

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

AGENDA

REGULAR MEETING – SEPTEMBER 12, 2018 – 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.

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Persons wishing to address the Board of Education on any agenda item 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.

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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.

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

In compliance with Government Code Section 54957.5, nonexempt writings that are distributed to a majority or all of the Board of Education in advance of a meeting may be reviewed at our website by clicking on the following link: <http://www.cvesd.org/DISTRICT/Pages/Meetings.aspx> or at the scheduled meeting.

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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

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

AGENDA BOARD OF EDUCATION

Regular Meeting
September 12, 2018
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

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. Report on Early Childhood Education Programs
- C. Report on Dual Language Immersion Instructional Programs

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 August 15, 2018
- B. Approve and/or Ratify Human Resources Items A Through I
- C. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Field Trip Assignments for Bus Drivers
- D. Adopt Resolution Endorsing the 2018 *RED RIBBON CAMPAIGN*
- E. Adopt Resolution Proclaiming October 8-14, 2018, as *Week of the School Administrator* in the Chula Vista Elementary School District
- F. Ratify Master Agreement with Family Health Centers of San Diego for the 2018-19 School Year
- G. Ratify Memorandum of Understanding with Novata Behavioral Health for the Novata Family Forces Program for the Period of July 1, 2018, Through June 30, 2019
- H. Ratify Memorandum of Understanding with Sweetwater Union High School District on Behalf of Arroyo Vista, Chula Vista Learning Community, Discovery, Mae L. Feaster, Robert L. Mueller, and Howard Gardner Community Charter Schools for Participation in Middle School Sports League for the 2018-19 School Year
- I. Ratify Nonpublic, Nonsectarian School Master Contracts with Community School of San Diego and The Institute for Effective

Education for Special Education and Related Services for Individuals with Exceptional Needs for the 2018-19 School Year

- J. Ratify Nonpublic, Nonsectarian Individual Services Agreements with Community School of San Diego for Student No. 303532 and The Institute for Effective Education for Student No. 304182 for the 2018-19 School Year
- K. Approve Agreement with San Diego County Superintendent of Schools for Project Cal-Well for the Period of September 13- 30, 2018
- L. Adopt Resolution Establishing Appropriations Limits for Fiscal Years 2017-18 and 2018-19 Pursuant to Article XIII B (Gann Amendment) of the California State Constitution
- M. Adopt Resolution Authorizing the Purchase of One 36' x 40' Relocatable Classroom Building for Lilian J. Rice Elementary School in the Amount of \$142,452.45 from Silver Creek Industries, Inc., Pursuant to Bid No. 14/15-3
- N. Approve Acceptance of Work and Notice of Completion for the Removal, Replacement, and Additional Installation of Cafeteria Heating, Ventilating, and Air Conditioning (HVAC) Equipment for Castle Park, EastLake, Olympic View, and Rosebank Elementary Schools
- O. Approve International Study Trip for Sixth Grade Students from EastLake Elementary School to Shanghai, Whenzhou, and Luoyang, China on October 12-22, 2018
- P. Approve Overnight Study Trips for Fourth Grade Students from Liberty Elementary School to the Star of India on September 13-14, 2018, and March 1-2, 2019
- Q. Approve Overnight Study Trips for Fourth Grade Students from Corky McMillin Elementary School to the Star of India on January 17-18 and January 24-25, 2019
- R. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through August 31, 2018
- S. Approve and/or Ratify Inservice/Travel Requests
- T. Approve and/or Ratify Requests for Use of District Facilities

7. PUBLIC HEARINGS

Public Hearings

- A. (1) Conduct Public Hearing Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement; and

- (2) Adopt Resolution for the 2018-19 School Year Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement with the State of California

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

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

- (2) Authorize Application for the General Waiver Request to Provide a Reduced-Day Extended School Year Program from June 18 Through July 10, 2019

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

8. ADMINISTRATIVE ACTION ITEMS

*Administrative
Action Items*

- A. Approve Submittal of 2017-18 Year-End Summary of Revenues, Expenditures, and Changes in Fund Balances

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

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

*First and Second
Readings*

- A. First Reading: Proposed Board Policy and Administrative Regulation 3230 (New), Business and Noninstructional Operations, Federal Grant Funds

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

- B. First Reading/Possible Revision/Review: Proposed Amendments to Board Policy, Administrative Regulation, and Exhibit (A) 4019, All Personnel, Sexual Harassment

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

- C. First Reading/Possible Revision: Proposed Amendments to Administrative Regulation 4031, All Personnel, Complaints Concerning Harassment or Discrimination in Employment

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

- D. Approve Deletion of Board Policy and Administrative Regulation 4111.1, 4211.1, 4311.1, All Personnel, Affirmative Action

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

- E. Second Reading/Approve: Proposed Amendments to Board Policy and Administrative Regulation 6174, Instruction, Education for English Learners

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

F. First Reading/Possible Revision: Exhibit (B) 9270, Bylaws of the Board, Conflict of Interest

*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 & Fulfroost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees

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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2017030442 for Student No. 305489

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018060718 for Student No. 305208

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018061072 for Student No. 112886

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, OCTOBER 10, 2018, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Report on Early Childhood Education Programs

_____ **Action**

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

BACKGROUND INFORMATION:

For more than 40 years, the Early Childhood Education Department (ECED) has provided educational services to children Ages 3-5. The District currently serves 876 preschool students in 38 general education classes and over 500 students in 26 special education classes. Preschool classes are located at the following 23 schools:

- Joseph Casillas
- Castle Park
- Clear View
- Hazel Goes Cook
- Discovery Charter
- Mae L. Feaster Charter
- Myrtle S. Finney
- Harborside
- Juarez-Lincoln
- Karl H. Kellogg
- J. Calvin Lauderbach
- Loma Verde
- John J. Montgomery
- Robert L. Mueller Charter
- Saburo Muraoka
- Otay
- Palomar
- Lilian J. Rice
- Greg Rogers
- Fred H. Rohr
- Burton C. Tiffany
- Valle Lindo
- Vista Square

In addition to general education and special education preschool, the ECED provides the School Readiness Program and the Parent Implementation Program (PIP).

ADDITIONAL DATA:

Tonight, District staff members will provide an overview of the programs provided by the ECED to our youngest learners and their families.

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:

General Education preschool classes are funded primarily by the California Department of Education's Child Development Division and Head Start Federal dollars. Additional funding is provided by First 5 San Diego under the Quality Preschool Initiative Grant. PIP and School Readiness programs are both funded through the Local Control and Accountability Plan as well as Medi-Cal Administrative Activities/Local Education Agency funds.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Report on Dual Language Immersion Instructional Programs

_____ **Action**

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

BACKGROUND INFORMATION:

California State Superintendent of Public Instruction Tom Torlakson recently launched Global California 2030, a bold initiative. Global California 2030 aims to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years. Currently, twenty District schools have Dual Language Immersion instructional programs, including 5,878 students who represent 20 percent of the total enrollment.

ADDITIONAL DATA:

Tonight, Language Development staff members will share details of Global California 2030. They will provide an overview of programs, professional development and work of the Biliteracy Leads, and the development of a three-year plan to strengthen current programs and to support the initiative.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES BOARD OF EDUCATION

Regular Meeting
August 15, 2018
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

President Bunker called the meeting to order at 6:03 P.M.

Members Present:

Mrs. Leslie Ray Bunker, President
Mrs. Laurie K. Humphrey, Vice President
Mr. Armando Farías, Clerk
Dr. Eduardo Reyes, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:

Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Jeffrey Thiel, Asst. Supt., Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Anthony Millican, Director, Communications and Community Development
Mrs. Laura Casas, Communications Supervisor
Mrs. Maria 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

Mr. Esquivel Led the Pledge of Allegiance.

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: FARÍAS, Second: HUMPHREY, 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 Wolf Canyon Elementary School Student Connor Szczechowicz

Dr. Escobedo said he was proud to introduce Wolf Canyon Grade 3 Student Connor Szczechowicz, who started playing golf when he was two years old and who, at the age of 8, has now played in 145 golf tournaments. He listed Connor's latest tournaments and the place he achieved in each of them. Dr. Escobedo commented that Connor, who aims to become a professional golfer, wants to attend the University of Florida.

Connor, who was accompanied by his mother, showed Board Members and Dr. Escobedo a medal he received from a recent tournament. President Bunker congratulated Connor and presented him with a Certificate of Recognition and a pen engraved with the District's name.

C. Recognition of Child Nutrition Services Director Jeffrey Landers

Mr. Esquivel said the District serves about 1.3 million breakfasts and 3.2 million lunches every [school] year, mostly funded by federal programs. He added that every three years, the United States Department of Agriculture, through the California Department of Education, conducts a thorough review of District Child Nutrition Services (CNS) programs and that one such audit recently took place, focusing on three major areas—school sites, record keeping, and the “seamless summer.” Mr. Esquivel announced that the District received zero findings in the audit and was noted for having exemplary school site menus and food and for being one of the best programs not only in San Diego County but in all of Southern California. He said the credit goes to the workers at the school sites and CNS staff members under the leadership of CNS Director Jeffrey Landers.

President Bunker congratulated Mr. Landers and presented him with a Certificate of Recognition.

D. Report on Visual and Performing Arts Program

Dr. Tessier said that under the District's Local Control and Accountability Plan (LCAP) Goal 2 and thanks to the Board's vision, the District has a flourishing Visual and Performing Arts (VAPA) program. He introduced District VAPA Coordinator Lauren Shelton, who provided a report on the District's VAPA program and its successes. Former Student Bruno Bello (Otay)—currently a junior at Chula Vista High School—shared his experience with the arts, specifically music, and how the VAPA program has influenced his life. Mrs. Shelton also acknowledged District partners Arts Bus Express, California State University, San Marcos/Stuart Foundation, Arts for Learning, and San Diego Youth Symphony and highlighted the partnership with La Jolla Playhouse/San Diego County Office of Education/Kennedy Center.

Board Members thanked Mrs. Shelton and Mr. Bello, commented on the importance of the arts in education, and expressed their support for the VAPA program. President Bunker presented Bruno with a Certificate of Appreciation and a pen engraved with the District's name.

E. Report on District Resource Teachers

Dr. Tessier said that also under LCAP's Goal 2, Action 7, the District has Resource Teachers (RTs) with the sole purpose of supporting teachers with their pedagogy and instructional practices. He introduced Director of Academic Coaching and Professional Development Rochelle Carroll. Mrs. Carroll provided a report on the Resource Teacher program, including a brief history of the beginning of the program five years ago. Principal Chris Vickers (Casillas), and Teacher Allison Barnhill (Parkview) shared the positive impact the RT program has had on them, their respective schools, and the students.

Board Members thanked the presenters and asked a number of questions that were answered by Mrs. Carroll.

F. Report on New Principal Academy

Dr. Tessier said that the Board had requested information on how the District supports the 14 new principals (those who are in Year 1 or Year 2 of the principalship). He introduced Principal on Special Assignment – Wallace Foundation Grant Dr. Toni Faddis. Dr. Faddis provided information regarding the program, a professional development structure implemented during the 2017-18 school year. Principal Dr. Monica Loyce (Marshall) shared her experience with the program.

Board Members thanked the presenters, asked questions that were answered by Drs. Faddis and Loyce, and commented on several aspects of the program.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

*Communications
to the Board*

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Mr. Peter Zeitler emphasized what Mr. Landers has accomplished in changing the dynamics of how the District feeds children—from buying new equipment to getting more nutritious foods—and said many people are involved in the CNS effort. Mr. Zeitler shared that the prior Saturday, 50 new computers were installed at Lauderbach and thanked Volunteer Terry McKearney, Computer Technician George Flores, and Lauderbach's computer technician. He added that an agreement will be on the September agenda for recycling outdated technology items. Mr. Zeitler touched again on the subject of hiring Licensed Vocational Nurses. He thanked Lauren Shelton, Dr. Escobedo, Dr. Tessier, and former Board Members for the VAPA program, which has made a big difference.

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala started by saying she believes Marshall needs an Associate Principal, stating that Dr. Loyce is spread thin due to the many special education classes at the site. Ms. Skala said she hoped to be announcing an agreement between CVE and the District but that instead she was sharing that CVE recently held a rally. She also expressed concerns with the negotiations and regarding rumors that the VAPA program would be cut if bargaining unit members receive a raise. Ms. Skala said she has faith in the Board of Education, which is why the media was not present at the meeting. She mentioned there would be a negotiations session the next day and that she hoped there would be some movement on the part of the District's negotiating team. She ended by thanking the Board, emphasizing that she believes in them, and expressing that she believes in the [negotiations] process.

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.

Parent/First Vice President of the Chula Vista Council of PTAs Kate Bishop (Rosebank) spoke in support of teachers. She also shared the positive impact VAPA has had on her son.

Teacher Jennifer Konnight spoke regarding supplemental programs for English Learners.

6. APPROVE CONSENT CALENDAR (Action)

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.

Before approval of the Consent Calendar, President Bunker pulled Item 6.G. to be discussed and voted on separately.

Motion: HUMPHREY, Second: TAMAYO, Vote: UNANIMOUS

- A. Adopt Board of Education Meeting Minutes: Regular Meeting July 11, 2018
- B. Adopt Resolution in Support of South Bay Community Services Fundraising Event **2018-19.012**
- C. Approve and/or Ratify Human Resources Items A Through L **2018-19.013**
- D. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Noon Duty Supervisors Working Fewer Than Ten Hours per Week
- E. Approve Memorandum of Understanding with Chula Vista Educators Regarding Teacher Evaluations During the 2018-19 School Year
- F. Approve Contract with the State of California, Office of Administrative Hearings, for an Administrative Law Judge to Conduct Certificated Dismissal Hearings During the 2018-19 Through 2022-23 School Years
- G. Ratify Agreement with Achieve3000® for Online Differentiated Reading Instruction for the Period of July 1, 2018, Through June 30, 2021
Dr. Tessier provided information regarding the agreement and answered questions from Board Members.

Motion: TAMAYO, Second: HUMPHREY, Vote: UNANIMOUS

H. Ratify Agreement with Bloom Software, Inc., dba Thrively, Inc., for Thrively Pro Services for the 2018-19 School Year

I. Ratify Travel Costs and Related Travel Expenses for District Parents Participating in California Association for Bilingual Education Professional Development, Conferences, and Events for the 2018-19 School Year

J. Ratify Agreement with the City of Chula Vista for the Community Development Block Grant Project for the 2018-19 School Year

K. Ratify Agreement with Goalbook for 150 Goalbook Platform Licenses for the Period of July 1, 2018, Through June 30, 2019, Including Related Professional Development

L. Ratify Seventh Amendment to Subcontract Agreement with South Bay Community Services for the Chula Vista Promise Neighborhood Program for the Period of January 1 Through June 30, 2018

M. Approve Memorandum of Understanding with Jewish Family Services for the Positive Parenting Program for the Period of August 16, 2018, Through June 30, 2019

N. Adopt Resolution Declaring September 2018 as *Attendance Awareness Month* in the Chula Vista Elementary School District **2018-19.014**

O. Adopt Resolution Designating September 2018 as *National Preparedness Month* in the Chula Vista Elementary School District **2018-19.015**

P. Approve Waiver of Minor Irregularities of Bids Received; Denial of Bid Protest by Frank and Son Paving, Inc.; and Award of Bid No. 17/18-10 to San Diego Asphalt for Asphalt Repairs at Various District Properties in the Amount of \$361,150.00 for the Period of August 16, 2018, Through June 30, 2019

Q. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through July 31, 2018 **2018-19.016**

R. Approve and/or Ratify Inservice/Travel Requests **2018-19.017**

S. Approve and/or Ratify Requests for Use of District Facilities **2018-19.018**

7. PUBLIC HEARINGS

Public Hearings

None

8. ADMINISTRATIVE ACTION ITEMS

*Administrative
Action Items*

- A. Nominations for California School Boards Association Directors-at-Large: Asian/Pacific Islander and Hispanic

Dr. Escobedo provided information regarding the position. Board Member Tamayo nominated Clerk Farías, who accepted the nomination.

Motion: TAMAYO, Second: HUMPHREY, Vote: UNANIMOUS

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

*First and Second
Readings*

- A. Approve Deletion of Selected Board Policies and Administrative Regulations in Article 0, Philosophy-Goals-Objectives and Comprehensive Plans:

- (1) Board Policy 0110, Racial and Ethnic Balance
- (2) Board Policy and Administrative Regulation 0420.1, School-Based Program Coordination
- (3) Board Policy and Administrative Regulation 0520.2, Title I Program Improvement Schools
- (4) Board Policy and Administrative Regulation 0520.4, Quality Education Investment Schools

Dr. Escobedo said the District's Policy Review Committee is looking at District policies, and is finding some that need to be added and some that need to be deleted. He explained that these specific policies relate to programs that no longer exist, therefore are no longer necessary.

Motion: REYES, Second: TAMAYO, Vote: UNANIMOUS

- B. First Reading/Possible Adoption of Selected Board Policies and First Reading/Possible Approval of Exhibit in Article 0, Philosophy-Goals-Objectives and Comprehensive Plans:

- (1) Board Policy and Exhibit 0420.41, Charter School Oversight
- (2) Board Policy 0420.42, Charter School Renewal
- (3) Board Policy 0420.43, Charter School Revocation

Dr. Escobedo explained that, while the District has a policy on accepting charter schools there are no policies regarding oversight, renewal, or revocation of charters.

Motion: REYES, Second: FARÍAS, Vote: UNANIMOUS

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

Mr. Esquivel explained these revisions are to improve internal control practices upon the recommendation from the San Diego Taxpayers Association's best practices guidelines. The new language will help to improve transparency for the bidding process and how the District advertises and does not interrupt any of the current practices or methods of contracting.

Motion: HUMPHREY, Second: TAMAYO, Vote: UNANIMOUS

D. First Reading/Possible Revision: Board Policy and Administrative Regulation 6174, Education for English Learners

The Board Policy and Administrative Regulation will be taken to consultation with CVE and presented for second reading and revision at a subsequent meeting.

10. GENERAL INFORMATION ITEMS/REPORTS

*Information
Items/Reports*

A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS

*Board
Communications*

Mrs. Bunker:

- Shared that she visited five or six schools since the beginning of the school year and was very impressed. Commented that everyone was using Sanford Harmony, which is a great way to start the year.
- Said the Board meeting was different in that, while the focus is always on students, also adults—Mr. Landers, RTs, VAPA teachers, new principals—were highlighted. Added that it is always good to take time to highlight the good work everyone is doing.

Mr. Farías:

- Wished everyone a great school year.
- Thanked Principal Freylán Villanueva for his great work at Veterans. Wished him well in his new job at Sweetwater Union High School District.

Mrs. Humphrey:

- Requested the names of the volunteers who assisted Lauderbach with the new computers, and that a thank you letter be sent to them.
- Commented that she had the pleasure of attending the Ribbon Cutting for Daly Academy's Creativity Lab, which was a fun and exciting event. Commended Principal Joseph Prosapio, saying he is a phenomenal leader, for his work at Daly Academy.

- Said she represented the Board at the services for South Bay [Union School District] longtime board member Chris Brown. Shared that it was amazing to hear about all the great things Ms. Brown accomplished over the years.

Dr. Reyes:

- Wished everyone a great school year.

12. SUPERINTENDENT'S COMMUNICATION

Dr. Escobedo:

- Commented that he had great visits with some of the Secretaries, School Attendance Secretary/Health Specialists (SAS/HS's), and Nurses. Added that taking care of students is a hard job that requires amazing teamwork and coordinated efforts. Said that he appreciates the sound advice they provided, and that he is putting together a list of recommendations to share with the Board and with Mr. Zeitler. Thanked SAS/HS Marilyn [Johnson] (Lauderbach) for following up with an email.

13. ADJOURN TO CLOSED SESSION

Closed Session

President Bunker adjourned to closed session at 8:24 P.M. in accordance with the following:

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

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

Government Code Section 54956.9 (d)(1): Conference with Legal Counsel – Existing Litigation in Joint Powers Authority Claim No. 17-04811

Government Code Section 54956.9(d)(2): Conference with Legal Counsel – Anticipated Litigation in Joint Powers Authority Claim No. 18-05024

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018011112 for Student No. 305603

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018030187 for Student No. 303637

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018070070 for Student No. 306829

Government Code Section 54956.9(d)(2): Conference with Legal Counsel – Anticipated Litigation: Significant Exposure to Litigation, One Potential Case

14. RECONVENE TO OPEN SESSION

Open Session

President Bunker reconvened to open session at 9:38 p.m. with all Board Members present with the exception of Board Member Reyes, who left early.

Clerk Farías announced that in closed session, the Board:

Approved a settlement agreement with Employee No. 1082018115.

Motion: TAMAYO, Second: FARÍAS

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO

Noes: NONE, Abstain: NONE

Rejected Joint Powers Authority Claim No. 18-05024.

Motion: FARÍAS, Second: HUMPHREY

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2018011112 for Student No. 305603.

Motion: TAMAYO, Second: REYES

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2018030187 for Student No. 303637.

Motion: BUNKER, Second: TAMAYO

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2018070070 for Student No. 306829.

Motion: HUMPHREY, Second: TAMAYO

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO
Noes: NONE, Abstain: NONE

Authorized the District to establish a joint appeals panel with the Sweetwater Union High School District to hear a claim relating to Community Facilities District (CFD) 18, and to issue a binding decision on behalf of CFD No. 18

Motion: HUMPHREY, Second: TAMAYO

Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO
Noes: NONE, Abstain: NONE

15. ADJOURNMENT

President Bunker adjourned the meeting at 9:42 P.M.

Francisco Escobedo, Ed.D., Secretary

Armando Farias, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, SEPTEMBER 12, 2018, AT 6 P.M.

