a shift in priorities will ensure that every student in the District always has access to highlight qualified teachers.

5. ORAL COMMUNICATIONS

Oral Communications

Oral Communications provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to five minutes. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the topic and the number of persons wishing to be heard. No Board action can be taken.

Teacher Ruby Baker (Silver Wing) requested Board support for the Schools and Communities First Act of 2020, which could potentially bring about $12 billion back to schools and communities.

Teacher Lisandra Cazares de Gomez (Liberty) spoke regarding gender equity, especially as it relates to the area of income equality. She also requested Oral Communications be moved to the beginning of the agenda.

Teacher Courtney Green shared financial challenges she encounters, especially related to childcare and health insurance costs and said other teachers experience the same issues. She urged the Board to ensure the District recruits and retains the highest quality teachers by providing a fair compensation package

STAMPED

Ms. Corinne Izigzon (Arroyo Vista Charter) thanked the Board for their support and requested assistance with the health benefits open enrollment period so Arroyo Vista Charter teachers are able to switch from Self-Insured Schools of California to the Voluntary Employees Beneficiary Association (VEBA). Teacher Lauren Shepherd (Arroyo Vista Charter) addressed the school's petition to unionize. She said a material revision to the charter petition will be presented at the November Board meeting and asked the Board to work expeditiously to recognize their unionization.

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 Humphrey pulled Item 6.B. to be discussed and voted on separately.

Motion: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting September 11, 2019

B. Adopt Resolution Regarding Absence of Board Member Francisco Tamayo from the September 11, 2019, Regular Board Meeting Due to Another District Commitment **2019-20.033**

Motion: BUNKER, Second: FARÍAS
Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES
Abstain: TAMAYO

C. Approve and/or Ratify Human Resources Items A Through G **2019-20.034**

D. Review and Accept Quarterly Report to the San Diego County Office of Education on *Williams* Complaints for the Period of July Through September 2019

E. Ratify Agreement with United Way of San Diego County for the California Complete Count Census 2020 Outreach and Education Project for the 2019-20 School Year

F. Ratify Memorandum of Understanding with Managed Health Network Government Services for Counseling Services for the Period of August 15, 2019, Through August 14, 2020

G. Ratify Memorandums of Understanding with National University, Sanford College of Education, to Conduct Research Studies at

ADOPTED

Thurgood Marshall and Valle Lindo Elementary Schools on the *Harmony* and *Inspire* Social-Emotional Learning Platforms for the 2019-20 School Year

H. Approve Agreement with the San Diego County Office of Education for Participation and Services in the Outdoor Education Program for Karl H. Kellogg Elementary School for the Period of April 20 Through April 24, 2020

I. Approve Agreement with San Diego Healthcare Quality Collaborative for a Community Navigator Model Pilot for the Period of October 17, 2019, Through December 31, 2020

J. Approve Purchase Contract with Imagine Learning, Inc., for 1,806 District Annual Cloud Version Licenses for the Period of October 17, 2019, Through June 30, 2020

K. Approve Report on Annual Community Facilities Districts Activity for Fiscal Year 2018-19

L. Approve Annual Report on Statutory Fees and Mitigation Payments for Fiscal Year 2018-19 and Five-Year Report for Fiscal Years 2014-15 Through 2018-19

M. Authorize District to Enter Into Agreement with Ruhnau Clarke Architects for Architectural and Engineering Services for Proposed Otay Ranch Village 2, Site 2, School Site

N. Authorize District to Enter Into Agreement with Balfour Beatty Construction for Preconstruction and Construction Management Services for Proposed Otay Ranch Village 2, Site 2, and Otay Ranch Village 3, Village of Escaya, School Sites

O. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through September 30, 2019 **2019-20.035**

P. Approve and/or Ratify Inservice/Travel Requests **2019-20.036**

7. PUBLIC HEARINGS *Public Hearings*

A. (1) Conduct Public Hearing on a General Waiver Request to Provide a Reduced-Day Extended School Year Program; and

Dr. Tessier said the District wishes to submit a general waiver request to the California Department of Education to modify the mandated 20-day Extended School Year (ESY) for students enrolled in special education. He explained the waiver would allow the District to provide a 15-day program from June 8 through June 26, 2020, that would include the required number of

ADOPTED

instructional hours. Dr. Tessier said traditional ESY programs are 20 school days long; however, the District's year-round calendar limits the number of weeks available. He added that, in consultation with CVE, it was determined that offering the 15-day program increases retention and improves attendance.

President Humphrey opened the public hearing and asked if anyone wished to be heard.

Ms. Skala said she worked closely with Special Education and Instruction Executive Director Sharon Casey on this waiver. She commented that it will not only provide the students with the required minutes but also allow the teachers to have a break. Ms. Skala added CVE strongly supports it.

President Humphrey closed the public hearing.

(2) Authorize Application for the General Waiver Request to Provide a Reduced-Day Extended School Year Program from June 8 Through June 26, 2020

Motion: FARÍAS, Second: HUMPHREY, Vote: UNANIMOUS

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

None.

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

First and Second Readings

A. First Reading/Possible Adoption/Approval: Board Policy and Administrative Regulation 1114 (New), Community Relations, District-Sponsored Social Media

Dr. Tessier said this Board Policy (BP) and Administrative Regulation (AR) relate to District-sponsored social media accounts. He added it was given to CVE on September 4.

Ms. Skala said the BP and AR are included in CVE bargaining and asked the Board to table them until they are negotiated.

President Humphrey motioned to table the Board Policy and Administrative Regulation to allow for CVE review.

Motion: HUMPHREY, Second: FARÍAS, Vote: UNANIMOUS

B. Second Reading/Possible Adoption/Approval: Board Policy and Administrative Regulation 3250 (New), Business and Noninstructional Operations, Transportation Fees

ADOPTED

Mr. Esquivel said this was the second reading of the BP and AR and that adopting these would provide the District with the ability to assess transportation fees. He explained assessing fees would only take place if necessary and only after following a process that includes Board approval. He added that specific student students would be exempted (low income and specific special education students). Answering a question from a Board member, Mr. Esquivel said that the California School Boards Association recommends adoption of the BP and AR.

Clerk Reyes expressed concerns with the BP and AR, saying that if the District does not plan to establish fees, these are not necessary. Mr. Esquivel emphasized the District would only establish fees if absolutely crucial and that the Board would need to approve not only levying fees but also an appropriate fee schedule.

Motion: TAMAYO, Second: BUNKER
Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, TAMAYO
Noes: REYES

C. First Reading/Possible Revision: Administrative Regulation 3514.2, Business and Noninstructional Operations, Integrated Pest Management

Mr. Esquivel said the revisions update the procedure section on definition of a "school," information on integrated pest management training guidelines, record keeping, and requirements from the Department of Pesticide Regulations.

Motion: BUNKER, Second: FARÍAS, Vote: UNANIMOUS

D. First Reading/Possible Revision: Board Policy 3515.5, Business and Noninstructional Operations, Sex Offender Notification

Mr. Esquivel said the major revision to the BP is to add language that the Superintendent or designee may annually notify parents regarding availability of information on registered sex offenders on the California Department of Justice website–known as Megan's Law website. He added that the information is already included on the annual notification to parents.

Motion: FARÍAS, Second: TAMAYO, Vote: UNANIMOUS

E. First Reading/Possible Adoption: Board Policy 3515.7 (New), Business and Noninstructional Operations, Firearms on School Grounds

Mr. Esquivel said this is a new BP that includes language regarding the prohibition of firearms on or within 1,000 feet of campus—except under limited circumstances that are specified under Penal Code

ADOPTED

Section 626.9. He said the BP states that this prohibition of firearms on school grounds can also be included in the District's Comprehensive School Safety Plan.

Motion: FARÍAS, Second: TAMAYO, Vote: UNANIMOUS

F. First Reading/Possible Revision: Board Policy and Administrative Regulation 3516, Business and Noninstructional Operations, Emergency Procedures Plan

Mr. Esquivel revisions include language that a disaster preparedness plan encompass routine disaster procedures and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Additionally, it includes language regarding collaboration with District staff at all levels, law enforcement, fire safety emergency, medical health and mental health professionals, and parents.

Ms. Skala asked the Board to postpone action on revisions to the BP and AR, so CVE can review them more thoroughly. The BP and AR will return to the Board for second reading and possible revision.

G. First Reading/Possible Approval: Administrative Regulation 3516.1 (New), Business and Noninstructional Operations, Fire Drills and Fires

Mr. Esquivel said this is a new AR, which provides clarification on the required number of fire drills—once a month—and the sounding of the fire alarm—again once a month.

Motion: FARÍAS, Second: REYES, Vote: UNANIMOUS

H. First Reading/Possible Approval: Administrative Regulation 3516.2 (New), Business and Noninstructional Operations, Bomb Threats

Mr. Esquivel explained this is a new AR that requires the District Emergency Operations Plan and each school's Comprehensive Safety Plan to include procedures dealing with bomb threats. He added the AR provides guidance for when a bomb threat is received as well as the appropriate response procedures.

Ms. Skala asked the Board to postpone approval of the AR in order to ascertain if it includes anything that requires negotiating. The AR will return to the Board for second reading and possible approval.

I. First Reading/Possible Approval: Administrative Regulation 3516.3 (New), Business and Noninstructional Operations, Earthquake Emergency Procedures System

Mr. Esquivel said the new AR provides that earthquake emergency procedures will be established in the Comprehensive Safety Schools

ADOPTED

Plan and be in accordance with the standardized emergency system and national incident management system. He said the AR specifies that the Comprehensive Safety Schools Plan will include what actions need to be taken during an earthquake when indoors at school sites, when outdoors on school grounds, and while on the school bus. Mr. Esquivel commented that the AR also provides guidance on the procedures to be followed after an earthquake.

Ms. Skala asked the Board to postpone revisions to the AR, so CVE has additional time to review it more thoroughly. The AR will return to the Board for second reading and possible revision.

J. First Reading/Possible Revision: Board Policy 3516.5, Business and Noninstructional Operations, Emergency Schedules

Mr. Esquivel said revisions to the BP add language regarding the proper forms to be filed with the State Superintendent of Public Instruction after an emergency. These forms are used when emergencies cause a school closure, a reduction in attendance, or a change in the school schedule that prevents the school from meeting the required number of instructional minutes or instructional days.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

K. (1) First Reading/Possible Revision: Board Policy 3553, Business and Noninstructional Operations, Free and Reduced Price Meals; and

(2) First Reading/Possible Approval: Administrative Regulation 3553 (New), Business and Noninstructional Operations, Free and Reduced Price Meals

Mr. Esquivel explained revisions to the BP adds language that specifies that no individual indicators of participation in the Free and Reduced-Price Meal program are maintained in the permanent record and that there is no public release of the information. He added it also authorizes designated District employees to use program information only for disaggregation of academic data and identification of students eligible for services under the federal Every Student Succeeds Act. Mr. Esquivel said the new AR provides guidance on application, eligibility, confidentiality, release of records, nondiscrimination plans, and also prices.

Motion: REYES, Second: BUNKER, Vote: UNANIMOUS

L. First Reading/Possible Revision: Board Policy and Administrative Regulation 3554, Business and Noninstructional Operations, Other Food Sales

ADOPTED

Mr. Esquivel said revisions add language primarily for middle school student organizations regarding what food items may be approved to be sold during or after school if specific conditions are met.

After the vote was taken, it was noted that Ms. Skala had requested to speak. She said she intended to ask for additional time to review the BP and AR but instead would put in a Demand to Bargain if needed.

Motion: REYES, Second: TAMAYO, Vote: UNANIMOUS

M. First Reading/Possible Adoption: Board Policy 3555 (New), Business and Noninstructional Operations, Nutrition Program Compliance

Mr. Esquivel explained revisions include language on nutrition program compliance with state and federal nondiscrimination laws, and the designation of a compliance coordinator and complaint procedures under AR 1312.3, Uniform Complaint Procedures.

Motion: TAMAYO, Second: REYES, Vote: UNANIMOUS

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

Board Member Tamayo requested a report via the update on the shortage of substitute custodians. He asked the report include how pervasive the issue is and if the District is encountering the same kind of problems for other personnel classifications.

Vice President Farías requested information on the Noon Duty Supervisor issues, saying he believes their service is crucial.

President Humphrey requested information on how many District employees serve in any branch of the military reserve force and asked what type of employment rights they are afforded. She also said she would like to recognize these individuals at a future Board meeting.

Board Member Tamayo asked about Arroyo Vista Charter teacher's request regarding an extension of the health benefits open enrollment as they work through the material revisions to the charter. Dr. Escobedo said there are deadlines that need to be followed; however, the District will work with the teachers and assist them in this matter. Answering another question from Board Member Tamayo, Dr. Escobedo explained that, if the material revisions are approved by the Board and teachers at the site unionize, the change from Self-Insured Schools of California to VEBA will be compulsory; and teachers will not have a choice between the two. He also said that becoming union members will trigger the change.

ADOPTED

11. BOARD COMMUNICATIONS

Board Communications

Mrs. Bunker:

- Said she was sad teachers had left, as she wanted to welcome them back from the break.
- Thanked Ms. Baker for the push and reminder about the Schools and Communities first. Remarked that the effort is a good example of when the District and CVE work together to get the rest of the community to support schools.
- Thanked everyone on the negotiating teams—for the District, CVE, and CVCEO. Said the relationships are strong and that a good process is in place. Remarked that she thinks everyone involved is thinking of the students first, listening to each other, and trying to come to a fair settlement. Added that the process is long and frustrating to everyone but that in the long run, a fair contract will be reached.

Mr. Farías:

- Thanked all District employees and wished everyone an amazing year.

Mrs. Humphrey:

- Said she visited Castle Park and helped distribute shoes and socks. Remarked it was very cool that the organization (she could not remember the name) provides this service for the students.
- Shared that she attended the Sunnyside Ribbon Cutting ceremony and that it was awesome to be involved in it.
- Congratulated Purchasing Manager Ann Pering on the birth of her second granddaughter.

Dr. Reyes:

- Thanked all staff—classified employees, teachers, and administrative—for their commitment to the District and to students.

Mr. Tamayo:

- Remarked that he also wanted to recognize the negotiating teams. Commented that, thanks to the opportunity provided by the Board, he has been able to sit at the bargaining table to observe. Said the commitment of the District's bargaining team is to be fair and open minded, and to work diligently on a fair settlement that works for both sides. Shared that when he hears both sides, he believes both are using similar language, but that there are minor disagreements that will be worked out eventually. Said he knows it is a painful road, as he has been on both sides of the table, but that when misunderstandings regarding the financials can be resolved, an agreement will be reached. Emphasized his appreciation for negotiating teams' members for their efforts, time commitment, and passion. Said he knows the administration wants to offer better conditions, but the question is how to do it with the resources available.

DRAFTED

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Shared that the previous Sunday, Former District Teacher of the Year Melissa Moreno joined him at the KUSI News station for a plug for the Parent Academy. Tony Sablan could not believe how teachers, parents, and administrators come together to enhance parent skills. He said the Parent Academy would take place the following Saturday, starting at 7:30 am, at Vista Square.

13. ADJOURN TO CLOSED SESSION

Closed Session

President Humphrey adjourned to closed session at 9:56 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

14. RECONVENE TO OPEN SESSION

Open Session

President Humphrey reconvened to open session at 10:50 P.M. with all Board Members present.

15. ADJOURNMENT

Adjournment

President Humphrey adjourned the meeting at 10:50 P.M.

_____

Francisco Escobedo, Ed.D., Secretary

_____

Eduardo Reyes, Ed.D., Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, NOVEMBER 13, 2019, AT 6 P.M.

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 I

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Gabriela Abdon Estropellan, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, $12.02 per hour, effective October 14, 2019

Kristine Armstrong, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, $15.89 per hour, effective October 21, 2019

Margaret Cain, Noon Duty Supervisor, 3 hours per day 5 days per week, Range 5, Step 1, $12.02 per hour plus 2 percent, effective October 28, 2019

Erika Carey, Noon Duty Supervisor, 1 hour per day, 5 days per week, Range 5, Step 1, $12.02 per hour, effective October 25, 2019

Arlene Catindig, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, $15.89 per hour, effective October 14, 2019

Steven Cooper, Teacher, 133 days, Class VI, Step 6, salary $50,897.77, effective October 15, 2019

Maria Jimenez, Noon Duty Supervisor, 2.5 hours per day, 5 days per week, Range 5, Step 1, $12.02 per hour, effective October 11, 2019

Blanca Martinez, Library Technology Technician, 4.2 hours per day, 5 days per week, Range 25, Step 1, $19.13 per hour plus 2 percent, effective November 5, 2019

Anais Medina Flores, School Psychologist, 93 days, Management Range J, Step 2, salary $43,922.97, effective January 13, 2020

Carmen Mojica, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, $12.02 per hour, effective November 4, 2019

Rolando Restua, Instructional Assistant-Behavioral Specialist, 6.3 hours per day, 5 days per week, Range 20, Step 5, $20.43 per hour plus 2 percent, effective October 30, 2019

Marcela Silva, Noon Duty Supervisor, 2.25 hours per day, 5 days per week, Range 5, Step 1, $12.02 per hour, effective October 22, 2019

Adrian Torres, Custodian I, 2.5 hours per day, 5 days per week, Range 22, Step 4, $20.43 per hour, effective October 9, 2019

B. LEAVE OF ABSENCE

Andre Antenorcruz, Lead School Psychologist, effective October 28, 2019

Erin Barker, Teacher, effective October 16, 2019

Diana Guerrero, School Secretary, effective October 21, 2019

Matthew Lopez, Adapted Physical Education Teacher, effective November 7, 2019

Michael Maciejewski, Resource Teacher-Physical Education, effective October 14, 2019

Hye Lin Magalng, Teacher, effective October 25, 2019

Dana Palacios, Resource Teacher-VAPA, effective November 1, 2019

Marissa Santos, Teacher, effective October 31, 2019

C. EXTENSION LEAVE OF ABSENCE

Michelle Aisenstatas, Instructional Assistant-ELL, effective November 4, 2019

Julia Carreon, Teacher, effective November 18, 2019

D. PROMOTION

Calen Winters, from Instructional Assistant to Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, $15.89 per hour, effective October 28, 2019

E. JOB DESCRIPTION

Lead Irrigation/Central Control Specialist

Lead Painter

F. RESIGNATION

Alicia Arambula, Social Worker, effective November 16, 2019

Vanessa Barajas, CNS I, effective November 1, 2019

Bibiana Cantal, Noon Duty Supervisor, effective December 21, 2019

Andrew Fox, Noon Duty Supervisor, effective November 16, 2019

Maria Guillen, CNS I, effective November 14, 2019

Katalina Harris, Noon Duty Supervisor, effective November 6, 2019

Sally Hite, Noon Duty Supervisor, effective October 12, 2019

Laura Lemos, Associate Principal, effective October 26, 2019

Marysol Macias, Bus Driver, effective October 26, 2019

Kyle McConkey, Noon Duty Supervisor, effective October 12, 2019

Carey Ross, School Psychologist, effective November 1, 2019

San Juanita Salamat, Resource Specialist, effective October 16, 2019

Christina Tighe, Student Attendant, effective November 9, 2019

Alma Vargas, School Attendance Secretary/Health Specialist, effective November 1, 2019

G. RETIREMENT

Sue Black, Teacher, effective January 14, 2020

Patricia Camarena, CNS I, effective December 21, 2019

Lillian Esquivel, Instructional Assistant, effective December 10, 2019

Kathleen Hastings, Student Placement Lead, effective December 31, 2019

H. REASSIGNMENT

Employee #2010519669, Reassignment to Principal on Special Assignment

I. CONSULTANTS

Adrienne Kamena is providing professional development and coaching in the areas of math, assessments , writing, and oral language to teachers and staff at Los Altos. Services commenced October 1, 2019, and will continue

through June 7, 2020. The sum not to exceed $13,000 will be paid from Local Control and Accountability Plan funds.

Construction Testing and Engineering, Inc., will provide Division of the State Architect Geotechnical, Special Inspections, and laboratory services for new lunch structure at Valley Vista. Services will commence November 14, 2019. The cost not to exceed $14,774 will be paid from Capital funds.

CoTA (Collaborations: Teachers and Artists) is providing three workshops for parents, collaboration with 15 classrooms, and art integration for staff at Montgomery. Services commenced September 1, 2019, and will continue through June 30, 2020. The sum not to exceed $1,500 will be paid from Turn Around Arts funds.

Fleet Science Center will provide hands-on science stations and star gazing at Hilltop Drive. Services will be provided November 21, 2019. The sum not to exceed $625 will be paid from Reimbursable funds.

Fun Services provided booth games and obstacle course for Fall carnival at Sunnyside. Services were provided October 26, 2019. The sum not to exceed $3,999 will be paid from Reimbursable funds.

Kagan Professional Development is providing single-school workshops "Critical Thinking Strategies" for Calvary Christian School staff. Services commenced October 17, 2019, and will continue through June 30, 2020. The sum not to exceed $5,364 will be paid from Title II funds.

Kirstin Filizetti, Ph.D., will provide psychoeducational assessments and consultations. Services will commence November 14, 2019, and will continue through June 30, 2020. The sum not to exceed $3,500 will be paid from District Psychological Services.

Main Street Optometry will provide developmental vision evaluations and therapy services, including progress reports. Services will commence November 14, 2019, and will continue through June 30, 2020. The sum not to exceed $21,000 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Multiple Disability Services, Inc., is providing vision media learning assessment services. Services commenced October 17, 2019, and will continue through June 30, 2020. The sum not to exceed $610 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Scholastic Inc. is providing home-school partnerships by conducting a Family Engangement Assessment which will inform school efforts to create

a year-long family engagement action plan. Services commenced October 15, 2019, and will continue through June 30, 2020. The sum not to exceed $19,995 will be paid from Reimbursable funds.

On May 29, 2019, the Board of Education approved Stapledon Enterprises, Inc., to provide Division of the State Architect on-site inspection services at the Sunnyside modernization project in the amount not to exceed $55,000. District staff requests an amendment to the contract in the amount of $18,000 for a total not to exceed $73,000 for the addition of a metal cover walkway and until completion of the project.

Stradling Yocca Carlson & Rauth (SYCR) will provide bond and disclosure counsel services relating to general obligation bonds, general obligation refunding bonds, certificates of participation (COPs), and limited obligation bonds. Services will be provided beginning November 14, 2019, and will continue for a period of two years, expiring on November 14, 2021. The fees due will be billed upon earlier of date of bond issuance or 90 days following end of fiscal year bonds were scheduled to be issued. Fees will be charged for each series of issuance as follows, plus all reasonable and necessary out-of-pocket expenses.

- $50,000 for each issuance.
- $30,000 for preparation of Official Statement for each issuance.

Additional services for pre-election services and/or work after closing of sales, amendments of financing documents or agreements, or additional studies or legal analyses requested by the District will be charged at the following hourly rates:

	11/14/2019 – 11/14/2021
Shareholders	$530
Associates	$350
Paralegals	$135

Pre-election services shall not exceed $7,500 and will be paid from the General Fund or other lawful source of funds.

Target River will provide services in enrollment marketing and branding to help boost student enrollment at schools with excess capacity, and to retain students at schools that might be impacted by charter and/or private school outreach. Services will commence December 1, 2019, and continue through July 30, 2020. The sum not to exceed $62,490 will be paid from Innovation and Instruction funds.

The Solis Group, Inc., will provide project labor coordinator services for Lighting Retrofit Project at multiple school sites. Services will commence November 14, 2019. The cost not to exceed $26,110 will be paid from Measure VV funds.

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

CLASSIFIED JOB DESCRIPTION

LEAD IRRIGATION/CENTRAL CONTROL SPECIALIST

JOB SUMMARY:

Under general supervision, performs skilled landscaping/maintenance work on updating automated controls, setting up and updating schedules, programming complete irrigation controllers from the central location using web-based software and equipment; works on assigned ground areas in planting, cultivating, and maintaining lawns, plants, shrubs, and landscaped grounds and gardens in parks or landscaped areas; drives motorized equipment and trucks; participates in a variety of skilled and semi-skilled tasks involved in irrigation system design, installation, and maintenance; and accomplishes other duties as assigned.

ESSENTIAL JOB FUNCTIONS:

- Directs/oversees irrigation specialists and gardener-groundskeepers (i.e., in absence of grounds manager and/or lead gardener).
- Maintains manual, automatic and computerized irrigation systems.
- Designs/installs irrigation systems.
- Procures materials, supplies, and equipment.
- Operates gardening and grounds equipment (hand and power), truck tractor, trenchers, and attachments.
- Inspects, trouble-shoots, and repairs irrigation systems.
- Cleans/clears storm drains, washouts, and fallen trees.
- Inspects vehicles, landscape, and equipment.
- Requests materials, supplies, and equipment.
- Documents reports, forms, and job orders.
- Routinely programs all central control web-based irrigation control systems.
- Monitors, troubleshoots and make corrective actions for school site satellite controllers.
- Monitors irrigation data collection water saving measures software.
- Makes digital corrections to increase water savings and interprets the troubleshooting data to make real time corrective actions.

POLICY STANDARDS:

- Serves as the lead person for the irrigation specialists in the same trade.
- Responsible for planning appropriate work assignments.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Evidence of four years successful experience in groundskeeping; general maintenance; irrigation systems, and central controlled irrigation systems,

planning, installation, and maintenance; general farm work including some experience operating power and motorized equipment.

- Ability to operate power sweepers, trucks, tractors, dump trucks, lawn mowers, and edger's; repair and maintain garden tools; read blueprints; estimate time and material for job orders; follow oral and written directions; work well with and supervise the activities and efforts of others.

- A thorough knowledge of computer, windows-based systems, weather stations, central control irrigation system programming and all its associated software and hardware.

- Hardware configuration knowledge to be able to program satellite controllers with the proper modem setting and addresses for use with the districts intranet system.

- A comprehensive knowledge of windows-based water-saving measures and software as related to central control irrigation systems.

- Ability to troubleshoot and diagnose central control system hardware.

- Knowledge of groundskeeping; watering, spading, and lawn-cutting procedures; irrigation methods, equipment, and tools. Mechanical aptitude.

- Graduation from high school, or equivalent.

- Possession of valid California driver's license. A good driving record and be insurable under the District's insurance program; must maintain insurability.

- May be required to possess a Pest Control Applicator's Certificate.

- May be required to possess a Recycled Water Site Supervisor Certificate.

LEAD PAINTER

JOB SUMMARY:
Under general supervision, performs skilled work in one of the building trades, painting and striping of buildings, parking lots, playgrounds, structures and equipment, new construction, repairs of facilities and furnishings, maintenance, graffiti removal, and performs other duties as assigned.

ESSENTIAL JOB FUNCTIONS:
- Performs as a skilled working lead, modeling and assisting others by example.
- Assists with contractors and inspects work in progress.
- Assists with annual facility inspections (FIT) of sites.
- Assists with 5-year deferred maintenance plan.
- Communicates and interacts effectively and professionally with school administration, supervisors, coworkers, and vendors.
- Documents job orders and associated paperwork.
- Recommends and purchases painting equipment and materials.
- Removes graffiti from school sites and District property.
- Prepares and paints buildings, walls, doors, structures, and equipment.
- Encapsulates lead based paint.
- Assists and directs workflow of volunteer groups.
- Meets with District staff to problem solve traffic situations.
- Designs lay out of parking lots and playgrounds.
- Stripes and stencils lines, letters, numbers and fire lanes on playgrounds.
- Stripes and stencils parking stalls, curbs, American Disability Act parking stalls and crosswalks.
- Reads blueprints, drawings, and specifications.
- Uses brushes, rollers, or spray guns to apply paint.
- Constructs and works on scaffolding.
- Assists in preparing painting specifications for new and maintenance work.

POLICY STANDARDS:
- Serves as the lead person for the painters in the same trade.
- Responsible for planning appropriate work assignments.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:
- Knowledge of methods, tools, equipment, materials, and means of transportation for the particular journeyman tasks.

- Knowledge of lead-based paint and encapsulation thereof.

- Ability to read blueprints, estimate time and material for job orders, train and direct efforts of others effectively, and drive a light truck or van to and from jobs.

- Evidence of four recent years successful experience as a journeyman or two years' successful journeyman level within the District.

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

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

- May be required to respond to emergency calls on nights, weekends, and participate in Bellboy assignments.

- Must be willing to complete asbestos and lead-based paint training.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Increase of Hourly Rate for Noon Duty Supervisor Effective January 1, 2020

____X____Action **_____Information**

BACKGROUND INFORMATION:

Due to an increase in the minimum wage in the state of California to $13.00 per hour beginning January 1, 2020, the District wishes to increase the classified rate for Noon Duty Supervisor at all District schools to remain above the minimum $13.00 per hour. The current classified salary rate will move from Range 5 to Range 9.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The proposed hourly rate increase is as follows.

Position	Current Rate	New Rate
• Noon Duty Supervisor	$12.02	$13.18

The total cost to the District would be approximately $70,000 per year.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Increase of Hourly Rates for Classified Substitutes: Bus Attendant, Child Nutrition Assistant, Clerk, Instructional Assistant, Instructional Assistant-Special Education, and Noon Duty Supervisor Effective January 1, 2020

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Due to an increase in the minimum wage in the state of California to $13.00 per hour beginning January 1, 2020, the District wishes to increase the classified substitute hourly rates for Classified Bus Attendant, Child Nutrition Assistant, Clerk, Instructional Assistant, Instructional Assistant-Special Education, and Noon Duty Supervisor at all District schools. Rates for all other substitute employees are at or above the minimum $13.00 per hour.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Proposed hourly rate increases are as follows.

Position	Current Rate	New Rate
• Bus Attendant	$12.00	$13.00
• Child Nutrition Assistant	$12.00	$13.00
• Clerk	$12.00	$13.00
• Instructional Assistant	$12.00	$13.00
• Instructional Assistant-Special Education	$12.50	$13.00
• Noon Duty Supervisor	$12.00	$13.00

The total cost to the District would be approximately $36,000 per year.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Increase of Hourly Rate for Classified Substitute Custodian Effective January 1, 2020

X Action **Information**

BACKGROUND INFORMATION:

The District's substitute pool for Custodians has decreased to the point where coverage for daily scheduled positions has been compromised. In order to attract and retain more substitute coverage, District staff recommends revising the hourly rate for substitute Custodians to correlate with the Custodian Range 22, Step 1, hourly rate. Therefore, as the contracted Custodian pay increases, the substitute Custodian pay will increase accordingly.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The proposed hourly rate increase is as follows.

Position	Current Rate	New Rate
• Custodian	$13.75	$17.77

The total cost to the District would be approximately $90,000 per year.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Agreement with University of California, San Francisco, School of Pharmacy for Chula Vista Community Collaborative Poison Exposure Awareness Services for the Period of October 15, 2019, Through August 15, 2020

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Community Collaborative (CVCC) has a network of *Promotoras* who support community wellness activities and build the capacity of community residents through outreach and education. The University of California, San Francisco (UCSF), School of Pharmacy, through its Poison Control System program, is seeking to increase community awareness of poison exposure. Poison exposure is a leading cause of injury death of children under the age of five. CVCC and the UCSF School of Pharmacy have collaborated for nine years to increase awareness of poison exposure in Chula Vista and South Bay. *Promotoras* will conduct outreach in the community providing presentations and education.

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, as the fiscal agent for CVCC, will receive funds up to $16,700 for use by the CVCC.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding with Centro de Salud de la Comunidad de San Ysidro, Inc., dba San Ysidro Health, for School-Based Dental Services for the 2019-20 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District wishes to enter into a Memorandum of Understanding (MOU) with San Ysidro Health (SYH) to provide, through a licensed dentist, school-based dental services. Included in the services are dental screenings, topical fluoride varnish applications, oral health education, dental report cards, and dental referrals for procedures that need to be completed off-site. SYH shall provide all equipment and supplies that are necessary and proper to deliver services provided under this MOU.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Services provided to insured students will be billed to their dental insurance company, if agreed to by parents. Donated services will be available for uninsured students. In the event additional dental care is required, students will be referred to SYH's nearest dental facilities for follow up.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding with Jewish Family Services for the Positive Parenting Program for the Period of November 1, 2019, Through June 30, 2021

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Jewish Family Services is the County of San Diego contractor for the Positive Parenting Behavioral Health Contract (County Agreement 553898) "Triple P" Positive Parenting Program. This Memorandum of Understanding authorizes the continuation of services provided by Jewish Family Services through the Positive Parenting Program to children and families enrolled at District 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:

None.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding with National University, Sanford College of Education, to Conduct a Research Study at Hazel Goes Cook Elementary School on the *Harmony* and *Inspire* Social-Emotional Learning Platforms for the 2019-20 School Year

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

Sanford College of Education programs, *Harmony* and *Inspire*, are social-emotional learning platforms designed to build healthy relationships and strong schoolwide learning communities among Grades TK-6 students. These two free programs have been implemented at most District sites.

Harmony strategies promote connection, communication, collaboration, and problem solving. The goal is to build awareness of commonalities and to celebrate differences among diverse students. The positive and meaningful relationships between students, teachers, and parents are at the heart of the educational experience. *Harmony* is structured to be incorporated into lesson plans and is aligned with Common Core State Standards.

Inspire philosophy and approach link academic achievement to an effective integration of social-emotional and cognitive strategies. The result is to inspire students' academic pursuits while ensuring they thrive personally. Every learner should be continually surrounded, supported, and sustained by an educational community that is dedicated to inspiring teaching and learning.

ADDITIONAL DATA:

Johns Hopkins University, on behalf of Sanford College, designed a study of the *Harmony* and *Inspire* programs to identify exemplary curricular and pedagogical practices that can be integrated at school sites throughout the District. The Board previously approved Memorandums of Understanding (MOUs) for the study to be conducted at Thurgood Marshall and Valle Lindo Elementary Schools.

Sanford College has requested to expand the research study to Cook Elementary and a new MOU was developed for this purpose. A copy of the MOU and additional information are available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The study includes the following at no cost to the schools:

- Initial professional development sessions provided by certified *Harmony* trainers.
- Teacher toolkits (valued at $150 per kit).
- Access to resources that support Sanford Education Programs.
- Access to digital resources/mobile app (valued at $35 per student).

National University, Sanford College of Education has committed to providing the District a total of $25,000. The funds would be used to support the research study at Cook Elementary.

STAFF RECOMMENDATION:

Recommend ratification.

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. 306358 for the Period of September 3, 2019, Through June 30, 2020

__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 Department of Special Education and Instruction Services and Support has complied with the provisions listed above and contracted with The Institute for Effective Education for Student No. 306358 for the period of September 3, 2019, through June 30, 2020.

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. 306358 to attend The Institute for Effective Education for 190 days at a daily rate of $316.88, plus intensive individual services at a daily rate of $127, is as follows:

Special Education Funding (Assembly Bill 602)	$ 3,449.08
Special Education Average Daily Attendance	
Local Control Funding Formula	9,136.00
Other General Fund Revenues	71,752.12
Estimated Total Revenues	**$84,337.20**

Summary:

Total cost for Student No. 306358 to attend the above-mentioned NPS is:

The Institute for Effective Education	$84,337.20
Estimated Total Expenditures	**$84,337.20**

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Single Plans for Student Achievement for the 2019-20 School Year

____X____ Action **_____ Information**

BACKGROUND INFROMATION:

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

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

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

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

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

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

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

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

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

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

ADDITIONAL DATA:

Attached is a summary of the goals to be met by the end of the 2019-20 school year. Goals are robust and intended to close the achievement gap.

Complete copies of the 2019-20 SPSAs are available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated Districtwide allocation for site-based discretionary and categorical expenditures including prior year carryover is $15,284,579.

STAFF RECOMMENDATION:

Recommend approval.