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

Erika Avalos, Temporary Teacher (per Education Code Section 44920), 156 days, Class I, Step 1, salary \$42,288.48, effective August 29, 2018, through June 6, 2019

Lillian Beas, Instructional Assistant (Preschool and Child Development Center), 3.5 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective August 30, 2018

Elizabeth Bisby, Instructional Assistant, 3 hours per day, 4 days per week, Range 14, Step 1, \$14.31 per hour, effective August 6, 2018

Sophia Bueno, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 6, \$19.50 per hour, effective September 4, 2018

Karla Castro, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 3, \$16.92 per hour, effective August 20, 2018

Janelle Cisneros, Instructional Assistant-Special Education, 5.8 hours per day, 5 day per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective August 13, 2018

Russell Corpuz, Temporary Music Teacher (per Education Code Section 44920), 173 days, Class III, Step 1, salary \$46,896.84, effective August 22, 2018

Jannet De Jesus, Temporary Teacher (per Education Code Section 44920), 176 days, Class IV, Step 1, salary \$47,710.08, effective August 1, 2018, through June 6, 2019

Laura De Jesus, Instructional Assistant-Special Education, 6.3 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour, effective September 4, 2018

Brittany Francis, Temporary Teacher (per Education Code Section 44920), 185 days, Class I, Step 3, salary \$50,150.00, effective August 29, 2018, through June 14, 2019

Mariana Garcia, School Attendance Secretary/Health Specialist, 8 hours per day, 5 days per week, Range 28, Step 1, \$19.84 per hour, effective August 29, 2018

Estrella Gerwin, Noon Duty Supervisor, 3 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective August 13, 2018

Jessica Gonzalez, Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective August 27, 2018

William Hardy, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 3, \$41.69 per hour plus 2 percent, effective September 4, 2018

Juliana Kuhn, Resource Specialist, 149 days, Class IV, Step 1, salary \$40,390.92, effective September 10, 2018

Maiko Lizarraga, Temporary Resource Teacher (per Education Code Section 44920), 158 days, Class IV, Step 1, salary \$42,830.64, effective August 27, 2018, through June 6, 2019

Wendy Lopez, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective August 30, 2018

Marcia Martinez, CNS I, 3 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective September 4, 2018

Caitlin Mazeau, Temporary Teacher (per Education Code Section 44920), 176 days, Class IV, Step 1, salary \$47,710.08, effective August 1, 2018, through June 6, 2019

Yolanda Pena, Noon Duty Supervisor, 3 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective August 13, 2018

Flavia Pinheiro Pisco-Contreras, Temporary Music Teacher (per Education Code Section 44920), 153 days, Class VI, Step 1, salary \$46,248.84, effective September 4, 2018, through June 6, 2019

Juan Ricoy, Principal at Arroyo Vista Charter, 8 hours per day, 5 days per week, \$659.97 per day, effective September 4, 2018

America Salais, CNS I, 2 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective September 5, 2018

Alexandra Shapiro, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 2, \$39.67 per hour plus 2 percent, effective September 17, 2018

Llymar Simons, Noon Duty Supervisor, 3 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective August 8, 2018

Theresa Toth, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 5, \$45.65 per hour plus 2 percent, effective September 4, 2018

Olivia Valdez-Rodriguez, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective August 20, 2018

MaryAnn Valencia, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective August 17, 2018

Marsha Williams, Resource Specialist, 153 days, Class IV, Step 1, salary \$41,475.24, effective September 4, 2018

Blanca Wilterdink, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.46 per hour, effective September 4, 2018

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

Marilyn Allen, Bus Attendant, 5 hours per day, 5 days per week, Range 16, Step 5, \$18.11 per hour, effective August 20, 2018

Cynthia Klos, Bus Attendant, 5 hours per day, 5 days per week, Range 16, Step 1, \$14.98 per hour, effective August 20, 2018

Hermila Mendoza, Bus Attendant, 5.02 hours per day, 5 days per week, Range 16, Step 1, \$14.98 per hour, effective August 9, 2018

C. RECLASSIFICATION OF TEMPORARY TEACHER(S) EMPLOYED UNDER EDUCATION CODE SECTION 44909, 44911, OR 44920 TO PROBATIONARY/PERMANENT STATUS FOR THE 2018-19 SCHOOL YEAR

Kimberly Bennett
Allison Neal
Hector Pedrero

Grace Smith
Rachel Teahan
Nicole Uribe

D. PROMOTION

Miroslava Castaldi, from CNS I to CNS III, 6.5 hours per day, 5 days per week, Range 19, Step 4, \$18.57 per hour, effective August 24, 2018

Miriam Esmeier, from Instructional Assistant-School Readiness Program to Clerk-Typist III, 8 hours per day, 5 days per week, Range 22, Step 1, \$17.25 per hour, effective August 20, 2018

Elizama Picazo, from School Attendance Secretary/Health Specialist to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 6, \$26.40 per hour plus 2 percent, effective August 24, 2018

Nestor Rosales, from Bus Attendant to Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective August 20, 2018

Esmeralda Smith, from Payroll Specialist I to Payroll Specialist II, 8 hours per day, 5 days per week, Range 31, Step 6, \$27.07 per hour plus 2 percent, effective August 16, 2018

Karla Velez, from Instructional Assistant-Special Education to Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 2, \$17.25 per hour, effective August 13, 2018

E. LEAVE OF ABSENCE

Lindsay Aldo, Teacher, effective September 10, 2018

Hind Falconer, Resource Specialist, effective July 23, 2018

Claudia Guerrero, CNS III, effective September 10, 2018

Rosyluz Jimenez, Teacher, effective October 8, 2018

Melissa Rodriguez, Special Education Teacher, effective September 17, 2018

Nidia Verduzco Gonzalez, Student Attendant, effective September 10, 2018

F. JOB DESCRIPTION

Adapted Aquatics Program Specialist
Buyer
Computer Support Technician I
Computer Support Technician II
Computer Support Technician III
Digital Imaging Technician I
Digital Imaging Technician II
Elementary Dance Teacher (K-6)
Elementary Music Teacher (K-6)
Elementary Theater Teacher (K-6)
Elementary Visual Arts Teacher (K-6)
Instructional Assistant-Immigrant Family Student Support-Arabic
Instructional Assistant-Immigrant Family Student Support-Farsi
Instructional Assistant-Immigrant Family Student Support-Japanese
Instructional Assistant-Immigrant Family Student Support-Korean
Instructional Assistant-Immigrant Family Student Support-Mandarin
Instructional Assistant-Immigrant Family Student Support-Russian
Instructional Assistant-Immigrant Family Student Support-Tagalog
Instructional Assistant-Immigrant Family Student Support-Thai
Instructional Assistant-Special Education
Junior Buyer
Lead Digital Imaging Technician
Network Analyst
Occupational Therapist
Programmer Analyst
Registered Dietitian Supervisor
Senior Programmer Analyst
Speech and Language Pathology Assistant
Student Attendant
Student Attendant-Braille
Wellness Projects Specialist

G. RESIGNATION

Ivette Ceballos, Student Attendant, effective September 1, 2018

Angelica Hatton, Noon Duty Supervisor, effective August 29, 2018

Carla Huevo, Instructional Assistant-Special Education, effective September 8, 2018

Rafaela Murillo, Noon Duty Supervisor, effective August 21, 2018

Danira Negrete, School Secretary, effective August 11, 2018

Margo Peters, Part-Time Program Support Teacher, effective June 5, 2018

Sandra Ramos, Noon Duty Supervisor, effective June 2, 2018

Chelsea Rhoads, Noon Duty Supervisor, effective August 30, 2018

Martha Rosas Ochoa, Noon Duty Supervisor, effective August 31, 2018

Amanda Strommen, Teacher, effective August 18, 2018

Ollin Trejo, Teacher, effective September 5, 2018

Froylan Villanueva, Principal, effective September 5, 2018

Rosa Zuniga, Instructional Assistant (Preschool and Child Development Center), effective September 8, 2018

H. RETIREMENT

Enrique Banuelos, Custodian I, effective September 15, 2018

I. CONSULTANTS

Adrienne Kamena is providing professional development and coaching in literacy and math for the teaching staff and consultation for the principal at Los Altos. Services commenced July 25, 2018, and will continue through June 30, 2019. The sum not to exceed \$22,000 will be paid from Local Control and Accountability Plan and Title I funds.

ARC of San Diego will provide services including, but not limited to, cleaning the interior of District Buses. ARC employees include many adults with disabilities who are assigned to the District to clean the interior of buses. The District has a long relationship with ARC of San Diego that allows our buses to be cleaned and provides opportunities for adults with disabilities to take on work responsibilities. The sum not to exceed \$3,102.56 will be paid from Transportation funds.

Carmen E. Quintana Services will provide a literature and leadership program following the values of the Cesar Chavez Book Club at Castle Park. Services will commence October 1, 2018, and will continue through June 1, 2019. The sum not to exceed \$10,000 will be paid from Local Control and Accountability Plan funds.

Career Staff Unlimited is providing occupational therapy services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not exceed \$217,604.40 will be paid from Occupational Therapy Services and Speech Therapy Services funds.

Carol Kawamoto will provide modeling and professional development in the Gifted and Talented Education area at Rosebank. Services will commence October 8, 2018, and continue through June 30, 2019. The sum not to exceed \$5,000 will be paid from Local Control Accountability Plan funds.

Coastal Speech Therapy, Inc., is providing speech services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$227,920 will be paid from Speech and Language Services funds.

Deaf Community Services of San Diego is providing interpreting services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$7,000 will be paid from Special Day Class-Hard of Hearing funds.

Educational Based Services is providing occupational therapy and speech therapy services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$1,021,259.20 will be paid from Occupational Therapy and Speech Therapy Services funds.

FACTS Education Solutions, LLC, will provide professional development in Standardized Test for the Assessment of Reading (STAR) assessments, differentiated instruction, Science, Technology, Engineering, Arts, and Math (STEAM), and curriculum mapping for teachers and administration at St. Pius Catholic School. Services will commence September 13, 2018, and will continue through June 30, 2019. The sum not to exceed \$5,000 will be paid from Title II funds.

FACTS Education Solutions, LLC, will provide professional development in STAR assessments, differentiated instruction, STEAM, and curriculum mapping for teachers and administration at St. Rose of Lima Catholic School. Services will commence September 13, 2018, and will continue through June 30, 2019. The sum not to exceed \$5,000 will be paid from Title II funds.

Literature Comes to Life will provide two school assemblies to include theater and language arts at Marshall. Services will be provided October 15, 2018. The sum not to exceed \$850 will be paid from Reimbursable funds.

Maxim Healthcare Services is providing speech services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$114,330 will be paid from Speech and Language Services funds.

McGrath Consulting is providing support in leadership development to the Instructional Leadership Team at Lauderbach. Services commenced

September 12, 2018, and will continue through June 30, 2019. The sum not to exceed \$12,000 will be paid from Title I funds.

McGrath Consulting is providing consultation and instructional leadership at Liberty. Services commenced September 2, 2018, and will continue through June 30, 2019. The sum not to exceed \$2,250 will be paid from Site Control funds.

McGrath Consulting is providing support leadership development to the Instructional Leadership Team at Muraoka. Services commenced September 12, 2018, and will continue through June 30, 2019. The sum not to exceed \$1,500 will be paid from Site Control funds.

Mendes Training & Consulting, Inc., will provide professional development in social emotional learning and student engagement in using the 4 Major Brain Systems at Lauderbach. Services will commence October 12, 2018, and will continue through June 30, 2019. The sum not to exceed \$14,000 will be paid from CalWell funds.

PT in Motion, Inc., is providing physical therapy services, including evaluations, treatments, and consultations. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$25,000 will be paid from Special Education, Occupational Therapy Services funds.

Stapledon Enterprises, Inc., will provide on-site Division of the State Architect Inspection Services on an as-needed basis for multiple elementary schools for the period of September 13, 2018, through June 30, 2019. The cost will be paid from Capital funds at the rates shown at the chart below.

Description	Rate
Class 1 Inspector	\$85 per hour
Class 2 Inspector	\$80 per hour
Class 3 Inspector	\$75 per hour

Regional Intervention Program is providing training for the “Parent Intervention Program” staff and administration, including monthly follow-up and technical assistance. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$6,200 will be paid from Child Development funds.

Wilkinson Hadley King & Co., LLP will prepare the 2017-18 state nonprofit corporation tax returns for the Chula Vista Elementary School District Public Facilities Financing Corporation (PFFC). The PFFC facilitates issuances of District Certificates of Participation (COP) debt issuances which provide the funding for construction of new schools paid by Community Facilities District

(CFD) funds. The Board of Education serves as the Board of Directors for the PFFC, with the School Board President presiding as Chairperson. The sum not to exceed \$975 will be paid primarily from Community Facilities District 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

ADAPTED AQUATICS PROGRAM SPECIALIST

JOB SUMMARY:

Under the general direction of the principal of Rogers, plans and coordinates overall operation of the swimming pool, and performs related work as required.

ESSENTIAL JOB FUNCTIONS:

- Assists students, staff, volunteers and community groups in activities such as swimming and water safety skills.
- Provides for safe and efficient pool operation and use.
- Organizes pool schedules for a variety of classes and groups.
- Trains volunteers and swim aides.
- Inspects facility and equipment for safe and sanitary conditions.
- Maintains medical forms and attendance records.
- Maintains pool chemistry, equipment and filters.
- Works with Adapted Physical Education Specialist and teachers to implement IEP goals.
- Washes towels, mats, swim suits and robes.
- Coordinates/schedules outside agencies for pools use.
- Keeps pool area clean daily.
- Collaborates with teachers to coordinate other activities as needed, e.g., recess.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Experience working with a variety of special student and adult populations; current certification in Lifeguarding, Water Safety Instruction, Basic First Aid, and CPR; Water Safety Instruction for the Handicapped (WSI-H) preferred; pool management experience and supervision of volunteer programs also preferred.
- Ability to act intelligently in an emergency; ability to plan, organize, and direct volunteers and related staff; ability to effectively communicate with volunteers, related staff, parents, and the public.
- Knowledge of aquatic learning activities for a variety of age and ability levels; knowledge of pool safety, lifesaving techniques, and instructional strategies; willingness to acquire knowledge of proper water chemistry and state and local health laws governing pool operation.
- Education requirement of graduation from high school or equivalent. Associate in Arts degree is desirable.

CLASSIFIED JOB DESCRIPTION

BUYER

JOB SUMMARY:

Under general supervision of senior staff, performs duties related to the purchase of school supplies, material, equipment, and services; coordinates modernization schedules and procedures, and performs related work as required.

ESSENTIAL JOB FUNCTIONS:

- Prepares and maintains accurate asset records and customized reports.
- Resolves product problems, payment inquiries, vendor deliveries, bid questions, and product replacement.
- Follows up product quality, delivery questions, and pricing.
- Participates in management of warehouse inventory control.
- Conducts finalization of purchase orders and services.
- Organizes bid acceptance and opening process.
- Assists with bids and vendor deliveries.
- Assists in the sale of surplus equipment and supplies.
- Coordinates modernization schedules for schools, including moving and storage locations of furniture.
- Assists with the purchase of furniture and equipment for modernized sites.
- Negotiates best pricing, supply, and deliveries of materials.
- May direct the work effort of warehouse staff.
- Compares bid prices, products, quotations, services, and product pricing.
- Reviews bids, quotes, and requisitions for proper approvals, completeness, and compliance with established standards and policies.
- Obtains written quotations, information, and specifications.
- Assists all personnel, including administrators, teachers, and classified employees as well as PTAs with procurement needs and services.
- Assists in writing specifications for bid documents.
- Purchases school supplies, materials, food products, relocatables, and services.
- Recommends products, services, and goods for new and replacement items at new and existing sites.
- Coordinates vendor deliveries.
- Coordinates and schedules furniture and equipment set-up and deliveries at new and existing sites.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Two years of technical experience encompassing a wide variety of purchasing activities, preferably in a school district environment; experience working with Microsoft Office, i.e. Word, Excel, and PowerPoint.; and familiar with federal, state, and local bid requirements.

- Ability to effectively purchase a variety of equipment, supplies, and services; prepare accurate and concise bid specifications; analyze situations carefully and adopt effective course of action; operate a variety of office equipment, e.g., ten-key calculator, copier, fax machine, and scanner; work independently in the absence of supervision; communicate effectively, both orally and in writing; establish and maintain cooperative working relationships with those contacted in the course of work.
- Knowledge of methods and procedures used in the purchase of school district supplies and equipment; knowledge of types and sources of supplies, material, and equipment commonly used in a school district; knowledge of stock inventory control practices; knowledge of school modernization and warehouse procedures; and organizational skills and filing capabilities.
- Graduation from high school or equivalent; training and experience in procurement, materiel control, warehousing, and distribution.

CLASSIFIED JOB DESCRIPTION

COMPUTER SUPPORT TECHNICIAN I

JOB SUMMARY:

Under the direction of the site director, supports users in the operation of District-owned technology and other licensed technology software and hardware products; responds to Help Desk inquiries; prepares and delivers one-on-one and group training; troubleshoots hardware and software problems; installs software and hardware products and upgrades; and provides on-site and telephone support to users. Implements District and Information Technology initiatives at school and office sites.

ESSENTIAL JOB FUNCTIONS:

- Assesses malfunctions of hardware and/or software applications at school sites for the purpose of determining appropriate actions to maintain computer operations.
- Installs the District's standard software and hardware products within a variety of hardware platforms for the purpose of maintaining, upgrading, and improving computer systems at schools.
- Repairs computer, peripheral, and software issues for the purpose of maintaining computer and network equipment in a safe and functional operating condition.
- Enters problems into Help Desk ticket management system.
- Troubleshoots and supports wireless connectivity.
- Maintains current inventory of onsite computer-related equipment.
- Acts as an advisor in the ongoing development of school site technology plans.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- A strong customer service attitude is a critical quality in this position.
- Experience with hands-on personal computer use, preferably in a business or school environment; recent experience in troubleshooting hardware and software problems on Windows and Macintosh platforms; setup and use of the District's standard software products (Microsoft Office 365 and previous versions, email, student software); experience in implementing educational computer system improvements; customer training; and experience in databases.
- Ability to effectively communicate with nontechnical staff regarding the use of their assigned computer hardware and software; isolate and resolve problems in the operation of District computer hardware and software; document work

required and work completed; and work effectively at the school sites. Ability to work in a dynamic work environment and on multiple tasks at a time.

- Knowledge of concepts of computing and problem solving, including how computers can improve the District's business, administrative, and educational practices. Knowledge of Internet browser use and customization. Knowledge of automated processes including Single Sign On, computer OS updates, District filtering system and antivirus subscription process.
- Graduation from high school or equivalent. College degree preferred.
- Able to maintain up to date knowledge of changes in technology and the impact on the district and school supported hardware and software.
- Valid California driver's license and insurability for operation of District vehicles.
- Desired Additional Experience:
 - Installation and maintenance of Windows PC and Apple computer hardware and software, including iOS.

CLASSIFIED JOB DESCRIPTION

COMPUTER SUPPORT TECHNICIAN II

JOB SUMMARY:

Under the direction of the site director, acts as a reference source for school site tech support staff to help solve complex technical issues for school staff and students. Supports users in the operation of District-owned and District-licensed technology products, responds to Help Desk inquiries on-site, and provides telephone support to users. Prepares and delivers one-on-one and group training; troubleshoots hardware and software problems; and installs software and hardware products and upgrades.

ESSENTIAL JOB FUNCTIONS:

- Researches and resolves technical (computer, printer, telephone, etc.) issues for users, site and department technology representatives, and site support staff.
- Enters problems into Help Desk management system.
- Communicates with the Education Service and Support Center Information Technology department for additional troubleshooting, if needed.
- Installs and supports the District's standard school, office, and administrative software products.
- Maintains (updates) computer hardware and software.
- Assists in the installation and troubleshooting of Ethernet and wireless networks.
- Utilizes District standard computer images
- Installs hardware components such as NICs, HDDs, RAM, CD-ROMs.
- Maintains state-of-the-art knowledge of changes in technology and their impact on site technology uses and District-supported software.
- Monitors, actively pursues, and negotiates resolution of warranty issues with third party vendors.
- Coordinates with the ESSC IT department on bulk technology purchases.
- Presents training and courses on technological topics.
- Resolves virus issues on school computers, as needed and/or instructed by the IT department.
- Keeps track of computer equipment inventory.
- Assists in writing technology grants.
- Accomplishes tasks in an efficient and timely manner and according to schedule.
- Presents training courses on technological topics.
- Attends District technology meetings.
- Performs related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Strong customer service attitude is a critical quality in this position.
- Ability to accomplish tasks in an efficient and timely manner.
- Five years' experience in hardware and software support troubleshooting Macintosh and Windows systems in a business and/or school environment; setup and use of District software products, (e.g., Microsoft Office[MS] Suite, e-mail, and Internet browsers); experience in implementing business and educational computer system improvements; and customer training.
- Knowledge of both Windows and Mac platforms related accessories (Apple TV, Screenbeam, etc.).
- Document work required and work completed, and to work effectively at the school sites.
- Maintain effective and cooperative working relationships with technical support staff at school sites.
- Ability to work in a dynamic work environment and work on multiple tasks at a time.
- Ability to acquire knowledge by referencing user and technical manuals and accessing Internet resources.
- Aware of changes in technology and how it affects District-supported software and hardware.
- Graduation from high school or equivalent. College degree preferred.
- Ability to effectively communicate with nontechnical staff regarding the use of their assigned computer hardware and software; to isolate and resolve problems in the operation of District computer hardware and software; to document work required and work completed; and to work effectively at the school sites.
- Valid California driver's license and insurability for operation of District vehicles.
- Desired Additional Experience:
 - Installation and maintenance of Windows PC and Apple computer hardware.
 - Knowledge of database software including MS SQL, current operating systems including Windows 7, 8, 10, OS 10.X; software packages like Office 365.

CLASSIFIED JOB DESCRIPTION

COMPUTER SUPPORT TECHNICIAN III

JOB SUMMARY:

Administers site or department's Help Desk management system. Assists the Network and/or the Systems administrators with the installation of network hardware, software, and operating systems. Supports users in the development of site technology plans. Tracks and resolves warranty issues. Acts as a reference source for school site technology support staff to help solve complex technical issues. Supports users in the operation of District-owned and licensed technology products; and responds to Help Desk inquiries by providing on-site and telephone support to users. Prepares and delivers one-on-one and group training; troubleshoots hardware and software problems; and installs software and hardware products and upgrades. Provides expertise in the creation of District technology plan initiatives and organizes implementation of these initiatives.

ESSENTIAL JOB FUNCTIONS:

- Is responsible for the design, report generation, and maintenance of the site or department's District Help Desk management system.
- Acts as an advisor in the ongoing development of school site technology plans.
- Develops technical training for school technology representatives and professional staff.
- Researches and resolves complex technical issues for users and site support staff.
- Administers and updates the Help Desk troubleshooting knowledge base of the Information Technology (IT) Department.
- Actively expands the knowledge base of the Department.
- Possesses knowledge and ability to implement, tune, and monitor automated processes, including computer OS update and antivirus subscription process.
- Installs and supports the District's standard office and student software products.
- Assists in the installation and troubleshooting of Ethernet and Wireless Networks, including servers, hubs, switches, and wireless access points.
- Creates and maintains a library of District standard computer setup images. Works at streamlining the imaging process by carefully documenting and cataloging images for future use.
- Installs hardware components such as NICs, HDDs, RAM, CD-ROMs.
- Maintains up-to-date market information regarding the purchase of computer hardware and software.
- Builds and maintains strong relationships with vendors.
- Resolves virus infestations and makes recommendations for antivirus software.

- Maintains state of the art knowledge of changes in technology and their impact on District supported software.
- Presents training courses on technological topics.
- Performs related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- A strong customer service attitude is a critical quality in this position.
- Ability to accomplish tasks in an efficient and timely manner according to schedule.
- Five years' experience in hardware and software support troubleshooting Macintosh and Windows systems in a business and/or school environment; setup and use of District software products, (e.g. Microsoft [MS] Office Suite, e-mail, and Internet browsers); experience in implementing business and educational computer system improvements; customer training.
- Knowledge of both PC and Mac platforms related accessories (e.g., AppleTV and Screenbeam).
- Experience in implementing educational computer system improvements and training.
- Experience in the administration of a Help Desk management system.
- Knowledge of network operating systems and hardware components.
- Ability to guide the improvement of school site tech plans.
- To isolate and resolve problems in the operation of computer hardware and software.
- Document work required and work completed, and to work effectively at the school sites.
- Ability to work in a dynamic work environment and work on multiple tasks at a time.
- Ability to acquire knowledge by referencing user and technical manuals and accessing internet resources.
- Aware of changes in technology and how it affects District-supported software and hardware.
- Interpersonal skills needed to foster an effective and cooperative working relationship with technical support staff at school sites.
- Ability to effectively communicate with nontechnical staff regarding the use of their assigned computer hardware and software; to isolate and resolve problems in the operation of District computer hardware and software; to document work required and work completed; and to work effectively at the school sites.
- Ability to work in a dynamic work environment and on multiple tasks at a time.
- Ability to acquire knowledge by referencing user and technical manuals and accessing Internet resources.
- Graduation from high school or equivalent. College degree preferred.
- Valid California driver's license and insurability for operation of District vehicles.

- Desired Additional Experience:
 - Installation and maintenance of Windows PC and Apple computer hardware.
 - Knowledge of database software including MS SQL, current operating systems including OS 10, Windows VISTA/XP/2000 and MS Server, MS Exchange and LDAPs including MS Active Directory, data reporting tools such as MS Reporting Services.

CLASSIFIED JOB DESCRIPTION

DIGITAL IMAGING TECHNICIAN I

JOB SUMMARY:

Under administrative supervision, operates specialized high-speed offset printing presses and related equipment and reproduces printed material of varying complexity. Has basic knowledge and understanding of features and functions of operating high-speed digital imaging equipment. Performs well in a varied and constantly changing work environment.

ESSENTIAL JOB FUNCTIONS:

- Operates high-speed digital imaging equipment and auxiliary machines such as computers and assigned software, fax machines, addressing machine, cutter, puncher, folder, jogger, strapper, shrink-wrap machine, stapler, and other bindery machines or equipment. Duplicates forms, stationery, NCR forms, cards, envelopes, brochures, books, and other printed materials in one or more colors.
- Converts and manipulates paper originals into a digital format for imaging.
- Performs a wide variety of clerical duties such as computer entry, verifying, filing, recording, and compiling information for reports. Manages electronic online publications work requests.
- Assists in preparing departmental charges for completed jobs; maintains related billing records.
- Maintains accurate and current inventories on printing supplies and paper used in the Publications Department and orders supplies as needed.
- Responds to inquiries and provides information related to office programs, schedules, activities, policies, and procedures.
- Has a basic knowledge of United States Postal Service rules and regulations, sorting, presorting, inserting, addressing, and metering mail. Collects mail from the Education Service and Support Center.
- Performs related key operator functions, including minor cleanup and maintenance on all machinery. Keeps the Publications Department in a clean and orderly condition.
- Learns skills of other areas in the department.
- Assists customers with any Publication Department-related functions.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to understand and follow oral and written directions; possess mechanical aptitude and manual dexterity; and maintain production speed with high quality of end product. Above average computer skills and knowledge in desktop publishing using Microsoft Suite, Adobe Acrobat Pro, and QuarkXPress.

- Basic knowledge of methods and operation of high-speed digital imaging equipment and other related reproduction machines; Postal Soft, Reena, and MCM mailing programs; computer networking; and copyright restrictions related to printed materials.
- Two years of successful experience preferred in the operation and maintenance of high-speed digital imaging equipment and other related equipment.
- Graduation from high school or equivalent.
- Ability to stand for extended periods of time; bend at the waist, kneel, or crouch; reach overhead above the shoulders and horizontally; lift, carry, push, and pull heavy objects.
- Ability to hear and speak to exchange information. Ability to see in order to view printed jobs and read a variety of materials.
- Ability to lift 70 pounds.

CLASSIFIED JOB DESCRIPTION

DIGITAL IMAGING TECHNICIAN II

JOB SUMMARY:

Under administrative supervision, understands and manages all the features and functions of operating high-speed digital imaging equipment, specialized high-speed offset printing presses, and related equipment; reproduces printed material of varying complexity; and performs well in a varied and constantly changing work environment. Instructs those with less experience. Understands and performs functions in all areas of the Publications Department.

ESSENTIAL JOB FUNCTIONS:

- Expertly operates high-speed digital imaging equipment. Duplicates forms, stationery, NCR forms, cards, envelopes, brochures, books, and other printed materials in one or more colors.
- Converts and manipulates paper originals into a digital format for imaging.
- In supervisor's absence, plans, schedules, and manages department workflow.
- Helps administer the online publication system and manages electronic online publications work requests.
- Assists personnel with planning assigned printing projects; prepares cost estimates; calculates project costs; and arranges for customer billing as directed.
- Performs large-format printing.
- Prepares equipment for extended production runs in accordance with established project specifications; monitors equipment during the printing process; prepares completed work for delivery and delivers finished projects to the appropriate department.
- Maintains accurate and current inventories on printing supplies and paper used in the Publications Department and orders supplies as needed.
- Instructs those with less experience in the functions and duties of other areas in the department.
- Operates auxiliary machines, such as addressing machine, paper cutter, puncher, folder, jogger, shrink-wrap machine, computer, and assigned software.
- Advanced knowledge of United States Postal Service rules and regulations, sorting, presorting, inserting, addressing, and metering mail. Collects mail from the Education Service and Support Center.
- Provides assistance in all functions of the Publication Department, including but not limited to, clerical and technical work, compiling a wide variety of data, establishing and maintaining filing systems, and preparing purchase requisitions and related forms.
- Instructs customers in the use of online work orders.

- Performs related key operator functions, including minor cleanup and maintenance on all machinery. Keeps the Publications Department in a clean and orderly condition.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to understand and follow oral and written directions; possess mechanical aptitude and manual dexterity; and maintain production speed with superior quality of end product. Advanced computer skills and knowledge in desktop publishing using Microsoft Suite, Adobe Acrobat Pro, and Quite Imposing.
- Advanced knowledge of methods and operation of high-speed digital imaging equipment and other related reproduction machines. Above average knowledge of Postal Soft, Reena, MCM mailing programs and copyright restrictions related to printed materials.
- Five years of successful experience preferred in the operation and maintenance of high-speed digital imaging equipment and other related equipment.
- Graduation from high school or equivalent.
- Ability to stand for extended periods of time; bend at the waist, kneel, or crouch; reach overhead above the shoulders and horizontally; lift, carry, push, and pull heavy objects.
- Ability to hear and speak to exchange information. Ability to see in order to view printed jobs and read a variety of materials.
- Ability to lift 70 pounds.

CERTIFICATED JOB DESCRIPTION

ELEMENTARY DANCE TEACHER (K-6)

JOB SUMMARY:

Under the supervision of the site administrator, provides sequential standards based dance instruction for pupils in Grades K, 1, 2, 3, 4, 5, and 6 or a combination thereof, and assists in other school programs as assigned. Creates a flexible elementary grade program and a class environment favorable to learning and personal growth. Establishes effective rapport with pupils to motivate them to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability and to meet the Visual and Performing Arts (VAPA) Content Standards for California in Dance. Establishes good relationships with parents and other staff members. Supervises instructional assistants, student teachers, and parent volunteers when applicable.

ESSENTIAL JOB FUNCTIONS:

- Teaches lessons aligned to the VAPA Content Standards for California in Dance.
- Develops and supports relationships with community partners that foster VAPA education for all students.
- Collaborates with staff and administration in planning and organizing performances.
- Attends a reasonable number of meetings, parent conferences, and evening school programs, which may include school performances that require student supervision.
- Instructs students in citizenship, basic communication skills, and other elements of the course of study specified in state law and District Administrative Regulations and procedures.
- Develops lesson plans and instructional materials, and provide scaffolded lessons in order to adapt the curriculum to the needs of each student.
- Translates lesson plans into learning experiences to best utilize the available time for instruction.
- Establishes and maintain standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Reports progress of students to classroom teachers as needed in meeting the dance standards taught each quarter.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Creates an effective environment for learning and collaborate with site administration to secure space for storage of dance materials.

- Maintains professional competence through participation in inservice education activities provided by the District and school, and/or in self-selected professional growth activities.
- Performs basic attendance accounting and business services as required.
- Supports the administration of standardized tests and other District-selected tests in accordance with the District testing program.
- Selects and requisitions books, instructional aids, and instructional supplies and maintains required inventory records.
- Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Plans and coordinates the work of instructional assistants, and other paraprofessionals.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credentials:**
 - Multiple Subject K-8 Teaching Credential
 - With supplemental credential in dance
 - OR
 - Multiple Subject K-8 Teaching Credential
 - With verified years of experience in dance
 - OR
 - Single Subject Physical Education or Dance credential
 - AND
 - CLAD or BCLAD or equivalent
 - “No Child Left Behind” compliant
- **Education:**
Bachelor’s Degree, including all courses needed to meet credential requirements.
- **Personal Qualities:**
Appearance, grooming, and personality that establish a desirable example for students. Ability to meet District standards for physical and mental health. Better-than-average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

CERTIFICATED JOB DESCRIPTION

ELEMENTARY MUSIC TEACHER (K-6)

JOB SUMMARY:

Under the supervision of the site administrator, provides sequential standards based music instruction for pupils in Grades K, 1, 2, 3, 4, 5, and 6 or a combination thereof, and assists in other school programs as assigned. Creates a flexible elementary grade program and a class environment favorable to learning and personal growth. Establishes effective rapport with pupils to motivate them to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability and to meet the Visual and Performing Arts (VAPA) Content Standards for California in Music. Establishes good relationships with parents and other staff members. Supervises instructional assistants, student teachers, and parent volunteers when applicable.

ESSENTIAL JOB FUNCTIONS:

- Teaches string orchestra, band, choir, or general music ensemble aligned to the VAPA Content Standards for California in Music.
- Develops and supports relationships with community partners that foster VAPA education for all students.
- Collaborates with staff and administration in planning and organizing performances.
- Attends a reasonable number of meetings, parent conferences, and evening school programs, may include school performances, that require student supervision.
- Instructs students in citizenship, basic communication skills, and other elements of the course of study specified in state law and District Administrative Regulations and procedures.
- Develops lesson plans and instructional materials, and provide scaffolded lessons in order to adapt the curriculum to the needs of each student.
- Translates lesson plans into learning experiences to best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Reports progress of students to classroom teachers as needed in meeting the music standards taught each quarter.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.

- Creates an effective environment for learning and collaborates with site administration to secure storage space for musical instruments and tools for teaching general music.
- Maintains professional competence through participation in inservice education activities provided by the District and school, and/or in self-selected professional growth activities.
- Performs basic attendance accounting and business services as required.
- Supports the administration of standardized tests and other District-selected tests in accordance with the District testing program.
- Selects and requisitions books, instructional aids, and instructional supplies and maintain required inventory records.
- Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Plans and coordinates the work of instructional assistants and other paraprofessionals.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credential:**

- Multiple Subject K-8 Teaching Credential
 - With supplemental credential in music

OR

- Multiple Subject K-8 Teaching Credential
 - With verified years of experience in music

OR

- Single Subject Music Credential

AND

- CLAD or BCLAD or equivalent
- "No Child Left Behind" compliant

- **Education:**

Bachelor's Degree, including all courses needed to meet credential requirements.

- **Personal Qualities:**

Appearance, grooming, and personality that establish a desirable example for students. Ability to meet District standards for physical and mental health. Better-than-average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

CERTIFICATED JOB DESCRIPTION

ELEMENTARY THEATER TEACHER (K-6)

JOB SUMMARY:

Under the supervision of the site administrator, provides sequential standards based theater instruction for pupils in Grades K, 1, 2, 3, 4, 5, and 6 or a combination thereof, and assists in other school programs as assigned. Creates a flexible elementary grade program and a class environment favorable to learning and personal growth. Establishes effective rapport with pupils to motivate them to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability and to meet the Visual and Performing Arts (VAPA) Content Standards for California in Theater. Establishes good relationships with parents and other staff members. Supervises instructional assistants, student teachers, and parent volunteers when applicable.

ESSENTIAL JOB FUNCTIONS:

- Teaches lessons aligned to the VAPA Content Standards for California in Theater.
- Develops and supports relationships with community partners that foster VAPA education for all students.
- Collaborates with staff and administration in planning and organizing performances.
- Attends a reasonable number of meetings, parent conferences, and evening school programs, which may include school performances, that require student supervision.
- Instructs students in citizenship, basic communication skills, and other elements of the course of study specified in state law and District Administrative Regulations and procedures.
- Develops lesson plans and instructional materials, and provides scaffolded lessons in order to adapt the curriculum to the needs of each student.
- Translates lesson plans into learning experiences to best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Reports progress of students to classroom teachers as needed in meeting the theater standards taught each quarter.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Creates an effective environment for learning and collaborates with site administration to secure storage space for props, costumes, sets, etc.

- Maintains professional competence through participation in inservice education activities provided by the District, school, and/or in self-selected professional growth activities.
- Performs basic attendance accounting and business services as required.
- Supports the administration of standardized tests and other District-selected tests in accordance with the District testing program.
- Selects and requisitions books, instructional aids, and instructional supplies and maintains required inventory records.
- Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Shares in the sponsorship of student activities and participate in faculty committees.
- Plans and coordinates the work of instructional assistants and other paraprofessionals.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credential:**

- Multiple Subject K-8 Teaching Credential
 - With supplemental credential in Theater

OR

- Multiple Subject K-8 Teaching Credential
 - With verified years of experience in Theater

OR

- Single Subject English or Theater Credential

AND

- CLAD or BCLAD or equivalent
- “No Child Left Behind” compliant

- **Education:**

Bachelor’s Degree, including all courses needed to meet credential requirements.

- **Personal Qualities:**

Appearance, grooming, and personality that establish a desirable example for students. Ability to meet District standards for physical and mental health. Better-than-average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

CERTIFICATED JOB DESCRIPTION

ELEMENTARY VISUAL ARTS TEACHER (K-6)

JOB SUMMARY:

Under the supervision of the site administrator, provides sequential standards based visual arts instruction for pupils in Grades K, 1, 2, 3, 4, 5, and 6 or a combination thereof, and assists in other school programs as assigned. Creates a flexible elementary grade program and a class environment favorable to learning and personal growth. Establishes effective rapport with pupils to motivate pupils to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability and to meet the Visual and Performing Arts Content Standards for California in Visual Art. Establishes good relationships with parents and other staff members. Supervises instructional assistants, student teachers, and parent volunteers when applicable.

ESSENTIAL JOB FUNCTIONS:

- Teaches lessons aligned to Visual and Performing Arts Content Standards for California in Visual Arts using multiple techniques such as painting, sketching, ceramics, weaving, photography, etc.
- Develops and supports relationships with community partners that foster fine arts education for all students.
- Collaborates with staff and administration to locate places and spaces for student artwork to be displayed on campus and in the community.
- Attends a reasonable number of meetings, parent conferences, and evening school programs that may include events in which student artwork is displayed and which require student supervision.
- Instructs students in citizenship, basic communication skills, and other elements of the course of study specified in state law and District Administrative Regulations and procedures.
- Develops lesson plans and instructional materials and provide scaffolded lessons in order to adapt the curriculum to the needs of each student.
- Translates lesson plans into learning experiences to best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Reports progress of students to classroom teachers as needed in meeting the visual art standards taught each quarter.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Creates an effective environment for learning and work with site administration on space for storage of art materials.

- Maintains professional competence through participation in inservice education activities provided by the District and school, and/or in self-selected professional growth activities.
- Performs basic attendance accounting and business services as required.
- Supports the administration of standardized tests and other District-selected tests in accordance with the District testing program.
- Selects and requisitions books, instructional aids, and instructional supplies, and maintains required inventory records.
- Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Plans and coordinates the work of instructional assistants and other paraprofessionals.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credential:**

- Multiple Subject K-8 Teaching Credential
 - With supplemental credential in visual arts

OR

- Multiple Subject K-8 Teaching Credential
 - With verified years of experience in visual arts

OR

- Single Subject Visual Art Teaching credential

AND

- CLAD or BCLAD or equivalent
- No Child Left Behind” compliant

- **Education:**

Bachelor’s Degree, including all courses needed to meet credential requirements.

- **Personal Qualities:**

Appearance, grooming, and personality that establish a desirable example for students. Ability to meet District standards for physical and mental health. Better-than-average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Arabic

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Arabic as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Middle Eastern customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Farsi

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Farsi as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Persian customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Japanese

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Japanese as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Japanese customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Korean

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Korean as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Korean customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Mandarin

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Mandarin as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Chinese customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Russian

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Russian as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Russian customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Tagalog

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Tagalog as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Philippine customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-IMMIGRANT FAMILY/STUDENT SUPPORT - Thai

JOB SUMMARY:

Under immediate supervision of the Executive Director of Language Development and Instruction Department, performs duties of above-average difficulty to assist with the operation of a classroom or in similar learning situations for immigrant students and their families. May perform a variety of clerical, data entry, and supportive duties; may provide services to students in a language other than English.

ESSENTIAL JOB FUNCTIONS:

- Assists in the instructional program of immigrant students.
- Maintain records of immigrant students.
- Administers and scores the Language Assessment Scales (LAS) in the students' primary language.
- Acts as a liaison between parents, school, and the Language Development and Instruction Department.
- Confers with teachers on modification to lesson plans.
- Translates and supports communication in Thai as needed.
- Interprets for parent meetings at school and District.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with adults and children; perform a variety of above-average, complex tasks; understand and carry out oral and written instructions; prepare reports as required; use good grammar.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California state law requires that all personnel working in an instructional setting demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years of college work in child care specialization or equivalent.
- Knowledge of Thai customs and culture.

CLASSIFIED JOB DESCRIPTION

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

JOB SUMMARY:

Under immediate supervision, performs required duties related to instruction while assisting in the classroom, and in other learning environments. May also perform a variety of clerical or other supportive duties, may provide services to students in a language other than English; performs related work as required.

ESSENTIAL JOB FUNCTIONS:

- Assists teachers by working with individual students on a one-to-one basis and/or with small groups of students to reinforce and enhance the various learning activities.
- Prepares learning materials.
- Assists in classroom clerical duties.
- Demonstrates and models learning and appropriate social behaviors.
- Maintains a positive attitude towards students.
- Supports established classroom or teaching routines.
- Operates computer or Audio Visual equipment.
- Maintains consistent behavioral management and modifications as established by the classroom teacher.
- Plans instructional program under classroom teacher's direction.
- Maintains confidentiality of all information related to students.
- Transports students to and from designated locations, e.g., bus, lunch, restroom, playground.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to establish and maintain effective working relationships with students and adults; perform a variety of complex tasks; understand and carry out English oral and written instructions; prepare reports as required.
- Knowledge of correct language usage, spelling, grammar, and punctuation. California State law requires that all personnel working in an instructional setting must demonstrate high school proficiency in the areas of reading, writing and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Education requirement of graduation from high school or equivalent, preferably supplemented by two years' college course work in child care specialization or equivalent.

CLASSIFIED JOB DESCRIPTION

JUNIOR BUYER

JOB SUMMARY:

Under general supervision of senior staff, performs duties related to the purchase of school supplies, material, equipment, and services and performs related work as required.

ESSENTIAL JOB FUNCTIONS:

- Prepares and maintains accurate asset records and customized reports.
- Resolves product problems, payment inquiries, vendor deliveries, bid questions, and product replacement.
- Follows up product quality, delivery questions, and pricing.
- Participates in management of warehouse inventory control.
- Conducts finalization of purchase orders and services.
- Organizes bid acceptance and opening process.
- Assists with bids and vendor deliveries.
- Assists in the sale of surplus equipment and supplies.
- Compares bid prices, products, quotations, services, and product pricing.
- Reviews bids, quotes, and requisitions.
- Obtains written quotations, information, and specifications.
- Assists all personnel, including administrators, teachers, and classified employees, as well as PTAs with procurement needs and services.
- Assists in writing specifications for bid documents
- Purchases school supplies, materials, food products, relocatables, and services.
- Recommends products, services, and goods for new and replacement items at new and existing sites.
- Coordinates vendor deliveries. Coordinates and schedules furniture and equipment set-up and deliveries at new and existing sites.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Entry-level assignment.
- Ability to effectively purchase a variety of equipment, supplies, and services. Ability to prepare accurate and concise bid specifications; and analyze situations carefully and adopt effective course of action. Work independently in the absence of supervision. Communicate effectively, both orally and in writing. Establish and maintain cooperative working relationships with those contacted in the course of work.
- Knowledge of methods and procedures used in the purchase of school district supplies and equipment. Knowledge of types and sources of supplies,

material, and equipment commonly used in a school district. Knowledge of stock inventory control practices. Knowledge of computer software, e.g., Microsoft Word, Excel, and PowerPoint.

- Graduation from high school or equivalent with training and experience in procurement, materiel control, warehousing, and distribution.

CLASSIFIED JOB DESCRIPTION

LEAD DIGITAL IMAGING TECHNICIAN

JOB SUMMARY:

Under the direction of the Purchasing, Publications, and Warehouse Manager, plans and coordinates the production activities of the Publications Department; ensures timely preparation of quality products for distribution; trains assigned personnel; works independently or with groups; and maintains a professional demeanor.

ESSENTIAL JOB FUNCTIONS:

- Operates high-speed digital imaging equipment and other related reproduction machines and Postal Software mailing programs.
- Plans, coordinates, and oversees the production activities of the Publications Department and develops, implements, and maintains printing schedules.
- Ensures District printing needs and timelines are met and the quality and accuracy of completed printing jobs.
- Organizes and monitors the operation of high-speed digital reprographic and peripheral equipment in the reproduction of printed materials and a variety of other District documents.
- Has advanced knowledge of current United States Postal Service (USPS) standards and procedures.
- Trains assigned staff and prepares schedules and assignments to ensure proper coverage.
- Evaluates printing activities and makes recommendations concerning improvements and modifications to enhance efficiencies.
- Coordinates duplication and printing orders by priority; arranges outside printing services for overflow printing jobs; and coordinates delivery of completed printing jobs to various District sites.
- Monitors inventory levels of print shop supplies and materials and initiates purchase requisitions for supplies and equipment as appropriate.
- Prepares and maintains a variety of records and reports related to Publications Department expenses, budget, inventory, personnel, and assigned activities; and establishes and maintains filing systems.
- Communicates with all sites and outside agencies to enhance efficiencies related to printing orders, schedules, deliveries, specifications, technical issues, and other printing-related matters.
- Verifies and approves departmental invoices for payment.
- Performs related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to understand and follow oral and written directions; possess mechanical aptitude and manual dexterity; and maintain production speed with high quality

of end product. Computer skills and knowledge in publishing using Microsoft Suite, Adobe Acrobat Pro, and Quite Imposing.