Chula Vista Elementary School District
INSTRUCTIONAL SERVICES AND SUPPORT

2019-20 Single Plan for Student Achievement
Summary of SMARTe Goals

Acronyms

Target Populations	ELs	English Learners
	LTEL	Long-Term ELs
	GATE	Gifted and Talented Education
	SED	Socioeconomically Disadvantaged
	SwD	Students with Disabilities
Assessments	CAASPP	California Assessment of Student Performance and Progress
	ELPAC	English Language Proficiency Assessment for California
	ELA	English Language Arts/Literacy
	LM	Local Measures
	SBAC	Smarter Balanced Assessment Consortium
	DF3	Distance from 3
	PRC	Performance Rating Color

Ella B. Allen

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	84%	90%
ELs	58%	68%
SwD	67%	77%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	56%	66%
ELs	6%	16%
SwD	13%	23%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	65%	75%
ELs	38%	48%
SwD	22%	32%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	70%	75%
ELs	48%	58%
SwD	30%	40%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	87%	90%
ELs	80%	83%
SwD	67%	70%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	43.1	50.1
Status	High	Very high
Change	+25.6 Increased significantly	+7 Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	-5.7	10
Status	Medium	High
Change	+20.4 Increased significantly	+15.7 Increased significantly
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-47.8	-5
Status	Very low	Very low
Change	+27.5	+42.8
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	92%	95%
ELs	76%	82%
SwD	89%	94%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	70%
ELs	39%	49%
SwD	22%	32%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	15.4	30
Status	High	High
Change	+24.5 Increased significantly	+15 Increased significantly
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	-28.5	-13.5
Status	Medium	Medium
Change	+15.1 Increased significantly	+15 Increased significantly
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-80.1	-65.1
Status	Low	Low
Change	+7.7 Increased	+15 Increased significantly
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	88.2%	93.2%

Enrique S. Camarena

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	79%	85%
ELs	64%	75%
SwD	45%	55%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	63%	75%
ELs	18.8%	50%
SwD	18.2%	38%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	78%	85%
ELs	64%	75%
SwD	25%	45%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	77%	85%
ELs	42%	62%
SwD	21%	41%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	81%	85%
ELs	46%	66%
SwD	17%	37%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	53.4	68.4
Status	Very high	Very high
Change	+13.8	+15
	Increased significantly	Increased significantly
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	22.2	37.2
Status	High	Very high
Change	+13.9	+15
	Increased	Increased significantly
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-55.2	-40
Status	Low	Low
Change	+16.2	+15
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	85%	90%
ELs	72%	82%
SwD	33%	53%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will from:

Student Groups	**From**	**To**
All	70%	80%
ELs	69.5%	80%
SwD	7%	27%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	25.8	40.8
Status	High	Very high
Change	+8.8 Increased	+15 Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-2.2	12.8
Status	Medium	Medium
Change	+0.3 Maintained	+15 Increased
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-70.6	-55.6
Status	Low	Low
Change	+12.2 Increased	+15
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	72%	80%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	3.9%	2.6%
Change	Decrease of 13 students from 40	-1.3 Decreased
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	0	Maintained
PRC		Blue

Joseph Casillas

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	77%	77%
ELs	38%	45%
SwD	42%	49%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	73%	78%
ELs	35%	42%
SwD	28%	35%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	69%	74%
ELs	42%	49%
SwD	25%	32%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	73%	78%
ELs	66%	73%
SwD	34%	41%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	66%	71%
ELs	56%	63%
SwD	26%	33%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	52	62
Status	Very high	Very high
Change	-6	+10
	Decreased	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	32	42
Status	High	High
Change	+1	+10
	Maintained	Increased
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-28	-13
Status	Low	Low
Change	+11	+15
	Increased	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	78%	83%
ELs	57%	64%
SwD	39%	46%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	68%
ELs	55%	62%
SwD	34%	41%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	21	36
Status	High	High
Change	-4	+15
	Decreased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	8	23
Status	High	High
Change	+7	+15
	Increased	Increased significantly
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-57	-42
Status	Low	Low
Change	+19	+15
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	59%	69%
Change		+10
		Increased

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	4.7%	4%
Change	+1.1	-0.7

	Increased	Decreased
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0	0
Change	-0.6 Decreased	Maintained
PRC	Blue	Blue

Castle Park

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	67%	72%
ELs	66%	76%
SwD	50%	60%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	55%	60%
ELs	23%	33%
SwD	6%	16%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	65%	70%
ELs	63%	73%
SwD	29%	39%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	47%	52%
ELs	40%	50%
SwD	11%	21%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	47%	52%
ELs	33%	43%
SwD	15%	25%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-13.1	-5
Status	Low	Medium
Change	3.6	+8.1
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-29.8	-14.8
Status	Low	Low
Change	-5.8	+15
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-119.5	-104.5
Status	Very low	Very low
Change	-4.1	+15
PRC	Red	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	82%	87%
ELs	83%	88%
SwD	57%	67%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	39%	44%
ELs	35%	45%
SwD	5%	15%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-30.9	-25
Status	Low	Medium

Change	-6.9	+5.9
PRC	Orange	Green

ELs	**From**	**To**
Average DF3	-41.1	-25
Status	Low	Low
Change	-14.7	+16.1
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-135.6	-120.6
Status	Very low	Very low
Change	-9.9	+15
PRC	Red	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	50%	55%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	10.51%	10%
Change	2.81	-0.51
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	2%	1.7%
Change	+0.8	-0.3
PRC	Orange	Green

Chula Vista Hills

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	81%	86%
ELs	69%	79%
SwD	75%	82%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	41%	46%
ELs	7%	17%
SwD	18%	28%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	78%	83%
ELs	61%	71%
SwD	70%	80%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	68%
ELs	54%	64%
SwD	45%	55%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	66%	71%
ELs	59%	69%
SwD	43%	53%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	26.3	45.3
Status	High	Very high
Change	-9	+19
	Decreased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	2.4	17.4
Status	Medium	High
Change	-2.8	+15
	Decreased	Increased significantly
PRC	Yellow	Blue

SwD	**From**	**To**
Average DF3	-11.1	3.9
Status	Low	Medium
Change	-8.8	+15
	Decreased	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	82%	87%
ELs	72%	82%
SwD	55%	65%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	56%	61%
ELs	45%	55%
SwD	49%	59%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	17.3	35
Status	High	Very high
Change	-6.5	+17.7 Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-1.8	13.2
Status	Medium	High
Change	0 Maintained	+15
PRC	Yellow	Blue

SwD	**From**	**To**
Average DF3	-3.6	11.4
Status	Medium	High
Change	-21.8	+15
PRC	Yellow	Blue

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	64%	74%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	6.26%	2.26%
Change	+3.36 Increased significantly	-4 Decreased significantly
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.01%	0%
Change	Decreased significantly	Maintained
PRC	Blue	Blue

Clear View

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	57%	70%
ELs	41%	60%
SwD	14%	30%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	58%	65%
ELs	10%	25%
SwD	11%	20%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	75%	80%
ELs	58%	65%
SwD	65%	70%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	74%	80%
ELs	35%	45%
SwD	35%	45%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	80%	83%
ELs	67%	72%
SwD	43%	50%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	46.8	52
Status	Very high	Very high
Change	Maintained	Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	-32.5	-17.5
Status	Low	Low
Change	Decreased	Increased significantly
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-29.3	-14.3
Status	Low	Low
Change	Increased	Increased significantly
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	81%	87%
ELs	71%	80%
SwD	53%	63%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	70%
ELs	27%	35%
SwD	30%	40%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	20.6	35
Status	High	Very high
Change	Maintained	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-55.6	-40.6
Status	Low	Low
Change	Decreased significantly	Increased significantly
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-71	-56
Status	Low	Low
Change	Decreased	Increased significantly
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	52%	60%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	5.66%	
Change	Maintained	
PRC	Green	

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0	0
Change	Maintained	Maintained
PRC	Blue	Blue

Hazel Goes Cook

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	68%	73%
ELs	48%	55%
SwD	35%	45%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	48%	60%
ELs	22%	35%
SwD	15%	22%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	60%	70%
ELs	44%	50%
SwD	26%	35%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	57%	65%
ELs	44%	50%
SwD	26%	35%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	57%	65%
ELs	44%	50%
SwD	26%	35%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	23.4	11.2
Status	Medium	Medium
Change	-16.6	+5
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-48.8	-43.8
Status	Low	Medium
Change	17.2	+5
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-153.7	-138.7
Status	Very low	Very low
Change	-30.6	+15
PRC	Red	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	79%	85%
ELs	70%	75%
SwD	60%	65%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	42%	50%
ELs	29%	35%
SwD	16%	25%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	23.4	11.2
Status	Medium	Medium

Change	-16.6	+5
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-48.8	-41.8
Status	Low	Low
Change	17.2	+7
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-153.7	-138.7
Status	Very low	Very low
Change	-30.6	+15
PRC	Red	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	56%	62%
Change	-14	+6
PRC	Green	Yellow

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	10.6%	9%
Change	+4.6	-1.6
PRC	Red	Yellow

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.3%	0.3%
Change	-1.7	0
PRC	Blue	Blue

EastLake

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	72%	81%
ELs	53%	65%
SwD	30%	40%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	73%	80%
ELs	73%	52%
SwD	73%	30%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	74%	82%
ELs	55%	73%
SwD	40%	41%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	77%	80%
ELs	55%	65%
SwD	17%	27%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	75%	78%
ELs	20%	40%
SwD	50%	60%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	53	Maintained to Increased
Status	Very high	Maintained to Increased
Change	1.5	Maintained to Increased
PRC	Blue	Maintained to Increased

ELs	**From**	**To**
Average DF3	-9	Increased
Status	Medium	Increased
Change	19	Maintained to increased
PRC	Yellow	Increased

SwD	**From**	**To**
Average DF3	-54	Increased
Status	Low	Increased significantly
Change	40	Increased
PRC	Yellow	Increased significantly

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	81%	84%
ELs	67%	77%
SwD	52%	62%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	69%	75%
ELs	50%	60%
SwD	25%	35%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	24	Maintained to increased
Status	High	Maintained to increased
Change	2	Maintained to increased
PRC	Blue	Maintained to increased

ELs	**From**	**To**
Average DF3	-7	Increased significantly
Status	Medium	Increased
Change	1	Maintained to increased
PRC	Yellow	Increased

SwD	**From**	**To**
Average DF3	-97	Increased significantly
Status	Yellow	Increased significantly
Change	44	Increased significantly
PRC	Yellow	Increased significantly

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	55%	65%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	From	To
All	5.2%	
Change	-0.5	
PRC	Yellow	Maintained or increased

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0.01%	
Change	-0.29	
PRC	Yellow	Maintained to increased

Myrtle S. Finney

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	67%	72%
ELs	41%	51%
SwD	46%	56%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	34%	40%
ELs	6%	20%
SwD	3%	15%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	72%	77%
ELs	61%	70%
SwD	61%	70%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	59%	64%
ELs	48%	56%
SwD	21%	30%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	49%	55%
ELs	44%	54%
SwD	9%	20%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	11.3	26.3
Status	High	High
Change	-8	+15
	Decreased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-5.8	10.8
Status	Low	Medium
Change	-17.7	+15
	Decreased significantly	Increased significantly
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-64	-34
Status	Low	Low
Change	-5	+30
	Decreased	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	87%	92%
ELs	76%	86%
SwD	72%	82%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	38%	43%
ELs	30%	40%
SwD	15%	25%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-30	-20
Status	Low	Medium
Change	0.4	+10
	Maintained	Increased
PRC	Orange	Green

ELs	**From**	**To**
Average DF3	-41	-25
Status	Low	Medium
Change	-5	+16
	Decreased	Increased significantly
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-88	-68
Status	Low	Low
Change	+19	+20
	Increased significantly	Increased
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	52%	63%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	8.5%	5%
Change	-0.9	-3.5
PRC	Green	Blue

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	-0.7	0
PRC	Blue	Blue

Halecrest

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	65%	68%
ELs	51%	56%
SwD	32%	37%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	51%	60%
ELs	18%	30%
SwD	3%	10%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	68%	73%
ELs	51%	56%
SwD	27%	32%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	57%	64%
ELs	44%	49%
SwD	7%	20%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	69%	76%
ELs	71%	77%
SwD	14%	20%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	17.2	36
Status	High	High
Change	-2.2	+18
	Decreased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-6.7	+9.7
Status	Low	Medium
Change	+10	+16
	Increased	Increased significantly
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-99	-26
Status	Very low	Low
Change	+14	+25
	Increased	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	78%	85%
ELs	66%	73%
SwD	49%	54%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	48%	53%
ELs	36%	41%
SwD	5%	11%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-14.94	0
Status	Medium	High
Change	+4 Increased	+15 Increased
PRC	Green	Green

ELs	**From**	**To**
Average DF3	-40.9	-15
Status	Low	Medium
Change	+18 Increased	+25.9 Increased
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-139.8	-67
Status	Low	Low
Change	+20 Increased	Increased significantly
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	66%	71%
Change	Decreased	Increased
PRC	Yellow	Green

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	4.14%	3.5%
Change	First year reported	Decreased
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.7%	0.7%
Change	Minimal	Minimal
PRC	Green	Green

Harborside

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	60%	67%
ELs	51%	58%
SwD	44%	51%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	23%	30%
ELs	7%	14%
SwD	0%	7%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	62%	69%
ELs	59%	66%
SwD	35%	42%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	41%	48%
ELs	38.6%	45.6%
SwD	6.6%	13.6%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	46%	53%
ELs	42%	49%
SwD	8%	15%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-27	-12
Change	Increased	Increased significantly
PRC	Yellow	Yellow

ELs	**From**	**To**
Average DF3	-33	-48
Change	Increased	Increased significantly
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-116	-101
Change	Increased	Increased significantly
PRC	Orange	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	64%	71%
ELs	55%	62%
SwD	47%	54%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	27%	34%
ELs	26%	33%
SwD	7%	14%

By June 2019, the average DF3 in math for all students, ELs, and SWD will increase from:

All Students	**From**	**To**
Average DF3	-57	-42
Change	Increased	Increased significantly
PRC	Yellow	Yellow

ELs	**From**	**To**
Average DF3	-62	-47
Change	Increased	Increased significantly
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-127	-112
Change	Increased significantly	Increased significantly
PRC	Orange	Orange

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	13%	6%
Change	Increased	Decreased
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	3.3%	1.5%
Change	Increased	Decreased
PRC	Orange	Green

Anne and William Hedenkamp

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	70%	75%
ELs	65%	72%
SwD	48%	60%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	70%	73%
ELs	40%	50%
SwD	28%	40%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	68%	73%
ELs	65%	70%
SwD	46%	56%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	74%	78%
ELs	61%	70%
SwD	27%	40%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	70%	75%
ELs	58%	68%
SwD	19%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	43.5	50
Status	High	Very high
Change	Maintained	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	10.9	21
Status	High	High
Change	Increased	Increased
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-60	-30
Status	Low	Low
Change	Decreased significantly	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	88%	90%
ELs	79%	85%
SwD	73%	78%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	65%	70%
ELs	54%	64%
SwD	25%	40%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	24.8	30

Status	High	High
Change	Maintained	Increased
PRC	Green	Green

ELs	**From**	**To**
Average DF3	4.5	15
Status	High	High
Change	Increased	Increased
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-70.7	-40
Status	Low	Low
Change	Decreased	Increased significantly
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	82%	85%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	3.4%	3%
Change	Decreased	Maintained
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0	0

Heritage

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	80%	85%
ELs	82%	85%
SwD	54%	65%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	80%	83%
ELs	42%	50%
SwD	36%	45%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	83%	88%
ELs	76%	85%
SwD	43%	55%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	84%	88%
ELs	78%	85%
SwD	46%	56%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	81%	85%
ELs	83%	87%
SwD	51%	60%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	73.8	78.8
Status	Very high	Very high
Change	+0.4	+5
	Maintained	Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	53	60
Status	Very high	Very high
Change	+1.8	+7
	Maintained	Increased
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-13.9	-5
Status	Low	Medium
Change	+7.2	+8.9
PRC	Yellow	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	95%	98%
ELs	90%	95%
SwD	62%	72%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	67%	70%
ELs	58%	65%
SwD	33%	43%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	33.9	37
Status	High	Very high
Change	+1.2	+3.1
	Maintained	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	15.9	31
Status	Medium	High
Change	+6.7	+15.1
	Increased	Increased
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-32.6	-25
Status	Low	Medium
Change	+26.6	+7.6
	Increased	Increased
PRC	Yellow	Green

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	63%	80%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	3.67%	0.67%
Change	Low	Very low
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	0	Maintained
PRC		Blue

Hilltop Drive

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	65%	71%
ELs	29%	37%
SwD	38%	45%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	49%	56%
ELs	12%	20%
SwD	13%	21%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	56%	63%
ELs	14%	22%
SwD	28%	36%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	48%	55%
ELs	31%	38%
SwD	10%	15%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	62%	70%
ELs	22%	32%
SwD	11%	18%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	8.9	12
Status	Medium	High
Change	+3.6	+3.1
	Increased	Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-60	-50
Status	Low	Low
Change	+4.1	+10
	Increased	Increased
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-92.5	-85.5
Status	Very low	Very low
Change	+5.8	+7
	Increased	Increased
PRC	Orange	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	73%	81%
ELs	47%	55%
SwD	41%	49%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	39%	47%
ELs	13%	22%
SwD	4%	11%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-20	-12
Status	Medium	Medium
Change	-0.9	+8
	Maintained	Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-59.7	-51.7
Status	Low	Low
Change	+9.8	+8
	Increased	Increased
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-116.2	-108.2
Status	Very low	Very low
Change	+5.4	+8
	Increased	Increased
PRC	Orange	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	63%	68%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	5.5%	4%
Change	-1.13	-1
	Decreased	Decreased
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0%	0%
Change	Maintained	Maintained
PRC	Blue	Blue

Juarez-Lincoln

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	55%	60%
ELs	43%	50%
SwD	11%	20%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	47%	55%
ELs	14%	30%
SwD	9%	20%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	50%	55%
ELs	44%	55%
SwD	13%	23%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	54%	60%
ELs	47%	55%
SwD	12%	20%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	55%	60%
ELs	42%	55%
SwD	0%	25%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	8.36	13.36
Status	Medium	High
Change	+0.45	+5
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-6.7	4.7
Status	Low	Medium
Change	+1.39	+10
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-76.73	-66.73
Status	Very low	Low
Change	-8.27	+10
PRC	Red	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	66%	75%
ELs	58%	70%
SwD	48%	60%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	38%	45%
ELs	31%	40%
SwD	7%	20%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-26.1	-20
Status	Low	Medium
Change	+6.2	+6.1

PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-33.9	-23.9
Status	Low	Medium
Change	+9.6	+10
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-90.5	-85.5
Status	Low	Low
Change	+7.45	+15
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	44%	54%
Change	-26	+10

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	9.4%	7.4%
Change	+0.52	-2
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.01%	0.01%
Change	-0.19	0
PRC	Blue	Blue

Karl H. Kellogg

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	55%	60%
ELs	39%	49%
SwD	26%	36%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	43%	50%
ELs	43%	53%
SwD	43%	53%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	49%	56%
ELs	34%	45%
SwD	14%	24%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	52%	57%
ELs	43%	53%
SwD	15%	25%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	63%	68%
ELs	60%	70%
SwD	14%	24%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-3.7	10
Status	Medium	High
Change	+18	+13.7
	Increased significantly	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-23.1	-8
Status	Low	Medium
Change	+23.2	+15.1
	Increased significantly	Increased significantly
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-106.8	-69
Status	Very low	Low
Change	-10.4	+37.8
	Decreased	Increased significantly
PRC	Red	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	61%	66%
ELs	46%	56%
SwD	28%	38%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	40%	45%
ELs	34%	44%
SwD	15%	25%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-18.8	2.8
Status	Medium	High
Change	+31.7	+20
	Increased significantly	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-32	-16
Status	Low	Medium
Change	+36.2	+16
	Increased significantly	Increased significantly
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-108.1	-85
Status	Very low	Low
Change	+3.1	+23.1
	Increased significantly	Increased significantly
PRC	Red	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	52.2%	63.5%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	12.09%	9%
Change	+6	-3.09
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.01%	0.01%
Change	-0.04	0
PRC	Blue	Blue

J. Calvin Lauderbach

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	50%	60%
ELs	49%	59%
SwD	15%	30%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	35%	45%
ELs	17%	27%
SwD	10%	20%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	46%	56%
ELs	42%	52%
SwD	8%	20%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	45%	55%
ELs	41%	51%
SwD	4%	20%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	41%	51%
ELs	37%	47%
SwD	0%	15%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-13.9	3.3
Status	Low	Medium
Change	+2.2	+15
PRC	Orange	Green

ELs	**From**	**To**
Average DF3	-20.9	-9
Status	Low	Medium
Change	-2.8	+9.1
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-129.3	-115.3
Status	Very low	Very low
Change	+6.8	+15
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	65%	75%
ELs	62%	72%
SwD	21%	31%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	35%	45%
ELs	34%	44%
SwD	2%	15%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-38.8	-25.8
Status	Low	Low

Change	+7.8	+15
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-43.2	-36.4
Status	Low	Green
Change	+8.2	+15
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-147.4	-137.4
Status	Very low	Low
Change	+19.5	+32.5
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	43%	53%
Change	-10	

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	7.75%	5%
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.4%	0.1%
Change	0.3	-0.2
PRC	Green	Green

Liberty

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	64%	80%
ELs	38%	55%
SwD	22%	40%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	64%	68%
ELs	17%	25%
SwD	27%	30%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	81%	85%
ELs	52%	60%
SwD	36%	45%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	72%	78%
ELs	64%	73%
SwD	30%	35%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	64%	70%
ELs	46%	60%
SwD	43%	50%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	39	50
Status	High	Very high
Change	+2	+11
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	16.5	31
Status	High	High
Change	+1.4	+15
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-57	-27
Status	Low	Low
Change	+28	+30
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	82%	86%
ELs	63%	70%
SwD	36%	45%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	66%	72%
ELs	55%	65%
SwD	33%	45%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	25	36
Status	High	Very high

Change	-1	+11
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	6.4	21.4
Status	High	High
Change	+14.3	+15
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-99.2	-90
Status	Very low	Low
Change	+0.5	+9.2
PRC	Red	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	50%	64%
Change	-9	+14

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	3.19%	2.5%
Change	0	+0.69
PRC	Green	Blue

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.01%	0%
Change	0	+0.01
PRC	Blue	Blue

Loma Verde

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	49%	59%
ELs	45%	55%
SwD	37%	47%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	40%	50%
ELs	13%	25%
SwD	16%	26%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	55%	65%
ELs	50%	60%
SwD	28%	38%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	55%	65%
ELs	51%	61%
SwD	15%	25%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	53%	63%
ELs	49%	59%
SwD	25%	35%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	11	26
Status	High	High
Change	-1	+15
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-0.5	11
Status	Medium	High
Change	-1.6	+11
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-70.7	-60
Status	Very low	Low
Change	+7	+10
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	58%	68%
ELs	56%	66%
SwD	47%	57%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	43%	54%
ELs	22%	32%
SwD	14%	24%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-15.5	-10
Status	Medium	Medium

Change	-4	+5.5
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-22	-3
Status	Medium	Medium
Change	-6	+19
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-77.9	-50
Status	Low	Low
Change	+3.9	+27
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	61.4%	63.4%

Los Altos

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	67%	75%
ELs	52%	60%
SwD	36%	45%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	21%	30%
ELs	6%	25%
SwD	3%	15%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	48%	57%
ELs	44%	60%
SwD	0%	50%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	43%	46%
ELs	43%	45%
SwD	14%	17%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	42%	50%
ELs	39%	50%
SwD	29%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-19.9	-5
Status	Low	Medium
Change	+5.7	+14.9
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-21.8	-5
Status	Low	Medium
Change	+4.8	+16.8
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-94.6	-70
Status	Low	Low
Change	+10	+24.6
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	60%	70%
ELs	62%	70%
SwD	5%	20%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	35%	40%
ELs	36%	40%
SwD	5%	15%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-38.8	-23.8
Status	Low	Medium

Change	+16.6	+15
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-38.2	-23.2
Status	Low	Medium
Change	+18.5	+15
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-145.5	-95
Status	Very low	Low
Change	-20.7	+50.5
PRC	Red	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	58.4%	63.5%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	9.28%	5.5%
Change	-2.5	-3.78
PRC	Yellow	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.02%	0.01%
Change	0	Maintained
PRC	Green	Blue

Thurgood Marshall

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	67%	70%
ELs	47%	50%
SwD	25%	28%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	72%	75%
ELs	11%	20%
SwD	36%	39%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	74%	77%
ELs	46%	49%
SwD	50%	53%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	74%	77%
ELs	52%	55%
SwD	43%	46%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	78%	81%
ELs	53%	56%
SwD	57%	60%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	51.4	54.4
Status	Very high	Very high
Change	Decreased	Maintained
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	18.2	21.2
Status	High	High
Change	Decreased	Maintained
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-18.9	-15.9
Status	Low	Low
Change	+39.34 Increased significantly	+40 Increased significantly
PRC	Green	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	88%	91%
ELs	81%	84%
SwD	60%	63%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	62%	65%
ELs	44%	47%
SwD	32%	35%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	23.9	24.9
Status	High	High
Change	Maintained	Maintained
PRC	Green	Green

ELs	**From**	**To**
Average DF3	-3.8	-0.8
Status	Low	Low
Change	Increased	Increased
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-16.5	-13.5
Status	Low	Low
Change	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	75%	78%

Corky McMillin

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	85%	90%
ELs	70%	77%
SwD	76%	82%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	58%	65%
ELs	7%	17%
SwD	15%	22%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	73%	78%
ELs	60%	67%
SwD	40%	47%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	70%	77%
ELs	60%	67%
SwD	26%	36%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	62%	68%
ELs	67%	70%
SwD	40%	45%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	38.6	45.6
Status	High	High
Change	-2	+7
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	28.4	32.4
Status	High	High
Change	+3.7	+4
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-32	-22
Status	Low	Low
Change	+23.34	+10
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	90%	95%
ELs	84%	89%
SwD	73%	80%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	58%	65%
ELs	57%	64%
SwD	31%	38%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	10.8	20.8
Status	High	High

Change	-4	+10
PRC	Green	Green

ELs	**From**	**To**
Average DF3	4.2	10.2
Status	Medium	Low
Change	+4	+6
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-55	-45
Status	Low	Low
Change	-7.68	+10
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	72%	77%
Change	-11	

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	4.38%	4%
Change	-0.92	-0.38
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.02%	0.01%
Change	-0.18	-0.01
PRC	Blue	Blue

John J. Montgomery

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	47%	50%
ELs	50%	57%
SwD	60%	67%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	54%	57%
ELs	19%	26%
SwD	16%	23%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	52%	55%
ELs	46%	26%
SwD	31%	23%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	54%	57%
ELs	37%	43%
SwD	16%	23%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	47%	50%
ELs	42%	49%
SwD	33%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	6.9	4
Status	Medium	High
Change	+6.4	+10
	Increased	Increased
PRC	Green	Green

ELs	**From**	**To**
Average DF3	-2.4	13
Status	Medium	High
Change	+7.3	+10
	Increased	Increased
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-89.1	-70
Status	Very low	Low
Change	+20.3	+15
	Inccreased significantly	Increased
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	74%	77%
ELs	68%	75%
SwD	64%	82%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	37%	40%
ELs	36%	43%
SwD	29%	36%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-27	-17
Status	Low	Medium
Change	+1.6	+14
	Maintained	Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-28	-18
Status	Low	Medium
Change	+1.6	+13
	Maintained	Increased
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-79	-25
Status	Low	Medium
Change	+39.4	+3
	Increased significantly	Increased
PRC	Yellow	Green

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	47%	57%

Saburo Muraoka

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	66%	75%
ELs	63%	75%
SwD	24%	30%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	72%	80%
ELs	14%	30%
SwD	25%	35%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	68%	80%
ELs	61%	70%
SwD	22%	40%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	74.6%	80%
ELs	30%	50%
SwD	24%	40%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	80.95%	85%
ELs	57.14%	70%
SwD	46.15%	60%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	49.7	55.5
Status	Very high	Very high
Change	Decreased	Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	-62.6	5.5
Status	Low	High
Change	Decreased	Increased
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-67	-50
Status	Low	Low
Change	Decreased	Increased
PRC	Orange	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	87%	91%
ELs	80%	85%
SwD	53%	60%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	75%
ELs	32.26%	45%
SwD	18%	25%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	14.29	25
Status	High	Very high

Change	Decreased	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-59.2	-25
Status	Low	Medium
Change	Decreased significantly	Maintained
PRC	Orange	Orange

SwD	**From**	**To**
Average DF3	-83	-73
Status	Very low	Low
Change	Decreased	Increased
PRC	Red	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	75.3%	81%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	2.97%	2%
Change	Maintained	Decreased
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	1%	0.5%
Change	Maintained	Decreased
PRC	Blue	Blue

Olympic View

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	80%	87%
ELs	62%	72%
SwD	67%	72%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	62%	68%
ELs	21%	31%
SwD	31%	35%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	72%	77%
ELs	55%	65%
SwD	38%	48%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	72%	75%
ELs	55%	62%
SwD	38%	41%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	69%	72%
ELs	61%	66%
SwD	42%	45%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	40	45.4
Status	High	Very high
Change	+7.3	+5
	Increased	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	30	45
Status	High	High
Change	+6	+15
	Increased	Increased significantly
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-36	-16
Status	Low	Low
Change	+45	+20
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	88%	93%
ELs	78%	91%
SwD	68%	75%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	61%	66%
ELs	55%	62%
SwD	29%	32%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	17	32
Status	High	High
Change	+9	+15
	Increased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	11	26
Status	High	High
Change	+3	+15
	Increased	Increased significantly
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-61	-46
Status	Low	Low
Change	+40	+15
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	70%	77%

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.1%	0%
Change	Maintained	Maintained
PRC	Blue	Blue

Otay

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	51%	58%
ELs	41%	51%
SwD	33%	38%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	43%	50%
ELs	16%	25%
SwD	15%	25%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	58%	65%
ELs	53%	60%
SwD	37%	45%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	58%	63%
ELs	56%	63%
SwD	20%	30%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	50%	60%
ELs	47%	55%
SwD	17%	25%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	8.9	15.8
Status	Medium	High
Change	-3.5	+7
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	3.2	10
Status	Medium	High
Change	-7.5	+15
PRC	Orange	Green

SwD	**From**	**To**
Average DF3	-59.1	-40
Status	Very low	Very low
Change	+35	+10
PRC	Orange	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	75%	80%
ELs	73%	80%
SwD	58%	68%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	37%	42%
ELs	38%	43%
SwD	6%	16%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-33.5	-28.5
Status	Low	Low

Change	-5.4	+5
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-36.1	-25.2
Status	Low	Low
Change	-10.9	+5
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-124	103.5
Status	Very low	Very low
Change	-49.6	+20
PRC	Red	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	65%	75%

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	1.1%	0.5%
Change	+0.5 Increased	Decreased significantly
PRC	Orange	Green

Palomar

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	68%	73%
ELs	52%	62%
SwD	27%	37%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	45%	50%
ELs	13%	23%
SwD	20%	30%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	73%	78%
ELs	67%	77%
SwD	54%	64%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	51%	56%
ELs	40%	50%
SwD	49%	59%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	63%	68%
ELs	50%	60%
SwD	27%	37%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	3.6	0.6
Status	Medium	Medium
Change	-4.3	+3
	Decreased	Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-9.9	-4.9
Status	Low	Medium
Change	-5.2	+5
	Decreased	Increased
PRC	Orange	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	83%	88%
ELs	79%	86%
SwD	58%	68%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	40%	45%
ELs	27%	37%
SwD	35%	45%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-23.5	-15.5
Status	Medium	Medium
Change	-10.6	+8
	Decreased	Increased
PRC	Yellow	Green

ELs	From	To
Average DF3	-39.2	-36.2
Status	Low	Low
Change	-4.1	+3
	Decreased	Increased
PRC	Orange	Yellow

SwD	From	To
Average DF3	-25.4	-17.4
Status	Low	Medium
Change	-10.5	+8
	Decreased	Increased
PRC	Orange	Green

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	From	To
ELs	51%	56%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	From	To
All	12.5%	7.5%
Change	-2.7	+5

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	3.3%	1%
Change	1.2	-2.3
	Increased	Decreased

Parkview

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	83%	86%
ELs	57%	64%
SwD	67%	74%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	75%	78%
ELs	75%	82%
SwD	75%	82%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	88%	91%
ELs	83%	90%
SwD	50%	57%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	83%	86%
ELs	73%	78%
SwD	46%	51%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	76%	81%
ELs	65%	70%
SwD	50%	55%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	65.2	68.2
Status	Very high	Very high
Change	+4.1 Increased	+3 Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	41	46
Status	High	Very high
Change	+17.4 Increased significantly	+5 Increased
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-7.3	-2.3
Status	Low	Medium
Change	+13.5 Increased	+5 Increased
PRC	Yellow	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	86%	89%
ELs	72%	79%
SwD	62%	69%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	74%	77%
ELs	69%	76%
SwD	31%	38%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	39.2	44.2
Status	Very high	Very high
Change	+10.6 Increased	+5 Increased
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	23.7	35
Status	High	Very high
Change	+17.1 Increased significantly	+11.3 Increased
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-34.6	-24.6
Status	Low	Medium
Change	+1.4 Maintained	+10 Increased
PRC	Orange	Green

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	63.7%	70%
Change	n/a	+6.3
PRC	Red	Yellow

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	8.5%	5.5%
Change	Decrease of students from 17 to 12	-5

PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.01%	0%
Change	0	Maintained
PRC		Blue

Lilian J. Rice

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	53%	60%
ELs	47%	54%
SwD	23%	30%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	28%	35%
ELs	4%	11%
SwD	12%	19%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	54%	61%
ELs	49%	56%
SwD	49%	56%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	53%	60%
ELs	47%	54%
SwD	29%	36%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	44%	51%
ELs	35%	42%
SwD	33%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	4	19
Status	Medium	High
Change	-0.9	+15
	Maintained	Increased significantly
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-15.6	+0.6
Status	Low	Low
Change	-8.8	+15
	Decreased	Increased significantly
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-61.6	-46.6
Status	Low	Low
Change	-8.7	+15
	Decreased	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	59%	66%
ELs	49%	56%
SwD	40%	47%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	46%	53%
ELs	40%	47%
SwD	22%	29%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-25	-10
Status	Medium	Medium
Change	+0.8	+15
	Maintained	Increased significantly
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-37.7	-22.7
Status	Low	Low
Change	-2.2	+15
	Maintained	Increased significantly
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-78.1	-63.1
Status	Low	Low
Change	-1.9	+15
	Maintained	Increased significantly
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	47%	54%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	9.5%	9%
Change	+2.5	-0.5
	Increased	Decreased
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0%	0.3%
Change	-0.6 Decreased	Maintained
PRC	Blue	Blue

Greg Rogers

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	67%	70%
ELs	48%	55%
SwD	28%	35%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	44%	47%
ELs	20%	27%
SwD	12%	19%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	78%	81%
ELs	59%	66%
SwD	54%	61%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	51%	54%
ELs	38%	45%
SwD	22%	29%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	34%	37%
ELs	27%	34%
SwD	18%	25%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	3.3	10
Status	Medium	High
Change	+6.8	+6.7
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-14.7	-5
Status	Low	Medium
Change	+4.1	+9.7
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-44.1	
Status	Low	
Change	+10	
PRC	Yellow	

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	78%	81%
ELs	59%	66%
SwD	54%	61%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	34%	37%
ELs	25%	32%
SwD	19%	26%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-32.6	-25.6
Status	Low	Low

Change	-4.2 Decreased	+7
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-49.3	-42.3
Status	Low	Low
Change	-1.3 Decreased	+7
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-70.3	
Status	Low	
Change	-1.2 Decreased	
PRC	Orange	

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	45.16%	55.16%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	16.63%	

Fred H. Rohr

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	49%	54%
ELs	44%	52%
SwD	16%	23%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	25%	30%
ELs	5%	13%
SwD	7%	15%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	52%	57%
ELs	37%	45%
SwD	30%	37%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	45%	50%
ELs	44%	52%
SwD	11%	19%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	49%	54%
ELs	54%	63%
SwD	20%	28%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-14.2	-4
Status	Low	Medium
Change	+3	+10
	Increased	Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-16.5	-8
Status	Low	Medium
Change	+12.8	+8.5
	Increased	Increased
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-69	-9.9
Status	Low	Medium
Change	+31.76	+59.1
	Increased	Increased
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	58%	62%
ELs	43%	53%
SwD	31%	41%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	27%	31%
ELs	27%	35%
SwD	31%	38%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-51.9	-45.7
Status	Low	Low
Change	-0.5	+5
	Decreased	Increased
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-50.7	-9.9
Status	Low	Medium
Change	+9.2	+40.8
	Increased	Increased
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-113.4	-69
Status	Very low	Low
Change	+17.1	+44.4
	Increased	Increased
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	68.7%	78.7%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	5.21%	4.9%
Change	+0.61	-0.31
	Increased	Decreased
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.02%	0.02%
Change	-1.98 Decreased	Maintained
PRC	Blue	Blue

Rosebank

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	66%	78%
ELs	47%	60%
SwD	43%	55%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	61%	70%
ELs	27%	40%
SwD	18%	30%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	61%	75%
ELs	42%	55%
SwD	62%	70%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	52%	65%
ELs	37%	55%
SwD	21%	35%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	52%	65%
ELs	37%	50%
SwD	21%	35%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-2.6	1.4
Status	Medium	Medium
Change	-6.4 Decreased	+4 Increased
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	-34.1	-27.1
Status	Low	Low
Change	-11.6 Decreased	+7 Increased
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-71.9	-64.9
Status	Very low	Low
Change	+21.8 Increased significantly	+7 Increased
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	72%	76%
ELs	56%	63%
SwD	41%	48%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	52%	56%
ELs	37%	44%
SwD	21%	28%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-23	-19
Status	Medium	Medium
Change	+10 Increased	+4 Increased
PRC	Green	Green

ELs	**From**	**To**
Average DF3	-44	-37
Status	Low	Low
Change	+11.4 Increased	+7 Increased
PRC	Yellow	Yellow

SwD	**From**	**To**
Average DF3	-84	-77
Status	Low	Low
Change	+47.4 Increased significantly	+7 Increased
PRC	Yellow	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	54%	61%
Change	-13	+7
PRC	Orange	Yellow

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	4.76%	2.5%
Change	-3.85	-2.26
PRC	Blue	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	2%	1%
Change	+0.3	-1
PRC	Orange	Green

Salt Creek

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	76%	81%
ELs	59%	85%
SwD	65%	96%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	71%	77%
ELs	32%	56%
SwD	35%	54%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	77%	85%
ELs	67%	86%
SwD	52%	94%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	79.52%	83%
ELs	67%	75%
SwD		7%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	73%	76%
ELs	53%	60%
SwD	45%	62%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	62.12	67.12
Status	Very high	Very high
Change	-8.68	+5
	Decreased	Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	30.81	35.81
Status	High	High
Change	-14.93	+5
	Decreased	Increased
PRC	Green	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	87%	92%
ELs	78%	92%
SwD	70%	88%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	73.4%	81%
ELs	60%	76%
SwD		7%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	42.64	47.64
Status	Very high	Very high
Change	+2.38	+5
	Maintained	Increased
PRC	Blue	Blue

ELs	From	To
Average DF3	13.97	18.97
Status	High	Very high
Change	-4.76	+5
	Decreased	Increased
PRC	Green	Blue

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	From	To
ELs	62.56%	70%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	From	To
All	2.64%	2.34%
Change	-0.46	-0.3
PRC	Green	Blue

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	-0.2	Maintained
PRC	Blue	Blue

Silver Wing

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	73%	78%
ELs	68%	75%
SwD	50%	60%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	36%	45%
ELs	8%	30%
SwD	11%	18%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	66%	71%
ELs	61%	70%
SwD	29%	36%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	59%	64%
ELs	51%	58%
SwD	19%	26%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	60%	65%
ELs	64%	69%
SwD	33%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	21.6	24.6
Status	High	High
Change	+10.2	+3
PRC	Green	Green

ELs	**From**	**To**
Average DF3	8.8	15
Status	Medium	High
Change	+7.6	+6.2
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-55	-35.2
Status	Low	Low
Change	+19.8	+19.8
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	64%	69%
ELs	56%	62%
SwD	29%	34%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	49%	54%
ELs	45%	51%
SwD	6%	30%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-3.4	0
Status	Medium	High

Change	+12.8	+3.4
PRC	Green	Green

ELs	**From**	**To**
Average DF3	-16.5	-5
Status	Medium	Medium
Change	+5.9	+11.5
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-78.4	-25
Status	Low	Low
Change	+32.4	+53.4
PRC	Yellow	Green

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	59%	64%

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	2%	1%
Change	+1.3	-1
PRC	Orange	Green

Sunnyside

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	79%	85%
ELs	86%	93%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	72%	80%
ELs	34%	45%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	51%	70%
ELs	55%	75%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	66%	80%
ELs	45%	60%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	70%	75%
ELs	38%	50%

By June 2020, the average DF3 in ELA for all students and ELs will increase from:

All Students	**From**	**To**
Average DF3	25.6	45
Status	High	Very high
Change	+5.9	+15

PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-3.6	10
Status	Medium	High
Change	-13.9	+13.6
PRC	Yellow	Green

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	87%	90%
ELs	86%	90%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	56%	65%
ELs	40%	50%

By June 2020, the average DF3 in math for all students and ELs will increase from:

All Students	**From**	**To**
Average DF3	9.4	35
Status	High	Very high
Change	+7.7	+26
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-30	-25
Status	Low	Medium
Change	-1	+5
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	58%	65%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	From	To
All	7.9%	5%
Change	+2	-2.9
PRC	Orange	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	-0.6	0
PRC	Blue	Blue

Burton C. Tiffany

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	64%	69%
ELs	45%	60%
SwD	24%	49%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	59%	59%
ELs	21%	34%
SwD	6%	12%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	62%	70%
ELs	46%	60%
SwD	17%	25%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	70%	75%
ELs	52%	62%
SwD	17%	27%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	81%	84%
ELs	56%	60%
SwD	37%	42%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	38	45
Status	High	Very high
Change	+11 Increased	+7 Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	1	16
Status	Medium	High
Change	+12 Increased	+15 Increased
PRC	Green	Blue

SwD	**From**	**To**
Average DF3	-83	-70
Status	Very low	Low
Change	+23 Increased significantly	+15 Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	68%	75%
ELs	52%	60%
SwD	29%	35%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	55%	60%
ELs	40%	49%
SwD	5%	12%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-2	13
Status	Medium	High
Change	+9	+15
	Increased	Increased significantly
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	-45	-25
Status	Low	Medium
Change	+5	+20
	Increased	Increased significantly
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-129	-95
Status	Very low	Low
Change	+6	+34
	Increased	Increased significantly
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	46%	52%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	4%	2.5%
Change	-2	-1.5
PRC	Green	Blue

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	0	0
Change	-1.8	0
PRC	Blue	Blue

Valle Lindo

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	63%	70%
ELs	51%	60%
SwD	26%	35%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	42%	50%
ELs	14%	25%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	74%	80%
ELs	72%	77%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	54%	60%
ELs	31%	36%
SwD	26%	33%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	64%	70%
ELs	31%	40%
SwD	29%	37%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	10	20

ELs	**From**	**To**
Average DF3	-20	-10

SwD	**From**	**To**
Average DF3	-67	-57

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	82%	87%
ELs	77%	85%
SwD	32%	35%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	45%	50%
ELs	31%	40%
SwD	14%	24%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-22	-7

ELs	**From**	**To**
Average DF3	-61	-50

SwD	**From**	**To**
Average DF3	-113	-85

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	From	To
ELs	54%	60%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	From	To
All	6%	3%

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	From	To
All	1%	0.5%
Change	0.5	

Valley Vista

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	70%	73%
ELs	55%	60%
SwD	43%	50%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	46%	56%
ELs	14%	30%
SwD	18%	29%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	81%	83%
ELs	74%	78%
SwD	39%	57%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	49%	56%
ELs	37%	48%
SwD	21%	32%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	39%	47%
ELs	22%	40%
SwD	43%	50%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-6.1	-2.5
Status	Low	Medium
Change	-3.8	+3
	Decreased	Maintained
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-32.9	-28
Status	Low	Low
Change	-1.53	+4.9
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-77.93	-70
Status	Very low	Low
Change	+17.32	+8
		Increased
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the **LM Math Assessment** will increase from:

Student Groups	**From**	**To**
All	82%	85%
ELs	69%	74%
SwD	50%	60%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	33%	45%
ELs	21%	35%
SwD	10%	25%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-32	-28
Status	Low	Low
Change	-1	+5
PRC	Orange	Yellow

By June 2020, the average DF3 in math for ELs will increase from:

ELs	**From**	**To**
Average DF3	-55	-42
Status	Low	Low
Change	-7.5	+13
PRC	Orange	Yellow

By June 2020, the average DF3 in math for SwD will increase from:

SwD	**From**	**To**
Average DF3	-49	-38
Status	Low	Low
Change	-7.6	+12
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	63%	68%

Veterans

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	From	To
All	75%	78%
ELs	57%	64%
SwD	63%	70%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	From	To
All	72%	75%
ELs	39%	46%
SwD	36%	43%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	From	To
All	80%	83%
ELs	80%	87%
SwD	81%	88%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	72%	75%
ELs	40%	47%
SwD	35%	42%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	From	To
All	73%	76%
ELs	47%	54%
SwD	33%	40%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from

All Students	**From**	**To**
Average DF3	38.1	41.1
Status	High	High
Change	-8.8	+3
PRC	Green	Green

ELs	**From**	**To**
Average DF3	14.7	21.7
Status	High	High
Change	-10	+7
PRC	Green	Green

SwD	**From**	**To**
Average DF3	-44.8	-37.8
Status	Low	Low
Change	-3.5	+7
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	76%	79%
ELs	63%	70%
SwD	54%	61%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	64%	67%
ELs	41%	48%
SwD	26%	33%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	24.1	27.1
Status	Medium	High

Change	-10.5	+3
PRC	Yellow	Green

ELs	**From**	**To**
Average DF3	7.3	14.3
Status	Medium	Medium
Change	-7.4	+7
PRC	Yellow	Green

SwD	**From**	**To**
Average DF3	-45.3	-38.3
Status	Low	Low
Change	+7.4	+7
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	57%	64%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	3.96%	2.96%
Change	-1.54	-1
PRC	Green	Green

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.05%	0.03%
Change	Maintained	Decreased
PRC	Blue	Blue

Vista Square

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	58%	68%
ELs	51%	61%
SwD	25%	35%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	37%	47%
ELs	16%	26%
SwD	11%	21%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	58%	68%
ELs	59%	69%
SwD	19%	30%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	46%	56%
ELs	42%	52%
SwD	18%	28%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	57%	67%
ELs	60%	70%
SwD	16%	26%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-12.3	-5
Status	Low	Low
Change	+3	+7
	Increased	Increased
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-19.2	-12
Status	Low	Low
Change	+2.9	+7
	Increased	Increased
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-89.2	-79.2
Status	Very low	Very low
Change	+26.6	+20
	Increased significantly	Increased significantly
PRC	Orange	Orange

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	65%	75%
ELs	66%	76%
SwD	38%	48%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	33%	43%
ELs	31%	45%
SwD	8%	20%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	-44.4	-29.4
Status	Low	Low
Change	+6.8	+15
	Increased	Increased significantly
PRC	Orange	Yellow

ELs	**From**	**To**
Average DF3	-49.6	-34.6
Status	Low	Low
Change	+3.8	+15
	Increased	Increased significantly
PRC	Orange	Yellow

SwD	**From**	**To**
Average DF3	-110.1	-95.1
Status	Low	Low
Change	+66.4	+15
	Increased significantly	Increased significantly
PRC	Orange	Yellow

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	49%	60%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	16.47	
Change	+2.2	
	Increased	
PRC	Orange	

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0.4%	0
Change	Decreased	Decreased
PRC	Blue	Blue

Wolf Canyon

Goal 1: ELA

By June 2020, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

Student Groups	**From**	**To**
All	79%	82%
ELs	61%	70%
SwD	39%	49%

By June 2020, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

Student Groups	**From**	**To**
All	77%	80%
ELs	30%	40%
SwD	19%	29%

By June 2020, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

Student Groups	**From**	**To**
All	77%	80%
ELs	70%	73%
SwD	42%	47%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	76%	80%
ELs	61%	70%
SwD	25%	35%

By June 2020, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	69%	74%
ELs	30%	50%
SwD	43%	53%

By June 2020, the average DF3 in ELA for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	65	68
Status	Very high	Very high
Change	+3.3 Increased	+3 Maintain
PRC	Blue	Blue

ELs	**From**	**To**
Average DF3	43	46
Status	High	Very high
Change	+18.2 Increased significantly	+3 Increased
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-74.1	-60
Status	Very low	Low
Change	+17 Increased significantly	+15 Increased
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2020, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

Student Groups	**From**	**To**
All	87%	90%
ELs	84%	87%
SwD	47%	57%

By June 2020, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

Student Groups	**From**	**To**
All	70%	74%
ELs	56%	66%
SwD	18%	28%

By June 2020, the average DF3 in math for all students, ELs, and SwD will increase from:

All Students	**From**	**To**
Average DF3	34.3	39.3
Status	High	Very high
Change	+3.2 Increased	+5 Increased
PRC	Green	Blue

ELs	**From**	**To**
Average DF3	17.9	22.9
Status	High	High
Change	+22.7 Increased significantly	+5 Increased
PRC	Blue	Blue

SwD	**From**	**To**
Average DF3	-103.6	-88.6
Status	Very low	Very low
Change	+17.3 Increased significantly	+15 Increased significantly
PRC	Orange	Orange

Goal 3: EL Progress

By June 2020, the percentage of ELs at an overall ELPAC score of 3 and 4 will increase from:

Student Group	**From**	**To**
ELs	74%	77%

Goal 4: Chronic Absenteeism

By June 2020, the percentage of all students who were chronically absent will decrease from:

Student Group	**From**	**To**
All	2.55%	1.55%
Change	+0.65 Increased	-1 Decreased
PRC	Green	Blue

Goal 5: Suspension Rate

By June 2020, the percentage of all students with at least one suspension will decrease from:

Student Group	**From**	**To**
All	0	0.2%
Change	-0.1	+0.2
	Maintained	Maintained
PRC	Blue	Blue

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Contract with School Services of California, Inc., for Fiscal Information Services for the Period of December 1, 2019, Through November 30, 2020

____X____Action **_____Information**

BACKGROUND INFORMATION:

School Services of California, Inc. (SSC), is a Sacramento-based consulting firm that provides a broad range of services including fiscal/budget services, analyses of all major school finance legislation, and other special projects. Through this contract, the District receives timely analyses of major legislative issues as well as updates on any changes made by the California Department of Education that impact education. The District's current agreement with SSC will expire on November 30, 2019.