- Possess and maintain a positive attitude and ability to get along well with others.
- Understand and enforce copyright restrictions related to printed material.
- Five years of successful experience in the operation and maintenance of publications equipment and USPS standards and equipment.
- Graduation from high school or equivalent.
- Possess a valid California driver's license. Must have a good driving record. Must be insurable under the District's insurance program and must maintain insurability.
- Ability to lift 70 pounds.

CLASSIFIED JOB DESCRIPTION

NETWORK ANALYST

JOB SUMMARY:

Under the direction of the Network Manager, configures and installs equipment for the District Wide Area Network and school Local Area Networks. Provides primary technical support for the network, and establishes controls and thresholds for monitoring and remediation of network performance issues.

ESSENTIAL JOB FUNCTIONS:

- Evaluates and recommends network technologies and products for implementation.
- Tests, installs, documents, and maintains network infrastructure servers.
- Supports the installation and operation of all network infrastructure equipment.
- Provides coaching and training to other support personnel in areas related to network technologies.
- Participates in the general user support responsibilities.
- Develops and recommends problem solutions for troubleshooting guides.
- Researches and solves wired and wireless network operation problems.
- Develops and documents procedures for network infrastructure implementation, maintenance, and use.
- Develops, selects, and presents training materials for network technologies and concepts.
- Operates and supports cloud services implemented by District for management of Information Technology assets.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- A customer service attitude is a critical quality in this position.
- Experience of at least three years as a network support technician. Work experience in troubleshooting network hardware and software problems involving all technologies in use by the District; knowledge and practice installing and managing server technologies deployed as network infrastructure. Experience installing and using network management software for maintenance and performance monitoring.
- Ability to effectively communicate with both technical and nontechnical staff regarding the use of their assigned computer hardware and software; to isolate and resolve problems in the operation of District computer hardware and software; to document work required and work completed; to work well independently.

- Detailed knowledge of networking concepts, and network infrastructure implementation, maintenance, and troubleshooting.
- Education required is a college degree or instead five years of equivalent work experience; successful completion of certified training in computer networks and technologies; and evidence of a valid California driver's license and insurability for operation of District vehicles.

CLASSIFIED JOB DESCRIPTION

OCCUPATIONAL THERAPIST

JOB SUMMARY:

Provides assessment consultation and direct occupational therapy to pupils enrolled in or referred to special education programs. Collaborates with general and special education staff and parents to identify strategies, methods, and patterns of instructional support.

ESSENTIAL JOB FUNCTIONS:

- Accesses children's skills and abilities in oral, motor, and sensory registration and processing, motor planning, activities of daily living, fine motor function, and postural stability.
- Assists in developing the pupil's Individualized Education Program (IEP).
- Develops individual pupil baseline goals and therapy intervention plan.
- Provides occupational therapy intervention to pupils.
- Provides assistance to the classroom teacher by demonstration of exercises and activities.
- Monitors therapy received by pupils and records progress.
- Acts as liaison to District staff, physicians, parents, and other agencies in implementing the pupil's IEP.
- Travels to other District sites as assigned.
- Directs the work of staff as assigned.
- Provides in-service training to staff and parents in area of specialty.
- Writes assessment reports describing the motor development of identified students.
- Collaborates with general and special education staff and parents to identify strategies, methods, and patterns of instructional support that enhance achievement for students with special needs.
- Provides educationally related occupational therapy services to designated pupils according to IEP goals.
- Communicates with parents when necessary.
- Attends District professional development.
- Performs related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Any combination of training, experience, and/or education equivalent to graduation from an accredited school of occupational therapy and registration by the National Board for Certification in Occupational Therapy.
- Ability to administer required assessments and evaluate pupil progress; recommend educationally related treatment objectives and implement therapy; lift and move moderately heavy objects and assist in pupil positioning; operate

standard office equipment including related software applications; establish and maintain effective working relationships with others; plan and organize work; meet schedules and timelines; maintain records and prepare reports; analyze situations accurately and adopt an effective course of action; work independently with little direction; and read, apply, and explain rules, regulations, policies, and procedures.

- Knowledge of oral motor facilitation; activities of daily living; psychodynamics of individuals with disabilities; normal and abnormal child development; technical aspects of field of specialty; oral and written communication skills.
- Licenses and other requirements: Possession of a valid California driver's license and availability of private transportation (mileage expense allowance provided).

CLASSIFIED JOB DESCRIPTION

PROGRAMMER ANALYST

JOB SUMMARY:

Moves District technology goals forward by participating in application software acquisition and development initiatives under the general direction of District Information Technology (IT) management. Defines, develops, tests, analyzes, and maintains software applications in support of District infrastructure technologies and initiatives. Collaborates with stakeholders and internal IT resources to determine requirements for student and business systems. Uses expert technical-level knowledge to recommend and implement architectures that are scalable, reliable, and usable. Collaborates with IT systems members in infrastructure and database requirements, emergency recovery, security requirements, and integration issues as emerging technologies are integrated with existing infrastructure.

ESSENTIAL JOB FUNCTIONS:

- Analyzes and assesses existing business systems and procedures.
- Assists in the definition, development, and documentation of software business requirements, objectives, deliverables, and specifications on a project-by-project basis in collaboration with internal users and departments.
- Researches, identifies, analyzes, and fulfills requirements of all internal and external program users.
- Interfaces with third party vendors for efficient implementation of new software products or systems and for resolution of any data integration and adoption issues.
- Recommends, schedules, and performs software improvements and upgrades.
- Participates in problem solving with vendors, network administrators, systems analysts, and programmers to assist in resolving problems with software products or company software systems.
- Consistently writes, translates, and codes software and applications according to specifications.
- Develops programming scripts to enhance functionality and/or performance of District applications as necessary and to integrate to third party applications using Microsoft School Data Synch, APIs, SFTP or other methods.
- Develops applications in appropriate developer tools that include MS SQL, SSRS (Reporting Services), SSIS (Integration Services), SSAS (Analysis Services), and Power BI visualizations using current features and functions. Utilizes SharePoint for website intranets/portals and document storage and retrieval.

- Runs, and monitors software performance tests on new and existing programs for the purposes of correcting errors, isolating areas for improvement, and general debugging.
- Responds to issues with applications and generates contact with appropriate vendor(s).
- Develops and maintains user manuals and guidelines.
- Trains end users to operate new or modified programs, as needed.
- Supports California Department of Education, California Longitudinal Pupil Achievement Data System, and Test Operation Management System requirements.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Familiarity with principles, practices, and techniques of general application development including programming and scripting.
- Experience with web-based technology including content management, web services, and various authentication models.
- Knowledge of reporting and dashboard development tools.
- Expertise in relational database design and access methods.
- Knowledge of systems/network administration requirements as related to software development.
- Proficiency in technical writing and specifications development.
- Competency in the theory and practice of implementing and supporting computer operating systems, application software, and other information technology systems.
- Interpersonal skills needed to foster effective and cooperative working relationships with technical support staffs at school sites.
- College degree in computer science, mathematics, or similar and two years' experience as a programmer.
- Successful completion of fundamental IT theory and practice. Successful completion of accredited IT support training as determined by the IT Service and Support Director.
- Valid California driver's license and evidence of insurability for operation of District vehicles.
- Desired additional experience: Knowledge of MS SQL database management and administration of web applications. Knowledge of SharePoint web administration. Knowledge of SSRS and Power BI data visualization and business intelligence software. Knowledge of SSIS, SSAS, PowerApps, Flow, Office 365, and OneDrive.

SUPERVISORY JOB DESCRIPTION

REGISTERED DIETITIAN/SUPERVISOR

JOB SUMMARY:

Under direction of the Child Nutrition Services (CNS) Director, plans, coordinates, and monitors the District's nutrition programs. Meets with staff, children, and parents to provide knowledge of health education and nutrition.

ESSENTIAL JOB FUNCTIONS:

- Plans, coordinates, and monitors Districtwide nutrition and health education activities.
- Develops curriculum and instructional materials according to established District procedures and regulations as well as United States Department of Agriculture (USDA) rules and regulations.
- Visits school sites to monitor nutrition activities and assess progress.
- Coordinates communications and serves as a technical resource concerning health and nutrition for students, parents, and staff. Responds to inquiries and provides information concerning programs, policies, and procedures related to health and nutrition.
- Provides training to staff in establishing and maintaining healthy and nutritious food service programs.
- Coordinates, schedules, and conducts informational meetings, training sessions, workshops, conferences, and special events for staff, parents, and students.
- Coordinates, analyzes, and determines the nutritional content in menu and recipe preparation. Assures that nutritional content complies with applicable state and federal regulations and nutrition standards with Food Based Menu Planning (FBMP) and the School Meals Initiative.
- Trains staff and students to implement menus that follow FBMP.
- Communicates with staff, physicians, and CNS staff concerning food substitutes required for students with disabilities, special needs, or food allergies.
- Develops and implements marketing and merchandising of nutritious foods.
- Attends meetings, workshops, and seminars for the purpose of receiving and/or conveying information regarding CNS.
- Conducts site observations for the purpose of evaluating kitchen operations and compliance with regulations.
- Coordinates site nutrition activities and submits site evaluations to appropriate administrator.
- Makes recommendations on the purchase of new foods and related products and conducts tests to ensure conformance with all District and USDA guidelines.

- Monitors District food service programs to ensure adherence to federal and state nutritional requirements in accordance with FBMP and School Meals Initiative.
- Trains and provides technical support for CNS personnel, in preparing, serving, and storing food and in washing and cleaning of all kitchen equipment to meet sanitation requirements and to be consistent with District, state, and federal regulations related to CNS.
- Estimates number of meals and may order food items for sites pertaining to new food items and menus.
- Develops systems that reduce food cost and increase quality and variety of food.
- Provides input for CNS employee selection and evaluation purposes.
- Develops, prepares, and maintains written reports, District forms, and other related administrative paperwork for the purpose of measuring program status at sites.
- Travels to sites to provide training, technical assistance, and hands-on support for the purpose of evaluating program effectiveness on a regular basis.
- Provides input to CNS for the purpose of establishing standard operating procedures.
- Assists in the creation of agendas for meetings, may conduct meetings, and evaluates the success of meetings for the purpose of measuring program effectiveness.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to tactfully handle stressful, difficult situations.
- Ability to maintain information of a confidential nature.
- Ability to get along well with others and to work as a team member.
- Possession of ServSafe Certificate. Ability to become Certified as the instructor for Child Nutrition Services for the District as a ServSafe Instructor/Proctor.
- Education: Any combination equivalent to a Bachelor's degree in nutrition or a closely related field, and two years of increasingly responsible technical experience in the field of nutrition including responsibility involving nutritional and feeding programs for children. One year of the required experience may be substituted by satisfactory completion of a recognized internship program in nutrition and/or dietetics leading to eligibility to become a Registered Dietician.
- Active status as a Registered Dietitian at time of appointment to and during employment in this position.

- Knowledge of the proper methods of preparing, cooking, and storing food; health and safety rules and regulations pertaining to the food service industry; the methods of preparing food in large quantities to provide quality food items to students and staff; and of large scale ordering for multiple sites utilizing computer applications.
- Ability to perform all tasks in kitchens including, but not limited to, cleaning dishes and accurately completing required paperwork; train, assess, and obtain the cooperation of CNS personnel; follow oral and written directions; give clear oral and written directions; use good judgment; work in a fast-paced environment requiring quick decisions; understand, interpret, and explain District policies and state and federal guidelines related to CNS; work within a framework of multiple and complex regulations; and get along well with others.

CLASSIFIED JOB DESCRIPTION

SENIOR PROGRAMMER ANALYST

JOB SUMMARY:

Moves District technology goals forward by leading software development initiatives under the general direction of District Information Technology (IT) management. Defines, develops, tests, analyzes, and maintains software applications in support of District infrastructure technologies and initiatives. Collaborates closely with stakeholders and internal IT resources to determine requirements for student and business systems. Uses expert technical-level knowledge to recommend and implement architectures that are scalable, reliable, and usable. Advises and collaborates with IT systems members in infrastructure and database requirements, emergency recovery, security requirements, and integration issues as emerging technologies are integrated with existing infrastructure. Researches and documents specifications as needed throughout the software development life cycle. Trains and mentors other technical members to ensure appropriate support levels are maintained.

ESSENTIAL JOB FUNCTIONS:

- Collaborates with District stakeholders, developers, programmers, and designers in conceptualizing and development of new software programs and applications.
- Analyzes and assesses existing business systems and procedures.
- Assists in the definition, development, and documentation of software business requirements, objectives, deliverables, and specifications on a project-by-project basis in collaboration with internal users and departments.
- Assists in defining software development project plans, including scoping, scheduling, and implementation.
- Researches, identifies, analyzes, and fulfills requirements of all internal and external program users.
- Conducts research on emerging application development software products, languages, and standards in support of procurement and development efforts.
- Coordinates with vendors for efficient implementation of new software products or systems and for resolution of any data integration and adoption issues.
- Recommends, schedules, and performs software improvements and upgrades.
- Coordinates with network administrators, systems analysts, and programmers to assist in resolving problems with software products or company software systems.
- Consistently writes, translates, and codes software and applications according to specifications.

- Writes programming scripts to enhance functionality and/or performance of District applications as necessary and to integrate to third party applications using Microsoft (MS) School Data Synch, APIs, SFTP or other methods.
- Develops applications in appropriate developer tools that include MS SQL, SSRS, SSIS, SSAS, and Power BI visualizations using current features and functions. Utilizes SharePoint for website intranets/portals and document storage and retrieval.
- Designs, runs, and monitors software performance tests on new and existing programs for the purposes of correcting errors, isolating areas for improvement, and general debugging.
- Administers critical analysis of test results and delivers solutions to problem areas.
- Generates statistics and writes reports for management and/or team members on the status of the programming process.
- Develops and maintains user manuals and guidelines.
- Trains end users to operate new or modified programs.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Familiarity with principles, practices, and techniques of general application development including programming and scripting.
- Experience with web-based technology including content management, web services, and various authentication models.
- Knowledge of reporting and dashboard development tools.
- Expertise in relational database design and access methods.
- Knowledge of systems/network administration requirements as related to software development.
- Proficiency in technical writing and specifications development.
- Competency in the theory and practice of implementing and supporting computer operating systems, application software, and other information technology systems.
- Interpersonal skills needed to foster effective and cooperative working relationships with technical support staffs at school sites.
- College degree in computer science, mathematics, or similar and five years of experience as a Programmer Analyst.
- Successful completion of fundamental IT theory and practice. Successful completion of accredited IT support training as determined by the IT Service and Support Director.

- Valid California driver's license and evidence of insurability for operation of District vehicles.
- Desired additional experience: Knowledge of MS SQL database management and administration of web applications. Knowledge of SharePoint web administration. Knowledge of SSRS and Power BI software.

CLASSIFIED JOB DESCRIPTION

SPEECH AND LANGUAGE PATHOLOGY ASSISTANT

JOB SUMMARY:

Under direction, assists speech-language pathologist staff in supplementing, enhancing, and extending speech-language pathology services for students with speech and language disorders including articulation/phonology, cognition, motor speech, dysphagia, voice, fluency, craniofacial anomalies, hearing and child language; assists in providing training and use of augmentative and alternative communication.

ESSENTIAL JOB FUNCTIONS:

- Provides direct treatment assistance to identified students; prepares work areas and materials for use during speech-language services.
- Conducts speech-language screenings using specified screening protocols developed by certificated speech-language pathologist staff.
- Accompanies students to and from therapy sessions and/or prepares for speech-language session.
- Maintains comprehensive records and materials relating to screening results and provides information to certificated staff.
- Maintains a positive attitude towards students.
- Follows documented treatment plans or protocols developed by certificated staff; documents and reports student progress toward meeting established goals as stated in an Individualized Education Plan (IEP) or an Individualized Family Services Plan.
- Assists speech-language pathologist staff during assessment of students; maintains confidentiality of information pertaining to students and their families.
- Schedules activities; prepares a variety of materials including charts, graphs, and other data display information; provides recordkeeping for student files; and performs related office support tasks.
- Maintains and cleans equipment using infection control protocol; checks and maintains equipment in proper working condition.
- Participates with certificated staff in research projects and attends inservice training and other related activities.
- Participates in classroom activities as requested by speech-language pathologist staff; attends conferences and workshops related to speech-language pathology services.
- Collects data on students' achievements with the purpose of proving interventions and meeting IEP goals.
- Assists staff in understanding IEP goals.
- Researches resources for the purpose of addressing students' functional goals.
- Other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Any combination of training, experience, and/or education equivalent to graduation from a recognized school or program for Speech and Language Pathology Assistant as part of an AA degree in Science, including specialized course work, observation supervision, and fieldwork experience. Prior experience in educational or clinical settings is preferred.
- Possession of valid registration as a Speech and Language Pathology Assistant with the California Speech-Language Pathology Board.
- Possession of a valid California driver's license and availability of private transportation (mileage expense allowance provided).
- Knowledge of technical aspects of field of specialty; speech-language pathology equipment, materials, and procedures; oral and written communication skills; and reading and writing English communication skills.
- Ability to establish and maintain effective working relationships with students and adults; perform a variety of complex tasks; and understand and carry out oral and written instructions.
- Ability to operate standard office equipment, including microcomputers and related software applications; use appropriate oral and written language in contacts with students, parents, and District staff; establish and maintain effective working relationships with others; and plan and organize work.
- Ability to maintain records and prepare reports; meet schedules and timelines; analyze situations accurately and adopt an effective course of action; work independently with little direction; read, interpret, apply, and explain rules, regulations, policies, and procedures; communicate honestly, clearly, accurately, coherently, and concisely; respect and consider age, gender, cultural/linguistic background, and related factors when providing services.
- Ability to hear and speak to exchange information in person and on the telephone; read, prepare, and proofread documents; perform assigned duties; sit or stand for extended periods of time; operate a computer keyboard and other office equipment; kneel, and bend at the waist; reach overhead above the shoulders, and horizontally; retrieve and store files and supplies; and lift light objects.

CLASSIFIED JOB DESCRIPTION

STUDENT ATTENDANT

JOB SUMMARY:

Under immediate supervision, performs required duties related to the education and care of physically and/or mentally handicapped students in their current program of instruction. Performs maintenance and custodial duties involved in tending to the needs of the students including feeding, dressing, toileting, and movement; may be assigned to a full inclusion program; may provide services to students in a language other than English; performs other related duties as required.

ESSENTIAL JOB FUNCTIONS:

- Reinforces concepts and curriculum as assigned by teacher.
- Assists with supervision of students regarding appropriate behavior.
- Supervises students for safety.
- Assists students with various disabilities in toileting and changing their clothes.
- Prepares, organizes and cleans materials and supplies related to the physical or medical needs of students.
- Positions students with special needs as prescribed by teacher and/or physician.
- Maintains confidentiality of all information related to students.
- Loads/unloads students with various disabilities off bus/changing tables.
- Maintains consistent behavioral management and modifications as established by the classroom teacher.
- Transports students to and from designated locations, e.g., bus, restroom, and playground

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Evidence of successful experience working with and caring for students, preferably with students with disabilities.
- Ability to work under challenging conditions; to establish and maintain cooperative and effective relationships with adults; to demonstrate patience and tact in dealing with physically and/or mentally handicapped students. Physical ability to lift and handle students in caring for their personal needs, e.g., toileting, aiding with bladder and bowel apparatus, seizures, removing and replacing braces, etc.
- Knowledge of specific needs and behaviors associated with or related to students with severe physical and/or mental disabilities, e.g., orthopedic impairments, intellectual disability, severe emotional disturbances, etc.

- Knowledge of correct written and spoken English language.
- Graduation from high school or equivalent.

CLASSIFIED JOB DESCRIPTION

STUDENT ATTENDANT-BRAILLE

JOB SUMMARY:

Under general supervision of a teacher or administrator, facilitates the communication between Blind/Visually Impaired pupils and others by providing Braille to English and English to Braille interpreting/transliterating services and provides other assistance to the instructional program in mainstreamed classroom settings. May perform a variety of clerical and supportive duties of average complexity and does related work as required.

ESSENTIAL JOB FUNCTIONS:

- Interprets/transliterates language for Blind/Visually Impaired students in a mainstreamed setting.
- Tutors students individually in Braille.
- Checks Braille writer and other equipment.
- Provides emotional support to students.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to translate English into Braille using Braille/English transliteration; perform a variety of average to complex tasks; understand and carry out oral and written instructions; exercise patience and tact in dealing with physically and/or mentally handicapped children; work with, and maintain an effective working relationship with the public, and interact effectively and professionally under pressure.
- Knowledge of instructional/tutorial procedures; Blindness and its effect on the educational development of Blind/Visually Impaired individuals; correct language usage, spelling, grammar, and punctuation; California State law requires that all personnel working in an instructional setting must demonstrate high school proficiency in the areas of reading, writing, and mathematics. Applicants must pass a proficiency examination before they can be considered for a position as an Instructional Assistant.
- Proficient in Nemeth (Braille translation software) and/or Unified English Braille (UEB) pre-K through sixth grade preferred, but not required.
- Supports various school sites to provide instruction/tutor students in Braille.
- Graduation from high school or equivalent, preferably supplemented by two years' college course work in childcare specialization or equivalent.

CLASSIFIED JOB DESCRIPTION

WELLNESS PROJECTS SPECIALIST

JOB SUMMARY:

Under the direction of the Coordinator of Physical Education, Health, and Wellness, provides assistance with implementing wellness activities within the District. Coordinates and carries out efforts to adhere to various wellness related special projects.

ESSENTIAL JOB FUNCTIONS:

- Implements District and non-District funded special projects to ensure that each project is in compliance with District procedures and the requirements of the funding source.
- Trains relevant site staff in the implementation and evaluation of funded projects.
- Prepares a variety of written materials (e.g., newsletters, reports, logs, memos, flyers) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Establishes and maintains cooperative and effective working relationships with District staff and grant partners.
- Plans, organizes, and implements wellness activities at school sites and Districtwide.
- Maintains and updates information on parenting resources and services available in the community.
- Provides parents/guardians with information on wellness services and resources.
- Assists with presentations, trainings, and meetings to support wellness initiatives.
- Acts as a liaison between families, school, communities, and the District.
- Maintains accurate records of all activities for the purpose of reporting to the Board of Education, as well as the District and state auditors.
- Attends District and interagency meetings.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Bachelor's degree preferred.
- Knowledge of current theories, techniques, research, and methodologies related to health and wellness.
- Ability to:
 - Communicate effectively in written and oral correspondence.
 - Analyze problems, identify alternative solutions, and implement recommendations in support of goals.
 - Exercise leadership through the use of organizational and interpersonal skills.
 - Establish and maintain cooperative professional working relationships.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Field Trip Assignments for Bus Drivers

 X Action

 Information

BACKGROUND INFORMATION:

On August 8, 2018, a Memorandum of Understanding (MOU) was agreed upon by the District the Chula Vista Classified Employees Organization to establish the procedure used for the assigning of field trips for the 2018-19 school year. This is an extension of the MOU that was signed in April 2017, which established geographic regions that drivers are assigned to and that field trips originating in those regions are assigned in order of seniority to drivers in each particular region. This is being done as a cost-saving measure and to provide more efficiency to the field trip assignment process.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Adopt Resolution Endorsing the 2018 *RED RIBBON CAMPAIGN*

 X **Action**

 Information

BACKGROUND INFORMATION:

The annual *RED RIBBON CAMPAIGN* is scheduled from October 23-31, 2018. The theme for this year is "Life is Your Journey, Travel Drug Free™." The *RED RIBBON CAMPAIGN* originated when Drug Enforcement Administration Agent Enrique Camarena was murdered by drug traffickers in Mexico in 1985. This was the first awareness campaign to choose a red ribbon as its symbol. In 1988, Red Ribbon Week was proclaimed by Congress, and each year, the last week in October is designated Red Ribbon/Drug Awareness Week.

The *RED RIBBON CAMPAIGN* offers an excellent opportunity to unite families and communities in supporting drug- and tobacco-free lifestyles. In our schools, Red Ribbon Week offers the opportunity to strengthen students' resolve to live healthy, drug- and tobacco-free lives. This program is an outgrowth of the "Drug-Free Schools and Communities Act of 1986," which states that schools and communities throughout the nation have a responsibility to work together to combat the scourge of drug and tobacco use and alcohol abuse.

During Red Ribbon Week, ribbons are distributed to students and staff, to be worn as a symbol of drug- and tobacco-free choices and to represent a commitment to healthy, drug- and tobacco-free lives. Schools have been encouraged to promote Red Ribbon Week activities during this week. These activities include:

- Discuss the Red Ribbon Pledge: No use of illegal drugs. No illegal use of legal drugs.
- "Proud to Wear Red" Day with students and staff wearing red clothing.
- Students wear "Just Say No" T-shirts with their red ribbons.
- Distribution of red ribbons to visitors during Red Ribbon Week.
- A substance abuse prevention lesson daily in each classroom.

- Art, poster, or essay contests sponsored by PTA, Booster Clubs, Partners in Education, and/or Student Council.
- School and/or neighborhood clean up.
- Art and writing activities in the classroom, such as creating slogans for posters or writing letters to the editor.
- Students make red ribbons, posters, banners, balloons, and bows.
- Personal pledges to live drug free.

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:

Red ribbons will be purchased and distributed to students and staff throughout the District. The cost of these ribbons is \$5,600 and will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Endorsing the 2018)
RED RIBBON CAMPAIGN)

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

WHEREAS, drug abuse is a serious problem which adversely affects students, family members, and the community; and

WHEREAS, schools, businesses, law enforcement agencies, health and social services organizations, sports teams, religious institutions, governmental agencies, media, and the general public can demonstrate a visible commitment to a drug- and tobacco-free society by wearing and/or displaying red ribbons during the campaign; and

WHEREAS, the choice to live a healthy and drug- and tobacco-free lifestyle enhances the individual, the family, the school, and the community; and

WHEREAS, the *RED RIBBON CAMPAIGN* will be celebrated in every community in America during Red Ribbon Week, October 23-31, 2018, with the theme "Life is Your Journey, Travel Drug Free™;" and

WHEREAS, the Board of Education of the Chula Vista Elementary School District supports efforts to free San Diego County of drug abuse and tobacco use.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District hereby officially endorses Red Ribbon Week, October 23-31, 2018, and pledges its support for the campaign.

BE IT FURTHER RESOLVED that the Board of Education encourages schools and departments to actively plan, conduct, support, and/or participate in drug and tobacco prevention activities, to encourage District employees and students to wear red ribbons, and to provide special activities in support of drug- and tobacco-free alternatives during this week.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 12th day of September 2018 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:

Adopt Resolution Proclaiming October 8-14, 2018, as *Week of the School Administrator* in the Chula Vista Elementary School District

 X Action

 Information

BACKGROUND INFORMATION:

The State of California believes that leadership is important in education and has declared the week of October 8-14 as *Week of the School Administrator* in accordance with Education Code Section 44015.1. This declaration is made in recognition of the fact that leadership matters for California's public education system and the more than 6 million students it serves.

ADDITIONAL DATA:

The future of California's public education system depends upon the quality of its leadership. Research shows that great schools are led by great principals and great districts are led by great superintendents.

In the District, site instructional leaders are supported by administrative leaders. District school administrators are passionate lifelong learners who believe in the value of quality public education and that providing quality service for student success is paramount for the profession.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Proclaiming October 8-14, 2018,)
as *Week of the School Administrator* in the)
Chula Vista Elementary School District)

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

WHEREAS, leadership matters for California's public education system and the more than 6 million students it serves; and

WHEREAS, school administrators are passionate lifelong learners who believe in the value of quality public education; and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, Assistant Superintendents, Executive Directors, Directors, Academy Directors, Principals, Associate Principals, special education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other District employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's Superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing, and public administration; and

WHEREAS, school leaders depend upon a network of support from school communities—fellow administrators, teachers, parents, students, businesses, community members, boards of trustees, colleges and universities, community and faith-based organizations, elected officials, and district and county staffs and resources—to promote ongoing student achievement and school success; and

WHEREAS, research shows that great schools are led by great principals and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the week of October 8-14, 2018, as *Week of the School Administrator* in accordance with Education Code Section 44015.1; and

WHEREAS, the future of California's public education system depends upon the quality of its leadership.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education commends all school leaders in the District for the contributions they make to successful student achievement and declares October 8-14, 2018, as *Week of the School Administrator* in the Chula Vista Elementary School District.

BE IT FURTHER RESOLVED that each department and school is encouraged to undertake activities to recognize and honor school administrators during this week.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 12th day of September 2018 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:

Ratify Master Agreement with Family Health Centers of San Diego for the 2018-19 School Year

 X Action

 Information

BACKGROUND INFORMATION:

The District and Family Health Centers of San Diego (FHCS) have developed an updated agreement reflective of the services to be provided by FHCS through the *KidCare Express* mobile medical unit.

FHCS is a private nonprofit community clinic organization that has served residents in the San Diego region for over 30 years. It includes 18 primary healthcare clinics, seven dental clinics, three mobile medical units, school-based health clinics, teen clinics, family resource centers, and several specialty clinics. FHCS clinics are located in Chula Vista, and many other communities within the San Diego area.

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 provides routine maintenance and fuel at a budgeted amount of \$4,300 per year to support the *Kid Care Express* mobile medical clinic. These costs are paid from the General Fund.

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 Novata Behavioral Health for the Novata Family Forces Program for the Period of July 1, 2018, Through June 30, 2019

 X Action

 Information

BACKGROUND INFORMATION:

The Chula Vista Elementary School District has a substantial population of military-connected students. These students and their families have specific circumstances and needs that are very different from those of their nonmilitary-connected counterparts.

As part of District efforts to better serve military-connected students, a Memorandum of Understanding (MOU) was developed with Novata Behavioral Health (Novata) for participation in the Novata Family Forces program. Novata is a venture started by Mental Health Systems (MHS), a nonprofit organization dedicated to providing innovative and cost-effective mental health and drug and alcohol recovery services.

The Novata Family Forces program provides counseling services to active military personnel and military dependents who are eligible for Tricare coverage. Services are offered to adults, children, and adolescents and can be provided either in the client's home, at the child's or adolescent's school, or in an office setting. The program's licensed therapists understand the rigors of military life, how the military works, and the common stressors faced by the military member and the family.

ADDITIONAL DATA:

Services provided under the MOU may include assessment; evaluation; and individual, group, and family therapy.

A copy of the MOU and 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:

Novata Family Forces program services are funded by Tricare.

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 Sweetwater Union High School District on Behalf of Arroyo Vista, Chula Vista Learning Community, Discovery, Mae L. Feaster, Robert L. Mueller, and Howard Gardner Community Charter Schools for Participation in Middle School Sports League for the 2018-19 School Year

 X Action

 Information

BACKGROUND INFORMATION:

The District has been working with Sweetwater Union High School District (SUHSD) over the past four years to support dependent charter school participation in boys and girls sports. SUHSD has requested the authorizing District enter into a Memorandum of Understanding (MOU) for all charter schools that wish to participate.

The MOU allows the six listed charter schools to participate in the SUHSD interscholastic competition for Grades 7 and 8 in co-ed flag football, co-ed cross country, girls' softball, boys' and girls' volleyball, boys' and girls' basketball, boys' and girls' soccer, baseball, and field hockey.

ADDITIONAL DATA:

A copy of the MOU and additional information are available for review in the Office of the Executive Director of Technology 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 Nonpublic, Nonsectarian School Master Contracts with Community School of San Diego and The Institute for Effective Education for Special Education and Related Services for Individuals with Exceptional Needs for the 2018-19 School Year

 X Action

 Information

BACKGROUND INFORMATION:

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

1. Eligible pupils are those for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP or a student moving from another school district with an existing IEP.
2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.
3. The NPS/agency must be certified by the California Department of Education.

The Department of Special Education and Instructional Services and Support complies with the provisions listed above and has established Master Contracts with Community School of San Diego and The Institute for Effective Education for the 2018-19 School Year.

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

ADDITIONAL DATA:

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:

Schedule of per diem rate for each NPS:

School	Daily Rate
The Community School of San Diego	\$ 314.50
The Institute for Effective Education (Aim High)	\$ 201.01
The Institute for Effective Education (Children's Workshop)	\$ 304.70
The Institute for Effective Education (Cook)	\$ 222.40
The Institute for Effective Education (Urban Skills)	\$ 219.53
The Institute for Effective Education (Workshop at Cook)	\$ 304.70

Costs will be covered by Special Education monies and the General Fund.

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 Agreements with Community School of San Diego for Student No. 303532 and The Institute for Effective Education for Student No. 304182 for the 2018-19 School Year

 X Action

 Information

BACKGROUND INFORMATION:

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

1. Eligible pupils are those for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP or a student moving from another school district with an existing IEP.
2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.
3. The NPS/agency must be certified by the California Department of Education.

The Department of Special Education and Instruction Services and Support complies with the provisions listed above and has contracted with Community School of San Diego for Student No. 303532 and The Institute for Effective Education for Student No. 304182 for the 2018-19 School Year.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Costs for the above-mentioned students to attend nonpublic schools are provided below.

School	Student Number	Number of Days	Daily Rate	Comments
Community School of San Diego	303532	210	\$314.50	
The Institute for Effective Education	304182	210	\$222.40	Intensive Individual Services at \$127 per day

Special Education Funding (Assembly Bill 602)	\$ 7,255.36
Special Education Average Daily Attendance	
Local Control Funding Formula	18,272.00
Other General Fund Revenues	<u>113,891.64</u>
Estimated Total Revenues	\$139,419.00

Summary:

Total cost for two students attending the nonpublic schools listed is:

Community School of San Diego	\$ 66,045.00
The Institute for Effective Education	<u>73,374.00</u>
Estimated Total Expenditures	\$139,419.00

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Approve Agreement with San Diego County Superintendent of Schools for Project Cal-Well for the Period of September 13-30, 2018

 X Action

 Information

BACKGROUND INFORMATION:

Project Cal-Well supports the training of school personnel and other adults who interact with youth in both school settings and communities to detect and respond to mental illness in children and youth. The Chula Vista Elementary School District is one of three local education agencies (LEAs) in San Diego County that is developing a comprehensive, coordinated, and integrated partnership with multiple service systems at Project Cal-Well schools to help address critical mental health needs of their students, as well as to contribute to the California Department of Education's statewide efforts.

ADDITIONAL DATA:

Additional Cal-Well funds have recently become available. These funds will be utilized to leverage activities and resources to replicate core components of Cal-Well at selected school sites identified by readiness checklists. Activities/resources may include:

- Behavior tracking systems.
- Materials to enhance learning and build knowledge base.
- Professional development opportunities in relevant subject matter.
- Professional development stipends.
- Trainings and materials to build program sustainability.

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

FISCAL IMPACT/FUNDING SOURCE:

The District will receive funds up to \$10,000.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution Establishing Appropriations Limits for Fiscal Years 2017-18 and 2018-19 Pursuant to Article XIII B (Gann Amendment) of the California State Constitution

 X Action

 Information

BACKGROUND INFORMATION:

The Gann Initiative, which was approved by voters in November 1979, added an amendment to the State Constitution requiring all public agencies to annually determine and adopt appropriations limits. Implementation of the amendment and related calculations places a ceiling on each year's appropriations of tax dollars for the state, cities, counties, school districts, and special districts.

Using 1978-79 as a base year, subsequent years' limits have been adjusted for the following:

- An inflation increase equal to the change in the Consumer Price Index or per capita personal income, whichever is smaller.
- The change in average daily attendance.

Proposition 111, adopted in June 1990, amended the Gann limit inflation factor to be based only on the change in per capita personal income. Per Education Code Section 42132, school districts are required to report their actual appropriations limit for fiscal year 2017-18 and an estimated appropriations limit for fiscal year 2018-19 by September 15, 2018.

ADDITIONAL DATA:

The 2017-18 Appropriations Limit Recalculation and 2018-19 Estimated Appropriations Limitation Calculation forms have been completed and are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Fiscal Year 2017-18 Actual Appropriations Limit = \$180,825,783.62

Fiscal Year 2018-19 Estimated Appropriations Limit = \$187,780,775.43

The District's fiscal year 2017-18 appropriations subject to the Gann limit is \$180,825,783.62.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Establishing Appropriations Limits)
for Fiscal Years 2017-18 and 2018-19 Pursuant)
to Article XIII B (Gann Amendment) of the)
California State Constitution)

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

WHEREAS, in November 1979, the California electorate adopted Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and

WHEREAS, each public agency is required to determine and adopt an actual appropriations limit for fiscal year 2017-18 as a legislative act; and

WHEREAS, each public agency is required to determine and adopt an estimated appropriations limit for fiscal year 2018-19 as a legislative act; and

WHEREAS, the appropriations limits for both fiscal years for the Chula Vista Elementary School District have been calculated in accordance with applicable constitutional and statutory law.

NOW, THEREFORE, BE IT RESOLVED as a legislative act of the Chula Vista Elementary School District Board of Education that for the purposes of Article XIII B (Gann Amendment), there is hereby established this agency's actual appropriations limit of \$180,825,783.62 for fiscal year 2017-18 and an estimated appropriations limit of \$187,780,775.43 for fiscal year 2018-19.

BE IT FURTHER RESOLVED that this Board of Education hereby declares the appropriations in the budget for fiscal years 2017-18 and 2018-19 do not exceed the limitations imposed by Proposition 4.

BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of this District.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 12th day of September 2018 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

	2017-18 Calculations			2018-19 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2016-17 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2016-17 Actual			2017-18 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	173,921,177.23		173,921,177.23			180,825,783.62
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	28,537.18		28,537.18			28,613.67
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2016-17			Adjustments to 2017-18		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2017-18 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2017-18 P2 Report			2018-19 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	22,610.05		22,610.05	22,601.21		22,601.21
2. Total Charter Schools ADA (Form A, Line C9)	6,003.62		6,003.62	6,061.27		6,061.27
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			28,613.67			28,662.48
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2017-18 Actual			2018-19 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	632,445.65		632,445.65	632,445.00		632,445.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	89,925,731.40		89,925,731.40	89,705,421.00		89,705,421.00
5. Unsecured Roll Taxes (Object 8042)	2,790,327.04		2,790,327.04	2,769,428.00		2,769,428.00
6. Prior Years' Taxes (Object 8043)	(52,880.53)		(52,880.53)	0.00		0.00
7. Supplemental Taxes (Object 8044)	3,377,017.30		3,377,017.30	3,524,672.00		3,524,672.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(92,430.71)		(92,430.71)	(838,529.00)		(838,529.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	13,087.84		13,087.84	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	2,909,760.95		2,909,760.95	2,182,372.00		2,182,372.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	99,503,058.94	0.00	99,503,058.94	97,975,809.00	0.00	97,975,809.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	99,503,058.94	0.00	99,503,058.94	97,975,809.00	0.00	97,975,809.00

	2017-18 Calculations			2018-19 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			2,964,847.99			3,017,058.57
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			2,964,847.99			3,017,058.57
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	148,887,655.53		148,887,655.53	165,384,083.00		165,384,083.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(294,220.00)		(294,220.00)	(136,000.00)		(136,000.00)
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	148,593,435.53	0.00	148,593,435.53	165,248,083.00	0.00	165,248,083.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	322,575,323.89		322,575,323.89	342,094,436.09		342,094,436.09
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	731,257.22		731,257.22	456,575.85		456,575.85
APPROPRIATIONS LIMIT CALCULATIONS	2017-18 Actual			2018-19 Budget		
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			173,921,177.23			180,825,783.62
2. Inflation Adjustment			1.0369			1.0367
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0027			1.0017
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			180,825,783.62			187,780,775.43
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			99,503,058.94			97,975,809.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			3,433,640.40			3,439,497.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			84,287,572.67			92,822,025.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			84,287,572.67			92,822,025.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			417,588.02			254,988.38
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			99,920,646.96			98,230,797.38
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			83,869,984.65			92,567,036.62
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			99,920,646.96			
b. State Subventions (Line D8)			83,869,984.65			
c. Less: Excluded Appropriations (Line C23)			2,964,847.99			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			180,825,783.62			

California Dept of Education
SACS Financial Reporting Software - 2018.2.0
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CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution Authorizing the Purchase of One 36' x 40' Relocatable Classroom Building for Lillian J. Rice Elementary School in the Amount of \$142,452.45 from Silver Creek Industries, Inc., Pursuant to Bid No. 14/15-3

 X Action

 Information

BACKGROUND INFORMATION:

The Department of Corrections recently completed a Level II Facility at Donovan Correctional Facility on the East Mesa in San Diego. Pursuant to Penal Code 7005/7005.5, they will provide Community Mitigation funding in the amount of \$316,800 to the San Diego County Office of Education (SDCOE) and funds will be divided equally between Sweetwater Union High School District (SUHSD) and Chula Vista Elementary School District (CVESD). CVESD will use its share of the funds for the expansion of Mi Escuelita Therapeutic Preschool at Rice Elementary School.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the relocatable classroom building is \$142,452.45 and will be paid from Department of Corrections Community Mitigation funding received from the SDCOE pursuant to Penal Code 7005/7005.5. The total cost of the Mi Escuelita project exceeds the mitigation funding, however, the additional costs will be funded by South Bay Community Services and other local non-District sources.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing the)
Purchase of One 36' x 40')
Relocatable Classroom Building)
for Lillian J. Rice Elementary)
School in the Amount of)
\$142,452.45 from Silver Creek)
Industries, Inc., Pursuant to)
Bid No. 14/15-3)

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

WHEREAS, the Chula Vista Elementary School District has conducted a bid process for relocatable buildings at the same prices and upon the same terms and conditions as Bid No. 14/15-3; and

WHEREAS, said bids were opened and publicly read aloud at the time and place specified in the Notice to Bidders, and it was determined that Silver Creek Industries, Inc., was the lowest overall responsive, responsible bidder; and

WHEREAS, this Board has determined it to be in the best interest of the District to purchase one 36' x 40' from the bid awarded on February 26, 2015; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the contract for the purchase of one 36' x 40' relocatable classroom building in the amount of one hundred forty-two thousand four hundred fifty-two dollars and forty-five cents (\$142,452.45) with Silver Creek is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in Bid No. 14/15-3 and award 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 Silver Creek Industries, Inc.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 12th day of September 2018 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 Acceptance of Work and Notice of Completion for the Removal, Replacement, and Additional Installation of Cafeteria Heating, Ventilating, and Air Conditioning (HVAC) Equipment for Castle Park, EastLake, Olympic View, and Rosebank Elementary Schools

 X **Action**

 Information

BACKGROUND INFORMATION:

On February 14, 2018, the Board of Education approved award of Bid No. 17/18-3 to South Coast Heating & Air Conditioning, L.P., to replace heating, ventilating, and air conditioning cafeteria equipment replacement for Castle Park, EastLake, Olympic View, and Rosebank 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 Notice of Completion is attached as exhibit "A."

FISCAL IMPACT/FUNDING SOURCE:

The cost of the project was \$206,920, and will be paid with Capital funds.

STAFF RECOMMENDATION:

Recommend approval.

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

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

EXHIBIT "A"

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

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:

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

Project Site(s):

Castle Park Elementary
25 Emerson Street, Chula Vista, CA 91911-3309

EastLake Elementary
1955 Hillside Drive, Chula Vista, CA 91913-1263

Olympic View Elementary
1220 South Greensview Drive, Chula Vista, CA
91915

Rosebank Elementary
80 Flower Street, Chula Vista, CA 91910-1997

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

Description of Public Work:

Name/Bid Package(s): Bid No. 17/18-3
Direct Contractor: Southcoast Heating & Air Conditioning, L.P.
Date of Contract: February 14, 2018
Name of Surety: Federal Insurance Company
Nature of Work: Removal, replacements, and additional installation of HVAC
and Exhaust System

Acceptance/Completion Date: The Project Owner's Board of Education accepted the
above-described public work as being complete on September 12, 2018.

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 September 12, 2018.

Francisco Escobedo, Ed.D.,
Secretary

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve International Study Trip for Sixth Grade Students from EastLake Elementary School to Shanghai, Wenzhou, and Luoyang, China on October 12-22, 2018.

 X Action

 Information

BACKGROUND INFORMATION:

Sixth grade students from EastLake Elementary School request Board approval for an international study trip to Shanghai, Wenzhou, and Luoyang, China on October 12-22, 2018. This trip complements the history and social studies curriculum for Grade 6 studies of ancient civilizations. Students will have the opportunity to visit eight Chinese schools and historical landmarks over the course of four days, which provides information and hands-on experience related to Chinese school systems, ancient civilizations, and foreign cultures.

Four students will participate in the trip. Two teachers will accompany the students.

ADDITIONAL DATA:

On June 21, 2017, the Board approved a memorandum of understanding with EduAbroad for the American Companion Program for the period of July 1, 2017, through June 30, 2020. The MOU allows our District schools to participate in their program by reciprocating an American student exchange with China.

EastLake Elementary participated in this program by hosting visiting students from China on five separate occasions from July 24, 2017, through August 10, 2018. Participating EastLake students agreed to be a home-stay family for 18 visiting students from China for up to one week

FISCAL IMPACT/FUNDING SOURCE:

There is no cost for this study trip. By participating in this program, EduAbroad will pay for airfare, hotel lodging, meals, full-time EduAbroad guides, and transportation costs for students.