ADDITIONAL DATA:

The District would continue to receive the latest information regarding state finance throughout the year, especially during the crucial budget development phase.

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

FISCAL IMPACT/FUNDING SOURCE:

The cost for services for the period of December 1, 2019, through November 30, 2020, is $3,900, which is $240 more than the previous year. To this base contract, the District is adding the purchase of the Comparative Analysis of District Income and Expenditures Report and the Salary and Benefits Report at the client rate of $650, which is the same cost as the previous year. Costs will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support
Instructional Services and Support

ITEM TITLE:

Approve Extension of Memorandum of Agreement with the County of San Diego for Foster Care Student Transportation Services

____X____Action **_____Information**

BACKGROUND INFORMATION:

On June 19, 2019, the Board of Education appoved a Memorandum of Agreement (MOU) with the County of San Diego for transportation services for students in foster care. The MOU approved on June 19th terminates on June 30, 2020. The County now seeks to amend the MOU to extend the time through June 30, 2022, with some additional minor revisions that do not substantially impact the terms of the MOU, as outlined below.

The County has agreed to provide partial funding for additional costs incurred in providing transportation to maintain children in foster care in their schools of origin when the student is without an alternate transportation plan. The County has further agreed to collaborate with San Diego County School Districts and San Diego County Local Education Agencies to provide funding in support of transportation to the school of origin, and eligible students when an alternate transportation plan is utilized. The County is responsible for those eligible students over which they have care, custody, and control, as vested by the San Diego Superior Court. The MOU further ensures cost-effective and efficient methods for guaranteeing children in foster care in San Diego County have transportation to their school of origin available, even when it creates an additional cost to the District that will be shared by the parties.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The District currently pays all costs associated with transporting eligible foster youth to ensure these students may continue to attend their school of origin. The MOU provides that when inter-district transportation is provided to an eligible foster student, the District agrees to fund one-third of any additional cost to transport the eligible student, the County of San Diego funds one-third, and the district of residence funds one-third. When intra-district transportation is being provided to an eligible foster student, the District agrees to fund half of the additional cost to transport the student, and the County of San Diego will fund the other half. The County of San Diego has committed to funding up to $350,000 County-wide for the transportation program.

In 2018-19, the District transported approximately 36 foster youth who would otherwise not have had transportation to stay at their school of origin. Any costs incurred transporting eligible foster youth will be paid from the General fund. The amended MOU will be effective from July 1, 2019, through June 30, 2022.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Award of Bid No. 19/20-3 to A.B. Hashmi, Inc., for the Demolition and Preparation of Existing Area to Receive and Install a New Lunch Shelter, Hardscape, and Landscape at Valley Vista Elementary School in the Amount of $284,245 for the Period of November 14, 2019, Through Completion of the Project

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Bid No. 19/20-3 was prepared for the demolition and preparation of existing area to receive and install a new lunch shelter, hardscape, and landscape at Valley Vista Elementary School.

The District advertised the bid package by: (i) publishing on August 9, 2019 and August 16, 2019, in The Star News, a newspaper of general circulation; and (ii) emailing it to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Seven contractors submitted bids at the bid opening on September 26, 2019. Results of the bid are provided in the following chart.

Name of Contractor	Bid Amount
A.B. Hashmi, Inc.	**$284,245**
GEM Industrial Electrical, Inc.	$316,300
RGC General Engineering, Inc.	$353,333
ATOM Engineering Construction, Inc.	$377,398
Conan Construction, Inc.	$417,000
MVC Enterprises, Inc.	$444,000
Jennette Company, Inc.	$631,000

Based on the foregoing, the District has determined that A.B. Hashmi, Inc. is the lowest responsive, responsible bidder. Therefore, District staff recommends that the Board of Education award the contract for Bid Package No. 19/20-3 to A.B. Hashmi, Inc.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Funding for this project will be paid from Capital funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Award of Bid No. 19/20-4 Transportation Service to HopSkipDrive, Inc., Sol Transportation, Inc., and Zum Services, Inc., for the Period of November 14, 2019, Through November 13, 2020

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Bid No. 19/20-4 Transportation Services was advertised and distributed to five (5) vendors. Three (3) bids were received at the bid opening held on October 21, 2019. This bid will be used to supply supplemental transportation services for the Chula Vista Elementary School District (CVESD) for students requiring home-to-school transportation when services cannot be accommodated by the CVESD Transportation Department.

Each of the three vendors provided competitive bids. The vendors were ranked according to the overall price submitted. Due to the possibility that the lowest bidder may not be able to accommodate the needs of the District on any given date, or time, all responsive and responsible bidders will be given the opportunity to provide service in the order of their ranking. The lowest responsive, responsible bidders in alphabetical order are: HopSkipDrive, Inc., Sol Transportation, Inc., and Zum Services, Inc.

ADDITIONAL DATA:

Detailed copies of bid documents and contractor rankings are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Services will be requested when the District's Transportation Department cannot accommodate the need. Funding for services provided will be paid through the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Rejection of All Bids for the Demolition and Preparation of Existing Area to Receive and Install a New Walk-In Freezer/Refrigerator and Extension of Existing Loading Dock at the Education Service and Support Child Nutrition Services Department and Authorize Staff to Rebid Bid Package No. 19/20-5

____X____Action **_____Information**

BACKGROUND INFORMATION:

The notice inviting bids for Bid Package No. 19/20-5 for the demolition and preparation of existing area to receive and to install a new walk-in freezer/refrigerator and extension of existing loading dock at the Education Services and Support Center Child Nutrition Services Department was: (i) advertised on September 13, 2019 and September 20, 2019, in The Star News, a newspaper of general circulation; (ii) emailed to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Two contractors submitted bids, which were opened by the District on October 17, 2019. The following bids were received:

Contractor	Bid Amount
Gem Industrial, Inc.	$ 1,095,600
MVC Enterprises, Inc.	$ 1,944,000

Due to the number of bids received, the amount of the bids, and the current bid climate the District believes it is in its best interest to seek the Board's approval to reject all bids and seek new bids for this Bid Package. Gem Industrial, Inc., and MVC Enterprises, Inc., have been notified of the Districts intent to reject and rebid.

ADDITIONAL DATA:

Bid documents for the bids received are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend action to reject all bids for Bid Package 19/20-5 and to authorize District staff to seek new bids.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Acceptance of Work and Notice of Completion for Southcoast Heating & Air Conditioning, L.P., to Provide and Replace Heating, Ventilating, and Air Conditioning Cafeteria Equipment at Joseph Casillas, Clear View, Hilltop Drive, Los Altos, and Otay Elementary Schools

__X__ Action _____ Information

BACKGROUND INFORMATION:

On March 6, 2019, the Board of Education approved award of Bid No. 18/19-5 to South Coast Heating & Air Conditioning, L.P., to replace heating, ventilating, and air conditioning cafeteria equipment for Joseph Casillas, Clear View, Hilltop Drive, Los Altos, and Otay Elementary Schools.

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

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The total cost of this project is $326,760 and will be paid with Capital funds.

STAFF RECOMMENDATION:

Recommend approval.

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

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

NOTICE OF COMPLETION OF PUBLIC WORK

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

Project Site(s):

Joseph Casillas Elementary, 1130 East "J" Street, Chula Vista, CA 91910-3309
Clear View Elementary, 455 Windrose Way, Chula Vista, CA 91910-7400
Hilltop Drive Elementary, 30 Murray Street, Chula Vista, CA 91910-6020
Los Altos Elementary, 1332 Kenalan Drive, San Diego, CA 92151-3731
Otay Elementary, 1651 Albany Avenue, Chula Vista, CA 91911-58041

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

Description of Public Work:

Name/Bid Package(s):	Bid No. 18/19-5
Direct Contractor:	Southcoast Heating & Air Conditioning, L.P.
Date of Contract:	March 6, 2019
Name of Surety:	Federal Insurance Company
Nature of Work:	Replace heating, ventilating, and air conditioning cafeteria equipment

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on November 13, 2019.

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

Executed in Chula Vista, California, on November 13, 2019.

Francisco Escobedo, Ed.D.
Secretary to the Board of Education of the
Chula Vista Elementary School District

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of Glendale Unified School District Bid No. P-13 18/19 for Apple Computer Products, Services, and Related Items with Apple Inc., for the Period of November 14, 2019, Through October 15, 2020

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

On October 16, 2018, the Glendale Unified School District (GUSD) awarded its Bid No. P-13 18/19 to Apple Inc., (Apple) for the purchase of Apple computer products, services, and related items. On September 3, 2019, the GUSD renewed the contract for an additional one-year term. This is the first of four renewals allowable under the contract, if mutually agreed upon.

The Chula Vista Elementary School District (CVESD) is eligible to use the GUSD bid per Public Contract Code Sections 20118 and 20652. This bid will allow CVESD to purchase or lease Apple computers and related products to support student and staff needs. In addition, service for any Apple-related equipment will be provided directly from Apple or an Apple-certified technician.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Pricing structure for this bid is based on the current government and educational price list for Apple products that is published several times each year. Included in the GUSD bid documents is a "Technology Clause" which allows product and component upgrades that meet the general technical requirements of school districts. A representative list of items that includes current pricing is attached as Exhibit "A." Purchase of equipment, related items, and services will be paid from General, Categorical Program, and other District funds.

STAFF RECOMMENDATION:

Recommend adoption.

EXHIBIT "A"

Bid No. P-13 18/19
Representative Pricing for
Glendale Unified School District
Apple Computer Products, Services, and Related Items
(Prices as of September 10, 2019)

MacBook Pro	
13.3" 1.4 GHz with Retina Display (MUHQ2LL/A)	$1,199.00
15" 2.6 GHz (MV922LL/A)	$2,249.00
3 Year Apple Care for above items(S6202LL/A)	$ 183.00

MacBook Air	
13" 128 GB (MQD32LL/A)	$ 849.00
3 Year Apple Care for above items (S6125LL/A)	$ 183.00

Mac Mini	
3.6 GHz (MRTR2LL/A)	$ 779.00
3 Year Apple Care for above item (S6121LL/A	$ 79.00

iPad 7th Generation	
10.2" 32GB WiFi (MW742LL/A)	$ 299.00
2 Year Apple Care for above item (S6531LL/A)	$ 59.00
10.2" 32GB WiFi, 10 pack (BP832LL/A)	$2,940.00

iPod Touch	
32 GB (MVHX2LL/A)	$ 199.00
1 Year Apple Care for above item (S5092LL/A)	$ 59.00

Apple TV	
Apple TV – 4TH Generation (MR912LL/A)	$ 149.00

Pricing above is based on the current government and educational price list for Apple Inc. that is published several times a year.

Pricing is subject to change.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization of)
Glendale Unified School District Bid)
No. P-13 18/19 for Apple Computer)
Products, Services, and Related)
Items with Apple, Inc., for the Period)
of November 14, 2019, through)
October 15, 2020)

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

WHEREAS, the Glendale Unified School District (GUSD) has conducted a cooperative bid process that allows the Chula Vista Elementary School District (District) to purchase, lease or contract under the bid at the same prices and upon the same terms and conditions as GUSD pursuant to Sections 20118 and 20652 of the Public Contract Code of California; and

WHEREAS, Apple, Inc., (Apple) agrees to provide Apple computer products, services, and related items to the District under the terms and conditions of the bid with GUSD; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract with Apple to meet the needs of the District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the District in the GUSD Bid No. P-13 18/19 for Apple computer products, services, and related items is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the GUSD bid documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Francisco Escobedo, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee, is hereby authorized to execute the necessary contract documents with Apple.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 13th day of November, 2019, 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.

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Overnight Study Trips for Fourth Grade Students from Halecrest Elementary School to the Star of India on February 10-11 and 11-12, 2020

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

Fourth grade students from Halecrest Elementary request Board approval for overnight study trips to the Star of India on February 10-11 and 11-12, 2020. The trips match the history/social studies curriculum for fourth grade. The program will provide information and hands-on experience related to exploration, colonization, and immigration/emigration.

Approximately 68 students will be participating in these trips. Thirty-four students will participate on February 10-11, and the remaining students will participate on February 11-12, 2020. One teacher and ten parents will accompany the students on each trip.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the study trip is $74 per student. This includes lodging, meals, and admission to the Star of India. Students have had opportunities to earn monies for their trips by participating in fundraisers. Financial arrangements are available for children in need of financial assistance. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Accept Donation

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In September 2019, Anne and William Hedenkamp Elementary received a monetary donation of $1,000 from Wig & Hair Depot business owners. The funds will be used for Hedenkamp's Dual Immersion Program at the request of the donor.

ADDITIONAL DATA:

District staff will write a letter of appreciation for the above donation.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2019

____X____ Action **_____ Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through October 31, 2019.

i.	Purchase Orders: 20003187 - 20003937	$ 3,224,056.68
ii.	Alternative Revolving Cash: 1290 - 1292	$ 420.00
iii.	Commercial Warrants: 313044 - 314145	$ 6,675,195.04
	Cafeteria Warrants: 00006147 - 00006284	$ 1,151,442.67
iv.	Payroll Warrants: Series 10 13254034 - 13254911, N1988522 - 1992605	$18,210,821.00
v.	Revolving Cash Checks: 007800 - 007972	$ 22,284.17

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
Beltran, A	Annual Conference of the California School Nutrition Assoc	Ontario	11/07/19	11/09/19	$801	Child Nutrition	Business Services
Esquivel, O	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$250	District Admin	Business Services
Esquivel, O	Annual Chief Business Official Forum 2020	Fallbrook	02/06/20	02/07/20	$250	District Admin	Business Services
Heredia, J	CASH Annual Conference 2020	Long Beach	02/19/20	02/22/20	$2,234	Maintenance	Business Services
Landers, J	Annual Conference of the California School Nutrition Assoc	Ontario	11/07/19	11/09/19	$951	Child Nutrition	Business Services
Villanueva, T	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$250	District Admin	Business Services
Talamante, N	ACSA 2019 Leadership Summit	San Francisco	11/07/19	11/10/19	$751	LCAP	Camarena
Medrano, K	CABE 2020 Annual Conference	San Francisco	04/08/20	04/11/20	$2,151	Title I	Castle Park
Costello-Roach, E	Evidence Based Literacy Instruction Course	San Diego	09/30/19	11/30/19	$1,520	Title II	Christian Unified School
Mages, C	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$250	District Admin	CVCEO
Zeitler, P	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$250	District Admin	CVCEO
Pridmore, C	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$299	SSAE	Finney
Forehand, L	Annual CMC-South Annual Mathematics Conference	Palm Springs	11/13/19	11/15/19	$1,006	LCAP	Harborside
Jackman, M	Annual CMC-South Annual Mathematics Conference	Palm Springs	11/13/19	11/15/19	$901	LCAP	Harborside
Munoz, M	Annual CMC-South Annual Mathematics Conference	Palm Springs	11/13/19	11/15/19	$894	LCAP	Harborside
Peverley, K	Annual CMC-South Annual Mathematics Conference	Palm Springs	11/13/19	11/15/19	$894	LCAP	Harborside
Mora, J	Calif Center on Teacher Careers 2019-20 Virtual Events	San Diego	11/19/19	11/20/19	$200	District Admin	Human Resources
Mora, J	CABE 2020 Annual Conference	San Francisco	04/07/20	04/10/20	$1,510	District Admin	Human Resources
Thiel, J	Phi Delta Kappa's Kappan Night	San Diego	11/07/19	11/07/19	$27	District Admin	Human Resources
Thiel, J	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$250	District Admin	Human Resources
Thiel, J	CABE 2020 Annual Conference	San Francisco	04/07/20	04/10/20	$1,510	District Admin	Human Resources
Mabe, B	Program Reviewer Participant for Induction Accreditation	Sacramento	11/15/19	11/15/19	$0	None	Instructional Services
Shelton, L	Turanaround Arts Research Convening	Los Angeles	10/28/19	10/28/19	$171	District Admin	Instructional Services
Shelton, L	UCR Dinner with Alumni: Education	Riverside	11/06/19	11/06/19	$122	District Admin	Instructional Services
Shelton, L	CREATE California and Teaching Artist Guild	Sacramento	12/13/19	12/13/19	$0	CREATE Calif	Instructional Services
Villanueva, E	Phi Delta Kappa's Kappan Night	San Diego	11/07/19	11/07/19	$27	District Admin	Instructional Services
Dawson, E	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$366	Title I	Juarez-Lincoln
Dawson, E	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$344	Cal-Well/Title I	Juarez-Lincoln
Elmore, C	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$344	Cal-Well/Title I	Juarez-Lincoln
French, J	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$344	Cal-Well/Title I	Juarez-Lincoln
Oliver, S	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$344	Cal-Well/Title I	Juarez-Lincoln

*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.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Pollack, R	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$100	Cal-Well	Juarez-Lincoln
Reeves, L	Intro to Restorative Justice and Using Circles Effectively	San Diego	12/03/19	12/04/19	$344	Cal-Well/Title I	Juarez-Lincoln
Doran, E	Effctivly Dealing with Disruptive Students: Practical Techniques	San Diego	11/18/19	11/18/19	$416	Title I	Kellogg
Kuramoto, M	Effctivly Dealing with Disruptive Students: Practical Techniques	San Diego	11/18/19	11/18/19	$416	Title I	Kellogg
Mora, V	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$309	SSAE	Liberty
Bistric, L	Solutions for Standards-Based Grading 2-Day Workshop	San Diego	12/03/19	12/04/19	$539	Title II	Mater Dei Juan Diego
Bistric, L	Ctr for Equity for English Learners Int'l Multilingual Educ Conf	Los Angeles	01/18/20	01/18/20	$150	Title II	Mater Dei Juan Diego
Bremer, E	Ctr for Equity for English Learners Int'l Multilingual Educ Conf	Los Angeles	01/18/20	01/18/20	$150	Title II	Mater Dei Juan Diego
Moncayo, K	Ctr for Equity for English Learners Int'l Multilingual Educ Conf	Los Angeles	01/18/20	01/18/20	$150	Title II	Mater Dei Juan Diego
Ruiz, T	Ctr for Equity for English Learners Int'l Multilingual Educ Conf	Los Angeles	01/18/20	01/18/20	$150	Title II	Mater Dei Juan Diego
Salter, F	Solutions for Standards-Based Grading 2-Day Workshop	San Diego	12/03/19	12/04/19	$539	Title II	Mater Dei Juan Diego
Torres, C	Solutions for Standards-Based Grading 2-Day Workshop	San Diego	12/03/19	12/04/19	$539	Title II	Mater Dei Juan Diego
Varela, M	Ctr for Equity for English Learners Int'l Multilingual Educ Conf	Los Angeles	01/18/20	01/18/20	$150	Title II	Mater Dei Juan Diego
Guthrie, P	Breaking Barriers 4th Annual Interagency Symposium	Sacramento	11/19/19	11/23/19	$519	LCAP	McMillin
Thompson, J	Breaking Barriers 4th Annual Interagency Symposium	Sacramento	11/19/19	11/23/19	$519	LCAP	McMillin
Keehmer, M	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$299	SSAE	Montgomery
Marakovits, J	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$309	SSAE	Mueller Charter
Barnard, S	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Elkinton, L	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Gil, E	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Goold, R	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Inumerable, B	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Lines, L	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$199	Title I	Olympic View
Nieves, K	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Pickett, E	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$255	Title I	Olympic View
Simeon, J	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Tung, C	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Villar, N	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Viora, J	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Wiseman, V	The Leader in Me Symposium	Carlsbad	03/10/20	03/10/20	$377	Title I	Olympic View
Camarena, S	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$299	SSAE	Otay

*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.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Magnan, A	Learning and The Brain: Educating Anxious Brains	San Francisco	02/14/20	02/16/20	$2,451	Title I	Rosebank
Mednick, R	Learning and The Brain: Educating Anxious Brains	San Francisco	02/14/20	02/16/20	$1,592	Title I	Rosebank
Moreno, M	Learning and The Brain: Educating Anxious Brains	San Francisco	02/14/20	02/16/20	$868	Title I	Rosebank
Rivera, H	Learning and The Brain: Educating Anxious Brains	San Francisco	02/14/20	02/16/20	$1,592	Title I	Rosebank
Escobedo, F	Equity Leadership Site Visit (Wallace)	Long Beach	10/28/19	10/29/19	$415	Wallace Fndtn	Superintendent
Escobedo, F	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Superintendent
Escobedo, F	Wallace Foundation UPPI Meeting	New York, NY	11/30/19	12/03/19	$2,332	District Admin	Superintendent
Escobedo, F	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$308	District Admin	Superintendent
Bunker, L	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Supt and Board
Farias, A	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Supt and Board
Humphrey, L	Phi Delta Kappa's Kappan Night	San Diego	11/07/19	11/07/19	$46	District Admin	Supt and Board
Humphrey, L	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Supt and Board
Humphrey, L	SSC Governor's Budget Workshop 2020	Ontario	01/15/20	01/15/20	$288	District Admin	Supt and Board
Reyes, E	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Supt and Board
Tamayo, F	11th Annual BlueTech Gala Dinner	San Diego	11/20/19	11/20/19	$157	District Admin	Supt and Board
Faddis, T	Presenter at ACSA 2019 Leadership Summit	San Francisco	11/07/19	11/08/19	$1,097	Wallace Fndtn	Supt/Principal Spc Assgn
Faddis, T	Presenter at Education Law Association Annual Conf 2019	Norfolk, VA	11/15/19	11/16/19	$1,012	Wallace Fndtn	Supt/Principal Spc Assgn
Faddis, T	Presenter at UCEE and CSLEE 2-Day Sessions	Nw Orleans, LA	11/20/19	11/22/19	$1,379	Wallace Fndtn	Supt/Principal Spc Assgn
Canizales, L	Intro to Restorative Justice and Using Circles Effectively	San Diego	10/10/19	10/15/19	$344	Title I	Vista Square
Hernandez, L	Intro to Restorative Justice and Using Circles Effectively	San Diego	10/10/19	10/15/19	$344	Title I	Vista Square
Casimiro, L	American Orff-Schulwerk Association National Conference	Slt Lake City, UT	11/20/19	11/24/19	$299	SSAE	Wolf Canyon
Various Participants	CABE 2020 Annual Conference	San Francisco	04/08/20	04/11/20	*$1,583	Various Funds	Various Locations

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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Requests for Use of District Facilities

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Site	Requested by	Facility/Time/Date/Purpose	Fees per Hour
EastLake	Computers 2 Kids San Diego	Multi-Purpose Room Tuesday, 3:00-5:00 pm October 22, 2019 Making low cost computers available to families	No Charge
Rohr	Computers 2 Kids San Diego	Multi-Purpose Room Tuesday, 3:45-5:45 pm October 24, 2019 Making low cost computers available to families	No Charge

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Facilities use permit fees are deposited into the District's General Fund.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Regarding Short-Term Classified Employee; and

(2) Adopt Resolution Regarding Short-Term Classified Employee to Perform Specified Service for the Period of November 16, 2019, Through June 4, 2020

____X____Action **_____Information**

BACKGROUND INFORMATION:

Education Code Section 45103, subdivision (d)(2), authorizes the District to employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board of Education, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board but shall not exceed 75 percent (195 working days) of the school year.

The District has a need for one short-term classified Garden Consultant to set up and deliver inquiry-based, hands-on garden and nutrition lessons correlated to the Next Generation Science Standards. Garden lessons will include weeding, propagation, pest control, harvesting, and food preservation. Nutrition lessons will utilize literature to integrate across the curriculum healthy snacks and meals harvested from the garden. The short-term classified employee is needed between November 16, 2019, and June 4, 2020. The services or similar services performed by the short-term employee will not be extended or needed on a continuing basis.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The amount not to exceed $15,000 will be paid from the Sage Garden Project Grant funds.

STAFF RECOMMENDATION:

Conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Regarding Short-Term Classified)
Employee to Perform Specified Service)
for the Period of November 16, 2019,)
Through June 4, 2020)

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

WHEREAS, pursuant to Education Code Section 45103, the Board of Education of the Chula Vista Elementary School District may employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board, but shall not exceed 75 percent (195 working days) of the school year; and

WHEREAS, the District has a need for one short-term classified Garden Consultant to set up and deliver inquiry-based, hands-on garden and nutrition lessons correlated to the Next Generation Science Standards. Garden lessons will include weeding, propagation, pest control, harvesting, and food preservation. Nutrition lessons will utilize literature to integrate across the curriculum healthy snacks and meals harvested from the garden.

WHEREAS the services are needed between November 16, 2019, and June 4, 2020, this service or similar services will not be extended or needed on a continuing basis.

NOW, THEREFORE, BE IT RESOLVED that the above-described short-term classified employee shall be employed to provide the above-noted service.

BE IT FURTHER RESOLVED and certified that the short-term classified employee described above shall commence services on or after November 16, 2019, and complete the assignment on June 4, 2020.

BE IT FURTHER RESOLVED that the Board hereby authorizes the Superintendent or designee to take such action necessary to implement this resolution.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 13th day of November 2019, 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.

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Regarding Material Revisions to the Arroyo Vista Charter School Charter: and

(2) Approve Material Revisions to the Arroyo Vista Charter School Charter

____X____Action **_____Information**

BACKGROUND INFORMATION:

Arroyo Vista Charter School is requesting the Board of Education approve material revisions to its existing charter. The proposed changes memorialize the decision of the teachers at the charter school to unionize and become members of the District's bargaining unit.

Material revisions to a charter during a term are considered under the standards set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607).

The Board is required to consider whether to approve the material revisions request at an open public meeting, following a public hearing during which the Board is to consider support by teachers and other District employees, and parents.

ADDITIONAL DATA:

A copy of Arroyo Vista Charter School's Charter is attached as "Exhibit A."

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

FISCAL IMPACT/FUNDING SOURCE:

The fiscal impact of the material revisions will be approximately $3,000 due to the change in the health provider for certificated staff.

STAFF RECOMMENDATION:

Recommend conduct public hearing and approval.

“EXHIBIT A”

Arroyo Vista Charter School
Charter Renewal Petition
July 1, 2017 – June 30, 2022

Original Petition Granted by CVESD – July 2002



Arroyo Vista Charter School
2491 School House Rd.
Chula Vista, CA 91915
(619) 656-9676

Arroyo Vista Charter School

AVCS Charter Renewal Petition - Table of Contents

Introduction		**Page 3**
Assurances		**Page 5**
Element A	**Educational Program**	**Page 8**
Element B	**Measurable Pupil Outcomes**	**Page 30**
Element C	**Method for Evaluating and Reporting Pupil Performance**	**Page 38**
Element D	**Governance Structure and Operations**	**Page 42**
Element E	**Employee Qualifications**	**Page 48**
Element F	**Health and Safety Procedures**	**Page 49**
Element G	**Means to Achieve Racial/Ethnic Balance**	**Page 50**
Element H	**Admission Requirements**	**Page 51**
Element I	**Financial Audit**	**Page 54**
Element J	**Pupil Suspension and Expulsion**	**Page 57**
Element K	**Employee Benefits and Retirement System**	**Page 71**
Element L	**Attendance Alternatives**	**Page 72**
Element M	**Description of Employee Rights**	**Page 73**
Element N	**Dispute Resolution Process**	**Page 74**
Element O	**School Closure Procedures**	**Page 75**
Conclusion		**Page 76**
Addendum 1	**AVCS Teacher Evaluation**	**Page 77**
Addendum 2	**Clauses and Signatures**	**Page 78**
Glossary		**Page 81**



Arroyo Vista Charter School Introduction

A Description of AVCS

Arroyo Vista Charter School (AVCS) is a public charter school currently serving a TK-8 population. The school opened as a K-6 public school of the Chula Vista Elementary School District (CVESD) in July of 1999 with a population of 250 students. In 2000, parents, staff, and community members began a two-year process of developing the initial AVCS charter. Through an extensive process of staff and community forums, the charter petition was developed and agreed upon. The petition was approved by the CVESD in June of 2002 and in July of 2002, AVCS opened as a conversion charter school. Arroyo Vista Charter School is a charter in the Chula Vista Elementary School District.

Located in the EastLake community of Chula Vista, CA, AVCS serves a culturally and economically diverse population. A 90/10 Spanish Dual Immersion (DI) Program was instituted in 2005 and currently serves students in grades K-6. Also, in 2005, all day kindergarten was implemented for all kindergarten students. This population increase is a reflection of a growing suburban community that has transitioned from original homeowners to homebuyers with young children. The enrollment increased significantly with the addition of the middle school program. Seventh grade opened in July of 2011, and eighth grade opened in July of 2012. There was also an interest from the community in early-childhood education; therefore, a transitional kindergarten (TK) program was added to the AVCS campus in the 2014-2015 school year. Present enrollment in grades TK through 8th grade is 1,008 students.

Demographics of AVCS

Over nineteen percent of our students are English Learners (EL) that speak fourteen different languages and receive daily integrated and designated English Language Development (ELD) instruction. AVCS receives monetary support for Title I students that represent 14.6% of the total student population. Twenty-six percent of our students come from military families, which is the highest percentage in our district. Five percent of our student population receives Special Education services. The CVESD provides Special Education funding and services delivery. The total school population is currently comprised of the following ethnic groups:

Ethnic Group	Percentage of total population	Number of Students
Asian/Pacific Islanders	3.40%	35
American Indian/Alaskan	0.00%	0
Filipino	10.40%	105
African American	3.80%	38
Caucasian	21.50%	217
Latino	55.60%	561
Other	5.10%	52

AVCS is a non-sectarian public school and does not discriminate against any pupil on the basis of gender, sexual orientation, ethnicity, nationality, race, national origin, religion, disability, or association with individuals with one or more of these actual or perceived characteristics.

Arroyo Vista Charter School strives to provide learning opportunities to develop the whole child. Students, parents, staff, and administration all work collaboratively to refine practices. It is for this reason that the school has garnered awards, including the California Distinguished School Award in 2006 and 2014, as well as the 2016 National Blue Ribbon School Award from the US Department of Education.

Purpose of the Charter Petition and Oversight, Reporting, Revocation, and Renewal

This document was created to renew the charter between Arroyo Vista Charter School (AVCS) and the Board of Education for the Chula Vista Elementary School District (CVESD). The term of the charter shall begin on July 1, 2017 and expire on June 30, 2022. This charter may be amended by the AVCS TEAM Council, its governing board, and approved by the CVESD Board of Education, based on a two-thirds vote from staff, with input from community stakeholders. A copy of any amendment will be forwarded to the State Department of Education.

The CVESD may inspect or observe the school at any time. The CVESD agrees to notify Arroyo Vista's TEAM Council in writing if it believes it has cause to revoke Arroyo Vista's charter, citing specific reasons for revocation. AVCS will be granted reasonable time to respond to the notice and take appropriate action. AVCS agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I. AVCS will do an annual presentation to the CVESD's Board of Education. If at the end of five years of annually reporting, the CVESD determines that AVCS is making satisfactory progress toward its goal, this charter and any mutually agreeable amendments shall be renewed for a term of no less than five years. Arroyo Vista looks forward to continuing its partnership with the Chula Vista Elementary School District. This charter renewal petition is respectfully submitted to the Chula Vista Elementary School District Board of Trustees for approval.



Legal Assurances

An Affirmation of Conditions at AVCS

Arroyo Vista Charter School (AVCS) is a public charter school currently serving students from Transitional Kindergarten through eighth grade. As a public charter school, AVCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. Arroyo Vista Charter School does not and will not charge tuition. Arroyo Vista Charter School does not discriminate against any pupil, community member, or employee on the basis of the characteristics listed in Education Code section 220: *No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.*

If a student is expelled or leaves Arroyo Vista Charter School without being promoted or completing the school year for any reason, the Attendance Health Secretary will input data on that student to alert the district office of the student's withdrawal. Arroyo Vista Charter School will provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information, if requested.

As a public charter school and neighborhood school, Arroyo Vista Charter School admits all pupils who wish to attend from the within the designated school boundaries. However, if the number of pupils who wish to attend Arroyo Vista Charter School exceeds its capacity, then those students will be overflowed to another district school. A lottery system is used to determine acceptance for students enrolling in the Dual Immersion Kindergarten program and the Middle School program.

As the authorized Lead Petitioner, I, Mrs. Patricia Roth, hereby certify that the information submitted in this charter renewal petition for a California public charter school named Arroyo Vista Charter School, Chula Vista ("AVCS") and located within the boundaries of the Chula Vista Elementary School District ("CVESD" or "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, AVCS will follow any and all federal, state, and local laws and regulations that apply to the charter school, including but not limited to, the affirmations and assurances listed below. Arroyo Vista Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)];

- Shall implement the agreement between CVESD and Arroyo Vista Charter School to retain all certificated and classified staff as CVESD employees;
- Shall be deemed the exclusive public school employer of the At-Will employees of AVCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)].
- Shall be non-sectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)];
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)];
- Shall admit all students within the district-designated boundaries who wish to attend AVCS. The exceptions are Dual Immersion Kindergarten admission and Middle School admission. A lottery is used for both of these programs. If space is available, zone transfers for students living outside of the designated boundaries will be accepted. The admissions process is further described in Element H of this petition;
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)];
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004;
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)];
- Shall ensure that classroom teachers at Arroyo Vista Charter School hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)];
- Shall at all times have all necessary and appropriate insurance coverage through CVESD;
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D);
- If a pupil is expelled or leaves AVCS without being promoted or completing the school year for any reason, the Attendance Health Secretary will input data on that student to alert the district office of the student's withdrawal. Arroyo Vista Charter School will provide the requesting school district with a copy of the cumulative

record of the pupil, including a transcript of grades or report card, and health information, if requested. [Ref. California Education Code Section 47605(d)(3)]; and

- Will continue to follow any and all other federal, state, and local laws and regulations that apply to Arroyo Vista Charter School, including but not limited to:
    - maintaining accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)];
    - consulting regularly with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605(c)];
    - complying with any jurisdictional limitations to locations of its facilities [Ref. California Education Code Section 47605-47605.1];
    - abiding by all laws establishing minimum and maximum age for public school enrollment [Ref. California Education Code Section 47612(b), 47610];
    - adhering to all applicable portions of the No Child Left Behind Act, Every Student Succeeds Act, the Public Records Act, the Family Educational Rights and Privacy Act, and the Ralph M. Brown Act; and
    - meeting or exceeding the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].

Patricia A. Roth

Mrs. Patricia Roth, Lead Petitioner
As authorized on behalf of Arroyo Vista Charter School, Chula Vista, CA

Wednesday, April 12, 2017
Date

Educational Program

California Ed. Code § 47605(b)(5)(A)(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

Mission and Vision

Arroyo Vista Charter School has a Together Everyone Achieves More (TEAM) philosophy for learning, which includes staff, students, parents and the community. A culture of high expectations and collaboration drives a curriculum based on the California State Standards. This rigorous, differentiated curriculum focuses on the *whole child* and promotes academic and social success for all students. Through ongoing research-based professional development, the staff strives to ensure that all students, including English Learners, Students with Disabilities, Foster Youth, GATE-identified (Gifted and Talented Education) students, and Socio-Economically Disadvantaged Students meet or exceed proficiency on the CA State Standards. Diversity is valued within the student population, staff, and greater community. AVCS is a positive community of reflective, lifelong learners where ALL children acquire critical thinking skills to make them college and career ready for success in the 21st century. An educated person in the 21st century learns constantly without external motivation, has the willingness to learn for the sake of learning, and views him or herself as a member of a global community.

We believe:

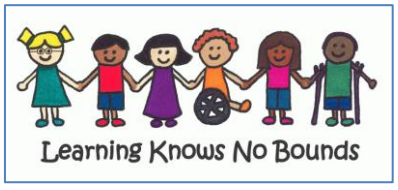
- Education is a shared responsibility between school and home.
- All children are social beings, reflective learners, critical thinkers, and problem solvers.
- All children need to be lifelong learners that are self-motivated, competent, and active seekers of knowledge in order to become an educated person of the 21st century.
- Our dynamic and relevant instructional approach creates a caring and nurturing environment that guarantees that all children will reach their potential.
- Children benefit from understanding, appreciating, and honoring other cultures.

- Differentiated curriculum and instruction meet the varied learning needs of all students.
- Research-based professional development, implementation, walk-throughs, feedback, reflection, and coaching ensure best practices.
- Collaboration among students, families, staff, and community is an essential element of success.
- Technology, used as a tool for learning, is key to students' success in the 21st century.
- Through on-going community service students develop a strong sense of leadership, responsibility, and citizenship.
- Every student deserves a great teacher.
- When teachers make connections with students, students have the confidence to succeed!
- All students, teachers, administrators, and parents have a stake in making the process of education a meaningful and worthwhile endeavor for all students, including target groups of English Learners, Foster Youth, Students with Disabilities, Socio-Economically Disadvantaged Students, and GATE-identified students.

Student Population

Arroyo Vista Charter School is in compliance with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Arroyo Vista Charter School is in compliance with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Currently, Arroyo Vista Charter School serves a total student population of 1,008 diverse and unique learners. The student population includes 194 English Learners, 2 Foster Youth, 66 Students with Disabilities, 154 Socio-Economically Disadvantaged Students, and 235 GATE-identified students.



Plan for Students in Special Education

Arroyo Vista Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the Chula Vista Elementary School District or South County SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Arroyo Vista Charter School is in compliance with all applicable state and federal laws in serving students with disabilities,

including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Arroyo Vista Charter School is in compliance with AB 602, Chula Vista Elementary School District guidelines, South County SELPA guidelines, and all California laws pertaining to special education students.

Arroyo Vista Charter School operates as a public school of the Chula Vista Elementary School District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Chula Vista Elementary School District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the Chula Vista Elementary School District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Arroyo Vista Charter School an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school.