Students and families have had an opportunity to participate by agreeing to be a host family within one year of return from the trip. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve Overnight Study Trips for Fourth Grade Students from Liberty Elementary School to the Star of India on September 13-14, 2018, and March 1-2, 2019

 X Action

 Information

BACKGROUND INFORMATION:

Fourth grade students from Liberty Elementary School request Board approval for overnight study trips to the Star of India on September 13-14, 2018, and March 1-2, 2019. These trips match the history/social studies curriculum for fourth grade. The program provides information and hands-on experience related to exploration, colonization, and immigration/emigration. Approximately one hundred ten students will participate in the trips. Fifty students will participate on September 13-14, and the remaining students will participate on March 1-2. Two teachers and ten parents will accompany each group of students.

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 trip by participating in fundraisers. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve Overnight Study Trips for Fourth Grade Students from Corky McMillin Elementary School to the Star of India on January 17-18 and January 24-25, 2019

 X Action

 Information

BACKGROUND INFORMATION:

Fourth grade students from McMillin Elementary School request Board approval for overnight study trips to the Star of India on January 17-18 and January 24-25, 2019. These trips match the history/social studies curriculum for fourth grade. The program provides information and hands-on experience related to exploration, colonization, and immigration/emigration. One hundred twenty-four students will participate in the trips. Approximately sixty-two students will participate on January 17-18, and the remaining students will participate on January 24-25. Ten parents and two teachers will accompany each group of students.

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 trip by participating in fundraisers. No child will be excluded on the basis of ability to pay.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through
August 31, 2018

 X Action

 Information

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through
August 31, 2018.

- | | |
|---|-----------------|
| i. Purchase Orders: 19001262-19002353 | \$10,036,186.57 |
| ii. Alternative Revolving Cash: 1235-1236 | \$ 50.00 |
| iii. Commercial Warrants: 439087-440141 | \$13,631,150.33 |
| Cafeteria Warrants: 00003429-00003561 | \$ 726,577.76 |
| iv. Payroll Warrants: Series 10 | \$17,656,555.98 |
| 13183006-13184006, N1332994-1336803 | |
| v. Revolving Cash Checks: 005779-005951 | \$ 27,504.89 |

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
Farlow, M	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCAP	Allen
Gilman, C	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCAP	Allen
Butler, C	Student Records, Custody and Residency Workshop	San Diego	09/27/18	09/27/18	\$125	District Admin	Business Services
Butler, C	Annual Summit on Student Engagement and Attendance	San Diego	10/12/18	10/12/18	\$73	District Admin	Business Services
Davis, S	CNG Cylinder and Fuel System Inspector Certification	San Diego	09/13/18	09/13/18	\$307	Operations	Business Services
Dombrowski, J	Annual Professional Hort Seminar	Bonita	11/14/18	11/14/18	\$105	Maintenance	Business Services
Kelly, E	Annual Professional Hort Seminar	Bonita	11/14/18	11/14/18	\$105	Maintenance	Business Services
Ruiz, J	Annual Professional Hort Seminar	Bonita	11/14/18	11/14/18	\$105	Maintenance	Business Services
Scholl, C	Construction Network Chula Vista Bayfront Redevelopment	San Diego	10/02/18	10/02/18	\$89	District Admin	Business Services
Scholl, C	CASH Fall Conference 2018	Newport Beach	10/16/18	10/17/18	\$587	Maintenance	Business Services
Talamante, N	New Dual Language Educator's Orientation	San Diego	08/18/18	08/18/18	\$60	LCAP	Camarena
Arreguin, C	EduAbroad International Study Trip (Substitute Cost)	China	10/12/18	10/22/18	\$1,019	Site Control	EastLake
Banatao, E	Restorative Practices and Using Circles Effectively	San Diego	08/14/18	08/21/18	\$100	Title I	EastLake
Lizarraga, A	EduAbroad International Study Trip (Substitute Cost)	China	10/12/18	10/22/18	\$1,019	Site Control	EastLake
Tumamao, A	EduAbroad International Study Trip (Substitute Cost)	China	10/12/18	10/22/18	\$1,019	Site Control	EastLake
Uribe, N	EduAbroad International Study Trip (Substitute Cost)	China	10/12/18	10/22/18	\$1,019	Site Control	EastLake
Rothman, S	Foundations® Level 1 Workshop	Sherman Oaks	06/01/18	06/01/18	\$269	LCAP	Halecrest
Martinez, J	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	LCAP	Heritage
Beifuss, L	Annual OCDE Project GLAD® NTC Conference	Orange	10/10/18	10/11/18	\$862	Title III	Instructional Services
Casey, S	Critical Issues Conference	Palm Springs	10/24/18	10/26/18	\$781	Pupil Services	Instructional Services
Ciriza, G	Ed Trust-West's Education Equity Forum 2018	Sacramento	09/13/18	09/13/18	\$367	District Admin	Instructional Services
Collard, K	Critical Issues Conference	Palm Springs	10/24/18	10/26/18	\$781	Pupil Services	Instructional Services
Evans, V	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	Pupil Services	Instructional Services
Finney, D	SoCal i-Ready User Summit	Costa Mesa	10/04/18	10/04/18	\$45	GATES	Instructional Services
Iriqui, E	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	Pupil Services	Instructional Services
Iriqui, E	Critical Issues Conference	Palm Springs	10/24/18	10/26/18	\$781	Pupil Services	Instructional Services
Masek, K	Critical Issues Conference	Palm Springs	10/24/18	10/26/18	\$781	Pupil Services	Instructional Services
Pimentel, P	2018 California Title I Conference	Los Angeles	10/08/18	10/11/18	\$1,419	Title III	Instructional Services

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Travel event expenses sponsored by organizer and may include registration, lodging, meals, and transportation.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Ramirez, R	Physical Education Leadership Academy	San Diego	10/04/18	05/01/19	\$447	Kaiser Grant	Instructional Services
Shelton, L	Create California Convening	San Jose	10/14/18	10/16/18	\$787	District Admin	Instructional Services
Tull, J	Critical Issues Conference	Palm Springs	10/24/18	10/26/18	\$781	Pupil Services	Instructional Services
Velarde, G	Annual OCDE Project GLAD® NTC Conference	Orange	10/10/18	10/11/18	\$862	Title III	Instructional Services
Juarez, M	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$197	Title I	Lauderbach
Reese, B	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$197	Title I	Lauderbach
Villarreal, M	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$197	Title I	Lauderbach
Galvez, R	Annual OCDE Project GLAD® NTC Conference	Orange	09/19/18	09/21/18	\$3,505	Title I	Loma Verde
Lee, K	Annual OCDE Project GLAD® NTC Conference	Orange	09/19/18	09/21/18	\$3,505	Title I	Loma Verde
Castillo, M	Assessing Suicidal Students Workshop	San Diego	09/04/18	09/04/18	\$45	Title I PD	Otay
Gonzalez, R	Assessing Suicidal Students Workshop	San Diego	09/04/18	09/04/18	\$45	Title I PD	Otay
Arabia, M	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	CalWell Grant	Palomar
Nash, S	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	CalWell Grant	Palomar
Dargis, T	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	Title I	Rogers
Diaz, M	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Fimbres, C	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Kirkwood, A	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Lanier, J	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Obtera, K	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	Title I	Rogers
Press, F	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Priestly, R	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Scott, T	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Valenzuela, R	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	Title I	Rogers
Zamudio, R	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$344	Title I	Rogers
Torres, E	SIPPS® Professional Learning for Experienced Users	San Diego	09/12/18	09/12/18	\$222	Title I	Rohr
Holmes, C	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$155	Title I	Rosebank
Kumagai, Z	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$155	Title I	Rosebank
Wasser, S	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$155	Title I	Rosebank

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Travel event expenses sponsored by organizer and may include registration, lodging, meals, and transportation.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Chaidez, A	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCFF/SCE	Sunnyside
Cochran, R	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	Site Control	Sunnyside
Pacleb, L	Assessing Suicidal Students Workshop	San Diego	09/14/18	09/14/18	\$45	Site Control	Sunnyside
Escobedo, F	Education Equity Forum	Sacramento	09/13/18	09/13/18	\$297	District Admin	Superintendent
Escobedo, F	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Superintendent
Faddis, T	Wallace Quality Measures	Seattle	09/06/18	09/07/18	\$670	Wallace Fndtn	Superintendent
Faddis, T	Presenter at CTC Think Tank	Riverside	09/18/18	09/18/18	\$336	Wallace Fndtn	Superintendent
Faddis, T	Presenter at CTC Think Tank	Sacramento	09/26/18	09/26/18	\$268	Wallace Fndtn	Superintendent
Faddis, T	Presenter at CTC Think Tank	La Jolla	10/18/18	10/18/18	\$56	Wallace Fndtn	Superintendent
Bunker, L	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Supt/Board Member
Farías, A	Clsm of the Future Third Annual Career Pathways Summit	San Diego	09/25/18	09/25/18	\$25	District Admin	Supt/Board Member
Farías, A	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Supt/Board Member
Humphrey, L	Clsm of the Future Third Annual Career Pathways Summit	San Diego	09/25/18	09/25/18	\$25	District Admin	Supt/Board Member
Humphrey, L	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Supt/Board Member
Reyes, E	Clsm of the Future Third Annual Career Pathways Summit	San Diego	09/25/18	09/25/18	\$25	District Admin	Supt/Board Member
Reyes, E	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Supt/Board Member
Tamayo, F	Clsm of the Future Third Annual Career Pathways Summit	San Diego	09/25/18	09/25/18	\$25	District Admin	Supt/Board Member
Tamayo, F	South Bay Community Services Change Their Lives Event	Coronado	09/29/18	09/29/18	\$300	District Admin	Supt/Board Member
Emery, M	La Cosecha Dual Language Conference 2018	Santa Fe, NM	11/14/18	11/17/18	\$1,630	Title I	Valley Vista
Ancheta, M	Restorative Practices and Using Circles Effectively	San Diego	08/14/18	08/21/18	\$100	Title I PD	Vista Square
Castruita, J	Restorative Practices and Using Circles Effectively	San Diego	09/05/18	09/06/18	\$100	Title I PD	Vista Square
Ibarra-Roman, A	Restorative Practices and Using Circles Effectively	San Diego	09/05/18	09/06/18	\$100	Title I PD	Vista Square
Lake, J	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	Title I PD	Vista Square
Lopez, A	Restorative Practices and Using Circles Effectively	San Diego	08/14/18	08/21/18	\$100	Title I PD	Vista Square
Muñoz, J	Restorative Practices and Using Circles Effectively	San Diego	08/14/18	08/21/18	\$100	Title I PD	Vista Square
Niemela, L	Restorative Practices and Using Circles Effectively	San Diego	11/07/18	11/08/18	\$100	Title I PD	Vista Square
Rucker, L	Restorative Practices and Using Circles Effectively	San Diego	09/05/18	09/06/18	\$100	Title I PD	Vista Square

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Travel event expenses sponsored by organizer and may include registration, lodging, meals, and transportation.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve and/or Ratify Requests for Use of District Facilities

 X Action

 Information

BACKGROUND INFORMATION:

Site	Requested by	Facility/Time/Date/Purpose	Fees
Heritage	Walters Management	Multi-Purpose Room Wednesday, 5:30-8:00 p.m. October 24, 2018 Otay Ranch One Board Meeting	\$37 per hour
Rosebank	Restored Church of South Bay	Two Classrooms Sunday, August 26, 2018 3:30 – 7:30 p.m. Vision Night Service	\$6.50 per hour x 2
Vista Square	Zumba Classes	Multi-Purpose Room Mondays, 6:00 – 7:00 p.m. July 30, 2018 – April 10, 2019 Free Zumba Classes for Community	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: Instructional Services
and Support

ITEM TITLE:

- (1) Conduct Public Hearing Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement; and
- (2) Adopt Resolution for the 2018-19 School Year Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement with the State of California

 X Action

 Information

BACKGROUND INFORMATION:

The *Eliezer Williams, et al. vs. State of California, et al. (Williams)* case was filed as a class action in 2000 in San Francisco County Superior Court. The basis of the lawsuit was that state educational agencies failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers.

The case was settled in 2004, resulting in the state allocating \$138 million in additional funding for standards-aligned instructional materials for schools in the first and second ranks (known as Deciles) determined through the 2003 Academic Performance Index (API) Base. The purpose of the funds allocated by the *Williams* settlement is to ensure that all students at Deciles 1-3 schools have access to textbooks in the five core subject areas of reading/language arts, history/social science, mathematics, science, and English language development. The settlement includes an additional \$50 million for implementation costs and other oversight-related activities for schools in Deciles 1-3 (2003 API Base). These two amounts were included in the state budget (Outside Source) signed in July 2004 by Governor Schwarzenegger. The settlement is implemented through legislation adopted in August 2004: Senate Bill (SB) 6, SB 550, Assembly Bill (AB) 1550, AB 2727, and AB 3001. AB 831 was signed on July 26, 2005, to further clarify implementation of *Williams* legislation.

Previously, schools most affected by the *Williams* case were in Deciles 1-3 as determined by the 2006 API Base. In 2012-13, the list of schools was updated and now includes schools in Deciles 1-3 as determined by the 2012 API Base. There are no District schools on the list.

Since the 2004-05 school year, the San Diego County Office of Education (SDCOE) has conducted annual visits to the API Deciles 1-3 schools to ascertain sufficiency of instructional materials in the core subject areas. If insufficient materials are determined, SDCOE prepares a report identifying and documenting areas of noncompliance. If the deficiency is not remedied by the local education agency within 20 days, SDCOE requests that the California Department of Education, with State Board of Education approval, purchase materials to comply with the sufficiency requirement. The SDCOE did not conduct site visits to any District schools.

Additionally, the Board must conduct a public hearing to make a determination and adopt a resolution, every year, that every student has sufficient core subject textbooks/instructional materials consistent with the content and cycles of the state framework. The Board is required to submit the resolution to the California Department of Education.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Adoption of the attached resolution will provide for continued funding under Education Code Section 60119, Instructional Materials.

STAFF RECOMMENDATION:

Recommend conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution for the 2018-19 School)
Year Regarding Sufficiency of)
Instructional Materials and the)
Williams Class Action Settlement)
with the State of California)

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

WHEREAS, the Board of Education of the Chula Vista Elementary School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 12, 2018, at 6 p.m., which is on or before the eighth week of District schools opening (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours; and

WHEREAS, the Board of Education provided at least ten days notice of the public hearing posted in at least three public places within the District that stated the time, place, and purpose of the hearing; and

WHEREAS, the Board of Education encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the Board of Education at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English Learners, in the District; and

WHEREAS, between 2008 and 2018, the definition of “sufficient textbooks or instructional materials” also means that all students who are enrolled in the same course within the District have standards-aligned textbooks or instructional materials from the same adoption cycle; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student enrolled in foreign language or health classes; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

1. English-Language Arts/English Language Development – Benchmark Advance/Benchmark Adelante.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 12th day of September 2018 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 on a General Waiver Request to Provide a Reduced-Day Extended School Year Program; and
- (2) Authorize Application for the General Waiver Request to Provide a Reduced-Day Extended School Year Program from June 18 Through July 10, 2019

 X Action

 Information

BACKGROUND INFORMATION:

The District wishes to apply for 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. The waiver will allow the District to provide a 15-day program from June 18 through July 10, 2019. California Code of Regulations, Title 5, Section 3043(d) requires students in Kindergarten through Grade 6 to be provided a minimum of 80 instructional hours of ESY, and students in preschool to be provided a minimum of 60 instructional hours of ESY. Traditional ESY programs are 20 days long. Since the District operates a year-round school year calendar, the number of weeks available to offer an ESY program is limited. By offering a reduced-day program, the District has higher student participation. The 15-day program provides the required number of instructional hours over fewer instructional days.

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:

Funding will be provided from Special Education resources. Reduced expenses are anticipated due to decreased operational and transportation costs.

RECOMMENDATION:

Recommend conduct public hearing and authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve Submittal of 2017-18 Year-End Summary of Revenues, Expenditures,
and Changes in Fund Balances

 X Action

 Information

BACKGROUND INFORMATION:

Assembly Bill 1200 requires each local educational agency to file an unaudited actuals financial report with its county office of education. The Chula Vista Elementary School District's (District) 2017-18 revenues, expenditures, and fund balances will be filed with the San Diego County Superintendent of Schools by September 15, 2018, on the Standardized Account Code Structure (SACS) 2017-18 unaudited actuals series of reports.

ADDITIONAL DATA:

Attached is the District's Certification and Year-End Summary of Revenues, Expenditures, and Changes in Fund Balance, 2017-18 (Schedule A). Detailed information from year-end financial reports will be available for review by September 12, 2018, in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

See attached.

STAFF RECOMMENDATION:

Recommend approval.

Chula Vista Elementary School District
Year-End Summary of Revenues, Expenditures and Changes in Fund Balance
2017-18

<u>Description</u>	General Fund (Unrestricted and Restricted)		Building Fund (21-09)		Bond Building Fund (21-39)		Capital Improvement Fund Developers' Fees (25-18)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Beginning Balance	\$56,764,225	\$56,764,225	\$249,298	\$249,298	\$43,247,482	\$43,247,482	\$11,113,589	\$11,113,589
Revenues	262,537,132	263,226,815	593,663	594,713	300,000	521,436	1,516,388	1,787,438
Total Beginning Balance and Revenues	319,301,357	319,991,040	842,961	844,011	43,547,482	43,768,918	12,629,977	12,901,027
Expenditures	274,882,018	273,956,898	670,073	655,588	10,342,137	12,565,321	526,561	740,321
Ending Balance	<u>\$44,419,339</u>	<u>\$46,034,142</u>	<u>\$172,888</u>	<u>\$188,423</u>	<u>\$33,205,345</u>	<u>\$31,203,597</u>	<u>\$12,103,416</u>	<u>\$12,160,706</u>
Reserved/Designated	4,340,693	5,615,467	172,888	188,423	33,205,345	31,203,597	12,103,416	12,160,706
Reserve for Economic Uncertainties	40,078,646	40,418,675	0	0	0	0	0	0

<u>Description</u>	SB-50 Modernization/New Construction Fund (35-00)		Pupil Transportation Equipment Fund (15-00)		Cafeteria Account Fund (13-00)		Child Development Fund (12-06)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Beginning Balance	\$462,551	\$462,551	\$307,372	\$307,372	\$3,248,208	\$3,248,208	\$402,872	\$402,872
Revenues	12,958,028	12,962,026	402,000	402,678	11,520,000	12,541,528	3,539,866	3,569,468
Total Beginning Balance and Revenues	13,420,579	13,424,577	709,372	710,050	14,768,208	15,789,736	3,942,738	3,972,340
Expenditures	13,075,652	13,118,690	399,020	300,652	11,551,476	12,271,128	3,449,351	3,391,313
Ending Balance	<u>\$344,927</u>	<u>\$305,887</u>	<u>\$310,352</u>	<u>\$409,398</u>	<u>\$3,216,732</u>	<u>\$3,518,608</u>	<u>\$493,387</u>	<u>\$581,027</u>
Reserved/Designated	344,927	305,887	310,352	409,398	3,216,732	3,518,608	493,387	581,027
Reserve for Economic Uncertainties	0	0	0	0	0	0	0	0

Chula Vista Elementary School District
Year-End Summary of Revenues, Expenditures and Changes in Fund Balance
2017-18

<u>Description</u>	Charter Schools Fund (09-00)		Self Insurance Fund (67-00)		CFD Capital Projects Fund (49-00)		CFD Debt Service Fund (52-00)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Beginning Balance	\$16,600,246	\$16,600,246	\$13,123,536	\$13,418,939	\$32,677,910	\$32,677,910	\$0	\$0
Revenues	59,502,579	59,663,630	4,246,719	3,320,425	31,227,597	32,583,595	13,689,411	13,689,411
Total Beginning Balance and Revenues	76,102,825	76,263,876	17,370,255	16,739,364	63,905,507	65,261,505	13,689,411	13,689,411
Expenditures	59,706,893	58,496,831	3,907,472	2,835,156	18,961,395	18,915,132	13,689,411	13,689,411
Ending Balance	<u>\$16,395,932</u>	<u>\$17,767,045</u>	<u>\$13,462,783</u>	<u>\$13,904,208</u>	<u>\$44,944,112</u>	<u>\$46,346,373</u>	<u>\$0</u>	<u>\$0</u>
Reserved/Designated	16,395,932	17,767,045	13,462,783	13,904,208	44,944,112	46,346,373	0	0
Reserve for Economic Uncertainties	0	0	0	0	0	0	0	0

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2017-18 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Sept. 12, 2018

To the Superintendent of Public Instruction:

2017-18 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

First Reading: Proposed Board Policy and Administrative Regulation 3230 (New), Business and Noninstructional Operations, Federal Grant Funds

_____ **Action**

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

BACKGROUND INFORMATION:

Board Policy and Administrative Regulation 3230, Business and Noninstructional Operations, Federal Grant Funds, have been created to identify the District's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through Federal grants. They further ensure that any Federal grant funds received by the District are handled per the grant agreements with the District, and in accordance with the Federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521, as well as any stricter State laws or District policies which may be imposed.

ADDITIONAL DATA:

Copies of the proposed Board Policy and Administrative Regulation 3230 are attached. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

Business and Noninstructional Operations

FEDERAL GRANT FUNDS

The Governing Board recognizes the District's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through Federal grants. The District shall comply with all requirements detailed in any grant agreement with an awarding agency and with the Federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter State laws and District policy.

Any goods or services purchased with Federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the District's financial management systems and procedures provide for the following pursuant to 2 CFR 200.302:

1. Identification in District accounts of each Federal award received and expended and the Federal program under which it was received.

(cf. 3100 - Budget)

2. Accurate, current, and complete disclosure of the financial and performance results of each Federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328.

(cf. 3460 - Financial Reports and Accountability)

3. Records and supporting documentation that adequately identify the source and application of funds for Federally funded activities, including information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

5. Comparison of actual expenditures with budgeted amounts for each Federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305
7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the Federal grant award

(cf. 3400 - Management of District Assets/Accounts)

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the District can prepare reliable financial statements and Federal reports, maintain accountability over assets, and demonstrate compliance with Federal laws, regulations, and conditions of the Federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with Federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by Federal funds shall receive information and training on the allowable use of Federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

The District shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that Federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the Federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to Federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance:

https://www.whitehouse.gov/omb/grants_docs

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

Policy
Reviewed: 09/12/18

Business and Noninstructional Operations

FEDERAL GRANT FUNDS

Allowable Costs

Prior to obligating or spending any Federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure of Federal funds in accordance with 2 CFR 200.400-200.475, and the terms and conditions of the Federal grant award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the Federal grant.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall review and approve all transactions involving Federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)
(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of Federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

The Superintendent or designee shall comply with the standards specified in 2 CFR 200.317-200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a Federal grant as well as any more restrictive State laws and District policies concerning the procurement of goods and services.