Arroyo Vista Charter School currently has a Memorandum of Understanding ("MOU") that was developed between the school and Chula Vista Elementary School District, which delineates the respective responsibilities of Arroyo Vista Charter School and Chula Vista Elementary School District with regard to the funding and delivery of special education and related services. Per Federal Law, all students with disabilities enrolled at Arroyo Vista are fully integrated into the programs of Arroyo Vista Charter School, with the necessary materials, services, and equipment to support their learning.

Arroyo Vista Charter School meets all the requirements mandated within a student's Individual Education Plan (IEP). The school will include all enrolled special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with Chula Vista Elementary School District and/or South County SELPA to provide an appropriate placement and services.

Arroyo Vista Charter School will work with Chula Vista Elementary School District and/or South County SELPA to make time and facilities available to meet the needs of the student's IEP. Arroyo Vista Charter School will actively participate in all aspects of the IEP to enable the student to be successful. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the Chula Vista Elementary School District, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Arroyo Vista Charter School, which will then forward such written notice to the Chula Vista Elementary School District or South County SELPA within two school days. The school will encourage open communication between the parents and the Chula Vista Elementary School District and/or South County SELPA for any items related to the special education services. Students at Arroyo Vista Charter

School who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Arroyo Vista Charter School has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Special Education: Search and Serve

No assessment or evaluation will be used for admission purposes at AVCS. For students who are identified as needing interventions, a Student Study Team (or SST) composed of the student, the student's parent or guardian, the Principal, Psychologist, RSP Specialist, Speech Pathologist, and an Arroyo Vista Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment.

Arroyo Vista Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. A 504 plan is monitored by classroom teachers. Parents will be informed that special education and related services are provided at no cost to them.

Special Education: Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Arroyo Vista Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Arroyo Vista Charter School within 15 days. Arroyo Vista Charter School will notify the Chula Vista Elementary School District and/or South County SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If Arroyo Vista Charter School, in collaboration with the Chula Vista Elementary School District and/or South County SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed

and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Special Education: Assessment

The School Psychologist is responsible for gathering all pertinent information and sharing such information with the Chula Vista Elementary School District and/or South County SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with the Chula Vista Elementary School District and/or South County SELPA policies and procedures, Arroyo Vista Charter School will follow the following assessment guidelines. If a conflict with Chula Vista Elementary School District or South County SELPA policies and procedures exists, then the Chula Vista Elementary School District's policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Arroyo Vista Charter School, in coordination with Chula Vista Elementary School District or South County SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Members of the Student Study Team (SST) qualified to interpret test results will present the assessment data at the IEP meeting. Parents are provided with a written notice of the IEP meeting, and the meeting is held at a mutually agreeable time and place.

Special Education: Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Arroyo Vista Charter School, in collaboration with the Chula Vista Elementary School District or South County SELPA will ensure that all aspects of the IEP and school site implementation are maintained. Arroyo Vista Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate;
- One administrator or admin designee;
- At least one special education teacher or RSP;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Other adults familiar with the student may be invited, as needed.

Arroyo Vista Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and Chula Vista Elementary School District or South County SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Arroyo Vista Charter School, in cooperation with the Chula Vista Elementary School District or South County SELPA in which Arroyo Vista Charter School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Arroyo Vista Charter School. The IEP will include all required components and be written on Chula Vista Elementary School District or South County SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When Arroyo Vista Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

Special Education: IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Arroyo Vista

Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Special Education: Staffing

Although the Chula Vista Elementary School District will hold ultimate responsibility for providing Special Education services (Arroyo Vista Charter School operates as a school of the Chula Vista Elementary School District for purposes of special education), Arroyo Vista Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Arroyo Vista Charter School to employ at least one full time Resource Specialist (RSP) with the proper credentials. The administrator will be the primary Arroyo Vista Charter School representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Arroyo Vista Charter School will also be involved in assuring that all IEPs and Section 504 Plans are properly implemented.

The RSP staff members have duties that include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Collaborate with the classroom teacher to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, Arroyo Vista Charter School also seeks related services from the Chula Vista Elementary School District for special education students enrolled in Arroyo Vista Charter School in the same manner as is provided to students in other CVESD/San Diego County schools.

Special Education: Reporting

Arroyo Vista Charter School, in collaboration with the Chula Vista Elementary School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Arroyo Vista Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

Special Education: Procedural Safeguards

Parents or guardians of students with IEP's at Arroyo Vista Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Arroyo Vista Charter School will utilize the Notice of Procedural Safeguards used by the Chula Vista Elementary School District or South County SELPA in which it is a member.

Special Education Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Chula Vista Elementary School District and Arroyo Vista Charter School shall work together to defend the case, as long as the Charter School operates as a school of the Chula Vista Elementary School District for special education purposes. In the event that the Chula Vista Elementary School District determines that legal representation is needed, the Arroyo Vista Charter School agrees that it shall be jointly represented by legal counsel of the Chula Vista Elementary School District's choosing.

Provided that the Charter School operates as a school of the Chula Vista Elementary School District for special education purposes, Chula Vista Elementary School District may initiate a due process hearing or request for mediation with respect to a student enrolled in Arroyo Vista Charter School if the Chula Vista Elementary School District

determines such action is legally necessary or advisable. AVCS agrees to cooperate fully with the Chula Vista Elementary School District in such a proceeding.

As long as Arroyo Vista Charter School operates as a school of the district for purposes of special education, Arroyo Vista Charter School understands that the Chula Vista Elementary School District shall have sole discretion to settle any matter in mediation or due process. The Chula Vista Elementary School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Special Education: Complaint Procedures
Parents or guardians also have the right to file a complaint with CVESD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education: Strategies for Instruction and Services
Arroyo Vista Charter School will comply with the federal mandate of the Least Restrictive Environment (LRE), meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Arroyo Vista Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that provides services through a collaborative model. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Special Education Professional Development for Staff
The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

As long as Arroyo Vista Charter School operates as a school of the Chula Vista Elementary School District for special education purposes, CVESD agrees to allow Arroyo Vista Charter School staff access to all Special Education related professional development opportunities that are available to other employees of the Chula Vista Elementary School District.

Arroyo Vista Charter School also intends to seek professional development opportunities for its' staff through potential trainings facilitated by CVESD, the San Diego County Office of Education (SDCOE), colleges and universities, and private companies or agencies.

Special Education: Section 504 of the Rehabilitation Act
Arroyo Vista Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Arroyo Vista Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AVCS. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The 504 Plan may address behavioral concerns that interfere with regular participation in the general educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

Students that meet the criteria receive a 504 Plan to ensure that they receive a Free and Appropriate Public Education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include Section 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term

substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.



Plan for English Learners

Arroyo Vista Charter School meets all requirements of state and federal law relative to equal access to the curriculum for English Language Learners. Our curriculum, programs, and interventions are designed to meet the needs of our English Learners (ELs) in the following ways:

- ELs are identified through the Home Language Survey during enrollment, then assessed by the classroom teacher or the English Learner Instructional Aid (EL-IA) via the CELDT or ELPAC and annually assessed using the CELDT or ELPAC to determine progress. Through the CELDT or ELPAC, students are determined to be either in the Emerging, Bridging, or Expanding proficiency levels;
- Parents are notified in writing of the school's responsibility to conduct the CELDT/ELPAC. The results that determine proficiency levels and implications for ELD instruction will be shared with parents. AVCS informs parents of their rights regarding their English Learner's status;
- Parents and guardians are notified and encouraged to participate in the reclassification process when their child qualifies;
- Reclassification takes place when a student demonstrates advanced proficiency in English. She or he is then re-designated as Reclassified as Fluent-English Proficient or RFEP;
- An English Language Parent Advisory Committee (ELAC) exists at AVCS to support parents of English Learners;
- Daily instruction is provided in both designated and integrated ELD using the California ELA/ELD Framework;
- The use of technology tools, such as Imagine Learning English, is available for ELs. Imagine Learning English is an engaging language and literacy software program that accelerates English learning. Focused on oral language, academic

vocabulary, instruction in the five essential components of reading, and strategic first-language support;
- Academic support in the other content areas is developed through teacher collaboration about student needs;
- Flexible fluid grouping of students is developed for explicit language instruction per CELDT/ELPAC levels;
- A Dual Language Immersion program cohort facilitates learning in grades K-6;
- All teachers are Cross-Cultural Language Acquisition Design (CLAD) or Bilingual Certificate of Language Acquisition Development (BCLAD) certified;
- Teachers continue to receive professional development in:
    - How to analyze CELDT/ELPAC results, language assessments, informal observations, and group instruction on proficiency levels that support academic language acquisition;
    - Offering daily designated and integrated ELD;
    - Integrating ELD and ELA standards into other content areas; and
    - GLAD strategies to accelerate learning.
- Teachers utilize assessments as formative and summative measures to monitor EL progress in literacy and core academic development;
- Grade level and teacher collaboration planning meetings monitor English Learners' progress; and
- All students are taught using best instructional practices outlined in this renewal petition.

AVCS teachers deliver daily explicit instruction to ELs in the building blocks to literacy, including phonemic awareness, phonics, vocabulary, comprehension, grammar, reading, writing, and effective speaking/presentation skills development. AVCS implements, monitors, and assesses to ensure that students also have access and understanding of academic language as well and are engaged in comprehensive literacy development. Other specific instructional strategies that are utilized for ELs consists of:

- Background knowledge building;
- Presenting meaning before form;
- Vocabulary preview;
- Models, demonstrations, visuals, realia, and technology-based digital media;
- Graphic organizers and charts for visual representations of complex content;
- Manipulative and hands-on materials;
- Repetition, multi-modality learning, and review of concepts and relevant vocabulary;
- Choice in variety of resources, tasks, language and assignment production options;
- Active participation in various individual and group configurations;
- Print-rich classroom environments;
- Authentic and meaningful tasks, which connect learning with real-life experiences;
- Reflection and verbalizing thoughts through using appropriate English sentence frames;
- Assessment/monitoring progress towards standards continuously, such as classroom checks for understanding;

- Development of metacognition strategies so that students can articulate what they have learned;
- Explicit instruction in key skills (e.g., preview-review, scanning, skimming);
- Task-based application following instruction; and
- Language modifications, such as pause time, questioning, pacing, annotating, and highlighting.



Plan for Students who are Academically High Achieving

High achieving students are identified by their CAASPP scores, Achieve Lexile levels, classroom performance on formative and summative assessments, RAVEN assessment data, and parent provided information. Teachers have access to student data reports through OARS/Illuminate Education and accelerated learning software programs such as Achieve 3000. Teachers are continuously assessing students, designing lessons, and differentiating instruction to the pacing and content for each individual student. Data is available for staff to determine if students are achieving at a higher level so that they may plan differentiated lessons accordingly. Differentiation exists for all students in all content areas through collaborative projects, small group instruction, and teacher to student conferencing.

Data is monitored and discussed in teacher collaboration meetings, Professional Learning Communities (PLCs), weekly professional development sessions and staff meetings, grade level meetings, and Instructional Leadership Team meetings. In addition, school-wide data trends are shared with parents and community members in TEAM Council meetings, ELAC meetings, PTA meetings, GATE parent meetings, Dual Immersion parent meetings, and Parent-Teacher Conferences. School wide data is displayed in the school's conference room.

The Instructional Leadership Team (ILT) also creates yearly SMARTe goals for students so that teams of teachers may monitor and use the data from assessments to inform their instruction and to guide student-learning improvement. Expanded learning opportunities bring into the content depth and complexity through curricular assignments for students so they can engage in deeper levels of critical thought. Enrichment curriculum from district-adopted materials and texts as well as extended assignments out of Common Core standards based curriculum are utilized and integrated into curriculum and instructional pedagogies. Other responses to the needs of high achieving students include:

- Teachers have the option to enroll in Gifted and Talented Education (GATE) professional development and GATE certification through CVESD. Currently, nine staff members have participated in the GATE certification program;
- The Inquiring Minds program, a before-school extension of the school day, for GATE-identified students in grades 4 through 8 that offers project based learning, collaborative exercises, and extension field trips;
- Individual conferences, small group instruction, and extension activities enrich high achieving students;
- Parents learn how to support their gifted students at home through GATE parent meetings through CVESD; and
- Project Based Learning opportunities based on individualized interests that exceed classroom requirements.

Plan for Students who are Academically Below Grade Level

Students that are academically below grade level are identified by their CAASPP scores, Achieve Lexile levels, classroom performance in formative and summative assessments, and other indicators such as the DRA, QRI-6, RFSA, and sight word acquisition. Standards-based math assessments are used to monitor progress as well. Teachers have access to student data reports through OARS/Illuminate Education and accelerated learning software programs such as Achieve 3000. Teachers are continuously assessing students, designing lessons, and differentiating instruction to the pacing and content for each individual student. Data is available for staff to determine if students are achieving at a lower level than their peers so that they may plan differentiated lessons accordingly in classrooms. Differentiation exists for all students in all content areas through collaborative projects, small group instruction, and teacher to student conferencing.

Other interventions for students below grade level include:

- Literacy Support four days a week for twenty minutes for struggling readers;
- RSP push in support in the classroom;
- Individual conferences, small group instruction, and spiral activities support students needing extra assistance;
- Student Monitoring sessions for teachers to discuss intervention strategies with administration;
- An extended day, before school program supports students performing below grade level proficiency;
- The Student Study Team (SST) process supports students with various interventions based on individual needs; and
- A three-tiered Response to Intervention (RtI) model provides additional support to students that have not yet mastered grade-level standards.

These interventions are explained in more detail in Element C.

Curriculum and Content for All Students

The current California State Standards define curricula at AVCS. Assessments based on standards inform and drive instruction. The school-wide goal is for each child to meet or exceed expected grade level standards. Differentiated and rigorous curricula include:

- **English Language Arts:** Teachers at each grade level collaborate weekly to plan an ELA program based on the CA State Standards. Teachers have been trained in Close Reading with annotations, text complexity, guided reading instruction, reading and writing conferences, writing to three text types, and vocabulary as the basis for a strong ELA program.

- **Spanish Language Arts/Spanish Language Development for Dual Immersion students:** AVCS values bi-literacy instruction from an early age. A single strand of a 90/10 Dual Language Immersion program is currently in place in grades K-6. Students exit this program fully bi-literate at the end of sixth grade. In middle school, Spanish is a mandatory, year-long class. Students take 2 years of Spanish, either Spanish for Spanish speaking students or Spanish for English speaking students.

- **English Language Development for English Learners:** AVCS teachers plan designated and integrated ELD instruction using the ELA and ELD standards in tandem. During Integrated ELD, teachers plan questions and design instruction specifically to meet the needs of English Learners (based on current CELDT or ELPAC domain levels) across content areas. English Learners receive additional support through flexible, small group instruction during their designated ELD lessons. Teachers plan and develop these small group lessons to meet the individual needs of English Learners and expose them to the functions and structures of the English language as they access content.

- **Mathematics:** AVCS has adopted two math programs. The K-5 classes use *GO Math!,* a program that uses manipulatives, multiple models, and interactive technology to support a deeper conceptual understanding. The sixth through eighth grade students use *College Preparatory Mathematics* (CPM*),* which focuses on student inquiry, collaboration, and real-world problem solving. Teachers also supplement with materials from *Eureka Math* and other resources to ensure a comprehensive Math program.

- **Science:** AVCS, along with the state of California, is adopting the *Next Generation Science Standards (NGSS).* The NGSS curriculum focuses on inquiry and exploration. Three of the current staff are participating in training through an NGSS grant and will be involved in curriculum writing and it is anticipated that they will

become trainers of trainers. The NGSS will continue to be a focus of professional development for certificated staff.

- **Social Studies/History:** Arroyo Vista's Social Science program focuses on grade level standards. Teachers design instruction using a variety of resources, including literature and print magazines, technology, primary source documents and state adopted textbooks, to introduce concepts in Social Studies/History. Students conduct research through technology and print sources and work collaboratively on projects to enhance their learning.

- **Physical Education (PE) and Health:** AVCS teachers in 1-6 provide students with 200 minutes of physical education instruction every ten days. Middle school students participate in daily sports, skills, health, and fitness instruction. Archery is an elective class for middle school students. The transitional kindergarten and kindergarten teachers provide physical education to their students on a regular basis. The PE and Health program blends skill-building with exercise and includes sports, such as soccer, basketball, and dance fitness. Students in fifth and seventh grades participate in the statewide physical fitness assessment, known as the PFT (Physical Fitness Test). There are opportunities for students to participate in afterschool sports programs.

- **Visual and Performing Arts (VAPA):** The Visual and Performing Arts (VAPA) coordinator collaborates with classroom teachers to design a visual and performing arts program to support the K-6 curriculum. Transitional kindergarten and kindergarten students receive weekly instruction by the instructional music teacher. Students participate in theater as well as a bi-weekly rotation of visual art, digital art, dance, and music classes. Middle School students choose from a variety of VAPA elective classes, including theatre, show choir, and instrumental music.

- **Technology:** AVCS is a one-to-one technology device school, with a focus on 21st Century Skills. Teachers participate in ongoing technology professional development. Teachers currently use Nearpod, LanSchool, Flipgrid, Go2Meeting, ThinkCentral, Achieve 3000, Imagine Learning for English, and other online resources to support learning in all content areas. Teachers on the Tech Committee reference the International Technology Standards for Education (ITSE) standards for selecting the most appropriate learning tools and resources for the school community. Technology is used as a tool for instruction to support student learning.

- **Transitional Kindergarten:** The transitional kindergarten program utilizes the Scholastic Big Day curriculum to advance social-emotional development among students. Students rotate among learning stations to engage in hands-on learning activities that are relevant to the focus theme.

Access to Instructional Materials

Arroyo Vista Charter School is fully compliant with the Williams Case Complaint Rights and Procedures. AVCS follows California Education Code section 35186. The school staff, including (but not limited to) teachers and custodians, assist the administration to ensure that all students have access to learning materials (such as textbooks) and that school facilities are clean, safe, and maintained in good repair. The administration is responsible for overseeing all of the school's operations, including teacher assignment. Arroyo Vista Charter School takes pride in maintaining its facilities and instructional resources. In addition, students have access to district-approved technology and resources at home via the internet, such as Achieve 3000, Imagine Learning English, Microsoft Office 365, Edmodo, and Think Central/GoMath. Students may access these programs from public libraries, at home, or anywhere there is free, public wifi. Low-income families have the opportunity to purchase a basic internet connection through a program offered by Cox Communications. Students may also have access to computer technology tools through the school's library or request access before and after school via their classroom teacher.

Overview of the Research-Based Instructional Best Practices and Strategies

The goal of AVCS is to achieve excellence through the implementation of innovative research-based best practices and the continuous monitoring of student achievement outcomes. The strategy of re-teaching is utilized to ensure success for all students. The Arroyo Vista Charter staff is committed to developing the highest quality educational program for every student, to constructing a learning environment that fulfills our school's vision and to enabling students with the skills necessary to become college and career ready. AVCS creates a transitional-kindergarten through eighth grade learning community that clearly articulates curriculum based on the California State Standards to ensure continuity of expectations and maximize learning potential.

Research-Based Best Practices in Instruction

Best research-based practices and strategies in instruction include:

- School-wide implementation of differentiated, rigorous instruction and curricula that meet the individual needs of each child.
- Implementation of the Gradual Release of Responsibility (GRR) Model across all curricular areas provides a framework for Guided Instruction and Productive Group Work (PGW).
- Journals, which are used to promote writing, critical thinking, and problem solving throughout the curricular areas (i.e. math journals, response to literature journals, interactive journals, and science journals).

- Teaching students through the writing process to be able to identify and write to the three text types (narrative, informative, and opinion/argument).
- The use of pre- and post-assessments for diagnosis and measurement of student progress.
- Flexible, small guided instruction groups based on formative assessments and re-teaching cycles in both Math and Language Arts to assure student mastery of grade level standards.
- Student-led conferences during which students use portfolios to reflect on progress toward mastery of grade level standards and set future goals.
- Students' ability to select books at their independent reading level, establish independent reading goals and apply reading comprehension strategies. This process is supported and monitored during independent reading conferences with the teacher.
- Close Reading: Students develop ability to read, annotate, and re-read text for multiple purposes to develop a deeper level of comprehension.
- English Learners receive daily designated and integrated English Language Development instruction based on the California English Language Development framework and the ELA/ELD standards.
- Utilizing technology as a tool to connect our learning community to the world beyond the walls of the classroom. AVCS is a One-to-One Technology school. All students in grades two through eight are assigned a personal device for classroom use. Students in TK, kindergarten, and first grade have access to classroom iPads. Promethean boards are accessible in all middle school classrooms. Students use current technology for problem solving, research, presentations, and writing.
- Productive Group Work (PGW), a process of collaborative learning, where students work together in small groups to solve problems and perform tasks as they participate in meaningful thought-provoking discussions.
- One-on-one reading and writing conferences to assist students in establishing goals in both subject areas. Teachers use the information from conferences to design lessons that promote students' success in newly established goals.
- A Collaborative Learning Model within the general education classroom, which allows the Resource Specialist to address the needs of students with IEPs.
- A three-tiered Response to Intervention (RtI) model used to provide additional support to students that have not yet mastered grade-level standards.
- The use of 8 Standards for Mathematical Practices to ensure the understanding of mathematic standards.
- The use of Norman Webb's Depth of Knowledge (DOK) levels to create rich environments where all students learn at a high level.
- The use of flexible, small group instruction to meet the varying needs of students within each content area.
- The use of the Achieve 3000 program in grades 2 – 6 to improve reading comprehension, with a focus on expository text.
- Imagine Learning English (ILE), a program to support language development for English Learners

Best Practices in Teacher Collaboration and Planning

Best practices in collaboration and planning include:

- Grade level teams planning collaboratively on a weekly basis to assure continuity in curriculum and instruction.
- Articulation among grade levels to promote rigor and ensure the implementation of systemic instruction and seamless transitions from year to year.
- Bi-weekly collaboration time provided to all grade levels to examine students' work, to look at research-based articles, to deconstruct standards and to design curriculum and instruction.
- Teachers examining student work through a protocol process.
- Teachers utilizing the ELA/ELD standards, in addition to the ELD framework, to plan lessons that will meet the needs of English Learners at varied levels of language acquisition.
- Guided Language Acquisition Design (GLAD) strategies are used to provide equal access to the curriculum for all students including English Learners.
- Service Learning project exhibitions are required for students in seventh and eighth grades.

Best Practices in Programs

Best practices in Specialized Models and School Programs include:

- The 90/10 Spanish Dual Immersion Model that supports successful bi-literacy and bilingualism by maximizing the transference of concepts across languages.
- Inquiring Minds, a before school program designed for the Gifted and Talented Education (GATE) students in 4th through 8th grades, provides activities that challenge students' thinking and promote collaboration.
- Title I students meet four days a week with credentialed teachers in a small group setting designed to address their individual reading comprehension needs. In addition, Title I students receive daily small group reading instruction from their classroom teacher.
- An Extended Day before school program taught by credentialed teachers provided students the opportunity to close learning gaps in language arts and mathematics (when funding is available).
- TEAM meeting of cross-grade level students (1st – 6th) with a focus on diversity, character development, anti-bullying, community building, and the Be Kind Like Josh program.
- Community service as an integral part of the curriculum at all grade levels to ensure that students will be responsible citizens. Middle school students are required to develop and document independent Service Learning projects.
- A Military and Family Life Counselor who supports the social and emotional needs of military students.
- A Middle School Counselor who supports the specific needs of adolescents.
- Establishing professional partnerships with businesses within the community

- A partnership with Junior Achievement and Biztown to prepare students for college and careers.
- Ongoing development of systematically organized classroom libraries comprised of a variety of language and reading levels, series, topics, genres and authors that are consistent throughout each grade level.
- Utilizing a broadcast program to provide opportunities for student-run productions, performances, writing, interviewing, editing, and videotaping.
- Implementation of the components of a comprehensive literacy program to improve reading comprehension in a daily, K-6 three and half hour literacy block.
- Utilizing a collaborative "push-in" model to provide services to students in the Resource Specialist Program (RSP).
- Looping, students staying with the same teacher for two or more consecutive years, provides teachers the opportunity to maximize student learning, create student independence, and a cohesive community of learners.
- The use of vertical teams during staff meetings, comprised of representatives across grade levels, encourages courageous conversations, and promotes diverse opinions and shared decision-making.
- Software programs that reinforce specific skills, language acquisition, and conceptual understanding of mathematics. These programs include Imagine Learning English (ILE), Achieve 3000, Brainpop, Nearpod, Flipgrid, LanSchool, and other programs that serve as tools in a child's education.
- Professional Learning Communities (PLCs), where teachers focus on research-based practices and participate in quarterly triad observations, promote reflective practice and non-evaluative opportunities for professional growth.

Best Practices in Staff Professional Development

Staff at Arroyo Vista demonstrates a commitment to ongoing systemic professional development based on current research. The research used to support Best Practices at Arroyo Vista Charter School includes:

- Better Learning Through Structured Teaching (Doug Fisher and Nancy Frey)
- Content Area Conversations (Doug Fisher, Nancy Frey, and Carol Rothenberg)
- In a Reading State of Mind (Doug Fisher, Nancy Frey, and Diane Lapp)
- Guided Instruction (Doug Fisher and Nancy Frey)
- Productive Group Work (Nancy Frey, Doug Fisher and Sandi Everlove)
- Research, Decide, Teach (Lucy Calkins)
- Differentiation (Susan Winebrenner)
- Multiple Intelligences (Howard Gardner)
- Complex Instruction (Elizabeth Cohen)
- Cooperative Learning (Spencer Kagan)
- TRIBES (Jeanne Gibbs)
- Guided Reading (Irene Fountas and Gay Su Pinnell)
- Vocabulary for the Common Core (Robert Marzano and Julia A. Simms)
- Reader's Workshop (Lucy Calkins and Nancie Atwell)
- Writer's Workshop (Lucy Calkins and Nancie Atwell)

- Rigorous Reading: Five Access Points for Comprehending Complex Texts (Nancy Frey and Douglas Fisher)
- Student Aspirations: 8 Conditions That Make a Difference (Russell J. Quaglia and Kristine M. Fox)
- Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (Douglas Fisher, Nancy Frey, and Stefani Arzonetti Hite)
- Text Complexity: Raising Rigor in Reading (Douglas Fisher, Nancy Frey, and Diane Lapp)
- Common Core: English Language Arts in a PLC at Work (Douglas Fisher and Nancy Frey)
- Visible Learning for Literacy (Douglas Fisher, Nancy Frey, and John Hattie)
- Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management (Dominique Smith, Douglas Fisher, and Nancy Frey)

The important thing is to not stop questioning.

\- Albert Einstein

Measurable Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).

The AVCS believes the T.E.A.M. (Together Everyone Achieves More) approach to learning creates a positive academic, social, and emotional environment in which every child will succeed. Developed by a collaborative team of students, parents, staff, and community stakeholders. Arroyo Vista Charter School is a positive community of reflective, lifelong learners where ALL children acquire critical thinking skills to make them college and career ready for success in the 21st century. The TEAM approach nurtures a culture of growth based on current research and best practices which is reflected in our mission statement and our annually updated goals. It also ensures that all students, including those that are culturally and linguistically diverse, as well as target groups of students, achieve or exceed the California State Standards.

Measurable Goals of the Educational Program

Arroyo Vista Charter School has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

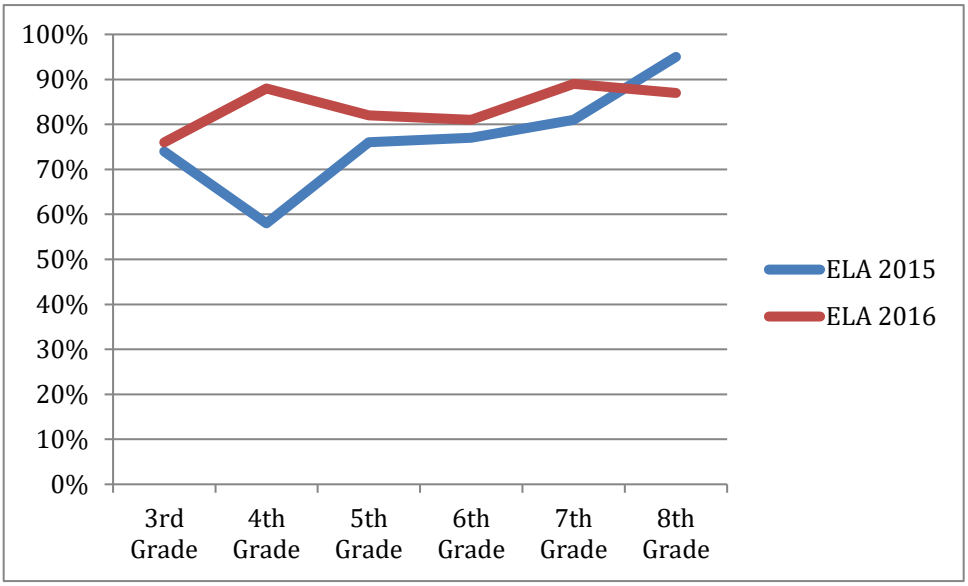
AVCS will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new CA state standards) and reflect proficiency measures required by the CAASPP (or SBAC) and CVESD Local Measures Assessments, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

"(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).

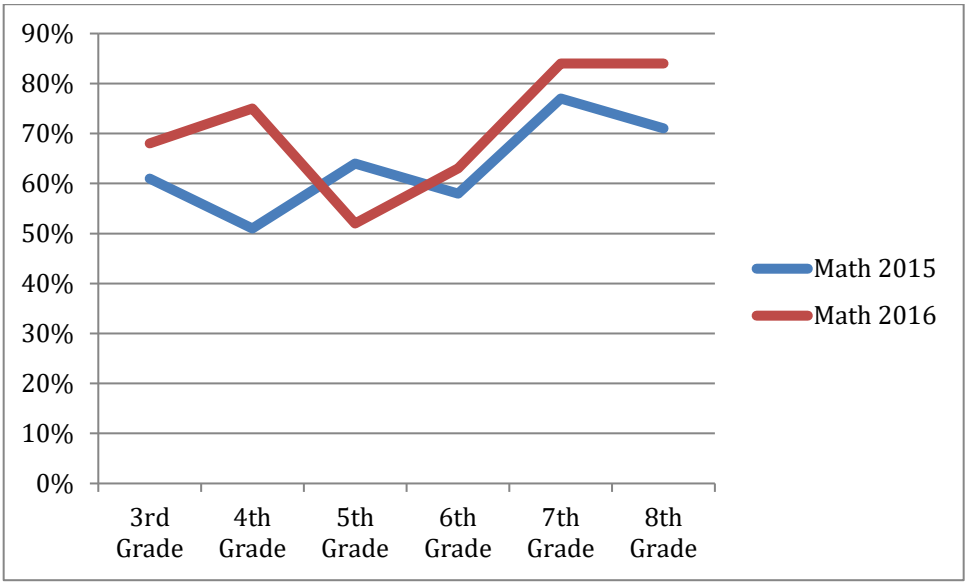
As the State and District finalize new standardized assessment tools (e.g., the ELPAC or CAST) and new school performance measures (e.g., the new state accountability system and Dashboard, when available), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, AVCS will work with the Chula Vista Elementary School District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.)

ELA/Literacy CAASPP Data Graph Comparison
% of students who met or exceeded the standard



The above graph displays the CAASPP scores for the ELA/Literacy assessment in the Spring of 2015 and the Spring of 2016. The Spring of 2015 served as the baseline set of data for future CAASPP assessments. Both years were years of high achievement for students in grade 3 through 8 at AVCS. All cohorts of students showed an increase in ELA/Literacy from 2015 to 2016. For example, the cohort that was in fourth grade in 2015 scored 58% met or exceeded the standard but scored 82% met or exceeded the standard in the Spring of 2016.

Mathematics CAASPP Data Graph Comparison
% of students who met or exceeded the standard



The above graph displays the CAASPP scores for the Mathematics assessment in the Spring of 2015 and the Spring of 2016. Both years were years of high achievement for students in grade 3 through 8 at AVCS. All cohorts showed improvement, with the exception of the group that was in grade 4 in 2015 and grade five in 2016, which remained about the same (from 51% met or exceeded in 2015 to 52% met or exceeded in 2016). Mathematics continues to be an area of focus for AVCS.

2016-2017 SMARTe Goals

The annually updated Local Education Agency Plan (LEAP), which is guided by the school's mission and analysis of student data, establishes achievement goals for English Language Arts (ELA), Spanish Language Arts and the Dual Immersion Program, Mathematics, Writing, Science, Technology, Physical Education, Socio-Emotional Learning, and other relevant 21st Century Skills. The SMARTe goals also account for significant target group populations, such as English Learners, Foster Youth, Students with Disabilities, Socio-Economically Disadvantaged Students, Title I Students, and GATE-identified Students. Referred to as SMARTe goals (Specific, Measurable, Attainable, Relevant, Timely and for every child), they include:

Current Data (from the 2015-2016 School Year):

CAASPP data (% met or exceeded the standard)

	3rd	4th	5th	6th	7th	8th
ELA	76	88	81	81	89	84
MATH	68	75	52	65	87	84

CVESD Local Measures (English Only students)

	KINDER	1ST	2ND
READING	79	81	XX
WRITING	75	80	75
MATH	98	97	86

CVESD Local Measures for the Dual Immersion Program

	KINDER	1ST	2ND
READING	88	60	19
WRITING	88	60	90
MATH	100	83	90

CVESD Lexile Levels (College and Career Readiness Tagged)

2nd	3rd	4th	5th	6th	7th	8th
48	61	76	71	65	N/A	N/A

English Language Arts SMARTe Goals

- A minimum of 5% increase in the number of Kindergarten students reading at a DRA 6 and 5% increase in the number of 1st graders who meet or exceed the QRI end of year expository passage.

- A minimum of 5% increase in number of Kindergarten students and 1st grade students who meet or exceed grade level proficiency in Reading on the District Local Measures Assessment. (Kinder-79%, 1st grade -81%).

- A minimum of 5% increase in number of GATE students (grades 3-8) that receive a tag for College and Career Readiness in reading comprehension. (Waiting for disaggregated data for percentage)

- A minimum of 5% increase in the number of students in K-2 that score at the proficient or advanced levels on the Local Measures writing prompt. (Kinder-75%, 1st-80%, 2nd-75%)

- 90% of students will pass Local Measures in grades K-2, and a minimum of 75% of students in grades 3-8 will score at the met or exceeded levels on CAASPP, including a 5% increase over last year's score.

Mathematics SMARTe Goals

- 100% of students will pass Local Measures in grades K-2, and a minimum of 75% of students in grades 3-8 will score at the met or exceeded levels on CAASPP, including a 5% increase over last year's score.

Science SMARTe Goals

- Students in grades 5 and 8 will take the new CAST (the California Science Test) in 2017, but scores will not be reported until 2019.

Physical Education SMARTe Goals

- Students in grades 1-6 participate in 200 minutes of P.E. Instruction every 10 school days. Teachers log this instruction on a monthly basis.

- All students will demonstrate physical skills that enable them to participate in individual and team activities.

- All students will understand the components of a well-balanced healthy lifestyle, including fitness, hygiene and safety.

- A minimum of 95% of 5th and 7th grade students will demonstrate mastery on the Physical Fitness Test (PFT).

- Students will actively participate in projects and programs in the classroom or after school such as:
    - Dance instruction in 4th and 6th grades
    - Sweetwater Middle School Sports League
    - Jump Rope for Heart
    - Soccer Team
    - Basketball Team

Dual Language Immersion Program SMARTe Goals

- A minimum of 95% of Dual Immersion K-2 students will demonstrate Spanish reading comprehension at or above grade level as measured by Local Measures.

- A minimum of 75% of students in grades 3-8 will score within or above the grade level lexile bands in English according to the Achieve Level Set including a 5% increase over last year's score.

- A minimum of 95% of Dual Immersion students in grade K-2 will be able to write with proficiency appropriate to their grade level as measured by Local Measures.

GATE-Identified Students SMARTe Goals

- A minimum of 90% of GATE-identified students will score at the exceeded level and 0% of GATE-identified students will score at the not met or nearly met level on the CAASPP mathematics and the ELA/literacy tests.

Foster Youth SMARTe Goals

- Foster Youth are monitored for progress despite the fact that it is a numerically insignificant target group. Should the population of this target group change significantly to more than 50 pupils and at least 15% of the total population, an achievement goal for this target group will be developed and reported.

English Learners SMARTe Goals

- 5% increase in the number of students reclassified. (2016- 32 students-reclassified)

- All English Learners will demonstrate expected growth as measured by the ELPAC assessment, given twice a year to all English Learners.

- A minimum of 5% increase in the number of EL Kindergarten students reading at DRA 6 and 5% increase in the number of 1st graders who meet or exceed on the QRI end of year expository passage.

- 100% of English Learners in grades K-1 will score at the proficient or advanced levels in Math on the Local Measures Assessment.

Socio-Economically Disadvantaged Students SMARTe Goals

- A minimum of 95% of SED students will pass Local Measures Reading and Writing in grades K-2, and 100% of SED students will pass the Local Measures Math in grades K-2.

- A minimum of 75% of SED students in grades 3-8 will score at the met or exceeded levels on CAASPP, including a 5% increase over last year's score.

Students with Disabilities SMARTe Goals

- A minimum of 100% of Students with Disabilities will pass CVESD Local Measures in Math in grades K-2.

- A minimum of 90% of Students with Disabilities will pass CVESD Local Measures in ELA in grades K-2.

- A minimum of 75% of Students with Disabilities in grades 3-8 will score at the met or exceeded levels on CAASPP in ELA/Literacy, including a 5% increase over last year's score.

- A minimum of 75% of Students with Disabilities will score at the met or exceeded levels for students in grades 3-8 in ELA/literacy and Math on the CAASPP.

Title I Students SMARTe Goals

- A minimum of 90% of Title I students will pass CVESD Local Measures in grades K-2.

- A minimum of 75% of Title I students will score at the met or exceeded levels for students in grades 3-8 in ELA/literacy and Math on the CAASPP.

Technology Use for 21st Century Learners

- 100% of students will meet or exceed grade level technology standards and know how to use their 1 to 1 device as a tool to enhance their learning, and teachers will use technology as a tool for instruction based on observation and anecdotal records. The Technology Committee will design an assessment to measure students' technology progress.

Social/Emotional Learning SMARTe Goals

- Students will demonstrate good citizenship through acts of social responsibility and by showing appreciation for diversity and respect for others.

- Students will make a difference in the community/world through their voice and choice.

- Students will actively participate in projects and programs in the classroom or after school such as:
    - Character Development
    - Bi-monthly TEAM meetings
    - TRIBES
    - Character traits and development
    - Be Kind Like Josh Program (Josh Steven's Foundation)
    - Critical Thinking
    - Book Clubs

- Inquiring Minds (for GATE-identified students)
- Robotics
- Community Service
- Safety Patrol
- Jane Goodall's Roots and Shoots
- Garden Club
- Conflict Resolution and Safety
- Peace Patrol
- AGE (Adolescent Growth Education)
- Community Building
- Student Council and Associated Student Body (ASB in middle school)
- Choir
- Military Pride Club

Lifelong Learning Skills for the 21st Century

- All students will be goal-oriented, self-directed, lifelong learners through the use of portfolios, reading response journals, reading conferences, note-taking strategies, research, and study skills and the use of planners. Students will demonstrate the ability to reflect on and evaluate their actions and performance.

- All students will be critical thinkers, responsible decision-makers, and problem solvers.

- All students will acquire a critical mass of knowledge in core academic content areas as stated in the California State Standards.

- All students will demonstrate the ability to communicate effectively as described by the California State Standards.

- All students will demonstrate the ability to work collaboratively.

It is the mark of an educated mind to be able to entertain a thought without accepting it.

-Aristotle

Method for Evaluating and Reporting Pupil Performance

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Cal. Ed. Code § 47605(b)(5)(C).

AVCS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section AVCS will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

Assessment	*Description*	*Assessment Schedule*
State required tests **(State Indicators)**	• CAASPP (Smarter Balanced or SBAC) in ELA/literacy and Mathematics for all students in grades 3-8 • CELDT/ELPAC for all students identified as English Learners • CAST (the new NGSS-aligned test for California) or CAA-Science for all students in grades 5 and 8	• Annually, as available • Twice a year, as available • Annually, as available
Local or district required tests **(Local Indicators)**	• CVESD Local Measures assessments in Math, ELA, and Reading for all students in grades K-2 • CVESD Local Measures assessment in Writing in Spanish for all Dual Language Immersion program students in grades K-6 • Physical Education Test of	• Annually, as available • Annually, as available • Annually, as available

	Fitness (PFT) for fifth and seventh grade students	
Placement exams	• CELDT/ELPAC • Math, English, and Reading diagnostics (such as the QRI, BPST/RFSA, DRA) • Level Set to verify CCR status for students in grades 2 -6 • SIPPS Assessments for students in grades K-3	• Annually, as available • Annually, or twice yearly, based on grade level and progress of students • Thrice annually • Every 4-6 weeks, depending on placement in phonics program
School Designed Authentic Assessments	• Tests, Quizzes, Projects, Portfolios, Performance Tasks, Student journals and learning logs, and Student-Led Conferences	• Ad-hoc, weekly, bi-weekly, and monthly

In accordance with California Charter Law Provisions and the Memorandum of Understanding (MOU) between the CVESD and Arroyo Vista Charter School pupil performance data will be reported to the Superintendent and the Board of Education of the CVESD on a yearly basis.