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use Federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with Federal funds shall be conducted in a manner that provides full and open competition in accordance with State laws and District regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the District considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the District's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the District's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the Federal Government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using Federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using Federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, District employee, or District representative shall participate in the selection, award, or administration of a contract supported by Federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with Board Bylaws Section 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

Cash Management

The Superintendent or designee shall ensure the District's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the District and the District's disbursement of funds. (2 CFR 200.305)

When authorized by law, the District may receive advance payments of Federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the District for carrying out the purpose of the program or project. Except under specified conditions, the District shall maintain the advance payments in an interest-bearing account. The District shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the District shall instead submit a request for reimbursement of actual expenses incurred. The District may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of Federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All District employees who are paid in full or in part with Federal funds shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Business and Noninstructional Operations

FEDERAL GRANT FUNDS (continued)

Records

Except as otherwise provided in 2 CFR 200.333, or where State law or District policy requires a longer retention period, financial records, supporting documents, statistical records, and all other District records related to a Federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a Federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Audits

Whenever the District expends \$750,000 or more in Federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of Federal funds expended by the District shall be transmitted to the clearinghouse designated by the Federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the Federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Regulation

Reviewed: 09/12/18

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

First Reading/Possible Revision/Review: Proposed Amendments to Board Policy, Administrative Regulation, and Exhibit (A) 4019, All Personnel, Sexual Harassment

 X Action

 Information

BACKGROUND INFORMATION:

Board Policy (BP), Administrative Regulation (AR), and Exhibit (E) 4019, All Personnel, Sexual Harassment, are being revised with updated numbers. While reviewing recent updates to Board Policies and Administrative Regulations, the District has determined it is best to align our numbering and naming with templates developed by the California School Boards Association. This will help ensure we update our policies and regulations in accordance with changes to federal and state laws in a timely manner.

ADDITIONAL DATA:

A copy of proposed revisions to BP, AR, and E 4019 are attached. Additional information is available for review in the Office of the Assistant Superintendent of Human Resources and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

All Personnel

SEXUAL HARASSMENT

The Governing Board prohibits sexual harassment in the working environment of District employees or applicants by any person in any form. The Board also prohibits retaliatory behavior or action against District employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all District employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent/designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and Administrative Regulation (AR).
2. Publicizing and disseminating the District's sexual harassment Board Policy (BP) to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

All Personnel

SEXUAL HARASSMENT (continued)

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed should immediately contact his/her supervisor, principal, other District administrator or the Superintendent or Human Resources Administrator in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Superintendent or Human Resources Administrator, who shall ensure that the complaint is appropriately investigated according to AR 4019 and BP and AR 4030, All Personnel, Nondiscrimination in Employment.

Complaints of sexual harassment shall be filed in accordance with AR 4030. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any District employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this BP will be subject to disciplinary action, up to and including dismissal.

(cf. 4218 – Termination of Employment)

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Legal Reference:

EDUCATION CODE

200-240 Prohibition of discrimination on the basis of sex, especially:

212.5 Sexual harassment, defined

212.6 Sexual harassment policy

230 Particular practices prohibited

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

All Personnel

SEXUAL HARASSMENT (continued)

UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

Meritor Savings Bank, FSB v. Vinson et al

86 Daily Journal D.A.R. 2130

Policy

Adopted: 10/11/94

Revised: 10/11/17

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

All Personnel

SEXUAL HARASSMENT

The Governing Board prohibits sexual harassment in the working environment of District employees or applicants by any person in any form. This Administrative Regulation (AR) shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

I. Definition of Sexual Harassment

- A. Sexual harassment in the workplace is unwelcome conduct or communication of a sexual nature which has the purpose or effect of:
 - 1. Interfering with an individual's work performance;
 - 2. Creating an intimidating, hostile, or offensive working environment.

- B. Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)
 - 1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
 - 2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
 - 3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the District.

- C. Sexual harassment, whether committed by a supervisor, co-worker, or a non-employee, may occur through degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidation and frank threats or sexual demands. Sexual harassment may include, but is not limited to:

All Personnel

SEXUAL HARASSMENT (continued)

1. Vulgar remarks.
2. Sexual comments regarding a person's appearance.
3. Physical touching, pinching, patting, cornering, blocking, or impeding free movement.
4. Sexual propositions or advances (with or without threats to a person's job or promotion if that person does not submit).
5. Physical assault.
6. Sexually suggestive or degrading posters, cartoons, pictures or drawings.
7. Offensive sexual jokes, slurs, insults, innuendoes, or comments.
8. Spreading sexual rumors.
9. Comments about an individual's body.
10. Overly personal conversations or pressure for sexual activity.
11. Unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors.
12. Massaging, grabbing, fondling, stroking, or brushing the body.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

II. Training

The Superintendent/designee shall ensure that all employees receive training regarding the District's sexual harassment Board Policy (BP) when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the District's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

All Personnel

SEXUAL HARASSMENT (continued)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7- Sexual Harassment)

Every two years, the Superintendent/designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the District, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The District's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential District and/or individual exposure or liability.
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources.

All Personnel

SEXUAL HARASSMENT (continued)

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment.
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint.
5. The essential elements of BP 4019, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the BP 4019, AR 4030, and BP/AR 1312.3 if a harassment complaint is filed.
6. A copy of the District's sexual harassment BP and AR, which each participant shall acknowledge in writing that he/she has received.
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance.

The Superintendent/designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

III. District Sexual Harassment Investigative Unit

The District Sexual Harassment Investigative Unit will normally be comprised of three (3) members with at least one representative from the male gender and one representative from the female gender. A Human Resources Administrator will chair the Investigative Unit. Other members of the team will be District and school administrators who would normally have

All Personnel

SEXUAL HARASSMENT (continued)

a “right to know about” sexual harassment claims and are considered confidential employees. The membership of the Sexual Harassment Investigative Unit will be shared with all employees annually.

IV. General Provisions

- A. Any questions regarding this AR should be directed to the Superintendent or the Human Resources Administrator.
- B. Any person who is dissatisfied with the manner in which the Sexual Harassment Investigative Unit conducts an investigation or resolves questions regarding BP and AR 4019 should contact the Superintendent or Human Resources Administrator to seek resolution of such issues.
- C. Although this AR anticipates the Sexual Harassment Investigative Unit is responsible for investigating all written complaints which have reached the formal complaint process, nothing in this AR is intended to prohibit the Superintendent from appointing different District administrators as investigators where appropriate.
- D. All allegations of sexual harassment should be brought to the District’s attention at the earliest possible time. The District will observe state and federal timelines for addressing allegations of sexual harassment and each case will be assessed on an individual basis. Allegations of sexual harassment shall be investigated in accordance with this AR and BP/AR 1312.3.
- E. The District recognizes that confidentiality is important to all parties involved in a sexual harassment investigation. To the extent practical, the confidentiality of the complainant, respondent and witnesses will be protected. Employees and/or students interviewed in accordance with these policies are directed to assist in maintaining such confidentiality.
- F. The District will not tolerate retaliation against any individual for initiation, pursuit or assistance with a complaint of sexual harassment. Any employee who retaliates against any individual in violation of the BP

All Personnel

SEXUAL HARASSMENT (continued)

dealing with sexual harassment and/or this AR may be subject to disciplinary action.

- G. Any employee who is determined to have falsely initiated, or participated in, a sexual harassment investigation may be subject to disciplinary action.
- H. The District shall not undertake any disciplinary action involving any respondent or complainant until a final decision has been rendered, except as herein provided. Any individual subjected to potential discipline shall have an opportunity to review all materials and provide a response. If, in the opinion of the Superintendent, immediate action is necessary, reasonable efforts to first inform the respondent and allow him/her an opportunity, under the circumstances, to respond to the allegations will be provided. For the purposes of this AR, placement on paid administrative leave shall not be considered disciplinary action.
- I. The complainant and the respondent may be assisted by a representative of their choice at any stage of these proceedings.
- J. A complainant may withdraw his/her complaint at any time during the complaint process. The withdrawal must be in writing.
- K. The investigation of sexual harassment complaints may continue even though the complainant has withdrawn her/his complaint if evidence gathered to date indicates that sexual harassment may have occurred.
- L. If the Human Resources Administrator is a party to the complaint, then the complaint should be filed with the Superintendent. The Superintendent will then act in his/her stead for the purposes of this AR.
- M. If the Superintendent is a party to the complaint, then the complaint should be filed with the President of the Board of Education.
- N. If a member of the Board of Education is a party to the complaint, then the complaint should be filed with the Superintendent.

All Personnel

SEXUAL HARASSMENT (continued)

V. Sexual Harassment Complaint Procedures

Any employee or applicant who believes they have been sexually harassed are encouraged to utilize the District's sexual harassment complaint procedure. The procedure may begin at the informal or formal level. The District will also make available training and written materials to employees regarding sexual harassment and the procedure for resolving complaints of sexual harassment.

All District employees have an obligation to ensure that sexual harassment does not occur.

A. Informal Complaint Process

1. Employees or applicants for employment who believe that they have been sexually harassed are encouraged to contact their immediate supervisor and/or initiate the sexual harassment complaint process by contacting the District's Human Resources Administrator or a member of the Sexual Harassment Investigative Unit.
2. If the respondent is a District employee, the Human Resources Administrator will notify the individual's supervisor of the complaint.
3. If the complainant and the respondent appear willing to resolve the complaint informally, the Human Resources Administrator will attempt informal resolution. Depending on the situation, the Human Resources Administrator may:
 - a. Bring both parties together to discuss the complaint and immediate resolution.
 - b. Serve as an intermediary between the complainant and the respondent.
 - c. Present a settlement proposal for consideration by the complainant and the respondent that resolves the complaint.

All Personnel

SEXUAL HARASSMENT (continued)

4. If informal resolution does not occur within twenty work days from the date of the initial complaint, either the complainant must complete and sign an "Employee Complaint Alleging Sexual Harassment" form which provides information on the alleged act(s) of sexual harassment, remedy sought, and other relevant facts; or the informal complaint is terminated by the complainant. This twenty workday timeline may be extended for an additional twenty workdays by written agreement between the complainant and the respondent.

B. Formal Sexual Harassment Complaint Process

1. The formal sexual harassment complaint process may begin at any time but no later than twenty workdays after the receipt of a signed and complete "Employee Complaint Alleging Sexual Harassment" form (unless extended as specified above). The formal sexual harassment complaint process is triggered by the expiration of the time for the informal stage or a determination on the part of the Human Resources Administrator that the complaint cannot be resolved informally.
2. The Human Resources Administrator shall notify all parties to the complaint that the formal investigation has begun.
3. In the formal sexual harassment complaint process, the Sexual Harassment Investigative Unit will conduct a thorough investigation of the alleged act(s) of sexual harassment.
 - a. The Investigative Unit will interview relevant witnesses.
 - b. The Investigative Unit will review relevant documents.
4. The Investigative Unit will issue a written response in accordance with the timelines described in BP/AR 1312.3. Copies will be sent to the Human Resources Administrator, the complainant, and the respondent. If the respondent is an employee, the employee's supervisor will be notified of the resolution of the complaint.

All Personnel

SEXUAL HARASSMENT (continued)

The response will include and analyze relevant findings of fact and a conclusion with respect to the validity of the allegation(s) of sexual harassment.

5. When sexual harassment is found, the Human Resources Administrator will ensure that an appropriate remedy is applied.
6. The complainant and/or the respondent may appeal the decision(s) of the Human Resources Administrator to the Superintendent.
7. If the Superintendent is a party to the complaint, an appeal may be filed with the President of the Board of Education.

VI. Notification

- A. A copy of the District's "Sexual Harassment Information Pamphlet" and list of the members of the Sexual Harassment Investigative Unit will be distributed on an annual basis to all employees.
- B. A copy of BP 4019 shall be displayed in a prominent location at each school site and within each department at the Education Service and Support Center.
- C. BP 4019 shall be provided to every District employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired.
- D. BP 4019 shall appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct.
- E. All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of District information sheets that contain, at a minimum, components on: (Government Code 12950)

All Personnel

SEXUAL HARASSMENT (continued)

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment, with examples.
4. The District's complaint process available to the employee.
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC).
6. Directions on how to contact DFEH and the EEOC.
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC.

In addition, the District shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation

Reviewed: 10/11/94

Reviewed: 10/11/17

Reviewed:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

All Personnel

SEXUAL HARASSMENT

Chula Vista Elementary School District

EMPLOYEE COMPLAINT ALLEGING SEXUAL HARASSMENT

Name of
Complainant: _____ Date: _____

Address of
Complainant: _____

Home Phone Number: _____ Work Phone
Number: _____

School or Department: _____ Position
Title: _____

STATEMENT OF COMPLAINT

Specific description of complaint, including names, dates, and places necessary for complete understanding of the complaint. Have you discussed the complaint with your supervisor? If so, please specify outcome of meeting. List name(s) of any witness.

List specific actions requested of District which will remedy complaint:

All Personnel

SEXUAL HARASSMENT (continued)

Do you wish to be represented by a person of your choice? If so, enter name of such designated representative:

Signature of Employee:

Date:

Original: Human Resources Copy: Complainant

Exhibit
Reviewed: 10/11/94

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

First Reading/Possible Revision: Proposed Amendments to Administrative Regulation 4031, All Personnel, Complaints Concerning Harassment or Discrimination in Employment

 X Action

 Information

BACKGROUND INFORMATION:

Administrative Regulation (AR) 4031, All Personnel, Complaints Concerning Harassment or Discrimination in Employment, is being revised with a new name and an updated number. The AR will now be named Nondiscrimination in Employment and its number will be 4030, to align with current Board Policy. While reviewing recent updates to Board Policies and Administrative Regulations, the District has determined it is best to align our numbering and naming with templates developed by the California School Boards Association. This will help ensure we update our policies and regulations in accordance with changes to federal and state laws in a timely manner.

ADDITIONAL DATA:

A copy of the proposed revisions to AR 4031 is attached. Additional information is available for review in the Office of the Assistant Superintendent of Human Resources and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

All Personnel

~~COMPLAINTS CONCERNING HARASSMENT OR DISCRIMINATION IN~~
~~EMPLOYMENT~~ NONDISCRIMINATION IN EMPLOYMENT

Complaint Procedure

Any complaint by an employee or job applicant alleging harassment or discrimination shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (complainant) who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the District's Coordinator for Nondiscrimination in Employment (Coordinator), or the Superintendent or designee.

If the complainant is an employee, he/she may first attempt to resolve the situation informally with his/her supervisor. If the complaint is not resolved informally, the complainant may file a written complaint with the Coordinator in accordance with this procedure.

A written complaint should contain:

- (a) The complainant's name.
- (b) The name of the individual(s) who committed the alleged act(s).
- (c) A description of the alleged discriminatory or harassing act(s) or omission(s).
- (d) The date and location where the alleged incident(s) occurred.
- (e) Any witnesses who may have relevant information regarding the allegations.
- (f) Other evidence of the discrimination or harassment.
- (g) Other pertinent information which may assist in investigating and resolving the complaint.
- (h) The complainant's signature.

A supervisor or manager who has received information about an alleged incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, regardless of whether the complainant files a written complaint.

All Personnel

~~COMPLAINTS CONCERNING HARASSMENT OR DISCRIMINATION IN EMPLOYMENT~~ NONDISCRIMINATION IN EMPLOYMENT (continued)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the alleged act(s), regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the District's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the individual(s) accused of the harassment or discrimination, and other individuals who may have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, District legal counsel, or the District's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than thirty days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

All Personnel**~~COMPLAINTS CONCERNING HARASSMENT OR DISCRIMINATION IN EMPLOYMENT~~ NONDISCRIMINATION IN EMPLOYMENT** (continued)

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, individual(s) accused of the harassment or discrimination, and the Superintendent or designee.

4. Appeal to the Board of Education: The complainant or the individual(s) accused of the harassment or discrimination may appeal any findings to the Board within ten working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a District employee shall be addressed in closed session in accordance with the law. The Board shall render its decision within ten working days of the hearing.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the District, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code § 12960.

All Personnel

~~COMPLAINTS CONCERNING HARASSMENT OR DISCRIMINATION IN EMPLOYMENT~~ NONDISCRIMINATION IN EMPLOYMENT (continued)

2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s).
3. To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 U.S.C. § 2000e-5.)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

12920-12921 Nondiscrimination

12940-12948 Discrimination prohibited; unlawful practices, generally

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, March 2010

WEB SITES

California Department of Fair Employment and Housing: www.dfeh.ca.gov

U.S. Equal Employment Opportunity Commission: www.eeoc.gov

U.S. Department of Education, Office for Civil Rights: www2.ed.gov/about/offices/list/ocr

Regulation

Reviewed: 03/12/14

Reviewed:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Deletion of Board Policy and Administrative Regulation 4111.1, 4211.1, 4311.1, All Personnel, Affirmative Action

 X Action

 Information

BACKGROUND INFORMATION:

Board Policy and Administrative Regulation 4111.1, 4211.1, 4311.1, All Personnel, Affirmative Action are obsolete. They relate to state, federal, or District programs that no longer exist; to items no longer required by Education Code; or to practices and procedures no longer in effect in the District. The information in the BP and AR that is still relevant is included in BP and AR 4030, All Personnel, Nondiscrimination in Employment.

ADDITIONAL DATA:

A copy of the BP and AR is attached. Additional information is available for review in the Office of the Assistant Superintendent of Human Resources and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

All Personnel

AFFIRMATIVE ACTION

It is the policy of the Chula Vista Elementary School District to guarantee, pursuant to applicable law, equal employment opportunities for all employees and employment applicants regardless of race, religious creed, color, sex, national origin, ancestry, physical or mental handicap, marital status, age (over 40), and medical condition.

The Superintendent or designee shall maintain an affirmative action program to comply in good faith with all federal and state laws, and applicable rules and regulations, including Title VI and VII of the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; The Age Discrimination in Employment Act of 1967, as amended; the Vocational Rehabilitation Act of 1973, as amended; the California Fair Employment and Housing Act; California Education Code Sections 44100 et seq, 44066, 44830, 45021, 45293; Government Code Section 11135; and Title 5 California Administrative Code, Sections 30, 31.

Legal Reference:

EDUCATION CODE

44100-44163 Affirmative action employment

44830 Employment restricted to persons possessing prescribed qualifications; public policy of State against discrimination on basis of race, etc.

44830.5 Assignment of certificated employees to district; ethnic ratio

CODE OF REGULATIONS, TITLE 5

30-31 Affirmative action employment programs

CODE OF REGULATIONS, TITLE 5

90-101 Plans to alleviate racial and ethnic segregation of minority students

TITLE VI AND TITLE VII, CIVIL RIGHTS ACT OF 1964, as amended

42 U.S.C. 2000d and 2000e et seq.

TITLE IX, 1972 EDUCATION ACT AMENDMENTS

42 U.S.C. 1681 et seq.

VOCATIONAL REHABILITATION ACT OF 1973

29 U.S.C. 794

AGE DISCRIMINATION IN EMPLOYMENT ACT

29 U.S.C. 621-624

VIETNAM ERA VETERANS' ACT

38 U.S.C. 2012 et seq.

Johnson v. Transportation Agency, Santa Clara

107 S. Ct. 1442 (1987)

United Steel Workers v. Weber

443 U.S. 193 (1979)

Policy
Adopted: 02/19/91

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

All Personnel

Affirmative Action

This program is designed to provide that the percentage of ethnic minorities, women, and physically handicapped employed by the Chula Vista Elementary School District at all salary levels and in all job classifications shall be consistent with their availability in the relevant labor market in conformance with state law.

The Assistant Superintendent for Personnel Services shall be designated the Affirmative Action Program Coordinator and shall be responsible for the implementation of the Affirmative Action (AA) Program. Each member of the administration is to share in this responsibility and will be assigned specific tasks, including but not limited to those set forth.

This Affirmative Action Program requires evaluation similar to other major district programs. Accountability for achievement of affirmative action goals is of equal importance with other District programs.

The Affirmative Action Program will affect all District employment practices, including, but not limited to, recruitment, hiring, transfer, promotion, training, compensation, benefits, layoff, and termination.

Responsibilities and Duties

The Superintendent or designee shall ensure full implementation of the Affirmative Action Program. These responsibilities shall include, but not be limited to the following:

1. He/she shall disseminate to District personnel within 30 days of the adoption of the Affirmative Action Program, a written statement, outlining the commitment of the Chula Vista Elementary School District and Board of Education to equal employment opportunities through affirmative action. This statement shall also indicate that District personnel are expected to actively participate in the Affirmative Action Program.
2. He/she shall annually reaffirm with all District administrative/supervisory personnel the District's commitment to the Affirmative Action Program.

All Personnel

AFFIRMATIVE ACTION (continued)

The responsibilities of the Assistant Superintendent for Personnel Services shall include, but not be limited to the following:

1. He/she shall recommend appropriate staff to assist in the implementation and achievement of the goals set forth in this plan.
2. He/she shall develop procedures to implement the EEO and affirmative action policies of the Chula Vista Elementary School District. These procedures shall be disseminated to all administrators and supervisors. Each administrator and supervisor shall be held accountable to his/her immediate supervisor for the implementation of this program within his/her respective school and/or administrative unit.
3. He/she shall conduct a representation/utilization analysis of all job levels including handicapped currently employed by the Chula Vista Elementary School District. The results of this representation/utilization analysis shall be used in establishing the goals of this AA Program.
4. He/she shall review all selection and promotional procedures, including tests, to ensure these procedures do not have a disparate effect on ethnic minorities, women, and the physically handicapped.
5. He/she shall monitor records of referrals, placements, transfers, promotions and terminations to ensure that the District's EEO policy is being carried out.
6. He/she shall conduct annual EEO and affirmative action awareness training sessions with administrative and supervisory personnel.
7. He/she shall develop and implement programs designed to train and qualify ethnic minorities, women, and physically handicapped employees of the Chula Vista Elementary School District for promotional advancements both districtwide and on a school and administrative unit basis.
8. He/she shall report to the Superintendent in writing annually, or more often as deemed necessary, the Chula Vista Elementary School District's progress in meeting the Affirmative Action goals.
9. He/she shall report annually to the Board of Education in writing, or more often if deemed necessary, the Chula Vista Elementary School District's progress in meeting the Affirmative Action goals.

All Personnel

AFFIRMATIVE ACTION (continued)

10. He/she shall keep District administrators and supervisors informed as to the latest developments in the Equal Employment Opportunity (EEO)/ Affirmative Action (AA) area.
11. He/she shall serve as liaison between the Chula Vista Elementary School District and the relevant enforcement agencies, including the Fair Employment and Housing Commission, Equal Employment Opportunity Commission, and the State Board of Education.
12. He/she shall ensure that all new employees be informed of the Chula Vista Elementary School District's Affirmative Action Policy.
13. He/she shall recruit among women, ethnic minority groups, and the physically handicapped in the community, and at colleges, universities, and vocational schools enrolling women, ethnic minorities and the physically handicapped. Further, he/she shall actively seek the assistance of District employees in recruitment efforts.
14. He/she shall act as District Equal Employment Investigation Officer by receiving complaints of alleged employment discrimination, investigating such complaints, and making recommendation to the Superintendent for resolution of such complaints.