The assessment tools used at AVCS are standardized, authentic, and/or performance-based and are aligned to measure progress on the mastery of California State Standards in ELA, Math, Science, History/Social Studies and English Language Development. Student progress is also measured against goals in the Local Education Agency Plan and performance targets in proficiency standards as based on the new California School Accountability System and the requirements of Every Student Succeeds Act (ESSA).

Assessment data is the basis for all instructional decisions made at AVCS. Teacher developed formative and summative assessments, in addition to the California Assessment of Student Performance and Progress (CAASPP), CELDT/ELPAC, CAST, and District Local Measures assessments. The DRA, QRI-6, BPST/RFSA, SIPPS placement test, and Achieve 3000 Level Set are examples of some of the tools teachers use to gather data and to monitor student progress. This assists teachers and informs instruction. Teachers work with the test site coordinator (the Associate Principal), Academic Coach, their grade level teams, and the RSP team to ensure that students are well prepared for all assessments, including state and local indicators.

Students are also assessed daily through teacher observation and anecdotal records. Grade level teams use data from regular pre- and post-assessments and online assessments (LevelSet, GoMath, CPM, OARS/Illuminate Education, Fluence, Illuminate Education, etc..) aligned with California State Standards to measure student progress and to design instruction to meet the needs of students at all stages of the learning spectrum.

The AVCS TEAM mission ensures that students with special needs are an integral part of all learning experiences and opportunities. Student Monitoring, an intensive analysis of state, district, and classroom assessment data for every child, occurs twice yearly when grade level teams share current student achievement data with a specialized team comprised of the Principal, Associate Principal, Academic Coach, and Resource Specialists (RSP). The Student Monitoring team analyzes data to identify students' strengths and needs, recommends specific interventions and refers students to the Student Study Team (SST) as appropriate. The SST process assists teachers in adjusting instructional practices and differentiating classroom assignments to meet the special needs of all learners. Through the Student Monitoring and SST processes, the special needs of students are quickly identified, efficiently addressed and diligently monitored for progress. In addition, Arroyo Vista uses the Response to Intervention (RTI) model. By providing part-time support teachers to work in collaboration with classroom teachers, struggling students receive additional daily small group instruction to maximize their learning.

The AVCS staff is committed to providing initial, rigorous and relevant instruction that is accessible to every student. The RTI model is implemented to provide intervention for those students that do not achieve mastery of standards. Part-time Literacy Support teachers, funded with Title I monies, provide small group instruction four days a week for kindergarten through sixth graders. Frequent assessments are utilized to monitor student progress and students are exited from the RTI program when they achieve mastery of standards. Classroom teachers and Literacy Support teachers utilize research-based curriculum, instruction and assessment. Through careful analysis of data, small group instruction in every class and the RTI process, students' learning needs are quickly identified, effectively addressed and diligently monitored for progress.

Parents and guardians receive regular communications with classroom teachers regarding the progress of their children. State reports are mailed home to communicate results of state indicators, such as the ELPAC or CAASPP assessments. Teachers send weekly emails to parents to inform them of units of study, themes, and topics that students will study. An assessment folder is sent home regularly to parents to share paper and pencil assessments and parents can log in to their child's online accounts for Think Central to see online assessments there. Middle school parents also have access to Jupiter Grades online. Conferences occur at the end of quarter one and quarter three. Parents receive a paper report card at the conclusion of every academic quarter.

Student learner qualities (citizenship, leadership, social and collaborative skills) are monitored through anecdotal records, teacher observation, student reflection and parent/teacher and student-led conferences. Students' abilities to reflect on their

academic and social progress are measured by student-generated rubrics, portfolio selections, goal sheets and teacher observation.

Every person at AVCS has the right to a safe learning environment and each has a responsibility to demonstrate mutual respect, eliminate put-downs and exhibit responsible behavior. Student progress in these areas is reflected by a reduced number of racial, physical and verbal conflicts as evidenced by fewer concerns in behavioral notices to parents, reports to Peace Patrol and referrals to the site administrators. As a result, the climate of learning is conducive to greater academic success for all students. Using annual data from the parent and student (grades 3-8) Safe School Surveys, AVCS targets areas where students seem to struggle and formulates strategies for success for all students.

Unless you try to do something beyond what you have already mastered, you will never grow.

-Ralph Waldo Emerson

Governance Structure and Operations

Arroyo Vista Charter is non-sectarian in its programs, admission policies, employment practices, and all other operations. AVCS does not charge admissions or discriminate on the basis of race, nationality, ethnicity, national origin, religion, gender, sexual orientation, disability, or association with individuals with one or more of these actual or perceived characteristics.

AVCS and the Chula Vista Elementary School District (CVESD) have a financial agreement where AVCS block grant funding is given directly to the district. Arroyo Vista functions as part of the Chula Vista Elementary School District for special education purposes and related purposes pursuant to Education Code section 47641 (b). The district provides AVCS with all services necessary to ensure that all students with exceptional needs are provided a free and appropriate education.

The governance structure of AVCS, a conversion school, is intended to allow cooperative decision-making by all parties involved in the educational process of the students. Students, parents, staff, administrators, district staff, and community stakeholders are all involved in various decisions affecting the school. The site administrators or designees facilitate the school's operation. The site administrators retain both the authority and the responsibility for creating an environment that supports instruction and for managing the day-to-day operation of the school.

Arroyo Vista has a diverse representation of parents who serve on the Parent Teacher Association (PTA), TEAM Council, English Language Advisory Committee (ELAC), and as classroom volunteers. ELAC and PTA meetings are regularly scheduled throughout the year. AVCS staff and administration actively solicit and highly regard parents' input.

Parents and family members are invited to participate in governance committees, on interview panels for administrative and certificated positions, in the charter renewal process, in the LCAP stakeholder engagement and annual update process, in parent/teacher conferences, student-led conferences, and as volunteers in the classroom. Parent voice is pivotal in decision-making at AVCS. In 2004, parents expressed an interest in having a Spanish Dual Immersion program and an extended day kindergarten. Administration surveyed the community on both proposals and found that 63% of parents were interested in Spanish Dual Immersion and 75% wanted extended day kindergarten. As a result, both programs were implemented in the 2005-2006 school year. The overwhelmingly positive response led to the implementation of full-day kindergarten the following year. In 2010, parents expressed an interest in having a middle school on campus. Administration surveyed the community and found that 64% of parents from the Arroyo Vista Community and 51% of parents from neighboring communities were interested in the middle school. In 2011, seventh grade was opened and in 2012 the eighth grade opened.

The AVCS governance structure includes the overarching decision-making body known as TEAM Council and the Staff Liaison Team (SLT), which is an advisory board for TEAM Council that includes administration, staff, and teacher representatives across all grade levels. TEAM Council and SLT develop and adopt their own by-laws and procedures following the already established guideline for consensus building. In addition, there are three working committees: the Technology Committee, Partnerships Committee, and the Curriculum, Instruction and Assessment (CIA) Committee. Parents and community members are encouraged to join a committee at any time.

TEAM Council

TEAM Council serves as the Governing Board and determines site policy. The Council has the ultimate responsibility for creating a budget that reflects expenditures aligned with SMARTe Goals and disaggregated achievement data. The budget development process begins with an analysis of data by staff and parents. Recommendations for expenditures are then sent to SLT. This committee drafts a preliminary budget that aligns resources and allocates funds to support increased student achievement. The budget draft is then presented to TEAM Council for input, revision and approval. At monthly meetings, TEAM Council reviews and monitors budget expenditures for alignment to SMARTe Goals. This process represents a coherent and comprehensive plan for sound fiscal management.

Norms for TEAM Council

- TEAM Council adheres to the following quorum rule: In order for consensus to be reached, a minimum of 50% of the committee members, which must be a minimum of four out of seven voting members for both parents and staff, will be present.

- Open public communication is limited to three minutes. If further time is needed it is placed on the next agenda.

- Agenda, date, and the next meeting time are set at the end of each meeting.

TEAM Council is responsible for:

- Approving the annual and interim budgets.

- Monitoring and reporting expenditures.

- Mediating concerns about budget, curriculum, assessment, safety, technology and/or staff that arise from any parent, staff, or community member.

- Ensuring budget expenditures are in alignment with compliance issues, charter goals and SMARTe Goals.

- Monitoring adherence to the Charter through the Inquiry Process.

TEAM Council is comprised of:

- Site Administrators
- Four certificated staff members, one from each charter committee with at least one primary and one upper grade representative.
- One representative from the classified staff.
- Seven parents elected/selected by the parent community from applications submitted with their experience listed.
- One representative from the Staff Liaison Team.

Term of Office from TEAM Council

- With the exception of the site administrators, members will be elected/selected to serve a two-year term.
- Vacant parent positions will be filled through the election/selection by the parent community.
- Attendance and Terms of Office will be closely monitored.

All TEAM Council meetings are held in compliance with the California Brown Act of 1953 to allow transparent and public decision-making. In addition, these meetings follow Robert's Rules of Order to ensure that common procedures and language are used. These two protocols for AVCS advisory and governing bodies allow for full and open public participation.

Staff Liaison Team (SLT)

This is an advisory body, with the site administrators having the responsibility of final decisions:

SLT is responsible for:

- Interviewing prospective employees (Additional staff and/or parents will be invited to attend interviews depending on grade level and assignment of interviewee).
- Developing an interim, annual and long-term budget based on student achievement data.

- Taking input from the working committees on preliminary budget allocations to the TEAM Council.

SLT is comprised of site administrators and the following members who serve a two-year term according to the following distribution:

- Seven certificated employees, selected by their peers
    - 2 teachers from primary grades
    - 2 teachers from upper grades
    - 1 teacher from middle school
    - 1 teacher at large
    - 1 support teacher

Should a teacher need to be replaced, an election will take place.

Committees

The AVCS administrators are strong instructional leaders and believe in designing structures and venues that build leadership capacity. Decisions are made collaboratively using consensus and levels of agreement. To ensure that all stakeholders have a voice, committees may be comprised of parents, community members, staff, and when appropriate, student. Committees are structured to promote leadership, responsibility and equalization of power.

Norms for Committees

- Each member has the personal and professional responsibility to be an informed, active member of the Arroyo Vista T.E.A.M.

- Each committee elects/selects a chairperson, recorder, process observer, timekeeper, and reporter to serve for one year.

- The role of chairperson is to conduct the meeting according to the agenda, consensus process and established norms.

- The recorder for each committee is responsible for keeping the minutes of the meeting. The recorder for each committee maintains a hard copy of the minutes in a binder for all stakeholders.

- Each committee establishes a focus, estimated timeline and budget at the beginning of the school year.

- Each committee has the option to set up task forces to address specific issues.

- If a committee has an action item for TEAM Council, it must first be placed on the SLT agenda for review and recommendation before it goes to TEAM Council.

Technology Committee

The Technology Committee is responsible for:

- Developing and implementing a school-wide technology plan and establishing grade level specific benchmarks to support the implementation of the California State Standards and the International Society for Technology in Education (ITSE) standards.

- Monitoring software and hardware for effectiveness and implementation.

- Researching current technology to be used as tools to improve student achievement and prioritizing the use of technology funding to maximize student learning.

- Updating the school's website (arroyovistacharter.org) and facilitating staff use of forums to perpetuate parent/teacher communication.

- Coordinating with partners, such as EastLake Educational Foundation (EEF), to accomplish the goal of utilizing technology as a tool for instruction across all areas of the curriculum.

- Coordinating staff development in the use of software and hardware and in the integration of technology to enhance learning in all curricular areas.

- Applying for grant opportunities to support the implementation of the California State Standards in school-wide technology benchmarks.

- A subcommittee of "tech experts" serves as an advisory committee to the larger Technology Committee for purchasing hardware and software.

Curriculum, Instruction, and Assessment Committee (CIA)

In order to support the implementation of the California State Standards, the CIA committee is responsible for:

- Designing and overseeing a process to evaluate and recommend supplemental materials across content areas to purchase.

- Coordinating the process of communicating curriculum, instruction and assessment information.

- Keeping the school website updated with information about current best practices that support teaching and learning in order to foster the home/school connection.

- Maintaining an organized, accessible, and consistently utilized book rooms to support curriculum and instruction.

- Supporting the implementation of assessments.

Partnerships Committee

In order to facilitate the AVCS community relationship, the Partnerships committee is responsible for:

- Writing grants and pursuing donations while establishing partnerships with local businesses and community organizations.

- Prioritizing allocation of fundraising monies with the needs to the Charter goals.

- Communicating community outreach efforts, activities and assemblies in coordination with SLT and PTA.

All of the top achievers I know are lifelong learners…looking for new skills, insights and ideas. If they're not learning, they're not growing …not moving toward excellence.

-Denis Waitley

Employee Qualifications

Arroyo Vista is and will continue to be an equal opportunity employer that does not discriminate in its staffing selections. AVCS follows the CVESD Human Resources guidelines for hiring staff.

All certificated personnel must be compliant with ESSA (Every Student Succeed Act) requirements. In addition, they must hold a valid CA teaching credential, relevant to their position and title. Certificated staff must be considered "highly qualified teachers" and possess a BCLAD/CLAD or equivalent certificate. "Highly qualified teachers" are part of the Title I requirements. All teachers must have a Cross-cultural, Language and Academic Development (CLAD) authorization certificate. Dual language immersion teachers who deliver content instruction in Spanish must have a BCLAD authorization certificate.

It is expected that all employees exhibit qualities of leadership and demonstrate the following character traits: integrity, responsibility, honesty, trustworthiness, and kindness. All personnel must be committed to the vision and mission of AVCS as stated in Element A and actively support the charter process and the governance committees.

After the initial application process at the district level, the SLT and affected grade level representatives will conduct confidential interviews with those selected candidates of the highest quality. Additional processes to evaluate prospective employees include but are not limited to: a review of a candidate's portfolio, demonstration lessons, and other evidence of good teaching practices. In the event that no qualified candidate is recommended the position will be reposted and a more extensive search for qualified candidates will be conducted. A recommendation for hire of a selected candidate will be submitted to the CVESD Human Resources for final approval by the CVESD School Board.

Consultants and Short-term At-Will personnel may be employed directly by AVCS.

All AVCS employees, Short-term, and At-Will personnel and consultants comply with CVESD's employee processing policies and procedures to include, but not limited to: fingerprints, criminal records search, employment physical, proof of identity, eligibility to work in the United States and TB screening.

Professional development for all members of the Arroyo Vista learning community is an integral part of AVCS. There is an expectation that all staff members will become knowledgeable and implement current best practices and methodologies through a variety of professional development activities. Personal technology skills and the extent of integration of technology into curriculum will be emphasized relative to the position held.

All certificated classroom employees are evaluated by the process outlined in Article 35 of the Agreement between CVESD and CVE.

If we keep raising the bar for our students,
we must also keep raising it for ourselves.

- Author Unknown

Element F

Health and Safety Procedures

AVCS is committed to providing a safe, nurturing, healthy and productive atmosphere in which all members of the community will grow and prosper.

AVCS ensures the safety of the students and staff by complying with current district standards and policies for health and safety as well as all state and federal safety laws. The Attendance Health Secretary (AHS) and School Nurse carry out all mandated immunization reviews and compliance policies, health screenings and administration of medication in accordance with education code and local ordinances (San Diego County). Staff training on first aid response, blood-borne pathogens, emergency response, first-responder and care for life-threatening emergencies (anaphylaxis, seizures, diabetic and individualized to students) is completed on a yearly basis.

The AVCS Safe School Plan is updated annually. It includes, but is not limited to, seismic safety, natural disasters, lock downs, fire drills, and other emergencies. Staff and students routinely review and practice these protocols. AVCS has access to the services and support of CVESD in order to implement required health and safety standards to maintain the structural integrity and operation of the physical plant. The school is housed in a facility that has received state Fire Marshal approval and has been evaluated and approved by a qualified structural engineer.

To ensure the safety of all, AVCS employees must comply with CVESD's employee processing policies and procedures to include, but not limited to: fingerprints, criminal records search, employment physical, proof of identity, eligibility to work in the United States, and TB screening. All campus visitors, including guest teachers and instructional assistants, are required to sign in via the Raptor Technologies Management System to monitor the adults on campus.

AVCS practices zero tolerance for weapons, illegal drugs or drug paraphernalia on campus and all individuals on campus under the influence of or in possession of illegal drugs and alcohol as well as the use of tobacco and tobacco related products.

AVCS will comply with all components of Article 14: Safety as outlined in the Agreement between CVESD and CVE.

Schools must forge greater relationships with the wider community, parents and other schools…schools need to share their power with students and the wider community.

- Fullan and Hargreaves

Means to Achieve Racial/Ethnic Balance Reflective of the District

Admission preference is given to students within the AVCS boundary (attendance) area in compliance with the CVESD's Schools of Choice Policy. AVCS Middle School draws from schools throughout the CVESD. Admission practices reflect the racial and ethnic balance of the general population of the CVESD attendance area as well as meet the needs and requirements of the program. The AVCS admissions policy shall not discriminate against any individual based on ethnicity, race, nationality, religion, national origin, gender expression and identity, sexual orientation, disability, or association with individuals with one or more of the above actual or perceived characteristics.

The Uniform Compliant policies and procedures is accessible in the school office and the school's designated Uniform Compliant Officer, the school principal, ensures that the process and policies are adhered to and upheld.

The secret in education lies in respecting the student.

- Ralph Waldo Emerson

Admission Requirements

Admission to AVCS is based on a nondiscriminatory policy without regard to ethnicity, race, nationality, religion, national origin, gender expression and identity, sexual orientation, disability, or association with individual with one or more of the above actual or perceived characteristics. AVCS seeks and embraces a diverse student body that reflects the racial, ethnic and economic diversity of the communities of Chula Vista. However, the District has the authority to require AVCS to give preference to District residents. Students may, at any time, opt out of attending AVCS if their parent(s) or guardian(s) so desire.

As a public charter school and neighborhood school, Arroyo Vista Charter School admits all pupils who wish to attend from the within the designated school boundaries. However, if the number of pupils who wish to attend Arroyo Vista Charter School exceeds its capacity, then those students will be overflowed to another district school. No lottery system is used for admittance into the elementary school. However, a lottery process is used to determine acceptance for students enrolling in two optional programs at the school, the Dual Immersion Kindergarten program and the Middle School program. Siblings of students currently enrolled in the Dual Immersion program and the Arroyo Vista Charter Middle School will be grandfathered into those respective programs. A second lottery will be used for students that were not accepted in the first lottery if additional space becomes available.

Arroyo Vista Charter School uses various methods to communicate the lottery process to all interested parties. Parents and other community members are informed of this process through multiple parent meetings, letters, emails, and Peachjar (a digital platform for communication). The relevant dates and deadlines for the lottery process are also shared via these communication platforms. Invitations for Middle School information night are sent to all sixth grade parents within the Chula Vista ESD. Enrollment typically reflects students from at least 23 out of 47 district schools. Acceptance of students from throughout the district creates a diverse student population and provides an opportunity for all students to experience working with students from different backgrounds and cultures.

For the Middle School program, parents are notified by mail of their child's acceptance and are given two weeks to complete registration requirements to secure their spot. For the Dual Language Immersion program, parents are notified by phone that their child has been selected for this program. These families have already completed the registration process for the school.

Once admitted, all families are committed to upholding the rigorous, high quality instructional program expected by all stakeholders. Admission to AVCS requires a commitment from both students and parents to the goals, objectives and vision of the school. These are fully explained in the AVCS Family and School Compact that states:

As per the school Charter and Compact, families and staff are expected to cooperate and collaborate in partnership to ensure an excellent educational program that guarantees all students are college and career ready for success in the 21st century.

A teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind.

- Kahlil Gibran

Arroyo Vista Charter School
Arroyo Vista Charter Middle School
A California Distinguished School 2006
Family and School Compact

As a STUDENT I agree to:

- Complete homework, which includes daily reading.
- Come to school every day ready to learn and work hard.
- Bring necessary materials and completed work.
- Share classroom work with my family.
- Know and follow school and classroom agreements (rules).
- Invite family members to school to attend special events and volunteer.
- Use moderation in my TV watching and video and electronic game playing.
- Show courtesy and respect to others.
- Have high expectations, develop a love for learning, seek knowledge, reflect, think critically, and solve problems.

As PARENT(S)/GUARDIAN(S) I/we agree to:

- Make education important in our home.
- Provide a quiet time, a place and necessary materials to complete homework.
- Read to or listen to my child read.
- Review my child's schoolwork daily.
- Send my child to school daily, on time, rested and ready to learn.
- Reinforce school and classroom agreements (rules).
- Participate at school and attend conferences and special events.
- Volunteer my time and talents at school and/or at home.
- Communicate regularly with my child's teacher.
- Moderate TV viewing and the use of electronics for my child.
- Show courtesy and respect to others.
- Have high expectations and ensure that my child develops a love for learning, becomes a knowledge seeker, a reflective learner, a critical thinker, and a problem solver.

As a TEACHER I agree to:

- Read to and with my class and provide time for writing daily.
- Teach math conceptually to promote understanding and application.
- Teach grade level concepts according to the California State Standards using engaging, differentiated and rigorous instruction.
- Communicate high expectations for performance and behavior.
- Communicate student progress regularly to students and parents.
- Strive to address the individual needs of all students.
- Provide meaningful homework assignments to reinforce and extend learning.
- Work with AVCS staff to provide a safe, caring environment.
- Encourage family involvement in each child's education.
- Show courtesy and respect to others.
- Ensure that students develop a love for learning, become knowledge seekers, reflective learners, critical thinkers and problem solvers.

As Administrator(s), I/we agree to:

- Make learning for all students the number one priority.
- Create a welcoming environment for students, families, and staff.
- Ensure a safe and orderly learning environment.
- Reinforce the partnership among families, students, and staff.
- Act as the instructional leader and provide teachers with needed support in their classrooms.
- Provide appropriate professional growth opportunities for staff.
- Encourage family and community involvement at school.
- Encourage participation in educational opportunities for parents.
- Show courtesy and respect to others.
- Have high expectations and ensure that students develop a love for learning, become seekers of knowledge, reflective learners, critical thinkers and problem solvers.

_____	_____
STUDENT	PARENT(S)/GUARDIAN(S)
_____	_____
TEACHER	ADMINISTRATOR(S)

Financial Audit

AVCS shall retain discretionary funding commensurate with other non-charter schools with the balance of funds paid to the CVESD for full service operational support and service. AVCS shall retain transfer rights, salary, health and welfare benefits, retirement and other support services. AVCS shall receive direct funded block grants and transfer funds to the district for appropriate distribution.

Pursuant to Education Code Section 47605(m), a Charter school shall transmit a copy of its annual independent financial audit to its chartering entity, the Controller, and county superintendent by December 15 of each year. Ed Code Section 47605(m) does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Ed Code Section 41020. The CVESD encompasses all six charter schools in its annual audit, therefore no additional annual independent financial audit is required of any of the District charter schools.

CVESD is responsible for financial audits of the school. Based on an existing agreement with the school district, CVESD prepares and files the reports specified in Education Code sections 47604.33 and 47606.5:

- On or before July 1, a preliminary budget;
- On or before July 1, an annual update required pursuant to Education Code section 47606.5 addressing the goals of the proposed educational program and annual actions to achieve those goals;
- On or before December 15, an interim financial report that reflects changes through October 31;
- On or before March 15, a second interim financial report, which reflects changes through January 31; and
- On or before September 15, a final unaudited report for the full prior year.

TEAM Council is responsible for discretionary funds and any locally generated funds of debt service. Any of the funds of debt service is disclosed to the CVESD. AVCS agrees to the mutually developed operational plan in petition referenced as Arroyo Vista Charter School Agreements.

Programmatic Audit

AVCS compiles and provides to the district an annual performance report. This report includes the following:

- Summary data showing students progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C.

- An analysis of whether student performance is meeting the goals specified in Element B. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

- A summary of major decisions and policies established by the school's governing board during the year.

- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- Data regarding the number of staff working at the school and their ESSA qualifications.

- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

- Information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.

- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number of students on waiting lists and the number of students expelled and/or suspended.

- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

- Other information regarding the education program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter.

The charter school and charter-granting agency (CVESD) jointly develop the content, evaluation, criteria, timelines, and process for the annual performance reports.

The challenge of discovery lies not in seeking new landscapes but having new eyes.

- Marcel Proust

Pupil Suspension and Expulsion

The AVCS discipline standards reflect the commitment of staff and parents to work together as partners to establish an environment that is conducive to teaching and learning. The criteria for suspension and expulsion of Arroyo Vista students is the same as those established by the CVESD, as well as any other criteria imposed pursuant to the compact among the student, parents and AVCS as outlined in the AVCS Discipline policy. The compact is signed by the student, parents(s)/guardian(s), teacher and administrator(s) yearly. As per the MOU between the CVESD and AVCS, the CVESD will provide due process to students attending AVCS in a situation when the law requires.

The AVCS Student Study Team (SST) develops interventions in an effort to prevent the need for suspensions and expulsions. As part of the RtI process, the team reviews and recommends behavior modifications and interventions to prevent inappropriate conduct and to promote responsible decision-making. In addition, Student Council (grades 3-6) and ASB (Middle School) meet regularly to brainstorm solutions to problems and model responsible actions and responses to bullying on the morning broadcast in an effort to prevent the need for suspensions and expulsions. Additional programs that prevent suspension and expulsion include the Be Kind Like Josh program and the Peace Patrol.

Staff members engage in ongoing professional development around topics such as restorative practices, classroom management, and conflict resolution in order to meet the needs of students and reduce the need for suspensions and expulsions. A team of staff members who have received Crisis Prevention Intervention (CPI) training is deployed to provide intervention and safe management of disruptive and assaultive behaviors. This team de-escalates the situation with the intent to allow all students to return to learning.

Pupil suspension and expulsion is extremely rare at Arroyo Vista Charter School due to the school's commitment to implementing restorative practices and working with students and their families to resolve problems. The school will inform parents and/or legal guardians of their rights regarding pupil suspension and expulsion processes should this occur.

Suspension

Suspension is a form of punishment and is used when a serious offense has been committed. A student is sent home and cannot return to school for a specified number of days (usually 1 to 5 days). Parents attend an administrative conference at school to discuss the reason for suspension. Students are to be in the home during school hours. Make up work will be issued at the discretion of the teacher.

California *Education Code §48900* states any offense that occurs on the way to school, at school, or on the way home from school is subject to school disciplinary action. The following actions may result in suspension, school transfer or expulsion from school:

- Damage or theft of personal/school property, arson, graffiti
- Fighting, assault
- Possession, sale, use, or furnishing of weapons, dangerous objects or explosive devices
- Imitation weapons, drug paraphernalia
- Gang identification or involvement
- Robbery or extortion
- Possession, sale, use, or furnishing of any substance representing any controlled substance, including alcohol, drugs, or tobacco
- Obscenity, profanity, or vulgarity
- Disruption of school activities or defiance of the authority of school personnel
- Repeated harassment of other students
- Threats or violent acts directed toward students or staff members
- Sexual Harassment

This list is reviewed by a panel of teachers and the administration every year in the Spring. The policies and procedures regarding suspension and expulsion are also reviewed at this time.

Behavioral Expectations

All students and staff at AVCS believe that a positive school climate is important to a child's learning both in the classroom and as a citizen. Students are expected to follow AVCS' core values: caring, cooperation, citizenship, honesty, perseverance, responsibility, respect and tolerance at all times. Each core value serves a purpose to build and improve character. In order to have a positive school climate, it is necessary for students to be successful academically and socially. Inappropriate behavior will result in one of the following:

1. The teacher conferences with student.
2. The teacher conferences with both student and parents.
3. A referral is filled out by a teacher and sent to the Associate Principal or Principal.
4. Associate Principal or Principal conferences with student, teacher, and parents, appropriate action will be taken.

The AVCS goal is for students to learn from their mistakes and find possible solutions. Bullying is not tolerated at AVCS. Students must:

1. Be KIND at all times.
2. Demonstrate mutual respect at all times.
3. Assist classmates who need support
4. Include everyone.
5. Tell an adult at school when an issue needs immediate attention.

Classroom Behavior

Students and teachers will be responsible for developing appropriate guidelines for behavior in the classroom. Students are responsible for their own behavior and should practice making good choices. If at any time a student feels that a classmate or an adult has not treated him or her appropriately, that student has the right to speak to another adult.

There is never an excuse for pushing, hitting, using bad language, or fighting at AVCS. Students will be held responsible for their actions.

Behavior at Assemblies

Our school assemblies are a privilege. Students are expected to behave accordingly:

- Walk in and exit quietly
- Sit in assigned area.
- Be polite to speakers and performers
- Show appreciation by applause – Avoid shouting, whistling, or hooting.

Behavior on Study Trips and Field Lesson

Students will attend study trips and field lessons throughout the school year. They will be given a permission slip for parents to fill-out and sign before going on a study trip. Students will not be permitted to go on a study trip if they choose not to follow AVCS Behavioral Expectations.

Behavior Policy for Elementary School Students

AVCS expects that children will be responsible and will follow ARROYO VISTA CHARTER SCHOOL rules. Should a child choose to make an inappropriate decision the following action will occur.

- The teacher will confer with the child and/or parents regarding the behavior and will remind the child of what is expected. An individual plan may be implemented to deal with recurring incidents.

- If unacceptable behavior persists, the child will be sent to the office to talk with the principal. Discipline can include having the child perform some type of school service (such as picking up papers), or after-school detention, or a Discipline Report sent home to parents.

- Where advisable, conferences involving parents, teachers, principal, and other school personnel, will be held to plan to improve the child's behavior.

- Where inappropriate behavior persists after concerted efforts on the part of school personnel and parents, and where student behavior disrupts the school program, the following actions are possible:

a. Limited attendance (child stays at school as long as behavior remains acceptable).
b. Short term suspension.
c. In school suspension.
d. Expulsion from school (by School Board action).

Discipline Policy for Elementary School Students
(Established in accordance with CVESD Board Policy #5253)

In order to get along with others, one must respect other people and their property.

- Be polite, courteous and considerate of the feelings of others.
- Use appropriate language and behaviors.
- Demonstrate respect for school property and the property of others.

Since everyone at school has a right to a safe environment, everyone has a responsibility to:

- Respect the requests of Safety and Peace Patrols.
- Walk in the classroom, auditorium, and hallways.
- Keep their hands, feet and objects to themselves.
- Be polite, courteous and responsible in the lunch room area.
- Use restrooms properly.
- Stay on school grounds or in the classroom unless authorized to do otherwise.
- Throw only playground balls. Sand, rocks, etc., are not to be thrown, tossed or kicked.
- Leave chewing gum at home.
- Leave bicycles, skateboards, skates or rollerblades at home.
- Respect environment by walking on sidewalks.

Since everyone at school has a right to a positive learning environment, everyone has a responsibility to:

- Enter the classroom quietly, on time, and ready to work.
- Wear socks, shoes, and clothing appropriate for physical exercise.
- Use good sportsmanship in playing games. Use apparatus and P.E. equipment properly. Play only in areas designed for play.
- Bring no toys or sports equipment to school except during assigned sharing. If a staff member confiscates student property, responsibility for the loss of the item is that of the student.
- Turn all cell phones off when entering campus. They are to be given to teachers at the beginning of the day or left in backpacks. If they are used on campus they will be confiscated and given to the Principal. Parents will need to meet with the Principal to have the phone returned.

In short, it is expected that students will think before they act.

Administrative Regulations
AR 5131.7

Arroyo Vista Charter School follows the following CVESD approved administrative regulations and board policies regarding weapons and other dangerous instruments, harassment, and student conduct:

WEAPONS AND DANGEROUS INSTRUMENTS

Weapons and dangerous instruments include, but are not limited to:

1) Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion.

2) Knives: any dirks, daggers or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade. (CA Education Code 48915)

3) Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices.

4) Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun. (Penal Code 626.10)

5) Any dangerous device, instrument or weapon, especially those defined in
6) Penal Code 12020 including a blackjack, slingshot, billy, nanchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.

7) Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900)

If an employee knows that a student possesses any of the above devices, he/she shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

a) Confiscate the object and deliver it to the principal immediately;
b) Immediately notify the principal, who shall take appropriate action; and
c) Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

The principal shall report any possession of a weapon or dangerous instrument, including imitation firearm, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

Regulation
Approved: 11/13/90 CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Reviewed: 09/18/01 Chula Vista, California

Student Harassment

Arroyo Vista Charter School recognizes that harassment on the basis of sex is a violation of both federal and state employment discrimination laws. AVCS expects that all students will have a learning environment free from sexual harassment or the threat of sexual harassment. Sexual harassment will not be tolerated toward students by students or by adults during school-related activities.

Teachers shall inform students in age-appropriate ways of what sexual harassment is and that it will not be tolerated.

If any student perceives comments, gestures, or actions from any other student or adult during school-related activities to be sexual harassment, the student is encouraged, but not required, to inform directly the person engaging in such conduct that such conduct is offensive and must stop. If this approach is not taken and/or is not successful, the student should notify the classroom teacher and/or the school principal. School staff who are aware, or who become aware, of sexual harassment or any allegations of sexual harassment shall inform the classroom teacher and/or principal. The classroom teacher/principal shall take immediate steps to investigate any complaints of sexual harassment in a manner that respects the privacy of all parties concerned. Staff will take immediate action to address such complaints and contact parents as is appropriate.

No student will suffer reprisals for reporting incidents of sexual harassment or making complaints.

Any student in grades 4-6 found responsible for sexual harassment of anyone in or from the school district will be subject to appropriate discipline as contained in the school's discipline policy. The severity of the disciplinary action will be based upon the circumstances of the infraction.

If the student or parent of the student reporting the alleged sexual harassment believes that the situation was not remedied at the school level, the parent may contact the Superintendent or his/her designee or may file a complaint in accordance with Board Policy 1312.1.

Legal References:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Parent notification of policy

CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

Policy CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Adopted: 01/10/95 Chula Vista, California
AR 5145.7

Sexual harassment may include the following abuses:

Verbal harassment
- derogatory comments
- sexual stories or jokes
- sexual flirtations
- propositions
- innuendoes
- epithets
- slurs
- threats
- sexually degrading descriptions
- spreading sexual rumors
- comments about a person's body overly personal conversations

Physical harassment
- assault
- unnecessary or offensive touching
- cornering or blocking the movement of another individual
- unwelcome touching of an individual's body or clothing

Written harassment
- suggestive or obscene letters, notes, or invitations

Visual harassment
- leering
- display of sexually suggestive objects

- derogatory or offensive visuals, such as posters, cards, pictures, cartoons, graffiti, drawings, or gestures

A statement indicating the Arroyo Vista Charter School's intolerance of sexual harassment will be posted prominently in the main office area of the school site. School discipline procedures shall reflect the stages of disciplinary action to be taken in cases of sexual harassment.

Teachers of Grades 4-6 help children learn to respect others and to avoid harassing behavior.

Regulation CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Reviewed: 01/10/95 Chula Vista, California

Student Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Prohibited student conduct includes, but is not limited to:

1) Behavior that endangers other students and/or staff.

    i. (cf. 0450 – Comprehensive Safety Plan)
    ii. (cf. 5131.7 – Weapons and Dangerous Instruments)
    iii. (cf. 5136 – Gangs)
    iv. (cf. 5142 – Safety)

2) Behavior that disrupts the orderly classroom or school environment.

3) Harassment of students or staff. This includes bullying, cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause physical or emotional harm to another individual.

“Cyberbullying” involves the electronic transmission of communications using a telephone, computer, cellular phone, or any other wireless communication device. Cyberbullying includes, but is not limited to, the posting of harassing messages, direct threats, social cruelty, or any other harmful texts, sounds, or images on the Internet or other digital technologies. Cyberbullying also includes accessing another individual’s personal electronic account and using that individual’s identity to harm that individual’s reputation or relationships with others.

(cf. 5145.3 – Nondiscrimination (EEO, Title IX))

(cf. 5145.7 – Student Harassment)

4) Damage to or theft of property belonging to the District, staff, or other students.

(cf. 3515 – Recovery for Property Loss or Damage)
(cf. 5131.5 – Vandalism)

5) Possession, use, or sale of alcohol, tobacco, or other drugs.

(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)

6) Except with prior consent for health reasons, possession or use of active electronic signaling devices during the school day.
(Education Code 48901.5)

Electronic signaling devices may include, but not be limited to, pagers, beepers, and cellular/digital telephones

7) Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment. (Penal Code 417.27)

8) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

9) Profane, vulgar, or abusive language.
(cf. 5145.2 – Freedom of Speech/Expression: Publications Code)

10) Plagiarism or dishonesty in school work or on tests.

(cf. 6162.54 – Test Integrity/Test Preparation)
(cf. 6162.6 – Use of Copyrighted Materials)

11) Inappropriate dress.

(cf. 5132 – Dress and Grooming)

12) Tardiness and unexcused absence from school.

(cf. 5113 – Absences and Excuses (includes truancy)

13) Failure to remain on school premises in accordance with school rules.

(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

Any and all threats made by a student will be addressed and taken seriously by the school site administrator. Law enforcement will be contacted as necessary and referrals for follow up will be made to social service agencies or legal authorities as deemed appropriate.

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Except for prior consent for health reasons, possession or use of active personal electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones is prohibited during the school day.
Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

Legal Reference:

EDUCATION CODE
32050 Hazing
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension or expulsion, especially:
48908 Duties of students
32261 Electronic Act

Policy
Adopted: 01/13/90

Grounds for Suspension and Expulsion

The grounds for suspension or a recommendation of expulsion are the same for all students, including students with disabilities. The permissible grounds for taking disciplinary action under California Education Code section 48900 are:

(1) Causing or threatening physical injury to another;
(2) Willfully using force or violence against someone, except in self-defense;
(3) Possessing a knife, gun, or other dangerous object without school authorities' permission, or furnishing such an object;
(4) Unlawfully possessing, using, or furnishing a controlled substance or alcoholic beverage, or being under the influence of such a substance or beverage;
(5) Offering or furnishing a substance misrepresented to be a controlled substance or alcoholic beverage;
(6) Committing or attempting to commit robbery or extortion;
(7) Damaging or attempting to damage school or private property;
(8) Stealing or attempting to steal school or private property;
(9) Possessing or using tobacco in an unauthorized manner;
(10) Committing an obscene act or engaging in habitual profanity or vulgarity;
(11) Dealing in drug paraphernalia;
(12) Disrupting school activities or otherwise willfully defying school authorities;
(13) Knowingly receiving stolen school or private property;
(14) Possession of an imitation firearm that appears to be real;
(15) Commission or attempt to commit a sexual assault, commission of a sexual battery;
(16) Harassment, threat, or intimidation of a student who is a witness in a school disciplinary proceeding;
(17) Engaging in bullying, whether in person or electronically (for example, by e-mail);
(18) Engaging in hazing, or attempted hazing. (Hazing includes rituals that can cause serious bodily harm or personal degradation or disgrace);
(19) Engaging in sexual harassment which a reasonable person of the same gender as the victim would consider sufficiently severe or pervasive as to have a negative impact on such a victim's academic performance or to create an intimidating, hostile, or offensive Educational environment; [Cal. Ed. Code Sec. 48900.2];
(20) Causing, attempting to cause, threatening to cause, or participating in acts of hate violence, which is defined as injuring or interfering with a person's exercise of any constitutional or other legal rights because of the person's or a perception of the person's, race, color, religion, ancestry, national origin, disability, gender, or sexual orientation; [Cal. Ed. Code Sec. 48900.3, Cal. Penal Code Secs. 422.6 & 422.55];

(21) Intentionally engaging in harassment, threats, or intimidation, directed against a student or group of students that is sufficiently severe to disrupt classwork, create substantial disorder, and invade the rights of the student or group by creating an intimidating or hostile educational environment; [Cal. Ed. Code Sec. 48900.4]; and
(22) Making terrorist threats against school officials or school property. This includes any oral or written statement threatening to commit a crime which will result in death, great bodily injury, or property damage in excess of $1000. [Cal. Ed. Code Secs. 48900 & 48900.1.]
(23) Suspension or expulsion for any of these acts must be related to school activity or attendance. This includes misconduct which occurs on school grounds, while going to or coming from school, during lunch (whether on or off campus), during a school sponsored activity, or while going to or coming from a school sponsored activity. [Cal. Ed. Code Sec. 48900(s).]

Arroyo Vista Charter School uses alternatives to suspension or expulsion to address problems of truancy, tardiness, and other absences from school activities. [Cal. Ed. Code Sec. 48900(w).] It is within the Principal's discretion to use alternative methods, such as anger-management classes, instead of suspension or expulsion. [Cal. Ed. Code Sec. 48900(v).] Suspension is appropriate only after other means of correction fail to bring about proper conduct. A student may be suspended on a first offense only for reasons (1) through (5) above, or because her/his presence causes a danger to persons or property, or threatens to disrupt the Educational process. [Cal. Ed. Code Sec. 48900.5.]

Expulsion is appropriate only if the student:

- Committed the offenses listed in (1) through (6) above or
- Committed the offenses listed in (7) through (13) above and either:
  (1) Other means of correction are not feasible or have failed repeatedly; or
  (2) The student's presence causes a continuing danger to the physical safety of the student or others.
  [Cal. Ed. Code Sec. 48915.]

The California Education Code at section 48915(a) requires that a principal or superintendent recommend expulsion if the student commits any of the following acts (unless he finds that expulsion is inappropriate due to the particular circumstance):

(1) Causing serious physical injury to another, except in self-defense;
(2) Possession of any knife, explosive, or other dangerous object of no reasonable use;
(3) Unlawful possession of a controlled substance;
(4) Robbery or extortion; or
(5) Assault or battery upon any school employee

The California Education Code at sections 48915(c) and (d) requires that a principal or superintendent must immediately suspend, and a school board must expel a student if any of the following acts have been committed:

(1) Possessing, selling, or furnishing a firearm;
(2) Brandishing a knife at another person;

(3) Selling a controlled substance;
(4) Committing or attempting a sexual assault or committing a sexual battery; or
(5) Possessing an explosive.

However, this mandatory expulsion provision is not enforceable against a special education student ***unless*** the student has been afforded all of the procedural and substantive safeguards set forth in this chapter and, after application of those safeguards, has been found eligible for expulsion. Students with disabilities are subject to the same suspension rules as students without disabilities, except that suspensions of students with disabilities cannot exceed 10 consecutive days (that is, 10 days in a row) without a "manifestation determination." A teacher may suspend a student for up to two days. [Cal. Ed. Code Sec. 48910.] A principal may suspend a student for up to five days. [Cal. Ed. Code Sec. 48911.] State law defers to federal law for most of the rules governing suspension and expulsion of special Education students. [Cal. Ed. Code Sec. 48915.5.] Federal and state law allow for up to 10 consecutive days of Information on suspension of special education students without any requirement of a manifestation determination, but for suspensions in excess of 10 days, there must be a special meeting. [20 U.S.C. Sec. 1415(k)(1)(B).] A principal, therefore, may sometimes extend students' five-day suspensions by an additional five days. Students with disabilities may be suspended for any one of the misbehaviors on the above list that applies to all students, even if the misbehavior is a manifestation of the child's disability.

Typically, with suspensions, there is a pre-suspension conference involving the principal and teacher and the student. At that conference, the student is told why she or he is being suspended and what the evidence is against him, and he is given an opportunity to present his version of the event and any evidence in his favor. The law does not require the school to wait for the parent to arrive to hold this pre-suspension conference. [Cal. Ed. Code Sec. 48911(b).]

However, the school is required to make reasonable efforts to contact the parent by phone at the time of the suspension. [Cal. Ed. Code Sec. 48911(d).] A student can be suspended without a pre-suspension conference if the principal determines that an emergency situation exists. An emergency situation is where there is a "clear and present danger" to the life, safety or health of students or school staff. [Cal. Ed. Code Sec. 48911(c).] If no pre-suspension conference is held, because it is an emergency
situation, a conference must be held within two school days. Both the parent and student must be notified of this conference and the student must be allowed to return to the campus to attend. [Cal. Ed. Code Sec. 48911(c).]

Parents or legal guardians are also informed in writing of a suspension. [Cal. Ed. Code Sec. 48911(d).] The written notice specifies the section or sections of the Education Code which the school believes that a child has violated. Parents or legal guardians are required to respond without delay to any request from school officials to attend a conference regarding a child's behavior. [Cal. Ed. Code Sec. 48911(f).] A child cannot be suspended for more than 10 consecutive school days or expelled from school for misconduct that is a manifestation of their disability [20 U.S.C. Sec. 1415(k)(1)(C).] Suspensions for more than 10 consecutive school days and expulsions are considered "changes of placement,"

and schools cannot change a child's placement without parental consent, or without a manifestation determination meeting, except for certain behaviors discussed below.

The manifestation determination meeting is a meeting of the relevant members of the IEP team to determine whether a student with a disability may be expelled or have her/his placement changed for more than 10 consecutive school days for misconduct. It is supposed to be held within 10 days of the school's decision to expel the student or change his placement. At the meeting, the IEP team reviews the relevant information from the student's file, including the IEP and any information from teachers and the parents and then decides two things: (1) was the behavior caused by, or did it have "a direct and substantial relationship" to, the student's disability; and (2) was the behavior the direct result of the district's failure to implement the IEP? [34 C.F.R. Sec. 300.530(e).]

If the IEP team answers "YES" to either question, the student cannot be expelled and any placement change requires either the consent of the parent or a hearing officer's order. If the IEP team determines that the behavior is a manifestation of the student's disability, then, unless the behavior is one of the serious offenses discussed below, the student must go back to his original placement--unless the parent and school agree otherwise. The school must also do a behavioral assessment for the student or modify the student's existing behavior plan to address the behavior. [20 U.S.C. Sec. 1415(k)(1)(F); 34 C.F.R. Sec. 300.530(f).] If the team answers "NO" to both questions, the student can be referred for expulsion.

The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer.

- Alice Wellington Rollins

Employee Benefits and Retirement System

All certificated, classified, and administrative staff are employees of CVESD. Employees' years of service accrue in keeping with current practices of the district. Arroyo Vista participates in the district's general liability, workers' compensation and unemployment insurance programs.

All employees of Arroyo Vista are covered by the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), Public Agency Retirement System (PARS), or federal social security, as appropriate. Other special savings plans or deductions as initiated by the employee are in effect.

New certificated, classified, non-represented (administrative), and other employees become a part of the existing CVESD system in all respects and will contribute into STRS, PERS and PARS accordingly. Consultant, part-time, or Short-term At-Will personnel hired for special projects are hired as employees of the charter, rather than CVESD employees and are not covered by the State Teachers' Retirement System or Public Employees' Retirement System unless they are defined by law as a member of one of these systems.

The accounting procedures are handled as currently established through the Accounting/Payroll Department of Chula Vista Elementary School District.

A teacher affects eternity;
he can never tell where his influence stops.

- Henry Brooks Adams

Attendance Alternatives

AVCS, as a charter school, is a public alternative to other schools of choice. As per the CA education code, no governing board of a school district shall require any pupil enrolled to attend a charter school. Those students who live within the AVCS boundary (attendance) area, but choose not to attend, are able to request an intra-district transfer to another school. Transportation becomes the parental responsibility. Intra-district transfer requests are processed in the manner described in the CVESD policy and procedures.

Students not abiding by the attendance policy (Element L) will be reported to the site Student Attendance and Review Team (SART). If attendance does not improve, the student will be reported to the Student Attendance Review Board (SARB), which is facilitated the CVESD.

Knowing when to offer a steadying hand, and when to withdraw it, is truly the art and science of teaching.

- Douglas Fisher and Nancy Frey

Description of Employee Rights

Certificated teachers at Arroyo Vista Charter School are CVESD employees. AVCS teachers have the opportunity to apply to transfer to any position posted by any other school within the Chula Vista Elementary School District, ~~jus~~t as ~~all~~ CVESD employees ~~do~~. They have no guarantee that they will be selected for a position, nor do they have the right to return to a district school without moving through the CVESD standard application process and procedures. The Transfer Process outlined in Article 33 of the Agreement between CVESD and CVE will be followed.

Imagine that you would become a better teacher just by virtue of being on a staff of a particular school - just from that one fact alone.

- Robert J. Marzano

Dispute Resolution Process

All efforts will be made to resolve problems informally. If a problem is not resolved through informal means then AVCS will follow the procedure outlined in Article 7: Grievance Procedure of the Agreement between CVESD and CVE .

Parent or guardians of pupils enrolled at AVCS may present informal (oral) and/or formal (written) complaints regarding employees to the District. Parents or guardians will be encouraged by AVCS Administration or District Administration to present complaints to the employee first prior to presenting any formal complaint. The Complaint Procedure outlined in Article 36 of the Agreement between CVESD and CVE will be followed if the complaint can't be resolved informally.

Formal Dispute Resolution Process between Arroyo Vista Charter School and the CVESD.

In the event of a dispute between AVCS and the CVESD where an informal meeting has failed to resolve the dispute, the issue will be outlined in a written format and given to the superintendent. If CVESD finds that the issue could lead to the revocation of the charter, they shall specifically note it in the written dispute statement.

Representatives from Arroyo Vista's TEAM Council and the CVESD cabinet shall informally meet and attempt to resolve the dispute. If this informal meeting fails to resolve the dispute, the CVESD cabinet and Arroyo Vista's TEAM Council shall meet to jointly identify a neutral third party community mediation panel. The format of the mediation session shall be developed jointly by the CVESD cabinet and Arroyo Vista's TEAM Council. The findings or recommendations of the panel shall be non-binding, unless TEAM Council and the CVESD jointly agree to bind themselves.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary material, but warmth is the vital element for the growing plant and for the soul of the child.

- Carl Jung

School Closure Procedures

In the event that AVCS closes, the school's assets and liabilities will be integrated into those of the CVESD and will be audited as part of the audit specified in Element I.

At the end of each quarter and upon graduation, parents or guardians of students are provided with a printed progress report of their student's academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records. The AVCS governing board may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the school closes. School resources allowing, former charter school staff may be retained for a period of designated weeks or months after the school closure to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

AVCS will follow all procedures for school closures as guided by California Education Code Sections 47604.32, 47605, 47605.6 and 47607, as well as California Code of Regulations, Title V, Sections 11962 and 11962.1.

Knowledge is stored in two forms: linguistic and nonlinguistically. Research proves that the more we use both systems of representation the better we are able to think and recall knowledge.

- Robert J. Marzano

Conclusion and Summary

Arroyo Vista Charter School (AVCS) is a diverse learning community focused on developing the whole child and preparing the next generation of 21st Century learners. Representing a deep investment on behalf of the CVESD, as well as parents, teachers, classified staff, students, and community members, Arroyo Vista Charter School continues to serve its student population well. The next five years represent the next phase of Arroyo Vista Charter School's mission to prepare all students to be College and Career Ready.

Arroyo Vista Charter School (AVCS) has a Together Everyone Achieves More philosophy, which includes staff, students, parents, and the community. A culture of high expectations and collaboration drives a curriculum based on the California State Standards. This rigorous, differentiated curriculum focuses on the whole child and promotes academic and social success for all students through collaboration, an emphasis on critical thinking, and problem solving.

AVCS subscribes to the belief that all instructional and curricular decisions are student-centered and that teachers serve as facilitators of the learning process rather than deliverers of knowledge. Arroyo Vista uses a multi-faceted approach to encourage and challenge all students to develop their full potential. AVCS promotes leadership and expertise in the staff through ongoing professional learning opportunities and a focused cycle of professional development. All teachers in grades transitional kindergarten through eighth grade are members of cross-grade level learning triads. Teachers observe one another and offer feedback with the goal of improving instructional practices and increasing student achievement. Teachers also participate in vertical teams to promote courageous conversations about professional learning. The Together Everyone Achieves More philosophy (TEAM) supports character building and teamwork. Cross grade-level teams (grades 1-6) meet every other week to participate in activities that revolve around the concepts of character. Transitional kindergarten, kindergarten, and middle school have similar concepts embedded in the instructional day.

AVCS was the first school in California to implement the Josh Stevens Foundation's Be Kind Like Josh program. This program encourages students to perform daily acts of kindness. Arroyo Vista Charter School strives to provide learning opportunities to develop the whole child.

Students, parents, staff, and administration all work collaboratively to refine practices. It is for this reason that the school has garnered awards, including the California Distinguished School Award in 2006 and 2014, as well as the 2016 National Blue Ribbon School Award from the US Department of Education. AVCS is a positive community of reflective, lifelong learners where all children acquire critical thinking skills to make them college and career ready.

Arroyo Vista Charter School Teacher Evaluation

Addendum 1

All certificated classroom employees are evaluated by the process outlined in Article 35 of the Agreement between CVESD and CVE.

Addendum 2

Optional Miscellaneous Clauses

All Charter provisions will conform to the relevant articles in the Agreement between CVESD and CVE.

The term of Arroyo Vista's charter shall not exceed five years from the date renewed.

Any amendments to this charter shall be made by the mutual agreement of the governing boards of Arroyo Vista Charter School and Chula Vista Elementary School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

All official, non day-to-day, communications between Arroyo Vista Charter School and Chula Vista Elementary School District will be sent via First Class Mail or other appropriate means to the following addresses:

Arroyo Vista Charter School
2491 School House Road
Chula Vista, CA 91915

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91911

SIGNATURES OF TEACHERS

Section 47605 of the Charter Schools Act states that a school governing board may grant a charter if it determines that the petition contains the signatures of not less than 50 percent of the teachers employed at one school in the district. There are 41 certificated classroom teachers and 2 Special Education Teachers at Arroyo Vista Charter School.

If approved, this charter may be revoked if the staff does any of the following:

- Commit a material violation of any of the conditions, standards or procedures set forth in this document.

- Fail to meet or pursue any of the pupil outcomes identified in this document.

- Fail to meet generally accepted accounting standards of fiscal management.

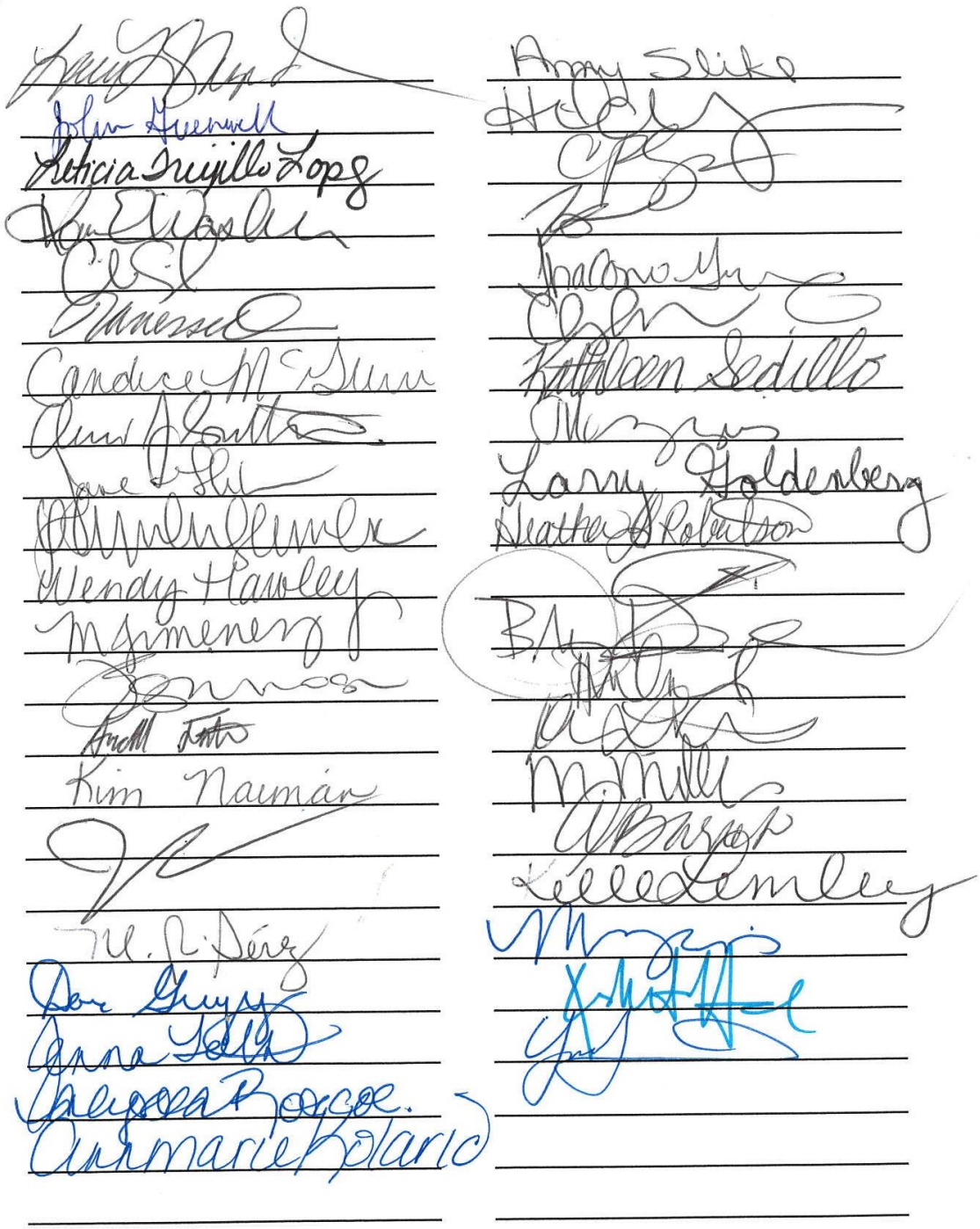
- Violate any provision of law.

In applying to renew the charter, we, as teachers, support and agree that:

- The focus of all restructuring efforts should be on students; it should not be for the convenience of adults, nor change for change's sake.

- Restructuring means moving from a rule-based to a performance-based accountability system. Schools need to be held accountable for outcomes and for student learning, in return for increased deregulation and flexibility.

Assessment practices need to be modified to reflect the emphasis on a thinking, meaning-centered curriculum. My signature below indicates that I am employed in a certificated classroom position at Arroyo Vista Charter School and I support this petition for renewing the charter at Arroyo Vista Charter School. If this charter is renewed and if I continue in an assignment at the Arroyo Vista Charter School, I accept the responsibility for implementing the activities described in this document and for working toward the goals stated in this petition.



Glossary of Abbreviations

Glossary

ADA – Americans with Disabilities Act
AGE – Adolescent Growth Education
AHS – Attendance Health Secretary
ASB – Associated Student Body
AVCS – Arroyo Vista Charter School
BCLAD – Bilingual Certificate of Language Acquisition Development
BPST – Basic Phonics Skills Test
CAA-Science – California Alternate Assessment for Science
CAASPP – California Assessment of Student Performance and Progress
CAST – California Science Test
CCR – College and Career Ready
CELDT – California English Language Development Test
CIA – Curriculum, Instruction, and Assessment
CLAD – California Language Acquisition Development
CPM – College Preparatory Mathematics
CVESD – Chula Vista Elementary School District
DAC – District Advisory Committee
DELAC – District English Learner Advisory Committee
DI – Dual Immersion
DOK – Depth of Knowledge
DRA – Developmental Reading Assessment
EEF – EastLake Educational Foundation
EL – English Learner
ELA – English Language Arts
ELAC – English Learner Advisory Council
ELD – English Language Development
EL-IA – English Learner Instructional Assistant
ELPAC – English Language Proficiency Assessments for California
ESSA – Every Student Succeeds Act
FAPE – Free and Appropriate Public Education
FERPA – Family Educational Rights and Privacy Act
GATE – Gifted and Talented Education
GLAD – Guided Language Acquisition Design
GRR – Gradual Release of Responsibility
IDEA – Individuals with Disabilities Education Act
IDEIA – Individuals with Disabilities Education Improvement Act
IEP – Individual Education Plan
ILE – Imagine Learning English
ILT – Instructional Leadership Team
ITP – Individual Transition Plan
INTASC – Interstate Teacher Assessment and Support Consortium
ISTE – International Society for Technology in Education
LAS – Language Acquisition Scale
LCAP – Local Control Accountability Plan

LEA – Local Education Agency
LEAP – Local Education Agency Plan
LRE – Least Restrictive Environment
MOU – Memorandum of Understanding
NGSS – Next Generation Science Standards
OARS – Open Access Repository System
OCR – Office of Civil Rights
PARS – Public Agency Retirement System
PERS – Public Employees' Retirement System
PE – Physical Education
PGW – Productive Group Work
PFT – Physical Fitness Test
PLC – Professional Learning Community
PTA – Parent/Teacher Association
QRI – Qualitative Reading Inventory
RFEP – Reclassified as Fluent-English Proficient
RFSA – Reading Foundational Skills Assessment
RSP – Resource Specialist Program
RtI – Response to Intervention
SARB – School Attendance Review Board
SART – School Attendance Review Team
SBAC – Smarter Balanced Assessment Consortium
SCIA – Special Considerations Instructional Assistant
SDCOE – San Diego County Office of Education
SED – Socio-Economically Disadvantaged
SELPA – Special Education Local Plan Area
SIPPS – Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words
SLT – School Liaison Team
SMARTe – Specific, Measureable, Attainable, Relevant, Timely, and for every student
SST – Student Study Team
STEM – Science, Technology, Engineering and Mathematics
STEAM – Science, Technology, Engineering, Art, and Mathematics
STRS – State Teacher Retirement System
TEAM – Together Everyone Achieves More
TK – Transitional Kindergarten
VAPA – Visual and Performing Arts



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Adopt December 18, 2019, at 6 P.M. as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

In California, the annual organizational meetings of school districts' governing boards must be held within a specified 15-day period identified in Education Code Section 35143. The date and time of the annual organizational meeting shall be selected by a school district governing board at the regular meeting held immediately prior to the 15-day period. This information shall then be provided to the district's county superintendent of schools. In 2019, the 15-day period has been identified as December 13-27, inclusive. Two Wednesdays fall within this period: December 18 and December 25. It has been determined that December 18, 2019, at 6 P.M., is most appropriate for holding the organizational meeting of the Chula Vista Elementary School District Board of Education.

An annual organizational meeting is deemed by Education Code Section 35149 to be a regular meeting; as such, regular business of the Board of Education may be transacted at the meeting.

ADDITIONAL DATA:

Meetings of the Board of Education are held at the Education Service and Support Center, 84 East "J" Street, Chula Vista.

Copies of Education Code Sections 35143 and 35149 are available for review in the Superintendent's Office.

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:

Nominate Candidates for the 2020 Election of the California School Boards Association's Delegate Assembly, Region 17

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The California School Boards Association's (CSBA) Delegate Assembly is a vital link in the association's governance structure. The Delegate Assembly comprises more than 280 members who serve two-year terms and are elected by local member school boards in 21 geographic regions in California. The Delegate Assembly sets the general policy direction of the association and ensures that CSBA reflects the interests of school districts and county offices of education throughout the state.

In accordance with CSBA bylaws, nominations for the 2019 Delegate Assembly will be accepted through January 7, 2020. Delegate Assembly nominations for each region must be made by member school boards within that region. There is no limit to the number of individuals nominated. All nominees must serve on CSBA member boards and give their approval prior to being nominated.

The Chula Vista Elementary School District is part of Region 17, which encompasses San Diego County. Region 17 has a total of 24 delegates, eighteen of whom are elected and six appointed.

The terms for seven Region 17 Delegate Assembly Members will expire in March 2020, which will generate ten vacancies in March 2020. CSBA has requested nominations for the ten vacancies listed below.

1. Barbara Avalos – National School District
2. Blanca Brown – Lemon Grove School District
3. Brian Clapper – National School District
4. Eleanor Evans – Oceanside Unified School District
5. Laurie K. Humphrey – Chula Vista Elementary School District
6. Claudine Jones – Carlsbad Unified School District
7. Elva Salinas – Grossmont Union High School District
8. Debra Schade – Solana Beach School District
9. Marla Strich – Encinitas Union School District
10. Cipriano Vargas – Vista Unified School District

Terms for two of the six appointed delegates in Region 17 will also expire in March 2020: One from San Diego Unified School District and one from Sweetwater Union High School District. These vacancies, however, are not included in the nomination or voting process.

ADDITIONAL DATA:

Other important dates in the Delegate Assembly election process are as follows:

- Ballots will be mailed by February 1, 2020.
- Completed ballots are due by March 16, 2020.
- Ballots will be tallied March 31, 2020.
- Voting results, except any run-offs, will be posted on CSBA's web site by April 1, 2020 (deadline to mail run-off ballots is April 30, 2020).
- The two-year term for new delegates will be effective April 1, 2020 and runs through March 31, 2022.

A copy of the 2020 Delegate Assembly packet is available for review in the Superintendent's Office.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

The Board will determine its action on this item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

(1) Report on i-Ready Online Diagnostic Assessment; and

(2) Approve Agreement with Curriculum Associates for the i-Ready Online Diagnostic Assessment for the Period of January 1 Through June 30, 2020

____X____Action _____Information

BACKGROUND INFORMATION:

During the 2018-19 school year, the District, in collaboration with Chula Vista Educators, engaged in a yearlong process to identify a Districtwide common math assessment. The math committee, which is a subcommittee of the consultation committee, worked collaboratively to accomplish the following goal:

> We will identify a K-6 common, standards-based math assessment in English and Spanish that will not only assess academic achievement and measure student growth, but will also provide teachers with targeted, specific resources necessary to effectively meet the needs of their students.

As a result of their work, which includes input from all teachers and leaders from 11 school sites that piloted the materials, the committee recommended the i-Ready Diagnostic Assessment, a product of Curriculum Associates.

i-Ready Diagnostic is a standards-based, adaptive, online assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills, including skills above and below a student's chronological grade, the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

Included with the purchase of the i-Ready Diagnostic Assessment, is a resource called the i-Ready Standards Mastery, which provides flexible assessments

designed to measure specific grade-level standards. The i-Ready Standards Mastery can be designed to correlate with the scope and sequence laid out for each grade level. Standards Mastery allows educators to quickly identify when reteaching or remediation is needed as standards are covered across the year. The program's intuitive reports visualize student performance on recently taught material and highlight misconceptions that may prevent students from making progress.

The i-Ready Diagnostic assessment and the i-Ready Standards Mastery will serve as tools not only to monitor student progress in mathematics across the District, but also support teachers with differentiating math instruction in order to meet the needs of all students.

ADDITIONAL DATA:

Tonight, District staff will present an overview of the process the math committee engaged in to identify and recommend i-Ready for the District.

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

FISCAL IMPACT/FUNDING SOURCE:

The cost for the Diagnostic assessment and Standards Mastery for a one full year cycle will be $110,592. Professional development for teachers and leaders will be provided by trainers from Curriculum Associates to support the implementation and utilization of the assessment and resources. The cost for this initial professional development will not exceed $60,000. The assessment and professional development will be paid from a combination of restricted funding sources such as Title I, Title II, and Title IV funds.

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 Board of Education of the Chula Vista Elementary School District Ordering an Election and Establishing Specifications of the Election Order of the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

In November 1998, voters approved Proposition JJ, a $95 million General Obligation (GO) bond to renovate and modernize the District's oldest schools located mostly in western Chula Vista. With Proposition JJ funds, along with matching State modernization funds, seventeen schools were modernized and all of the Proposition JJ funds were spent by 2005.

In November 2012, voters approved Proposition E, a $90 million GO bond to renovate and modernize facilities and improve technology access in the District's oldest schools, primarily in western Chula Vista. The goal of Proposition E was to modernize and renovate the eleven oldest schools in western Chula Vista not modernized during the 1998 Proposition JJ GO Bond. After the summer 2018 modernizations, Proposition E funds had modernized nine of the eleven schools and updated wireless technology at 31 schools throughout the District. During 2018, the District updated its Proposition E expenditure projections and conducted a 2018 Facilities Needs Assessment (2018 FNA). Based on the 2018 FNA, the District determined that additional funding would be needed to complete modernization of the remaining two schools, Sunnyside Elementary (Sunnyside) and Mae L. Feaster Charter (Feaster Charter) Schools, included in the Proposition E project list and the District decided to take a general obligation bond to voters in November 2018. By August 2019, during modernization of Sunnyside, the remaining Proposition E funds were fully spent.

In November 2018, voters approved Measure VV, a $150 million GO bond to renovate and modernize facilities and improve technology access in the District's oldest schools. With Measure VV, the District's plan was an extension of the existing 1998 Proposition JJ tax rate of $20 per $100,000 assessed valuation, rather than implement a new general obligation bond tax rate of $30 per $100,000 of assessed valuation. The goal of Measure VV was to complete the

modernization and renovation of the remaining two of the eleven oldest schools (Sunnyside and Feaster Charter) in western Chula Vista and the additional facilities needs included in the Measure VV project list. In August 7, 2019, the District issued a $60 million GO Bond Anticipation Note (BAN) to provide the funding to complete the 2019 Sunnyside modernization, the 2020 Feaster Charter modernization, and other critical facilities projects from the Measure VV project list. The District is projected to repay the $60 million BAN with a Measure VV bond sale in 2023.

In August 2019, in order to update the assessment of the long term needs to modernize facilities, upgrade security and safety infrastructure, implement energy saving measures, and improve technology access in the District's schools, the District updated the 2018 Facilities Needs Assessment to determine the need for a GO bond issuance. District staff, working with architect Ruhnau Clarke (RC), prepared a 2019 Facilities Needs Assessment (2019 FNA) and determined the District facilities needs at about $298 million. The $298 million includes about $52 million remaining facilities needs after Measure VV funds are projected to be expended and an additional $243 million facilities needs identified in the 2019 FNA. The 2019 FNA includes additional projects such as a Districtwide solar energy program, infrastructure for early years school facilities, and a teacher-staff housing project.

The 2019 FNA also includes upgrades and enhancements needed at all of the District's 46 schools, the Education Service and Support Center, and the District's Transportation Yard. The 2019 FNA was separated into the following four major categories of improvements, which are needed to ensure students and staff are provided modern school facilities:

- Safety and Security Measures
- Infrastructure to Sustain Schools
- Technology Infrastructure
- Enhanced Energy Efficiency

The attached resolution, if adopted by the Board, will authorize actions to order a GO bond election on the March 3, 2020, ballot. Elections Code 13119 currently requires the rate and duration of the tax to be levied and the amount to be raised annually to be disclosed in the ballot. The attached resolution includes a full text of the ballot propositions, Exhibits "A" and "B."

ADDITIONAL DATA:

The Proposed GO Bond would be used to authorize the issuance of general obligation bonds to pay for the construction, reconstruction, rehabilitation or replacement of school facilities, and other projects described in the resolution. The District intends to apply for State matching funds for certain of the projects to be

financed with funding dependent on approval of a state-wide bond measure and subject to appropriation by the legislature.

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

FISCAL IMPACT/FUNDING SOURCE:

Based on the tax rate and assessed valuation estimates of the Chula Vista Elementary School District, the estimated GO bond authorization is set in the ballot proposition at $300,000,000 with a GO bond tax rate maximum of $30 per $100,000 of assessed valuation to fund payment of the GO bonds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO.

Resolution of the Board of Education)
of the Chula Vista Elementary School)
District Ordering an Election and)
Establishing Specifications of the)
Election Order of the Chula Vista)
Elementary School District)

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

WHEREAS, the Board of Education (the "Board") has determined that a number of the schools within the Chula Vista Elementary School District (the "District") need to be upgraded, repaired, improved and better furnished and equipped to enable the District to maintain and enhance the quality of academic instruction at these schools; and

WHEREAS, the District has completed a comprehensive facilities needs assessment (the "Assessment") with the assistance of the District's architectural firm, Ruhnau Clarke Architects, to identify the most pressing needs in each of the District's schools to provide safe and modern classroom environments for all students; and

WHEREAS, the Assessment identified a number of upgrades and enhancements needed at the District's 46 schools, Education Service and Support Center and transportation yard in order to renovate, construct, acquire, equip and furnish facilities and classrooms, upgrade security and safety infrastructure, implement energy saving measures and improve technology access in the District's schools; and

WHEREAS, the State of California (the "State") is unable to provide the District with enough money for the District to adequately upgrade the schools within the District notwithstanding ongoing efforts by the District to obtain such monies; and

WHEREAS, the District has pursued all available sources of funding to improve local school facilities, including funding from Proposition 39 of 2012, the Clean Energy Jobs Act; and

WHEREAS, in the judgment of the Board, additional funding by means of general obligation bonds is needed to improve the quality of facilities within the District and position the District to be eligible for potential state matching funds; and

WHEREAS, in the judgment of the Board, it is in the best interests of the students and residents of the District to provide funding to meet critical facility needs now by means of general obligation bonds to be issued by the District; and

WHEREAS, Proposition 46, approved by the voters of the State on June 3, 1986 ("Proposition 46"), amended Section 1(b) of Article XIIIA of the California Constitution by adding a provision that exempts from the 1% of full cash value limitation, those *ad valorem* taxes used to pay for debt service of any bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast by voters voting on the proposition; and

WHEREAS, on November 7, 2000, the voters of California approved the Smaller Classes, Safer Schools and Financial Accountability Act ("Proposition 39") which amended Section 1(b) of Article XIIIA of the California Constitution by adding a provision that exempts from the 1% of full cash value limitation on *ad valorem* taxes in Article XIIIA those *ad valorem* taxes used to pay for debt service of any bonded indebtedness for the construction, reconstruction, rehabilitation or replacement of school facilities, including furnishing and equipping of school facilities or the acquisition or lease of real property for school facilities approved on or after the effective date of Proposition 39 by 55 percent of the votes cast by voters voting on the proposition, and amended Section 18 of Article XVI to allow such bonded indebtedness to be approved by 55 percent of the votes cast by voters voting on the proposition ; and

WHEREAS, concurrent with the passage of Proposition 39, Chapter 1.5, Part 10, Division 1, Title 1 (commencing with Section 15264) of the Education Code (the "Act") became operative and established requirements associated with the implementation of Proposition 39; and

WHEREAS, the Board desires to make certain findings herein to be applicable to this election order and to provide for certain performance audits, standards of financial accountability and citizen oversight which are required by Proposition 39 and the Act; and

WHEREAS, the Board desires to submit a proposition to the District's voters at an election to authorize the issuance of general obligation bonds to pay for the construction, reconstruction, rehabilitation or replacement of school facilities, including furnishing and equipping of school facilities and the acquisition or lease of real property which the Board has determined are necessary improvements to be made to District school facilities; and

WHEREAS, the Board desires to make certain findings herein to be applicable to this election order and to establish certain performance audits, standards of financial accountability and citizen oversight that are contained in Proposition 39 and the Act; and

WHEREAS, the Board hereby determines that, in accordance with Opinion No. 04-110 of the Attorney General of the State of California, the restrictions in Proposition 39 which prohibit any bond money from being used for teacher or administrative salaries not related to oversight of the projects to be constructed with the bonds or other operating expenses of the District shall be enforced strictly by the District's Citizens' Oversight Committee to be established in accordance with the Act; and

WHEREAS, pursuant to Education Code Section 15268, based upon a projection of increases in assessed property valuations in accordance with Article XIIIA of the California Constitution, the Board has determined that, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the Proposition 39 limits of $30 per year per $100,000 of assessed valuation of taxable property;

WHEREAS, Section 9400 *et seq.* of the Elections Code of the State of California (the "Elections Code") requires that a tax rate statement be contained in all official materials relating to the election, including any ballot pamphlet prepared, sponsored, or distributed by the District; and

WHEREAS, the Board desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters of the District at the election; and

WHEREAS, pursuant to the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, March 3, 2020, and to request the San Diego County Registrar of Voters to perform certain election services for the District;

NOW THEREFORE, THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the Board, pursuant to Education Code Sections 5304, 5322, 15100 *et seq*. and 15264 *et seq*., hereby requests the San Diego County Registrar of Voters to conduct an election under the provisions of Proposition 39 and the Act and submit to the electors of the District the question of whether bonds

of the District in the aggregate principal amount of $300,000,000 (the "Bonds") shall be issued and sold for the purpose of raising money for the projects described in Exhibits "A" and "B" hereto. Exhibit "B" contains the full text of the ballot measure and is directed to be printed in the voter pamphlet. In accordance with Education Code Section 5322 and Election Code Sections 13119 and 13247, Exhibit "A" is the abbreviated statement of the ballot measure to be submitted to voters. The Board hereby adopts each of the findings set forth in Exhibit B hereto. This resolution shall constitute the specifications of the election order as required by Education Code Section 5322.

Section 2. That the date of the election shall be March 3, 2020.

Section 3. That the purpose of the election shall be for the voters in the District to vote on a proposition, a copy of which is attached hereto and marked Exhibit "B", incorporated by reference herein, and containing the question of whether the District shall issue the Bonds to pay for the construction, reconstruction, rehabilitation or replacement of school facilities, including furnishing and equipping of school facilities and the acquisition or lease of real property to the extent permitted by such proposition. In compliance with Proposition 39 and the Act, the ballot proposition in Exhibits "A" and "B" is subject to the following requirements and determinations:

(a) that the proceeds of the sale of the Bonds shall be used only for the purposes set forth in the ballot measure and not for any other purpose, including teacher or administrator salaries not related to oversight of the projects to be constructed with the bonds or other school operating expenses;

(b) that the Board, in establishing the projects set forth in Exhibit "B", evaluated the safety, class size reduction and information technology needs of the District as well as the importance of the projects to student achievement and high quality instruction;

(c) that the Board shall cause an annual, independent performance audit to be conducted to ensure that the Bond monies are spent only for the projects identified in Exhibit "B" hereto;

(d) that the Board shall cause an annual, independent financial audit of the proceeds from the sale of Bonds to be conducted until all of the Bond proceeds have been expended;

(e) that the Board shall appoint a Citizens' Oversight Committee in compliance with Education Code Section 15278 no later than 60 days after the Board enters the election results in its minutes pursuant to Education Code Section 15274. The Citizens' Oversight Committee shall initially consist of at least seven (7) members meeting the qualifications set forth in Education Code Section 15282. The Citizens' Oversight Committee may not include any employee or official of the District or any vendor, contractor or consultant of the District. The Citizens' Oversight Committee shall carry out the purposes enumerated in Education Code Section 15278 and may engage in any of the activities described therein relating to the expenditure of the Bond proceeds; and

(f) that the tax levy authorized to secure the Bonds of this election shall not exceed the Proposition 39 limit of $30 per $100,000 of taxable property in the District when assessed valuation is projected by the District to increase in accordance with Article XIIIA of the California Constitution.

Section 4. That prior to adopting this resolution, the District has reviewed the 2018 San Diego County Taxpayers Association School Bond Support Process & Criteria (the "Criteria") and in response to the Criteria makes the following findings and determinations:

(a) the Assessment identified facilities needs of approximately $298,200,000 as detailed in the District's Bond Support Application made to the San Diego County Taxpayers Association and the Board has determined that there are not other funding sources to pay for the projects to be funded with the proceeds of the Bonds; and

(b) in order to maximize community benefit and efficiently apply taxpayer dollars, the District will make a good faith effort to pursue all practical opportunities to expand community joint use facilities at each of its schools at which Bond proceeds will be expended without adversely impacting operations or finances of the District such as joint use of libraries, recreational/physical education facilities, computer labs, meeting rooms and childcare and health care facilities; and

(c) the District will not authorize the issuance of any form of capital appreciation bonds or convertible capital appreciation bonds without review by the Citizens' Oversight Committee.

Section 5. That the authority for ordering the election is contained in Education Code Sections 15100 *et seq*. and 15264 *et seq*. and Government Code Sections 53506 *et seq*.

Section 6. That the authority for the specifications of this election order is contained in Sections 5322 of the Education Code.

Section 7. That in accordance with the provisions of Education Code Section 15266(a) and Elections Code Section 10400 *et. seq*, the San Diego County Registrar of Voters and the San Diego County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on March 3, 2020 within the District and to canvas the returns of the election.

Section 8. That the Secretary of the Board is hereby directed to deliver a certified copy of this Resolution to the San Diego County Registrar of Voters, the San Diego County Superintendent of Schools and the San Diego County Clerk of the Board of Supervisors no later than December 2, 2020.

Section 9. That at the discretion of the Board any Bonds may be issued either pursuant to the Act with a maturity not exceeding twenty-five (25) years, or pursuant to Sections 53506 *et seq* of the Government Code with a maturity not exceeding forty (40) years. The maximum rate of interest on any Bond shall not exceed the maximum rate allowed by Education Code Sections 15140 to 15143, as modified by Government Code Section 53531.

Section 10. That the Board requests the governing body of any such other political subdivision, or any officer otherwise authorized by law, to partially or completely consolidate such election and to further provide that the canvass of the returns of the election be made by any body or official authorized by law to canvass such returns, and that the Board consents to such consolidation.

Section 11. That, pursuant to Section 5303 of the Education Code and Section 10002 of the Elections Code, the Board of Supervisors of San Diego County is requested to permit the Registrar of Voters to render all services specified by Section 10418 of the Elections Code relating to the election, for which services the District agrees to reimburse San Diego County. The requested services will include the preparation of the impartial analysis of the proposition by County Counsel in accordance with Elections Code Section 9500, the publication of a Formal Notice of School Bond Election pursuant to the terms of Section 5363 of the Education Code and Section 12112 of the Elections Code and the mailing of the sample ballot and tax rate statement as required by the Elections Code.

Section 12. That any and all members of this Board and the Superintendent are hereby authorized to act as an author of any ballot argument prepared in connection with the election, including an argument in favor of the proposition and any rebuttal argument. The Superintendent, President of the Board, Deputy Superintendent, or their designees, are hereby authorized to execute any Tax Rate Statement or other document and to perform all acts necessary or required by the Registrar of Voters, including, but not limited to, reducing the word count or otherwise modifying the language in the ballot proposition in Exhibits "A," and "B" in order to meet the requirements to place the bond proposition on the ballot.

Section 13. That this resolution shall take effect on and after its adoption by a two-thirds vote.

ADOPTED, SIGNED AND APPROVED this 13th day of November, 2019.

_____
Laurie K. Humphrey, President
Board of Education
Chula Vista Elementary School District

ATTEST:

_____
Eduardo Reyes, Clerk
Board of Education
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 13th day of November, 2019, 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.

_____
Secretary to the Board of Education

EXHIBIT A

To make student safety and campus security improvements throughout the District and renovate, construct, acquire, equip and furnish school facilities/classrooms, including roofs, plumbing, solar panels, heating /air conditioning and electrical systems, shall the Chula Vista Elementary School District measure authorizing $300 million of bonds at legal interest rates, with projected levies of $0.03 cents per $100 assessed valuation raising approximately $16.7 million for annual repayment while bonds are outstanding, and requiring annual audits and citizens' oversight, be adopted?

Yes ☐

No ☐

EXHIBIT B

FULL TEXT BALLOT PROPOSITION
OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT
BOND MEASURE ELECTION MARCH 3, 2020

The following is the full proposition presented to the voters by the Chula Vista Elementary School District.

To make student safety and campus security improvements throughout the District and renovate, construct, acquire, equip and furnish school facilities/classrooms, including roofs, plumbing, solar panels, heating /air conditioning and electrical systems, shall the Chula Vista Elementary School District measure authorizing $300 million of bonds at legal interest rates, with projected levies of $0.03 cents per $100 assessed valuation raising approximately $16.7 million for annual repayment while bonds are outstanding, and requiring annual audits and citizens' oversight, be adopted?

PROJECT LIST FOR THE BOND MEASURE

Description of Projects. The Board of Education of the Chula Vista Elementary School District evaluated the facility needs for the District's schools. The Board has determined that facilities needs exist at 46 of its schools and at the District's Education Service and Support Center and its Transportation Yard. The Board has established a list of projects to be financed at these schools and facilities. The District conducted a facilities needs assessment and received input in developing the project list. The Board has prioritized the key health and safety needs so that the most critical facility needs are addressed. The facilities, improvements and equipment to be financed by the bonds to be issued by the District include the renovation, construction, acquisition, equipping and furnishing of the facilities of the District located at the schools and sites listed below :

Anne and William Hedenkamp Elementary School
Arroyo Vista Charter School
Burton C. Tiffany Elementary School
Castle Park Elementary School
Chula Vista Hills Elementary School
Chula Vista Learning Community Charter School
Clear View Elementary School
Corky McMillin Elementary School
Discovery Charter School
District Transportation Center
Eastlake Elementary School
Education Service and Support Center
Ella B. Allen Elementary School

Enrique S. Camarena Elementary School
Fred H. Rohr Elementary School
Greg Rogers Elementary School
Halecrest Elementary School
Harborside Elementary School
Helen Goes Cook Elementary School
Heritage Elementary School
Hilltop Elementary School
J. Calvin Lauderbach Elementary School
John J. Montgomery Elementary School
Joseph Casillas Elementary School
Juarez-Lincoln Elementary School
Karl H. Kellogg Elementary School
Liberty Elementary School
Lillian J. Rice Elementary School
Loma Verde Elementary School
Los Altos Elementary School
Mae L. Feaster Charter School
Myrtle S. Finney Elementary School
Olympic View Elementary School
Otay Elementary School
Palomar Elementary School
Parkview Elementary School
Robert L. Mueller Charter School
Rosebank Elementary School
Saburo Muraoka Elementary School
Salt Creek Elementary School
Silver Wing Elementary School
Sunnyside Elementary School
Thurgood Marshall Elementary School
Valle Lindo Elementary School
Valley Vista Elementary School
Veterans Elementary School
Vista Square Elementary School
Wolf Canyon Elementary School

The projects to be financed at each of the school facilities listed above fall into four categories including safety and security, infrastructure, technology and enhanced energy and water efficiency as further described below:

- Safety and security improvements including new fire alarms systems, security camera and door hardware improvements, along with perimeter fencing and access gate improvements.

- Renovation, repair and construction of classrooms and facilities including new flooring, lighting, windows, roofs, plumbing and electrical systems, kitchen facilities and equipment and restrooms.

- Site improvements including resurfacing of existing exterior hard courts, parking area improvements, and concrete walkway repairs and improvements to meet Americans for Disability Act access requirements.

- Energy efficiency improvements including new solar systems and equipment, heating, ventilation and air conditioning installation and replacement, and window replacement to improve classroom environments.

- Renovation and replacement of modular classroom space for current and future program needs.

- Construction of preschool facilities

- Acquisition of additional land for Harborside Elementary School

- Construction of teacher and staff rental housing

- Added space for program support for RSP; school psychologists, counselors and therapists, including dedicated offices, conference rooms, and other administration support areas.

- Equipment and related technology improvements to increase data streaming and storage capacity.

- Replacement of play apparatus and rubberized play surfaces.

- Replacement of existing and installation of new shade structures.

The projects to be financed at the District's Education Service and Support Center and its Transportation Yard include the following:

- Relocation of Transportation Department to the Maxwell Corporate Yard.

- Expansion of existing cooler/freezer storage along with overall facility improvements to Children Nutrition Services.

- Addition of a new data center and improvements to overall bandwidth throughout District.

- Updates to and refurbishment of the District's Education Service and Support Center to meet staffing space needs for program growth and enhancement.

Whenever specific items are included in the list above, they are presented to provide an example and are not intended to limit the generality of the broader description of authorized projects.

Implementation of Construction Program. Listed projects, repairs, improvements, rehabilitation projects and upgrades will be completed only as needed, and the listing of projects does not imply a particular prioritization among such improvements. Projects may be done in phases, based on Board of Education priorities. Listed projects may be completed at any and all District schools, sites and education buildings where such project is determined necessary. Decisions regarding the scope, timing, prioritization or other facets of project implementation will be made solely by the Board of Education by subsequent action. Where terms such as "renovation," and "repair," are used in the foregoing Project List for the Bond Measure, the Board of Education shall determine the best method for accomplishing the project's objective. For any listed project involving renovation or repair of all or a portion of a building, the District may proceed with new replacement construction instead (including any necessary demolition), if the District determines that replacement and new construction is more practical than renovation or repair, considering the building's age, condition, expected remaining life, comparative cost, and other relevant factors.

Each project financed will include its share of architectural, engineering, and similar planning costs, program management, project or construction management, a contingency for unforeseen circumstances, offsite/utility connection costs, and interim housing. Projects also may include the payment of the costs of preparation of all facility planning, facility assessment reviews, environmental studies, construction documentation, plan check, inspection and permit fees, and the acquisition of improvements on the project list that are financed by the District on an interim basis through temporary loans, leases, lease-leaseback, or lease-purchase arrangements.

The District intends to apply for State matching funds for certain of the projects to be financed. In the absence of such funding, the District may not be able to undertake some of the projects listed above. Approval of this proposition does not guarantee that the proposed projects that are the subject of this proposition will be funded beyond the local revenues generated by this proposition. The District's receipt of matching State funds will be subject to appropriation by the Legislature and approval of a statewide bond measure. In the absence of State matching funds, which the District will pursue to reduce the District's share of the costs of the projects, the District may not be able to complete some of the projects listed above.

The budget for each project is an estimate and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed.

FISCAL ACCOUNTABILITY REQUIREMENTS

The provisions in this section are specifically included in this proposition in order that the voters and taxpayers in the District may be assured that their money will be spent only to address specific facilities needs of the District in compliance with the requirements of Article XIIIA, Section I (b)(3), of the State Constitution and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Education Code Sections 15264 and following.)

Evaluation of Needs. The Board hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the project list contained in this ballot proposition.

Independent Citizens' Oversight Committee. The Board shall establish an Independent Citizens' Oversight Committee pursuant to Education Code Section 15278 and following to ensure bond proceeds are expended only on the projects listed in this ballot proposition. The committee shall be established within 60 days of the date when the results of the election appear in the minutes of the Board.

Performance Audits. The Board shall conduct an annual, independent performance audit to ensure that the bond proceeds have been expanded only on the projects listed in this ballot proposition.

Financial Audits. The Board shall conduct an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the projects listed in this ballot proposition.

Special Bond Proceeds Account: Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited which will be a Building Fund to be held by the San Diego County Treasurer, as required by the California Education Code. As long as any proceeds of the bonds remain unexpended, the Superintendent of the District shall cause a report to be filed with the Board annually stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as the Superintendent shall determine and may be incorporated in the annual budget, audit, or another appropriate routine report to the Board.

ADDITIONAL SPECIFICATIONS

Terms of the Bonds. The bonds may be issued and sold in several series in accordance with the financing plan determined by the Board of Education. Bonds may be issued pursuant to the Education Code or the Government Code in the discretion of the Board of Education at interest rates not exceeding the legal limits.

Limit on Use of Bond Proceeds. Proceeds from the sale of bonds authorized by this proposition may be used only for the construction, reconstruction, rehabilitation or replacement of school facilities including the furnishing and equipping of school facilities or acquisition or lease of real property for school facilities and not for any other purpose, including teacher and administrator salaries not related to oversight of the projects to be constructed with the bonds and other school operating expenses. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to the projects being financed.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Second Reading/Possible Adoption/Approval: Board Policy and Administrative Regulation 1114 (New), Community Relations, District-Sponsored Social Media

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

At its meeting of October 16, 2019, the Board held a first reading on Board Policy (BP) and Administrative Regulation (AR) 1114 (New), Community Relations, District-Sponsored Social Media. The BP and AR clearly define the official social media platforms over which the District has control and specify the standards, guidelines, and protocols for their use. Their adoption/approval would help minimize liability to the District. It is important to note that these do not apply to personal social media platforms that may include discussion of District-related issues but are not sponsored by the District.

ADDITIONAL DATA:

Copies of the proposed BP and AR 1114 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 adoption/approval.

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA

The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official District social media platform shall be to further the District's vision and mission; support student learning and staff professional development; and enhance communication with students, parents/guardians, staff, and community members.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 6020 - Parent Involvement)
(cf. 6145.5 - Organizations/Associations)

The Superintendent/designee shall develop content guidelines and protocols for official District social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board Policy, and Administrative Regulation.

Guidelines for Content

Official District social media platforms shall be used only for their stated purposes and in a manner consistent with this Policy and related Administrative Regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Organizations/Associations)

The Superintendent/designee shall ensure that the limited purpose of the official District social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official District social media platforms may not contain content that is obscene; libelous; or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

(cf. 5131 - Conduct)

Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and regulations.

(cf. 4218 - Termination of Employment)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6162.7 Exhibit - Employee Internet Use Guidelines, Exhibit)
(cf. 6162.7 Exhibit - Student Internet Use Guidelines, Exhibit)

Users of official District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

(cf. 1340 - Access to District Records)

Privacy

The Superintendent/designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official District social media platforms.

Board Policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 - District and School Web Sites, shall also apply to official District social media platforms.

(cf. 5125.1 - Release of Directory Information)

Social media and networking sites and other online platforms shall not be used by District employees to transmit confidential information about students, employees, or District operations.

(cf. 4119.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

Legal Reference:

EDUCATION CODE
32261 School safety, definitions of bullying and electronic act
35182.5 Contracts for advertising
48900 Grounds for suspension and expulsion
48907 Exercise of free expression; rules and regulations
48950 Speech and other communication
49061 Definitions, directory information
49073 Release of directory information
60048 Commercial brand names, contracts or logos
GOVERNMENT CODE
3307.5 Publishing identity of public safety officers
6250-6270 Public Records Act, especially:
6254.21 Publishing addresses and phone numbers of officials
6254.24 Definition of public safety official
54952.2 Brown Act, definition of meeting
UNITED STATES CODE, TITLE 17
101-1101 Federal copyright law
UNITED STATES CODE, TITLE 20
1232g Federal Family Educational Rights and Privacy Act
UNITED STATES CODE, TITLE 29
157 Employee rights to engage in concerted, protected activity
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
COURT DECISIONS
Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275
Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003
Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112
Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37
Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853
NATIONAL LABOR RELATIONS BOARD DECISIONS
18-CA-19081 Sears Holdings, December 4, 2009

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA

Definitions

Social media means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

Official District social media platform is a site authorized by the Superintendent/designee. Sites that have not been authorized by the Superintendent/designee but that contain content related to the District or comments on District operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official District social media platforms.

(cf. 1230 - Community/Booster Organizations)

Authorization for Official District Social Media Platforms

The Superintendent/designee shall authorize the development of any official District social media platform. Teachers and coaches shall obtain approval from the principal before creating an official classroom or team social media platform.

Guidelines for Content

The Superintendent/designee shall ensure that official District social media platforms provide current information regarding District programs, activities, and operations, consistent with the goals and purposes of this Regulation and accompanying Policy. Official District social media platforms shall contain content that is appropriate for all audiences.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 6020 - Parent Involvement)
(cf. 6145.5 - Organizations/Associations)
(cf. 0510 - School Accountability Report Card)

The Superintendent/designee shall ensure that copyright laws are not violated in the use of material on official District social media platforms.

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

(cf. 4132 - Publication or Creation of Materials)
(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent/designee shall ensure that official District social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of District's policies, regulations, or content guidelines.

Each official District social media platform shall prominently display:

1. **The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.**

2. **Information on how to use the security settings of the social media platform.**

3. **A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:**

    a. **Are obscene; libelous; or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation**

    b. **Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment**

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1160 - Political Processes)
(cf. 1325 - Advertising and Promotion)

4. **Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.**

5. **A statement that users are personally responsible for the content of their posts and that the District is not responsible for the content of external online platforms.**

Community Relations

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

6. **A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the District.**

7. **A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the District.**

8. **The individual(s) to contact regarding violation of District guidelines on the use of official District social media platforms.**

District employees who participate in official District social media platforms shall adhere to all applicable District policies and procedures, including, but not limited to, professional standards related to interactions with students.

(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6162.7 Exhibit - Employee Internet Use Guidelines, Exhibit)
(cf. 6162.7 Exhibit - Student Internet Use Guidelines, Exhibit)

When appropriate, employees using official District social media platforms shall identify themselves by name and District title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the District or school.

All staff shall receive information about appropriate use of the official District social media platforms.

(cf. 4131 - Professional Development)
(cf. 4131.1 - Teacher Support and Guidance)

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Second Reading/Possible Revision: Board Policy and Administrative Regulation 3516, Business and Noninstructional Operations, Emergency Procedures Plan

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

At its meeting of October 16, 2019, the Board held a first reading of proposed revisions to Board Policy (BP) and Administrative Regulation (AR) 3516, Business and Noninstructional Operations, Emergency Procedures Plan. Revisions to BP and AR 3516 are being proposed to enhance the District's safety and security practices. These revisions will ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

Copies of revised BP and AR 3516 are attached. Additional information is available for review in the Office of the Deputy Superintendent and in the Emergency Preparedness and Security Department.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent~~/ or~~ designee shall develop and maintain a disaster preparedness plan **which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act.** ~~that details provisions for handling emergencies and disasters and that~~ **Such procedures** shall be included in the comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

~~The Superintendent or designee shall also develop and maintain emergency plans for each school site.~~

~~In developing the District and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.~~

In developing the disaster preparedness plan, the Superintendent/designee shall involve District staff at all levels, including administrators, District police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent/designee shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

~~The Superintendent or designee shall use the National Incident Management System (NIMS), state-approved Standardized Emergency Management System (SEMS), and the Incident Command System (ICS) guidelines when updating District and site-level emergency and disaster preparedness plans.~~

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent/designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. 4131 - Staff Development)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Educations Code 32282)

(cf. 1330 – Use of Facilities)

~~School~~ **District** employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Legal References:
EDUCATION CODE
32001 Fire alarms and drills
32040 Duty to equip school with first aid kit
32280-32289 School safety plans
32290 Safety devices
39834 Operating overloaded bus
46390-46392 Emergency average daily attendance in case of disaster
49505 Natural disaster; meals for homeless students; reimbursement
GOVERNMENT CODE
3100 Public employees as disaster service workers
8607 Standardized emergency management system
CODE OF REGULATIONS, TITLE 5
550 Fire drills
560 Civil defense and disaster preparedness plans

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized emergency management system
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Pandemic Influenza Planning Checklist, 2006
CONTRA COSTA COUNTY OFFICE OF EDUCATION
Pandemic Flu School Action Kit, June 2006
GOVERNOR'S OFFICE OF EMERGENCY SERVICES
School Emergency Response: Using SEMS at Districts and Sites, June 1998
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
WEB SITES:
CSBA: www.csba.org
American Red Cross: www.redcross.org
California Department of Education, Crisis Preparedness: www.cde.ca.gov/ls/ss/cp
California Office of Emergency Services: www.oes.ca.gov
California Seismic Safety Commission: www.seismic.ca.gov
Centers for Disease Control and Prevention: www.cdc.gov
Contra Costa County Office of Education, Pandemic influenza resources:
www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit
Federal Emergency Management Agency: www.fema.gov
U.S. Department of Education, Emergency Planning:
www.ed.gov/admis/lead/safety/emergencyplan
U.S. Department of Homeland Security: www.dhs.gov

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN

Components of the Plan

The Superintendent~~/~~ or designee shall ensure that the District's Emergency Operations Plan and school site emergency procedures plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds that endangers students and staff.

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake or other natural disasters.

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards.

(cf. 3514.2 - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.

(cf. 3515.2 - Disruptions)
(cf. 3515.7 - Firearms on School Grounds)

5. Bomb threat or actual detonation.

(cf. 3516.2 - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

(cf. 5141.22 - Infectious Diseases)

The Superintendent~~/~~ or designee shall ensure that the District's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

1. Regular inspection of school facilities and equipment and identification of risks.

(cf. 3530 - Insurance Management)
(cf. 3515 - Security)
(cf. 3517 - Facilities Inspection)
(cf. 3530 - Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans, including:

   a. Training of staff in first aid and cardiopulmonary resuscitation.

   b. Regular practice of emergency procedures by students and staff.

(cf. 4131 - Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

   a. The appropriate chain of command at the District and, if communication between the District and site is not possible, at each site.

   b. Individuals responsible for specific duties.

   c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans.

   d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation.

   e. Assignment of responsibility for identification of injured persons and administration of first aid.

4. Personal safety and security, including:

   a. Identification of areas of responsibility for supervision of students.

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

b. Procedures for evacuation of students and staff, including posting of evacuation routes.
c. Procedures for release of students, including a procedure to release students when reference to the emergency cards is not feasible.

(cf. 5141 - Health Care and Emergencies)
(cf. 5142 - Safety)

d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.

e. Provision of a first aid kit to each classroom.

f. Arrangements for students and staff with special needs.

(cf. 6159 - Individualized Education Program)

g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease.

(cf. 5113 - Absences and Excuses)
(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

a. The impact on student learning and methods to ensure continuity of instruction.

b. How to provide for continuity of operations for essential central office functions, such as ongoing communication with students and parents/guardians.

(cf. 3516.5 - Emergency Schedules)

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:

Business and Noninstructional Operations

~~EMERGENCY PROCEDURES~~ EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

a. Identification of spokesperson(s).

(cf. 1112 - Public Press, Radio, and Television)

b. Development and testing of communication platforms, such as telephone systems and web sites.

c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that are easy for parents/guardians to understand.

d. Distribution of information about District and school site emergency procedures to students, parents/guardians, and staff.

7. Cooperation with other state and local agencies, including:

a. Development of guidelines for law enforcement involvement and intervention.

b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:

a. Inspection of school facilities.

b. Provision of mental health services for students and staff, as needed.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Second Reading/Possible Approval: Administrative Regulation 3516.2 (New), Business and Noninstructional Operations, Bomb Threats

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

At its meeting of October 16, 2019, the Board held a first reading of proposed new Administrative Regulation (AR) 3516.2, Business and Noninstructional Operations, Bomb Threats. AR 3516.2 is being proposed to enhance the District's safety and preparedness processes and practices. The District feels this regulation will provide clarification regarding current practices while ensuring alignment to applicable laws.

ADDITIONAL DATA:

A copy of proposed AR 3516.2 is attached. Additional information is available for review in the Office of the Deputy Superintendent and in the Emergency Preparedness and Security Department.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

Business and Noninstructional Operations

BOMB THREATS

To maintain a safe and secure environment for District students and staff, the Superintendent/designee shall ensure that the District's Emergency Operations Plan and each school's Comprehensive School Safety Plan includes procedures for dealing with bomb threats. The Superintendent/designee also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4131 - Professional Development)

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

Staff and students will follow the Bomb Threat response procedures and any other necessary emergency procedures as outlined in the Emergency Operations Plan and the Comprehensive School Safety Plan.

To the extent possible, the Superintendent/designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent/designee shall provide crisis counseling for students and/or staff as needed.

Business and Noninstructional Operations

BOMB THREATS (continued)

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution, in accordance with law, Board Policy, Administrative Regulation, and any applicable collective bargaining agreements.

(cf. 4218 - Termination of Employment)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion, Due Process)

Legal References:

EDUCATION CODE
44810 Willful interference with classroom conduct
48900 Grounds for suspension or expulsion
51202 Instruction in personal and public health and safety
PENAL CODE
17 Felony, misdemeanor, classification of offenses
148.1 False report of explosive or facsimile bomb
245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

Management Resources:

U.S. DEPARTMENT OF HOMELAND SECURITY PUBLICATIONS
Bomb Threat Checklist
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
U.S. Department of Homeland Security: http://www.dhs.gov
U.S. Department of Treasury, Bureau of Alcohol, Tobacco, Firearms and Explosives: http://www.THREATPLAN.org

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Second Reading/Possible Approval: Administrative Regulation 3516.3 (New), Business and Noninstructional Operations, Earthquake Emergency Procedures System

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

At its meeting of October 16, 2019, the Board held a first reading of proposed new Administrative Regulation (AR) 3516.3, Business and Noninstructional Operations, Earthquake Emergency Procedures System. AR 3516.3 is being proposed to enhance the District's safety and preparedness processes and practices. The District believes this regulation will provide clarification regarding current practices while ensuring alignment to applicable laws.

ADDITIONAL DATA:

A copy of proposed AR 3516.3 is attached. Additional information is available for review in the Office of the Deputy Superintendent and in the Emergency Preparedness and Security Department.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

Business and Noninstructional Operations

EARTHQUAKE EMERGENCY PROCEDURES SYSTEM

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent/designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. **A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff**

2. **A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows**

   Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. **Protective measures to be taken before, during, and following an earthquake.**

Business and Noninstructional Operations

EARTHQUAKE EMERGENCY PROCEDURES SYSTEM (continued)

4. **A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.**

(cf. 4131 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent/designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent/designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent/designee shall identify at least one individual at each school site to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent/designee shall identify potential earthquake hazards in classrooms and other District facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Business and Noninstructional Operations

EARTHQUAKE EMERGENCY PROCEDURES SYSTEM (continued)

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. **Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.**

2. **In laboratories, burners should be extinguished, if possible, before taking cover.**

3. **As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.**

4. **After the earthquake, the Principal/designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.**

5. **When directed by the Principal/designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.**

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. **Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.**

2. **Staff shall have students perform the drop procedure.**

3. **Staff shall have students stay in the open until the earthquake is over or until further directions are given.**

Business and Noninstructional Operations

EARTHQUAKE EMERGENCY PROCEDURES SYSTEM (continued)

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the transportation dispatch for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location and wait for further instructions.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. **Staff shall extinguish small fires if safe.**
2. **Staff shall provide first aid to any injured students, take roll, and report missing students to the Principal/designee.**
3. **Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.**
4. **All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.**
5. **The Principal/designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.**
6. **The Principal/designee shall request assistance as needed from the District office or District Emergency Operations Center if activated. The Principal/designee shall also request assistance directly from fire and law enforcement as needed for emergency services.**
7. **The Superintendent/designee shall request assistance as needed from the city Emergency Operations Centers, if activated, or the emergency management departments, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.**

Business and Noninstructional Operations

EARTHQUAKE EMERGENCY PROCEDURES SYSTEM (continued)

8. **The Superintendent/designee shall provide updates to parents/guardians of District students and members of the community about the incident, any safety issues, and follow-up directions.**

Legal References:

EDUCATION CODE
32280-32289 School safety plans
GOVERNMENT CODE
3100 Public employees as disaster service workers
8607 Standardized Emergency Management System
CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS
The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty
Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003
School Emergency Response: Using SEMS at Districts and Sites, June 1998
WEB SITES
American Red Cross: http://www.redcross.org
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Seismic Safety Commission: http://www.seismic.ca.gov
Federal Emergency Management Agency: http://www.fema.gov/hazards/earthquakes
National Incident Management System: http://www.fema.gov/emergency/nims

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

First Reading/Possible Revision: Board Policy 3220.1, Business and Noninstructional Operations, Lottery Funds

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for adoption.

Revisions to BP 3220.1, Business and Noninstructional Operations, Lottery Funds are being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

A copy of revised BP 3220.1 is attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

LOTTERY FUNDS

The Governing Board intends to use California State Lottery funds for supplemental and nonrecurring expenditures in support of educational programs and activities. In recognition of the yearly fluctuations of lottery funds received by the District, the Board shall not commit lottery funds for any purpose until they have been received.

(cf. 3000 - Concepts and Roles)
(cf. 3100 - Budget)

The Board shall establish funding priorities and approve all allocations in accordance with law.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

~~The use of lottery funds shall be restricted to those supplemental expenditures which support ongoing educational programs and activities.~~

~~The Governing Board shall establish funding priorities and approve budget allocations within the parameters established by law.~~

Lottery funds allocated by the state for the purchase of instructional materials shall be expended on instructional materials as defined in Education Code 60010. Lottery funds shall not be used for the acquisition of real property, construction of school facilities, financing of research, or any other noninstructional purpose. (Government Code 8880.4, 8880.5)

(cf. 3460 - Financial Reports and Accountability)

For the receipt and expenditure of lottery funds, the Superintendent/designee shall establish a separate account that shall be clearly identified as a lottery education account. (Government Code 8880.5)

Business and Noninstructional Operations

LOTTERY FUNDS

Legal Reference:

EDUCATION CODE
14600 Legislative findings and declarations: state control of lottery funds
14700-14701 Use of lottery funds
60010 Definitions
60119 Sufficiency of instructional materialsGOVERNMENT CODE
8880-8880.5 California State Lottery: general provisions ~~including purpose and intent, allocation to school districts~~
CODE OF REGULATIONS, TITLE 5
19834 Audits, Proposition 20 lottery funds
19835 Audits, state lottery funds

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
2001.05.10 Proposition 20 – Allocation of Lottery Funds for Instructional Materials
WEB SITES
California Department of Education, Finance and Grants: http://www.cde.ca.gov/fg
Education Audit Appeals Panel: http://www.eaap.ca.gov

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) First Reading/Possible Revision: Board Policy 3270, Business and Noninstructional Operations, Sale and Disposal of Books, Equipment and Supplies (Personal Property); and

(2) First Reading/Possible Approval: Administrative Regulation 3270 (New), Business and Noninstructional Operations, Sale and Disposal of Books, Equipment, and Supplies

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for addition.

BP 3270, Business and Noninstructional Operations, Sale and Disposal of Books, Equipment and Supplies (Personal Property); is being presented for revision to update the information and improve the District's practices.

AR 3270, Business and Noninstructional Operations, Sale and Disposal of Books, Equipment, and Supplies; is being proposed to ensure that District procedures are in accordance with state and federal guidelines concerning the sale and disposal of books, equipment and supplies.

ADDITIONAL DATA:

Copies of the proposed revisions to BP 3270 and new AR 3270 are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision and approval.

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES ~~(PERSONAL PROPERTY)~~

The Governing Board recognizes **its fiscal responsibility to maximize** ~~that~~ the **use of** District **equipment, instructional materials, and other** ~~may own~~ personal property **while providing up-to-date resources that facilitate student learning and effective District operations. When the Board, upon recommendation of the Superintendent/designee, declares any District-owned personal property** ~~which is~~ unusable, obsolete, or no longer needed**, the Superintendent/designee shall determine the estimated value of the property and shall decide whether the property will be donated , sold or otherwise disposed of as prescribed by law and administrative regulation.** ~~by the district. The Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with Board policy and the requirements of state law.~~

~~*cf. 0440 – District Technology Plan*~~
cf. 3512 – Equipment
~~*cf. 6161.11 – Supplementary Instructional materials*~~
cf. 6163.1 – Library Media Centers

The Superintendent/designee may request annual authorization from the Board to auction, sell, dispose of, or donate surplus furniture, equipment or materials that are no longer needed, have been deemed unusable, or are beyond economical repair.

~~The Superintendent or designee shall identify to the Board all items not needed by the district, together with their estimated value and a recommended disposition.~~

If the Superintendent/designee ~~Board members who are in attendance at a meeting unanimously agree~~ **determines that the property, whether one or more items, does not exceed $2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)**

If the Superintendent/designee ~~Board members who are in attendance at a meeting unanimously~~ **finds that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the ~~Board~~ Superintendent/designee, or may be disposed of in the local public dump. (Education Code 17546)**

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES ~~(PERSONAL PROPERTY)~~ (continued)

Instructional materials **shall** ~~may~~ be considered obsolete or unusable **by the District if** ~~when~~ they **have been replaced by more recent editions or new materials selected by the Board, are not aligned with the District's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the District.**

Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new **research** ~~discoveries~~ or technologies.

2. Have been replaced by more recent versions or editions of the same material, and they are of no foreseeable value in other instructional areas.

3. Contain demeaning, stereotyping or patronizing references to **any group of persons protected against discrimination by law or Board policy** ~~either sex, to members of racial, ethnic, religious, vocational or cultural groups, or to persons with physical or mental handicaps~~.

4. ~~Have been inspected and discovered to be~~ **Are** damaged beyond use or repair.

cf. 0410 – Nondiscrimination in District Programs and Activities
cf. 1312.4 – Williams Uniform Complaint Procedures
cf. 6143 – Courses of Study
cf. 6161.1 – Selection and Evaluation of Instructional Materials

The Superintendent/designee shall establish procedures to be used whenever the District sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (2 CFR 200.313)

cf. 3230 – Federal Grant Funds
cf. 3440- Inventories

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES ~~(PERSONAL PROPERTY)~~ (continued)

~~The Board may dispose of district property by any of the following methods:~~

~~1. The Board may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. Timely notice for bids shall be posted or published as specified in Education Code 39520. Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 39521)~~

~~1. The Board may authorize the sale of the property by public auction. (Education Code 39520)~~

~~3. Without advertisement for bids, the Board may sell or lease the property to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 U.S.C., Section 484(j)(3)). In such cases, the sale price shall equal the cost of the property plus estimated cost of purchasing, storing, and handling. (Education Code 39510)~~

~~4. If Board members attending the meeting unanimously agree that the property is worth no more than $2,500, the Board may designate any district employee to sell the property without advertising. (Education Code 39521(a))~~

~~5. If Board members attending the meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 39521)~~

~~6. Surplus or undistributed obsolete instructional materials may be donated or sold at a nominal price to organizations or individuals who will use them for educational purposes, as specified in Education Code 60510.~~

~~7. Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified in item 6 above may be:~~

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES ~~(PERSONAL PROPERTY)~~ (continued)

~~a. Mutilated so as not to be salable and sold for scrap at the highest obtainable price, or~~

~~b. Destroyed by any economical means at least 30 days after the Board has given notice to all persons who have requested such notice. (Education Code 60530)~~

~~*(cf. 9323.2 - Actions by Board)*~~

~~Money received from the sale of personal property shall be, at the Board's discretion, either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 39522)~~

~~*(cf. 6161 - Equipment, Books, Materials)*~~

Legal Reference:

EDUCATION CODE
17540-17542 Sale or lease of personal property by one district to another
17545-17555 Sale of personal property
35168 Inventory, including record of time and mode of disposal
~~39510-39512 Sale or lease of personal property by one district to another (or certain other agencies)~~
~~39520-39529 Sale of personal property~~
~~60413 Sales to pupils; disposition of proceeds~~
~~60420 Disposal of old textbooks~~
~~60500 Determination of obsolescence~~
60510-605~~13~~**30 Sale,** ~~D~~**d**onation, or ~~sale~~ **disposal of instructional materials**
~~60520-60521 Disposition of sale proceeds~~
~~60530 (Methods of) destruction~~
GOVERNMENT CODE
25505 District property; disposition; proceeds
CODE OF REGULATIONS, TITLE 5
3944 Consolidated categorical programs, district title to equipment
3946 Disposal of equipment purchased with state and federal consolidated application funds
UNITED STATES CODE, TITLE 40
549 Surplus Property
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES ~~(PERSONAL PROPERTY)~~ (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Standards for Evaluating Instructional Materials for Social Content, 2013
WEBSITES
California Department of education: http://www.cde.ca.gov
School Services of California, Inc.: http//www.sscal.com

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the District. Alternatively, such materials may be donated to: (Education Code 60510)

1. **Another District, county free library, or other state institution.**
2. **A United States public agency or institution.**
3. **A nonprofit charitable organization.**
4. **Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people.**

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Any organization, agency, or institution receiving obsolete instructional materials donated by the District shall certify to the Governing Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60511)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. **Mutilated so as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest obtainable price.**
2. **Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the District has given notice to all persons who have filed a request for such notice.**

Equipment/Supplies Acquired with Federal Funds

When the District has a need to replace equipment originally purchased with funds from a federal grant or subgrant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property. (2 CFR 200.313)

(cf. 3230 - Federal Grant Funds)

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES (continued)

When any original or replacement equipment or supplies acquired under a federal grant or subgrant are no longer needed for the original project or program or for other federally supported activities, the District may retain or sell such items or, if the item has a current fair market value of less than $5,000, may otherwise dispose of the item in a manner approved by the Board. Whenever the District sells equipment or supplies that have a current fair market value of $5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current market value of the equipment or the proceeds from the sale of the equipment or supplies. (2 CFR 200.313, 200.314)

In the event that the District is provided with equipment that is federally owned, the District shall request disposition instructions from the federal agency when it no longer needs the equipment. (2 CFR 200.313)

Other Personal Property

The District may sell other surplus or obsolete District-owned personal property through any of the following methods:

1. **The Superintendent/designee may advertise for bids by posting a notice in at least three public places in the District for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the District and, if possible, publishing within the District. The District shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545, 17548)**

   Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent/designee. (Education Code 17546)

(cf. 3311 - Bids)

2. **The property may be sold by means of a public auction conducted by District employees, employees of other public agencies, or by contract with a private auction firm. (Education Code 17545)**

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT, AND SUPPLIES (continued)

3. **The District may sell the property without advertising for bids under any of the following conditions:**

   a. **The Superintendent/designee have determined that the property does not exceed $2,500 in value. (Education Code 17546)**

   b. **The District sells the property to agencies of the federal, state, or local government, to any other school District, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540; 40 USC 549)**

   c. **The District sells or leases the property to agencies of the federal, state, or local government or to any other school District and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)**

Money received from the sale of surplus personal property shall be either deposited in the District reserve or General fund or credited to the fund from which the original purchase was made. (Education Code 17547)

(cf. 3100 - Budget)

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) First Reading/Possible Revision: Board Policy 3280, Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property; and

(2) First Reading/Possible Approval: Administrative Regulation 3280 (New), Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for addition.

BP 3280, Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property; is being presented to update the information and improve the District's practices.

AR 3280, Business and Noninstructional Operations, Sale or Lease of District-Owned Real Property; is being proposed to ensure that District procedures are in accordance with state and federal guidelines concerning the handling of District real property. While reviewing BPs and ARs created by the California School Boards Association, the District determined that information previously contained in the corresponding BP 3280 is now incorporated in the proposed AR 3280.

ADDITIONAL DATA:

Copies of the proposed revisions to BP 3280 and new AR 3280 are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision and approval.

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY

The Governing Board believes that District facilities and resources should be utilized in an economical and practical manner. The Superintendent/ designee shall periodically study the current and projected use of all District facilities to ensure the efficient utilization of space for the effective delivery of instruction.

~~Because a closed school or unused facility is a district resource, the Governing Board shall dispose of any such property when it is apparent the district will have no further use for it. If the property will not be needed until some future time, the Board may lease the property to a governmental or private agency or individual. (Education Codes 39333, 39360 et seq.)~~

(cf. 1330 - Use of School Facilities)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7160 - Charter School Facilities)

~~Any lease or sale made by the Board will conform in all particulars to the provisions of law.~~

The Board shall appoint a District advisory committee prior to the sale or lease of any surplus real property to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a District advisory committee. (Education Code 17387-17391)

(cf. 1220 - Citizen Advisory Committees)

~~Before selling, leasing or renting any excess real property or deciding to close a school, the Board shall appoint a district advisory committee to secure community involvement and to assist in making the best possible judgment regarding every situation involving surplus space or property. (Education Code 39296)~~

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY (continued)

~~The committee shall:~~

~~1. Review projected school enrollment and other data to determine the amount of surplus space and real property.~~

~~2. Establish and circulate throughout the attendance area a priority list for use of surplus space and real property that will be acceptable to the community.~~

~~3. Hold hearings, with community input, on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes.~~

~~4. Make a final determination of limits of tolerance of use of space and real property.~~

~~5. Send the Board its recommendations regarding uses of surplus space and real property. (Education Code 39298)~~

~~*(cf. 1330 - Use of School Facilities)*~~

If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

When selling or leasing District real property, the Board shall comply with the priorities and procedures specified in applicable law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY (continued)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)
(cf. 9323.2 - Actions by the Board)

The Superintendent/designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent/designee shall take reasonable steps to provide notification to the former owners of the property of the District's intent to sell it.

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY (continued)

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

Use of Proceeds

The Superintendent/designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus District property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462)

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY (continued)

Proceeds from a sale of surplus District property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (Education Code 17462)

Proceeds from a lease of District property with an option to purchase may be deposited into a restricted fund for the routine repair of District facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

If the Board and SAB determine that the District has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the District's general fund. Proceeds from the sale or lease with option to purchase of District property may also be deposited in a special reserve fund for capital outlay or maintenance costs of District property that the Board determines will not recur within a five-year period. (Education Code 17462)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

Legal Reference:

EDUCATION CODE
~~8469.5 Use of school facilities or grounds for school age child care~~
17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions
17230-17234 Surplus property
17385 Conveyances to and from school districts
17387-17391 Advisory committees for use of excess school facilities
17400-17429 Leasing property
17430-17447 Leasing facilities
17453 Lease of surplus district property
17455-17484 Sale or lease of real property, especially:
17462.3 State Allocation Board program to reclaim funds
17485-17500 Surplus school playground (Naylor Act)
17515-17526 Joint occupancy
17527-17535 Joint use of district facilities
~~17722 Approval of new facilities~~
33050 Waiver Authority
38130-38139 Civic Center Act

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY (continued)

Legal Reference: (continued)

~~39290 Conveyances to and from school districts~~
~~39295-39299 Advisory committees for use of excess school facilities~~
~~39305 Right of district to lease property under lease providing for construction of building~~
~~39333 Lease of surplus district property~~
~~39360-39383 Sale or lease of real property~~
~~39470-39478 Joint use of district facilities~~
~~40043 Groups which may use school facilities without charge; charges for use by other groups~~
GOVERNMENT CODE
50001-50002 Definitions
54220-54232 Surplus land, especially:
54222 Offer to sell or lease property
54950-54963 Brown Act, especially:
54952 Legislative body, definition
PUBLIC RESOURCES CODE
21000-21177 California Environmental Quality Act
CODE OF REGULATIONS, TITLE 2
1700 Definitions related to surplus property
COURT DECISIONS
San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Closing a School Best Practices Guide
OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
Unused Site Program Handbook, December 2015
WEB SITES
CSBA: http://www.csba.org
California Department of Education, School Facilities Planning Division: http://www.cde.ca.gov/ls/fa
Coalition for Adequate School Housing: http://www.cashnet.org
Office of Public School Construction: http://www.dgs.ca.gov/opsc

Business and Noninstructional Operations

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

District Advisory Committee

The District's advisory committee on use or disposition of surplus school buildings or space shall consist of 7-11 members representative of each of the following: (Education Code 17389)

1. **The District's ethnic, age group, and socioeconomic composition.**

2. **The business community, such as store owners, managers, or supervisors.**

3. **Landowners or renters, with preference to representatives of neighborhood associations.**

4. **Teachers.**

5. **Administrators.**

6. **Parents/guardians of students.**

7. **Persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities and counties in which the surplus property is located.**

This committee shall: (Education Code 17390)

1. **Review projected school enrollment and other data to determine the amount of surplus space and real property.**

2. **Establish and circulate throughout the attendance area a priority list for use of surplus space and real property that will be acceptable to the community.**

3. **Hold hearings, with community input, on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes.**

Business and Noninstructional Operations

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

4. **Make a final determination of limits of tolerance of use of space and real property.**

5. **Send the Governing Board a report recommending uses of surplus space and real property.**

The committee shall comply with open meeting requirements of the Brown Act. (Government Code 54952)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9130 - Board Committees)

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

First Reading/Possible Revision: Board Policy 3290, Business and Noninstructional Operations, Gifts, Grants, and Bequests

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for adoption.

Revisions to BP 3290, Business and Noninstructional Operations, Gifts, Grants, and Bequests is being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

A copy of revised BP 3290 is attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

GIFTS, GRANTS, AND BEQUESTS

The Governing Board may accept any bequest or gift of money or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all District students.

To be acceptable, a gift must satisfy the following criteria:

1. Not add to staff load.

2. Not begin a program which the Board would be unwilling to continue when the donated funds are exhausted.

3. Not entail undesirable or hidden costs.

4. Place no restrictions on the school program.

5. Not be inappropriate or harmful to the best education of students.

6. Not imply endorsement of any business or product.

7. Not conflict with any provision of the school code or public law.

8. Have a purpose consistent with those of the District.

Any gift of ~~Gift~~ books and instructional materials shall be accepted only if they meet district criteria **for selection of instructional materials.**

(cf. 6161.1 - Procedures and Criteria for Selection and Evaluation)

All gifts, grants and bequests shall become ~~d~~**D**istrict property. All gifts shall be given to the ~~school~~ ~~d~~**D**istrict, and not to a particular school, **classroom, or teacher.** At the Superintendent ~~or~~**/**designee's discretion, a gift may be used at a particular school **or classroom**.

Use of the gift shall not be impaired by restrictions or conditions imposed by the donor.

The Board will try to follow the donor's wishes insofar as they do not conflict with ~~d~~**D**istrict philosophy or operations.

Business and Noninstructional Operations

GIFTS, GRANTS AND BEQUESTS (continued)

(cf. 3430 - Investing)

Online Fundraising

Any person or entity who wishes to conduct an online fundraising campaign, including a crowdfunding campaign, for the benefit of the District, a school, or a classroom shall submit a written request for prior approval to the Superintendent/designee. Approval of requests shall take into consideration compatibility with the District's vision and goals, core beliefs, instructional priorities, and infrastructure; the manner in which donations are collected and distributed; equity of the use of funds; and any other factors deemed relevant or appropriate by the District.

Any person or entity approved to conduct an online fundraising campaign shall comply with relevant District policies and procedures, including ensuring financial transparency in describing the purpose and use of the funds and protecting student privacy as applicable. Such person or entity shall specify that the District, rather than a staff member, classroom, or school, will own the funded resources.

Funds raised by an online fundraising campaign and donated to the District shall be subject to the same terms, criteria for acceptance, and accountability measures as any other donation as specified in this policy.

Appreciation

The Board may show appreciation for any donation to the District in any manner it deems appropriate. Such appreciation may take the form of letters of recognition or Board resolutions; plaques, commendations, or awards; planting of commemorative trees or gardens; or naming or renaming of buildings, grounds, or facilities. Conferment of any such honor shall be in accordance with applicable Board policy.

Business and Noninstructional Operations

Legal Reference:

EDUCATION CODE

1834 Acquisition of materials and apparatus

35160 Powers and duties

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41037 Rules and regulations

41038 Applicability of other provisions of chapter

Management Resources

WEB SITES

California Consortium of Educational Foundations: http://www.cceflink.org

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

First Reading/Possible Revision: Board Policy 3300, Business and Noninstructional Operations, Expenditures/Expending Authority

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for adoption.

Revisions to BP 3300, Business and Noninstructional Operations, Expenditures/Expending Authority is being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

A copy of revised BP 3300 is attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

EXPENDITURES~~/EXPENDING AUTHORITY~~ AND PURCHASES

The Governing Board ~~shall establish and maintain an adequate reserve.~~ **recognizes its fiduciary responsibility to oversee the prudent expenditure of District funds. In order to best serve District interests, the Superintendent/designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the District receives maximum value for items purchased. The Superintendent/designee shall ensure that records of expenditures and purchases are maintained in accordance with law.**

(cf. 3000 – Concepts and Roles)
(cf. 3100 - Budget)
(cf. 3230 - Federal Grant Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9270 - Conflict of Interest)

Expending Authority

The Superintendent**/** ~~or~~ designee may purchase supplies, materials, ~~and~~ equipment **and services up to the amounts specified in Public Contract Code 20111, beyond which a competitive bidding process is required. The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.** ~~in accordance with Board policy and administrative regulations. Such purchases shall not exceed the limits imposed by law. All such transactions shall be reviewed by the Board every 60 days. (Education Code 39657)~~

~~*(cf. 3110 – Transfer of Funds between Categories)*~~
~~*(cf. 3310 – Purchasing Procedures)*~~
(cf. 3311 - Bids)
(cf. 3312 - Contracts)
~~*(cf. 3312.1 - Contracting for Personal Consulting Services)*~~

The Board shall review all transactions entered into by the Superintendent/ designee on behalf of the Board every 60 days. (Education Code 17605)

The Superintendent/designee may authorize an expenditure which exceeds the budget classification allowance against which the expenditure is the proper charge only if an amount sufficient to cover the purchase is available in the budget for transfer by the Board.

Business and Noninstructional Operations

EXPENDITURES~~/EXPENDING AUTHORITY~~ AND PURCHASES (continued)

(cf. 3110 - Transfer of Funds)

District funds shall not be expended for the purchase of alcoholic beverages. (Education Code 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.

(cf. 3314.2 – Revolving Funds)
(cf. 3440 - Inventories)

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. In order to eliminate the processing of numerous small purchase orders, the Superintendent/designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor. the Superintendent/designee shall ensure that the "open" purchase order system details a maximum purchase amount, the types of items that can be purchased under this order, the individuals authorized to approve purchases, and the expiration date of the "open" order.

~~*(cf. 3310 – Purchasing Procedures)*~~
~~*(cf. 3311 - Bids)*~~
~~*(cf. 3312 - Contracts)*~~
~~*(cf. 3312.1 - Contracting for Personal Consulting Services)*~~

~~The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.~~

EXPENDITURES/~~EXPENDING AUTHORITY~~ AND PURCHASES (continued)

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents; approval or ratification of contracts by governing board

17605 Delegation of authority to purchase supplies and equipment

32435 Prohibited use of public funds, alcoholic beverages

~~33127 Development of standards and criteria for local budgets and expenditures~~

~~33128 Standards and criteria; inclusions~~

~~33129 Standards and criteria; use by local agencies~~

35010 Control of district; prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35250 Duty to keep certain records and reports

~~35272 Educational and athletic materials~~

38083 Purchase of perishable foodstuffs and seasonal commodities

~~39656 Delegation of powers to agents; liability of agents~~

~~39657 Delegation of authority to purchase supplies and equipment~~

~~39873 Purchase of perishable foodstuffs and seasonal commodities~~

41010 Accounting system

41014 Requirement of budgetary accounting

GOVERNMENT CODE

4330-4334 California made materials

PUBLIC CONTRACT CODE

3410 U.S. produce and processed foods

20111 Contracts over ~~$15,000~~ **$50,000; contracts for construction** ~~for work and over $21,000 for materials or supplies~~; award to lowest responsible bidder

Management Resources:

WEB SITES

CSBA, Financial Services: http://www.csba.org/fs

California Association of School Business Officials: http://www.casbo.org

California Department of Education: http://www.cde.ca.gov

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Deletion of Board Policy 3310, Business and Noninstructional Operations, Purchasing Procedures

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for addition.

Board Policy (BP) 3310, Business and Noninstructional Operations, Purchasing Procedures is obsolete and is being recommended for deletion. The information in BP 3310 that is still relevant will be addressed in the proposed revised BP 3300 Expenditures/Expending Authority.

ADDITIONAL DATA:

A copy of Board Policy 3310 is attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

Business and Noninstructional Operations

PURCHASING PROCEDURES

The Superintendent or designee shall maintain effective purchasing procedures in order to ensure that maximum value is received for money spent by the district and that records are kept in accordance with law.

Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.

The Superintendent or designee may issue and sign purchase orders and shall submit them for Board approval.

All purchases shall be made by formal contract, purchase orders, or be accompanied by a receipt.

(cf. 3312 - Contracts)
(cf. 3314.2 - District Revolving Fund)
(cf. 3440 - Inventories)

DELETE

Legal Reference:

EDUCATION CODE
35250 Duty to keep certain records and reports
39656 Delegation of powers to agents; approval or ratification of contracts by governing board
39657 Delegation of authority to purchase supplies and equipment

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

First Reading/Possible Revision: Board Policy and Administrative Regulation 3311, Business and Noninstructional Operations, Bids

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for addition.

Revisions to BP and AR 3311, Business and Noninstructional Operations, Bids are being presented to update the information and improve the District's practices and to ensure District procedures are in accordance with state and federal guidelines concerning bid procedures.

ADDITIONAL DATA:

Copies of the proposed revisions to BP3311 and AR3311 are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

BIDS

The Governing Board is committed to promoting public accountability and ensuring ~~In order to ensure transparency and the~~ prudent ~~expenditure~~ **use** of public funds. **When leasing, purchasing or contracting for equipment, materials, supplies, or services for the District, including when contracting for public projects involving District facilities,** the ~~Governing~~ Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. ~~award contracts in an objective manner and in accordance with law. Subject to the foregoing, the District shall promote open and fair competition for all District construction projects so that all contractors and workers, whether union or non-union, are treated equally in the bidding and awarding of District construction contracts.~~ **When required by law, or if the** ~~District equipment, supplies, and services shall be purchased using competitive bidding when required by law or if the~~ Board determines that it is in the best interest of the District, ~~to do so~~ such contracts shall be made using competitive bidding.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 3000 – Concepts and Roles)
(cf. 3230 – Federal Grant Funds)
(cf. 3300 – Expenditures/Expending Authority)

The Superintendent/designee shall establish comprehensive bidding procedures for the District in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

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

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

Business and Noninstructional Operations

BIDS (continued)

When the Board has determined that it is in the best interest of the District, t~~T~~he District may piggyback onto the contract of another public agency or corporation to lease or purchase **any personal property to** ~~equipment or supplies to~~ the extent authorized by law when the Board has determined that it is in the best interest of the District. (Public Contract Code 20118)

For award of contracts which, by law or Board Policy, require ~~To assist the District in determining whether bidders are responsible, the Board may require~~ prequalification, the procedures **shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.** ~~as allowed by law and specified in Administrative Regulation 3311.~~

(cf. 9270 – Conflict of Interest)

Uniform Public Construction Cost Accounting Procedures

The District has adopted the California Uniform Public Construction Cost Account Act procedures under Public Contract Code 22000 et.seq.

In awarding contracts for public works projects involving District facilities, the Governing Board desires to obtain the best value to the District and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

(cf. 3311 - Bids)
(cf. 7110 - Facilities Master Plan)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Business and Noninstructional Operations

BIDS (continued)

(cf. 9323.2 - Actions by the Board)

Contracts for Construction Projects

With respect to evaluation of potential contractors based on review of non-price criteria, the District shall develop and use a standardized scoring system with predetermined evaluation criteria. Any scoring system used by the District shall identify how each of the evaluation criteria will be measured and the relative significance or weight that will be assigned to each criterion. A description of the scoring system shall be included in all solicitation documents involving selection of contractors based on review of non-price criteria.

A committee or panel shall be used in all circumstances in which the District evaluates potential contractors based on review of non-price criteria, including best value procurement, contractor prequalification and professional services procurement. Such committee or panel shall be comprised of District staff, but the District may include on the committee or panel: (i) a member of another school District; and/or (ii) other outside expert(s) in public works contracting.

Any prehire collective bargaining agreement constituting a "project labor agreement," as defined in Public Contract Code 2500(b), shall include the taxpayer protections set forth in Public Contract Code 2500(a).

The District shall endeavor to provide public notice of the negotiation of a project labor agreement at least 60 days prior to a vote of the Governing Board on such agreement. The District shall consider holding a workshop prior to approval of the agreement to evaluate reasonableness of the agreement.

Legal Reference:

EDUCATION CODE
17070.10-17079.30 Leroy F. Greene School Facilities Act
17250.10-17250.55 Design-build contracts
17406 Lease-Leaseback contracts
17595 Purchases through Department of General Services
17602 Purchase of surplus property from federal agencies
38083 Purchase of perishable foodstuffs and seasonable commodities
38110-38120 Apparatus and supplies
~~38902~~ **39802** Transportation services
BUSINESS AND PROFESSIONS CODE
7056 General engineering contractor
7057 General building contractor
CODE OF CIVIL PROCEDURE

Business and Noninstructional Operations

BIDS (continued)

446 Verification of pleadings
GOVERNMENT CODE
4217.10-4217.18 Energy conservation contracts
4330-4334 Preference for California-made materials
6252 Definition of public record
53060 Special services and advice
54201-54205 Purchase of supplies and equipment by local agencies
PUBLIC CONTRACT CODE
1102 Emergencies
1103 Definition responsible bidder
200~~1~~**0-2002** Responsive bidders
2500 Project labor agreements; taxpayer protections
300~~2~~**0-3010** Roofing projects
3400 Bids, specifications by brand or trade name not permitted
3410 United States produce and processed foods
4113 Prime contractor; subcontractor
6610 Bid visits
12200 Definitions, recycled goods, materials, and supplies
20101-20103.7 Public construction projects, requirements for bidding
20103.8 Award of contracts
~~20107 Bidder's security~~
201~~1~~**0**-20118.4 **Local Agency Public** ~~Contracting~~ **Construction Act**; ~~by~~ school districts
20189 Bidder's security, earthquake relief
22000-22045 Alternative procedures for public projects (UPCCAA)
~~22002 Definition of public project~~
~~22030-22045 Alternative procedures for public projects~~
~~22050 Alternative emergency procedures~~
22152 Recycled product procurement
Legal References – Continued
COURT DECISIONS
Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739
Great Western Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425
Marshall v. Pasadena USD (2004), 119 Cal.App.4th 1241
Konica Business Machines v. Regents of the University of California (1988), 206 Cal.App.3d 449
City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court (1972), 7 Cal.3d 861
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 1 (2006)

Business and Noninstructional Operations

BIDS (continued)

Management Resources:

WEBSITES
California School Boards Association: www.csba.org
California Association of School Business Officials: www.casbo.org
California Department of Education: http://www.cde.ca.gov
California Departmen of General Services: https://www.dgs.ca.gov

Policy
Adopted: 11/13/90
Revised: 05/22/01
Revised: 10/24/12
Revised: 08/15/18
Revised:

Business and Noninstructional Operations

BIDS

Uniform Public Construction Cost Accounting Act

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

~~The District has adopted the California Uniform Public Construction Cost Account Act procedures under Public Contract Code 22000 et.seq.~~

~~Informal Bids~~

1. Public projects, **of $60,000 or less, except as otherwise provided by law for informal procedures,** may be **performed by District employees by force account, negotiated** ~~let to~~ contract**, or purchase order** ~~by informal procedures~~ as set forth in Section 22032, et. Seq., of the Public Contract Code.

2. **Contracts for public projects of $200,000 or less, except as otherwise provided by law, may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)**

   a. **The Superintendent/designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain further information about the project, and states the time and place for the submission of bids. This notice shall be disseminated by mail, fax, or email to either or both of the following:**

      (1) All contractors on a list of qualified contractors maintained by the District for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due.

      (2) All construction trade journals identified pursuant to Public Contract Code 22036.

   b. **The District shall review the informal bids that were submitted and award the contract, except that:**

BIDS (continued)

(1) If all bids received through the informal process are in excess of $200,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at $212,500 or less and the Board determines the District's cost estimate is reasonable.

(2) If no bids are received through the informal bid procedure, the project may be performed by District employees by force account or negotiated contract.

3. Public projects of more than $200,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:

(1) Through publication in a newspaper of general circulation in the District's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the District as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all applicable construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the District may give such other notice as it deems proper.

b. The District shall award the contract as follows:

Business and Noninstructional Operations

BIDS (continued)

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the District may accept the one it chooses.

(2) At its discretion, the District may reject all bids presented and declare that the project can be more economically performed by District employees, provided that the District notifies an apparent low bidder, in writing, of the District's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the District intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by District employees by force account or negotiated contract.

(cf. 3311 - Bids)

Contractors List

A list of contractors shall be developed and maintained in accordance with the provisions of Section 22034 of the Public Contract Code and criteria promulgated from time to time by the California Uniform Public Construction Cost Accounting Commission.

Pre-Solicitation Preparation

Prior to soliciting any contracts for construction that are subject to requirements for competitive bidding or best value procurement, or contracts for professional services for a school construction project, the District shall to the extent feasible and possible fully develop the intended scope of work or services, determine which project delivery method will be used, and decide how the project will be managed.

Factors to be considered prior to procurement may include, but are not limited to the following:

1. District staff capabilities;
2. time considerations;
3. project complexity;

Business and Noninstructional Operations

BIDS (continued)

4. degree of District control and oversight desired;
5. type of contractors needed or desired;
6. project budget;
7. predominant regional trade practices;
8. appropriate community and business participation; and
9. level of acceptable legal and financial risk to the District.

Advertised/Competitive Bids

The District shall advertise **for any of the following: (Public Contract Code 20111)** ~~and/or otherwise seek formal or informal bids for public projects, and may seek quotes or otherwise enter into contracts for public projects not subject to formal or informal bidding requirements, as provided by Public Contract Code 22030 et seq.~~

1. **A** ~~"P~~**p**ublic project~~"~~ **contract that involves an expenditure of $200,000 or more as defined in Public Contract Code 22032, including a contract for** ~~means~~ construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility~~. (Public Contract Code 20111, 22002)~~

~~*(cf. 3311.1 – Uniform Public Construction Cost Accounting Procedures)*~~
~~*(cf. 3311.2 – Lease-Leaseback Contracts)*~~
~~*(cf. 3311.3 – Design-Build Contracts)*~~

2. **A contract that** ~~The District shall also seek competitive bids through advertisement for contracts~~ exceed~~ing~~**s** the amount specified in law ~~and~~ as adjusted ~~annually~~ by the ~~California State~~ Superintendent of Public Instruction for any of the following: ~~(Public Contract Code 20111; Government Code 53060)~~

   a~~1~~. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the District.

   (cf. 3230 – Federal Grant Funds)

   b~~2~~. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters.

Business and Noninstructional Operations

BIDS (continued)

c~~3~~. Repairs, including maintenance that is not a public project.

"Maintenance" means routine, recurring, and usual work for preserving, protecting, and keeping a District facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed,

improved, constructed, altered, or repaired. "Maintenance" includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

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

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than $10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally-owned transit system, or a parent/ guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

~~No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)~~

Instructions and Procedures for Advertised Bids

Except as otherwise provided in the Administrative Regulation or applicable law, ~~T~~**t**he Superintendent/designee shall call for bids by placing a notice at least a week for two weeks in a local newspaper of general circulation published in the

Business and Noninstructional Operations

BIDS (continued)

District, or if no such newspaper exists, then in some newspaper general circulation circulated in the county. The Superintendent/designee may also post the notice on the District's website or through an electronic portal. The notice shall state or provide references to the work to be done, materials or supplies to be furnished, critical dates and deadlines, including the time, date, and location where bids will be opened, and information about specific format and content requirements for submissions. To the extent provided in the bid solicitation documents, the District may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory pre-bid conference, site visit, or meeting~~.~~ **and** ~~The notice shall also~~ detail**s** when and where project documents, including final plan and specifications, are available. In addition, the District's contracting preferences or requirements, such as prevailing wage; small, local or minority owned businesses and bonding requirements will be included. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify **in writing,** the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code ~~20107,~~ 20111)

   a. Cash.
   b. A cashier's check made payable to the District.
   c. A certified check made payable to the District.
   d. A bidder's bond executed by an admitted surety insurer and made payable to the District.

   The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

BIDS (continued)

3. When a standardized proposal form is provided by the District, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)

4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

5. When two or more identical bids are received, the Superintendent/designee may determine, by lot, which bid shall be recommended for acceptance by the Board. (Public Contract Code 20117)

6. If the District requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in Item a below shall be used: (Public Contract Code 20103.8)

   a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.

   b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.

   c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the District before the first bid is opened.

   d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the District before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. In determining the lowest bid, the District shall consider only bids that are responsive to the bid specifications and that have been submitted by responsible bidders.

Business and Noninstructional Operations

BIDS (continued)

a. When a bid is determined to be nonresponsive, the District shall notify the bidder and give it an opportunity to respond to the determination.

b. When a bidder is determined to be nonresponsible, the District shall notify the bidder of its right to present evidence of its responsibility at a due process hearing.

8. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

9. After being opened, all submitted bids become public records pursuant to the California Public Records Act, Government Code Section 6250, et seq., and shall be made available for review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 – Access to District Records)
(cf. 3580 – District Records)

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that a District procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

(cf. 3230 - Federal Grant Funds)
(cf. 3311 – Bids)
(cf. 3312 – Contracts)

Whenever t~~T~~he competitive negotiation process **is determined to be appropriate for such procurements, the district** shall **use** ~~include, but not be limited to,~~ the following requirements: (Public Contract Code 20118.2)

1. The Superintendent/designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources as determined by the District to permit reasonable competition consistent with the nature and requirement of the procurement.

Business and Noninstructional Operations

BIDS (continued)

2. Notice of the RFP shall be published at least twice in a newspaper of general circulation at least ten days before the date for receipt of the proposals.

3. The Superintendent/designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.

4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.

5. The Superintendent/designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.

6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the District with price and all other factors considered.

7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.

8. The Board, at its discretion, may reject all proposals and request new RFPs.

Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. **(Public Contract Code 20118.2)**

Bids Not Required

Without advertising for bids and upon a ~~*When the Board has*~~ *determined* ***ation*** *that it is in the best interest of the District, the* ***Board may authorize*** ~~*District may piggyback onto the contract of*~~ *another public corporation or agency* ***, by contract,*** ~~*to*~~ *lease,* ***requisition,*** *or purchase* ***order, to lease data-processing*** *equipment or* **to purchase materials,** supplies, **equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other** ~~and make payment to the vendor under the same terms that are available to the~~ public corporation or agency **is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal**

Business and Noninstructional Operations

BIDS (continued)

property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. ~~to the extent authorized by law.~~ (Public Contract Code 20118)

(cf. 3300 – Expenditures/Expending Authority)

Supplementary textbooks, library books, educational videos, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
(cf. 6163.1 – Library/Media Centers)

Perishable ~~commodities such as~~ foodstuffs **and seasonal commodities** needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 – Food Service Operations/Cafeteria Fund)

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

~~*(cf. 9323.2 – Actions by the Board)*~~

Bids shall also not be required for day labor under circumstances specified in law, and noted below. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

Public projects not subject to formal or informal bidding requirements, as provided by Public Contract Code 22030 et seq., performed by the employees of a public agency by force account, by negotiated contract, or by purchase order. (Public Contract Code 22032)

Business and Noninstructional Operations

BIDS (continued)

1. School building repairs, alterations, additions
2. Painting, repainting or decorating of school buildings
3. Repair or building of apparatus or equipment
4. Improvements on school grounds
5. Maintenance work as defined ~~above~~ **in Public Contract Code Section 22002(d)**

Each public agency that elects to become subject to the uniform construction accounting procedures set forth in Article 2 (commencing with Section 22010) shall enact an informal bidding ordinance to govern the selection of contractors to perform public projects pursuant to subdivision (b) of Section 22032. The ordinance shall include all of the following:

a) In cases of emergency when repair or replacements are necessary, the governing body may proceed at once to replace or repair any public facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts. The work may be done by day labor under the direction of the governing body, by contractor, or by a combination of the two.

b) In case of an emergency, if notice for bids to let contracts will not be given, the public agency shall comply with Chapter 2.5 (commencing with Section 22050). (Public Contract Code 22035).

By a four-fifths vote of the governing board, the district may repair or replace a public facility, take any directly related and immediate action required by that emergency, and procure the necessary equipment, services, and supplies for those purposes, without giving notice for bids to let contracts.

By a four-fifths vote of the governing board, the authority to enter emergency contracts may be delegated as long as the designee takes the action to the governing board within 7 days of its next regularly scheduled meeting which shall be no more than 14 days after the action was taken. The designee must report at each following meeting until the action is terminated (contract completed). (Public Contract Code 22050)

Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the

Business and Noninstructional Operations

BIDS (continued)

Superintendent/designee shall **ensure that** ~~not, except as permitted by law, draft~~ the bid specification**:**

1. **Does not** ~~in a manner that, either~~ directly or indirectly, limit~~s~~ bidding to any one specific concern

2. Does not ~~or~~ call~~s~~ for a designated material, product, thing, or service by a specific brand or trade name, unless the specification designating the specific material, product, thing, or particular brand name is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service.

In such cases, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract. ~~(Public Contract Code 3400)~~

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to the one designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent/designee may designate a specific concern, material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use.
2. To match others in use on a particular public improvement that has been completed or is in the course of completion.
3. To obtain a necessary item that is only available from one source.
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP.

Business and Noninstructional Operations

BIDS (continued)

Prequalification Procedures

For any contract for construction as to which bids are legally required, the Board may require in accordance with Public Contract Code Section 20111.5 that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent/designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works.

Prospective bidders shall submit the questionnaire and financial statement at least **ten (10)** ~~five~~ days before the date fixed for public opening of sealed bids. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)

For purposes of the foregoing, the Superintendent/designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the District at least one day before the fixed bid opening date. (Public Contract Code 20111.5)

The District may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

~~Prior to commencing the foregoing prequalification process, the District shall notify District counsel regarding the District's desire to prequalify contractors, and provide counsel an opportunity to comment on the process and review documents to be used.~~

To the extent the District is required to prequalify bidders pursuant to Public Contract Code Section 20111.6, the prequalification procedures shall comply with the requirements of Public Contract Code Section 20111.6.

Appeal Procedures

Contractors will be allowed to appeal a negative prequalification determination in accordance with procedures set forth in the prequalification documentation. There

Business and Noninstructional Operations

BIDS (continued)

is no appeal from a refusal for an incomplete or late application. Without a timely appeal, the Contractor waives any and all rights to challenge the decision of the District, whether by administrative or judicial process or any other legal process or proceeding. The decision of the Appeals Panel shall be the District's final administrative decision.

In conjunction with this Prequalification Policy, the District hereby establishes a Bidder Prequalification Appeals Panel ("Appeals Panel") consisting of the following three members or their designee(s):

1. District Director of Maintenance and Operations.
2. District Purchasing Manager.
3. A member of an outside agency.

The sole issue before the Appeals Panel shall be the scoring of a Contractor. The date for submission and opening of bids for a specific project will not be delayed or postponed to allow for completion of an appeal process. To the extent reasonably feasible, all elements of a prequalification questionnaire that require factual verification shall be reviewed and verified by District staff prior to review by the Appeals Panel.

Rejection of All Bids

The District shall endeavor to avoid issuing a request for bids if the District does not ultimately intend to award a contract. The District may reject all bids received and, in such event, shall notify all bidders within a reasonable time of the making of such decision. The notice of rejection of all bids shall include a brief description of the District's rationale for rejecting all bids. District staff may elect to provide such notice (i) by U.S. mail or e-mail to each bidder, (ii) or by posting the notice on a publicly-available portion of the District website.

Notice of Intent to Award

After the District has made a final award determination, but prior to the actual award of the contract, the District shall provide to all responsive bidders, via mail or electronic transmission, a notice of intent to award the contract that informs such bidders of the contractor(s) to which the contract(s) will be awarded.

Business and Noninstructional Operations

BIDS (continued)

Publication of Bid Results

Following the award of all competitively bid contracts, bid results **may** ~~shall~~ be published on the District's website or alternate website available to the general public. The information to be published **may** ~~shall~~ include (i) the **company** names ~~and addresses~~ of all bidders; and (ii) the amount of bids. Published information may also include additional information if it is available or applies to the contract in question, such as proposed contract documents, the District's original cost estimates, and bid walk attendee information.

Protests by Bidders

A contractor that submitted a bid for work may protest the award of the contract for that work if the contractor believes that the award is inconsistent with Board policy, the bid's specifications, or is not in compliance with the law.

Each such protest must be filed in writing with the Superintendent/designee by 4 p.m. of the fifth (5th) business day following the bid opening. The protest must set forth, among other relevant information as determined by the protester or required by the solicitation documents, all of the following:

1. A complete statement of any and all bases for the protest.
2. All documents supporting or justifying the protest.
3. The specific portions of all documents which form the basis for the protest.
4. The name, address and telephone number of the person representing the protesting party.

Any bid protest not conforming to the foregoing shall be rejected by the District as invalid and shall constitute a waiver of the bidder's right to protest the award of the contract.

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

Business and Noninstructional Operations

BIDS (continued)

The Board of Education will render a final determination and disposition of a bid protest. Action by the Board of Education relative to a bid award shall be final and not subject to appeal or reconsideration.

The District may extend the time limit for filing any bid protest by ten days if, prior to 4 p.m. on the third business day following bid opening, a bidder submitted a valid public records request seeking information specifically related to whether the award of the contract would be inconsistent with Board policies or applicable law. In such event, a protest must be filed with the District by 4 p.m. of the fifteenth day following opening of bids.

The protest procedures shall be the bidder's sole and exclusive method for protesting the bid of another bidder. Failure to comply with these procedures shall constitute a waiver of any and all other rights a bidder may have to protest the other bid(s), including, without limitation, filing a claim pursuant to the Government Claims Act and other legal proceedings.

Protests of Contract Awards Based on Review of Non-Price Criteria

The protest procedures set forth in the preceding section shall also apply to the award of contracts through competitive negotiation or alternate process other than traditional competitive bidding, provided that such protests (i) shall be limited to challenges based on noncompliance with Board policy or applicable law; and (ii) except as otherwise provided herein, shall be filed in writing with the District by 4 p.m. of the fifth (5th) business day following the opening of proposals.

All solicitation materials circulated by the District for bids or proposals shall include a description of applicable protest procedures.

All proposals for construction of school facilities submitted in response to RFPs become public records pursuant to the California Public Records Act, Government Code 6250, et seq., and shall be made available for review pursuant to law, Board policy, and administrative regulation, except to the extent that such proposals contain proprietary information and/or are otherwise exempt from disclosure pursuant to the Public Records Act or other applicable law.

Post-Award Debriefing

Business and Noninstructional Operations

BIDS (continued)

Following the award of each contract awarded based on review of non-price criteria, the District will offer a post-award debriefing for any unsuccessful proposers that request such a debriefing in writing within three (3) days after the date of contract award. The post-award debriefing will provide:

1. A general description of the District's evaluation of the relative strengths and weaknesses of the proposal based on use of applicable criteria to rate or rank proposals.
2. Responses to questions regarding conformance of the selection process with District policies and applicable legal requirements.

The debriefing will not include point-by-point comparisons nor shall it reveal any proprietary or other confidential information of any other proposer, including, without limitation:

1. Trade secrets.
2. Privileged or confidential manufacturing processes and techniques.
3. Commercial and financial information that is privileged or confidential, including cost breakdowns, profit, indirect cost rates, and similar information.
4. Names of individuals providing reference information about the awarded contractor's past performance.

Conflict of Interest

District staff and officials shall excuse themselves from participating in a particular procurement process and/or decision to award a contract if such participation would constitute or result in a conflict of interest pursuant to Government Code Section 1090 or Section 87000 et seq.

No "Pay to Play"

In connection with the proposed award by the Governing Board of any Bond Funded Contract, the District shall make publicly available, by means of the staff report or docket for the proposed award, the name of any Person: (i) who contributed $1,000 or more to any campaign for a District candidate or bond program, and who submitted any bid or proposal for that Bond Funded Contract; or (ii) who contributed $1,000 or more to any foundation established by the District, and, within the immediately preceding four years, such foundation made any

BIDS (continued)

financial contribution to a District bond campaign. The staff report or docket also shall specify the amount of the financial contribution made by the Person.

For purposes of this No Pay to Play policy: (i) “Bond Funded Contract” means any contract for construction, maintenance, equipment, labor, engineering, architecture, program or project management, legal or financial services, or any other similar expense, that is paid from bond proceeds; and (ii) “Person” means any individual, sole proprietor, partnership, corporation, trade association, union, council of unions, or any registered political committee administered by such Person.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) First Reading/Possible Revision: Board Policy 3314, Business and Noninstructional Operations, Payment for Goods and Services; and

(2) First Reading/Possible Approval: Administrative Regulation 3314 (New), Business and Noninstructional Operations, Payment for Goods and Services

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for adoption.

Revisions to BP 3314, Business and Noninstructional Operations, Payment for Goods and Services is being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

Administrative Regulation 3314, Business and Noninstructional Operations, Payment for Goods and Services is being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

Copies of revised BP 3314 and new AR 3314 are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

PAYMENT FOR GOODS AND SERVICES

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard District resources. To facilitate warrant processing, the Superintendent/designee shall ensure that purchasing, receiving, and payment functions are kept separate. The Superintendent/designee shall also ensure that invoices are paid expeditiously so that the District may, to the extent possible, take advantage of available discounts and avoid finance charges.

(cf. 3300 - Expenditures and Purchases)
(cf. 3312 - Contracts)
(cf. 3314.2 - Revolving Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 9320 - Meetings and Notices)

The Superintendent**/** ~~or~~ designee may authorize payment only for those goods and services that have been approved or ratified by the Governing Board.

The Superintendent**/** ~~or~~ designee may pay in advance for certain materials if a decrease in cost is possible or if the material is unavailable to the ~~d~~**D**istrict without advance payment.

The Superintendent**/** ~~or~~ designee may pay invoices in excess of previously approved purchase order amounts without further Board approval when the excess amount represents sales tax, transportation charges, or charges made for the detention of a shipment during loading or unloading.

The Superintendent/designee shall sign all warrants and shall ensure that warrants have appropriate documentary support verifying that all goods and services to be paid for have been delivered or rendered in accordance with the purchase agreement.

The Board shall approve all warrants at a regularly scheduled Board meeting.

(cf. 9320 - Meetings and Notices)

The District shall not be responsible for unauthorized purchases

~~*(cf. 3314.2 - Revolving Funds)*~~

Business and Noninstructional Operations

PAYMENT FOR GOODS AND SERVICES (continued)

Legal Reference:

EDUCATION CODE
17605 Delegation of authority for purchases
42630-42651 General provisions - orders, requisitions and warrants
42800-42806 Revolving cash fund
42810 Alternative revolving fund
42820 Prepayment funds
CODE OF CIVIL PROCEDURE
685.010 Rate of interest
GOVERNMENT CODE
16.5 Digital signatures
~~5500 Definitions (facsimile signatures)~~
~~5501 Filing and certification of manual signature; execution of public securities (requires at least one manual signature) and instruments of payment with facsimile signature~~
~~5503 Unlawful use of facsimile signatures or seals~~
5500-5506 Uniform Facsimile Signatures of Public Officials Act
8111.2 Definition of public entity
PUBLIC CONTRACT CODE
7107 Retention proceeds; withholding; disbursement
7201 Retention proceeds; limits and exceptions
9203 Payment for projects costing over $5000
20104.50 Timely progress payments
CODE OF REGULATIONS, TITLE 2
22000-22005 Digital signatures

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Secretary of State, digital signatures: http://www.sos.ca.gov/digsig/digsig.htm
Fiscal Crisis Management & Assistance Team: http://www.fcmat.org

Business and Noninstructional Operations

PAYMENT FOR GOODS AND SERVICES

Payment for Construction Contracts

Payment on any contract for the creation, construction, alteration, repair, or improvement of any District property or facility or other public works project shall be made in accordance with the estimates, process, and/or schedule approved by the Governing Board.

As necessary, the Superintendent/designee may make progress payments as actual work is completed or materials are delivered. When a payment request is properly submitted by a contractor, any undisputed portion of the payment request shall be paid within 30 days. If the Superintendent/designee determines any payment request to be improper, the payment request shall be returned to the contractor with a written statement of reasons why the request is not proper. (Public Contract Code 9203, 20104.50)

(cf. 3312 - Contracts)

The District may withhold up to five percent of the proceeds due to the contractor until completion and acceptance of the project. (Public Contract Code 7201)

The proceeds to be withheld by the District may exceed five percent when the Board has made a finding, prior to the bid and during a properly noticed and regularly scheduled public meeting, that the project is substantially complex and requires a higher retention amount than five percent. In such cases, the Board's finding shall include a description of the specific project and why it is a unique project that is not regularly, customarily, or routinely performed by the District or licensed contractors. The bid documents shall include details explaining the basis for the finding and the actual amount to be withheld. (Public Contract Code 7201)

(cf. 3311 - Bids)
(cf. 9320 - Meetings and Notices)
(cf. 9324 - Minutes and Recordings)

At any time after 50 percent of the work has been completed, the Board may release the withheld proceeds if it finds that satisfactory progress is being made. (Public Contract Code 9203)

Business and Noninstructional Operations

PAYMENT FOR GOODS AND SERVICES (continued)

Proceeds withheld by the District from payments to contractors for public works contracts shall be released within 60 days after the construction or improvement is completed. In the event of a dispute between the District and the contractor, the District may withhold from the final payment an amount not to exceed 150 percent of the disputed amount. (Public Contract Code 7107)

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

First Reading/Possible Revision: Board Policy 3314.2, Business and Noninstructional Operations, District Revolving Fund

____X____Action _____Information

BACKGROUND INFORMATION:

The District continues to review and evaluate Board Policies (BPs) and Administrative Regulations (ARs) to align to current practices while also ensuring alignment to applicable laws as noted in BPs and ARs created by the California School Boards Association (CSBA). During this process, a number of current BPs and ARs have been identified for revision or deletion and others have been identified for adoption.

Revisions to BP 3314.2, Business and Noninstructional Operations, District Revolving Fund is being proposed to ensure District procedures are in accordance with state and federal guidelines and requirements and provide clarification regarding current practices.

ADDITIONAL DATA:

A copy of revised BP 3314.2 is attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Business and Noninstructional Operations

~~**DISTRICT**~~ REVOLVING FUND

The Governing Board has a fiduciary responsibility to effectively manage and safeguard the District's assets and resources. All revolving cash funds shall be subject to the internal control procedures established by the District to prevent and detect fraud, financial impropriety, or irregularity and shall be maintained in accordance with law and the California School Accounting Manual.

(cf. 3314 - Payment for Goods and Services)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3451 - Petty Cash Funds)
(cf. 3530 - Risk Management/Insurance)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

Standard Revolving Cash Fund

Pursuant to Education Code 42800, the Board has adopted a resolution establishing a revolving cash fund for use by the chief accounting officer. The fund shall be used only for the purposes specified in the Board's resolution which may include, but are not limited to, payment for services or supplies for which there is an urgent deadline or to reduce the need for issuing numerous small warrants.

The chief accounting officer shall be covered by an individual bond or insurance in the amounts specified in law. The chief accounting officer shall ensure that payments from the fund are for services or materials that are a legal charge against the District and that a receipt is obtained setting forth the date, payee, purpose of the expenditure, and amount expended. (Education Code 41021, 42801, 42801.5, 42804)

The Board may at any time reduce or discontinue the revolving cash fund. (Education Code 42805)

~~The Governing Board has established by resolution a revolving cash fund for use by the Superintendent or designee in paying for goods, services, and other charges determined by the Board, including supplemental payments required to correct any payroll errors. (Education Codes 42800-42806, 45167)~~

Business and Noninstructional Operations

~~DISTRICT~~ REVOLVING FUND (continued)

~~At the request of the Board, the County Auditor or the County Superintendent of Schools, the Superintendent, or designee shall give an account of the fund. (Education Code 42804)~~

~~The Board shall review and revise fund usage as appropriate.~~

The funds shall be deposited in a bank doing business locally, whose deposits are insured by the FDIC and approved by the Board. The Superintendent**/** ~~or~~ designee shall be responsible for all payments into the account as well as expenditures from the account subject to the restrictions established by the Board. The fund shall be audited annually by the accountant authorized by the Board.

District personnel, with the approval of the principal or department head, may make cash purchases of items costing no more than one hundred fifty dollars ($150.00). This does not include payroll adjustments made through the Business Services and Support Department. Reimbursements shall be made upon presentation of the itemized, dated receipt to the Business Office. Reimbursement must be required prior to an accumulation of more than three hundred dollars ($300.00) in reimbursable cash purchases.

Regulations permit use of the District Revolving Cash Fund for the purchase of items by staff members subject to the following conditions:

(a) Purchases eligible for reimbursement are as follows:

(1) Anything not prohibited by law, District policy, or site manager.

(2) Must be from a licensed vendor (not an individual friend or family member).

(3) Must cost less than one hundred fifty dollars ($150.00), total not to exceed three hundred dollars ($300.00), and be submitted for reimbursement within 90 days.

(4) District personnel cannot purchase equipment and request reimbursement. Equipment (in this instance) is not determined by the cost of the item.

Business and Noninstructional Operations

~~DISTRICT~~ REVOLVING FUND (continued)

(5) Materials must not require installation, service, or maintenance. The District will NOT purchase warranties on these materials.

Legal Reference:

EDUCATION CODE
35160 Authority of governing boards
35250 Duty to keep certain records
38091 Cafeteria revolving accounts
41020 Audits of all district funds
41021 Requirement for employee's indemnity bond
41365-41367 Charter school revolving loan fund
42238.01-42238.07 Local control funding formula
42630-42652 Orders, requisitions, and warrants
42800-42806 Revolving cash fund
42810 Revolving cash funds; use; administrators
42820-42821 Prepayment revolving cash fund
45167 Error in salary

Management Resources:

WEB SITES
California Department of Education, Finance and Grants: http://www.cde.ca.gov/fg
Fiscal Crisis and Management Assistance Team: http://fcmat.org

Policy
Adopted: 11/13/90
Revised: 10/17/00
Revised:

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
Report on District Cohort Schools: Ella B. Allen, Joseph Casillas, Harborside, Anne and William Hedenkamp, Juarez-Lincoln, Karl H. Kellogg, and Loma Verde Elementary for the 2018-19 School Year	Instructional Services and Support	December 2019
Report on Howard Gardner Community Charter School for the 2018-19 School Year	Instructional Services and Support	December 2019
Approve Revisions to Fiscal Year 2019-20 Budget; Approve First Interim Financial Report at October 31, 2019; and Certify District's Financial Status for Fiscal Year 2019-20	Business Services and Support	December 2019
Report on District Cohort Schools: Palomar, Greg Rogers, Fred H. Rohr, Rosebank, Salt Creek, Silver Wing, and Sunnyside Elementary for the 2018-19 School Year	Instructional Services and Support	January 2020
Report on California School Dashboard and System of Support	Instructional Services and Support	January 2020
Midyear Report by District Parent Leaders	Instructional Services and Support	January 2020

TOPIC	REPORT BY	TENTATIVE DATE
Report on District Cohort Schools: Clear View, Hazel Goes Cook, J. Calvin Lauderbach, Liberty, John J. Montgomery, Burton C. Tiffany, and Wolf Canyon for the 2018-19 School Year	Instructional Services and Support	February 2020
Report on District Cohort Schools: Arroyo Vista, Chula Vista Learning Community, Discovery, Mae L. Feaster, and Robert L. Mueller Charter	Instructional Services and Support	February 2020
Report on District Innovation Efforts	Instructional Services and Support	February 2020

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.