Each administrator and supervisor shall be responsible for working toward the implementation of the EEO/AA Program.

Dissemination of Affirmative Action Program and Policy

1. Internal Dissemination

The Assistant Superintendent for Personnel Services shall meet with all new District supervisors and administrators to explain the Chula Vista Elementary School District's EEO/AA Program and to discuss the importance of their responsibility in ensuring the AA Program's implementation. At this meeting, the supervisors and administrators will be advised of the methods/actions they will be required to follow to facilitate the implementation of this AA Program.

All Personnel

AFFIRMATIVE ACTION (continued)

2. External Dissemination

The Assistant Superintendent for Personnel Services shall continue to keep community agencies, ethnic minority organizations, educational institutions, and other interested persons or organizations, as well as local and ethnic minority news media, informed of the AA Program.

Representation Analysis

The Chula Vista Elementary School District has greatly increased its hiring of women and minorities since the 1975 adoption of the first plan. Efforts must be continued to ensure the ratio of staff to their availability in the relevant labor market.

Utilization Analysis

1. At the administrative/supervisory level, there is underutilization of ethnic minorities, women, and the physically handicapped.*
2. At the instructional level (certificated), no underutilization exists.
3. The Chula Vista Elementary School District continually reviews all promotions to ensure that minority employees are given consideration for advancement.

*The term "underutilization" as used in this plan is a term of art and is not, and should not be construed as, an admission of a violation of any state or federal law or regulation.

Goals

This Affirmative Action Program is designed to provide that employment of ethnic minorities, women, and physically handicapped by the Chula Vista Elementary School District in all job classifications in certificated, classified, and administrative categories shall be consistent with their availability in the relevant labor market.

Figures to determine availability in the relevant labor market are those figures provided by the State of California Employment Development Department (EDD) for Affirmative Action Programs.

All Personnel

AFFIRMATIVE ACTION (continued)

**DEVELOPMENT AND IMPLEMENTATION OF SPECIFIC PROGRAMS TO
ACHIEVE GOALS**

Certificated Recruitment

Following are recruitment practices which shall be followed by the Chula Vista Elementary School District for certificated staff:

1. Onsite, local campus visitations shall be made.
2. Recruitment letters and brochures which indicate that the Chula Vista Elementary School District is an Equal Opportunity Employer shall be sent to those colleges which are deemed to have a high incidence of ethnic minority candidates according to related publications.
3. Letters shall be sent to candidates whose names are solicited from present staff members.
4. Letters shall be sent to ethnic minority organizations.
5. Based upon projected staff vacancies, on-campus recruitment may be made at a limited number of in- and out-of-state universities where experience has revealed a relatively high number of ethnic minority candidates by a District recruitment team which shall include ethnic minority representation.
6. Notices of job vacancies shall continue to be posted by the Personnel Office and circulated to local ethnic minority organizations, community agencies, community leaders, and other interested persons who specialize in ethnic minorities, women, and/or handicapped candidates.

Classified Recruitment

Following are recruitment practices which shall be followed by the Chula Vista Elementary School District for classified staff:

1. When a vacancy is anticipated which may not be filled by existing employables or from employees within the Chula Vista Elementary School District, agencies which specialize in ethnic minorities, women, and/or physically handicapped applicants shall be notified of the opening.

All Personnel

AFFIRMATIVE ACTION (continued)

2. High school and community college ethnic minorities, women, and physically handicapped students desiring to enter the classified service shall be identified. The Personnel Office shall contact those responsible for the training of high school and community college personnel interested in those job areas normally used by the Chula Vista Elementary School District.

Certificated Application and Screening Procedures

A review of application forms shall be undertaken annually to ensure that no illegal or discriminatory questions are asked.

The interview process shall be standardized to develop a program for the selection of the most talented teaching candidates on a more objective basis.

Prior to granting an interview to candidates, the following procedures shall be used:

1. Applications and accompanying information explaining employment opportunities shall be given or sent to all applicants.
2. Evaluation requests (references) on each candidate shall be solicited by the Chula Vista Elementary School District.
3. College placement files on the candidates shall be solicited by the Chula Vista Elementary School District.
4. When the application and foregoing documents are complete, a review of the candidate's accumulated application shall be made by the Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services. This evaluation shall result in one of three decisions:

a. Local, Qualified Applicants

If the applicant's qualifications and references are considered appropriate, the Chula Vista Elementary School District shall send a letter to the applicant asking the applicant to contact the Personnel Office to arrange a time and date for interview.

All Personnel

AFFIRMATIVE ACTION (continued)

b. Out-of-Area Qualified Applicants

If the applicant's qualifications and references are considered appropriate, a letter shall be sent advising the applicant of the number of qualified applicants awaiting positions and that this should be considered before spending a large amount of money to travel to the area for an interview. If the applicant wishes an interview, one shall be granted at his/her convenience.

c. Applicants Who Are Not Qualified

If the applicant's qualifications and references do not meet the qualifications required for the position, the applicant shall be sent a letter indicating this. No interview shall be granted and the file shall be placed in an inactive category.

5. Applicants selected for an interview shall be interviewed by the Assistant Superintendent for Personnel Services, the Coordinator for Personnel Services, or other appropriate staff.

Following the interview, a total evaluation shall be made of the applicant's qualifications, references, and interview. If the applicant is eligible for hiring, he/she will be placed on the employable list. If the applicant is not eligible for hiring, he/she will be sent a letter which indicates the applicant will not be placed on the employable list.

Classified Application and Screening Procedures

A review of application forms shall be undertaken annually to ensure that no illegal or discriminatory questions are asked.

Prior to granting an interview to candidates, the following procedure shall be used:

1. Applicants shall be given any written and/or performance tests as required for the position for which they are applying.
2. Applicants who do not pass the required test(s) shall be notified by letter.
3. Following successful completion of any required test(s), the candidate shall be mailed an application form which is to be completed and returned to the Chula Vista Elementary School District.

All Personnel

AFFIRMATIVE ACTION (continued)

4. Evaluation requests (references) shall be solicited by the Chula Vista Elementary School District.
5. When the application and above-named documents are complete, a review of the candidate's accumulated application papers shall be made by the Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services.

This evaluation shall result in one of two decisions:

- a. If the evaluation is favorable, an interview shall be scheduled with the Assistant Superintendent for Personnel Services, Coordinator for Personnel Services, and/or administrators/supervisors within the various job classifications. Following the interview, the applicant shall be informed of his/her employment status.
- b. If the applicant's qualifications and references do not meet the qualifications required for the position, the applicant shall be sent a letter indicating this. No interview shall be granted and the file shall be placed in an inactive category.

Certificated Selection

Inservice training for staff involved in the selection process shall be provided to bring about an awareness of the District's goals regarding the employment of ethnic minorities, women, and physically handicapped.

The following procedure shall be used to select candidates from the employable list:

1. The department head/principal shall discuss with the Assistant Superintendent for Personnel Services or Coordinator for Personnel Services the needs of his/her department/school, outlining any special qualifications required or desired.
2. Vacancy listings which describe the qualifications shall be posted. If applicable, collective bargaining agreement requirements for posting shall be complied with.
3. The Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services and the department head/principal shall review the qualifications of the candidates who meet the special needs as outlined.
4. After reviewing the qualifications, the department head/principal may select three or more candidates, if available, for an additional interview. If the opening is in a loft school, the principal may wish to involve the team in the interview.

All Personnel

AFFIRMATIVE ACTION (continued)

5. Following the interview, the department head/principal shall make a recommendation to the Assistant Superintendent for Personnel Services.
6. The Assistant Superintendent for Personnel Services shall review the qualifications of the recommended applicant before making a final recommendation to the Superintendent.
7. The Superintendent shall make a recommendation to the Board of Education for action.

Classified Selection

Inservice training for staff involved in the selection process shall be provided to bring about an awareness of the Chula Vista Elementary School District's goals regarding the employment of ethnic minorities, women, and physically handicapped.

The following procedure shall be used to select classified employees:

1. Principals and/or department heads shall discuss their needs with the Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services.
2. Vacancy listings shall be posted. If applicable, collective bargaining agreement requirements for posting shall be complied with.
3. The employable files shall be screened and reviewed by the Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services and the appropriate department head/principal.
4. Three or more candidates from the employable list shall be interviewed again by the department head/principal and a recommendation shall be made to the Assistant Superintendent for Personnel Services.
5. The Assistant Superintendent for Personnel Services shall review the qualifications of the recommended applicant before making final recommendation to the Superintendent.
6. The Superintendent shall make a recommendation to the Board of Education for action.

All Personnel

AFFIRMATIVE ACTION (continued)

Certificated Transfers and Assignments

The following procedure shall apply in the transfer and assignment of certificated staff:

1. Teacher transfer policy as defined in the agreement between the Chula Vista Elementary School District and the certificated unit shall continue to be utilized by the district.
2. Known teaching vacancies shall be posted in all schools.
3. The Chula Vista Elementary School District shall continue to list as part of the posting the qualifications needed by the candidate that will best meet the needs of the students/District.
4. The Chula Vista Elementary School District shall continue to recognize that the best educational program results from the provision of a school faculty which is well balanced in terms of race, ethnic background, and instructional and subject competence.
5. The Chula Vista Elementary School District shall assign and reassign certificated employees in such a manner as to provide ethnic minority representation within each school, department, and employee classification in the District.

Classified Transfers and Assignments

The following procedure shall apply in the transfer and assignment of classified staff:

1. Classified assignment and transfer policy as defined in the agreement between the Chula Vista Elementary School District and the classified unit shall continue to be utilized by the District.
2. Known vacancies shall be posted in all schools/departments.
3. The Chula Vista Elementary School District shall continue to list as part of the posting, the qualifications needed by the candidate that will best meet the needs of the students/District.
4. The Chula Vista Elementary School District shall assign and reassign classified employees in such a manner as to provide ethnic minority representation within each school, department, and employee classification in the District.

All Personnel

AFFIRMATIVE ACTION (continued)

Certificated Promotion

When the labor pool from which the Chula Vista Elementary School District draws applicants for promotions from within the District is consistent (percentage wise) with the one from which it would expect to recruit from outside the District in regards to women, ethnic minorities, and handicapped, the following shall apply:

When filling a vacancy, preference shall be given to qualified personnel within the school system if ability and professional qualifications of such personnel are essentially equal to those of other applicants. Experience within and outside the system, education, certification, proven and potential ability shall be considered in making promotions.

Employees desiring to be considered for other types of employment, especially those with areas of special training, should file their qualification with the Assistant Superintendent for Personnel Services.

When an employee is promoted to a higher position, he/she will be placed on the lowest step in the appropriate class which provides for a higher salary than he/she would have received had he/she not been promoted. Special factors (e.g., anniversary/merit increment) which are a part of his/her present salary schedule and not a part of the new schedule, shall not apply in determining the salary placement.

If the new schedule requires a different number of working days, the salary of the original schedule will be prorated by the difference in working days between the two schedules, and then placement will be determined according to the preceding paragraph. The district shall strive annually to identify any certificated ethnic minority, women, or physically handicapped employees who have promotion potential and encourage them to attend seminars and counsel them into types of educational programs which may lead to promotion.

The following procedures for promoting District certificated staff shall be used:

1. A general invitation shall be sent to staff inviting participation in the administrative and supervisory seminar.
2. The candidate may be required to complete successfully a written examination.

All Personnel

AFFIRMATIVE ACTION (continued)

3. The candidate shall complete successfully an oral interview.
4. District principals shall be encouraged to provide opportunities for leadership at their schools for interested teachers.
5. Central office experience shall be provided as available on the basis of no release time or cost.
6. Potential candidates shall be required to participate in the Assessment Center Program.
7. An overall review of the candidate's recommendations by the immediate supervisor shall be made together with the results of the above items.
8. The Superintendent shall review the candidate's potential and make a recommendation to the Board of Education for promotion.
9. The Board of Education shall act on the recommendation.

Classified Promotion

When the labor pool from which the District draws applicants for promotions from within the Chula Vista Elementary School District is consistent (percentage-wise) with the one from which it would expect to recruit from outside the District in regards to women, ethnic minorities, and handicapped, the following shall apply:

When filling a vacancy, preference shall be given to qualified personnel within the Chula Vista Elementary School District if ability and qualifications of such personnel are essentially equal to those of other applicants. Seniority, experience outside the District, education, and proven and potential ability shall be considered in making promotions.

An employee who is promoted to a higher classification shall be placed on the step of the higher salary range which is at least one full step above the employee's present salary step. If the step increase is due the employee at the time of promotion, it shall be credited and applied to the determination of the new salary step. The Chula Vista Elementary School District shall strive annually to identify any classified ethnic minority, women, or physically handicapped employees having promotion potential, and they shall be encouraged to continue educational programs which may lead to promotion.

All Personnel

AFFIRMATIVE ACTION (continued)

Seminars shall be developed for classified employees which are similar to those held for certificated employees having promotion potential.

The following procedure shall be used to implement this policy:

1. Upon receipt of authorization to promote, a Professional Opportunities (Classified) notice shall be posted in each building or department.
2. Requests for transfer shall be accepted by Personnel.
3. The Assistant Superintendent for Personnel Services or the Coordinator for Personnel Services shall review the personnel files of applicants.
4. Seniority, experience, education, and potential ability shall be evaluated.
5. Additional tests shall be administered if necessary.
6. Three or more candidates' qualifications shall be reviewed by the classified supervisor, site administrator and, at times, a panel, and a recommendation shall be made to the Assistant Superintendent for Personnel Services.
7. The Assistant Superintendent for Personnel Services shall make the final recommendation to the Superintendent.
8. The Superintendent shall review the candidate's qualifications and make a recommendation to the Board for promotion.
9. The Board of Education shall act on the recommendation.

Affirmative Action Advisory Committee

The Board of Education shall appoint a 12-member Affirmative Action Advisory Committee to work with the Assistant Superintendent for Personnel Services to monitor the AA Program. Membership on this committee shall be as follows:

1. Two members of certificated staff.
2. Two members of classified staff.
3. Two members of the Leadership Team.
4. Six members from community groups.

All Personnel

AFFIRMATIVE ACTION (continued)

Functions of the committee shall be as follows:

1. Advise the administration of its evaluation of the work force utilization for both certificated and classified personnel.
2. Advise the administration as to goals for affirmative action and methods to accomplish these goals.

Regulation
Reviewed: 2/19/91

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Second Reading/Approve: Proposed Amendments to Board Policy and Administrative Regulation 6174, Instruction, Education for English Learners

 X **Action**

 Information

BACKGROUND INFORMATION:

On January 2, 2018, the California Department of Education (CDE) notified local education agencies (LEAs) on interim reclassification guidance for the English language proficiency criterion. The interim guidance allows LEAs to use Summative English Language Proficiency Assessments of California (ELPAC) results and determine their own ELPAC threshold scores, in combination with the general performance level descriptors for reclassification purposes until the State Board of Education approves the final threshold scores in fall 2018.

The District proposes revising the criterion for English language proficiency to the following:

ELPAC Reclassification Criterion			
Grade	Overall Proficiency	Oral Language	Written Language
Kindergarten	Level 4	Level 4	Level 4
Grade 1	Level 4	Scale score $\geq$ 1447	Scale score $\geq$ 1456
Grade 2	Level 4	Scale score $\geq$ 1457	Scale score $\geq$ 1478
Grades 3-5	Level 4	Scale score $\geq$ 1489	Scale score $\geq$ 1540
Grades 6-8	Level 4	Scale score $\geq$ 1505	Scale score $\geq$ 1560
Grades 9-10	Level 4	Scale score $\geq$ 1524	Scale score $\geq$ 1587
Grades 11-12	Level 4	Scale score $\geq$ 1511	Scale score $\geq$ 1606

ADDITIONAL DATA:

Proposed revisions to Board Policy and Administrative Regulation 6174, Education for English Learners, are attached.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

Instruction

EDUCATION FOR ENGLISH LEARNERS

The District is committed to providing an equal educational opportunity for all children regardless of race, national origin, sex, cultural affiliation, or linguistic background.

Each child is viewed as an individual of great worth who brings with him/her a uniqueness that is highly valued. We believe that celebrating and acknowledging a child's native language nurtures feelings of acceptance and valuing of self and family.

The District provides English Learners (ELs) with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the District's academic standards. The District's language acquisition programs and instructional services shall be based on research-based instructional strategies and shall be adequately supported so that ELs can achieve results at the same academic level as their English-proficient peers in the regular course of study.

~~(cf. 4112.22/4212.22 — Staff Teaching Students of Limited English Proficiency)~~

The District shall identify in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for ELs.

~~(cf. 0460 - Local Control and Accountability Plan)~~
(cf. 3100 - Budget)

In establishing the District's language acquisition instructional programs and services for ELs, the Superintendent/designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition instructional programs and services for ELs. (Education Code 305).

The Superintendent/designee shall maintain procedures which provide for the careful identification, assessment, and placement of ELs and for their ~~redesignation~~ **reclassification** based on criteria adopted by the Board and specified in administrative regulations.

The Superintendent/designee shall ensure that all staff employed to teach ELs possess the appropriate authorization from the Commission on Teacher Credentialing.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. ~~4112.22 – Staff Teaching English Learners~~)

The District shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of ELs and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for ELs. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

*(cf. 4131 - ~~Staff~~**Professional** Development)*

(cf. ~~4231 – Staff Development~~)

(cf. ~~4331 – Staff Development~~)

To evaluate program effectiveness, the Superintendent and designated staff shall regularly examine program results, including reports of the ELs' academic achievement, their progress towards proficiency in English, and the progress of students who have been ~~redesignated~~ **reclassified fluent English proficient (R-FEP)** as ~~FEP~~. The Superintendent and designated staff shall annually report these findings to the Board.

The District's ~~redesignation~~ **reclassification** procedures include a comprehensive set of specific criteria that the student must attain before being ~~redesignated~~ **reclassified** from an EL to an **R-FEP** student. Parental communication is an integral part of the ~~redesignation~~ **reclassification** process. The specific reclassification criteria can be found in Administrative Regulation 6174.

(cf. 6190 – Evaluation of the Instructional Program)

Language acquisition instructional services are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition instructional services provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306).

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The District shall offer Structured English Immersion (SEI) instructional services to all ELs to ensure ELs have access to the core academic content standards, including the English language development standards, and become proficient in English. SEI services provide nearly all classroom instruction in English, but with curriculum and presentation designed for students who are learning English. (Education Code 305-306)

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

~~(cf. 6142.2 – World/Foreign Language Instruction)~~

The District may offer a Transitional or Developmental Instructional Program for ELs that provides literacy and academic instruction in English and a student's native language and that enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of ELs may choose a language acquisition instructional program that best suits their child. To the extent possible, any language acquisition instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

Parents/guardians of ELs shall be notified of the language instructional program and instructional services of their child on an annual basis and have a right to decline or opt their child out of EL services. Regardless of the language acquisition instructional program all ELs, at minimum, will receive daily Designated and Integrated English Language Development.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on language acquisition programs and instructional services for ELs available to students enrolled in the District, including, but not limited to, a description of each program. (Education Code 310).

~~(cf. 5145.6 – Parental Notifications)~~

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English Learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local Control and Accountability Plan
52130-52135 Impacted Languages Act of 1984
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English Learners with Disabilities
60603 Definition, recently arrived English Learner
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English Learner Education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, Language instruction for English Learners and immigrant students
7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
200.16 Assessment of English Learners

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

Management Resources

CSBA PUBLICATIONS

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

English-Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

U.S. Department of Education: <http://www.ed.gov>

Policy

Adopted: 11/13/90

Revised: 01/20/04

Revised: 10/11/17

Revised: 03/07/18

Revised:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, CA

Instruction

EDUCATION FOR ENGLISH LEARNERS

Definition

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

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

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

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

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

The Dual Language Immersion Instructional Program provides integrated language learning and academic instruction for native speakers of English and

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Identification and Assessment

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

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

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

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

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

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

~~(cf. 6152.51 - State Academic Achievement Tests)~~
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

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

~~(cf. 5145.6 - Parental Notifications)~~

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

1. The reason for the identification of the student as an EL and the need for a language acquisition instructional program and EL services.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition instructional program or services for ELs in which the student is, or will be, participating, including a description of all the following:
 - a. The methods of instruction used in addressing the language and academic needs of the student, including how such programs and services differ in content, instructional goals, and the use of English and a native language in instruction.
 - b. The manner in which the program and services will meet the educational strengths and needs of the student.
 - c. The manner in which the program and services will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

- d. The specific exit requirements for reclassification to ~~FEP~~ and the expected rate of graduation from secondary school if applicable.
 - e. Where the student has been identified for special education, the manner in which the program and services meets the requirements of the student's Individualized Education Program.
4. Information about the parent/guardian's right to have the student immediately removed from a program and/or services upon the parent/guardian's request.
 5. Information regarding a parent/guardian's option to decline to enroll the student in the program and/or services or to choose another method of instruction, if available.
 6. Information designed to assist a parent/guardian in selecting among available programs or services, if more than one program or method is offered.

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

~~Redesignation/Reclassification~~ **Redesignation**

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

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

ELs in Grades K-6 shall be reclassified as **fluent English proficient** ~~FEP~~ when they are able to comprehend, speak, read, and write English well enough to receive instruction in English and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The measures used to determine whether an EL in Grades K-6 shall be reclassified as ~~FEP~~ fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using the ~~CELDT until the District transitions to the English Language Proficiency Assessments for California (ELPAC).~~ Grades K-12 overall CELDT proficiency level 4 or 5, with no score of 3 or lower in any domain.

Grade Kindergarten
Overall Proficiency Level 4
Oral Language Level 4
Written Language Level 4

Grade 1
Overall Proficiency Level 4
Oral Language scale score $\geq$ 1447
Written Language scale score $\geq$ 1456

Grade 2
Overall Proficiency Level 4
Oral Language scale score $\geq$ 1457
Written Language scale score $\geq$ 1478

Grades 3-5
Overall Proficiency Level 4
Oral Language scale score $\geq$ 1489
Written Language midpoint $\geq$ 1540

Grades 6-8
Overall Proficiency Level 4
Oral Language scale score $\geq$ 1505
Written Language scale score $\geq$ 1560

Grades 9-10
Overall Proficiency Level 4
Oral Language scale score $\geq$ 1524
Written Language scale score $\geq$ 1587

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

Grades 11-12

Overall Proficiency Level 4

Oral Language scale score ≥ 1511

Written Language scale score ≥ 1606

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching decisions related to the student. Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development Report Card.
3. Parent/guardian opinion and consultation. Parent/guardian agrees that reclassification is appropriate. The Superintendent/designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level. The District shall use the California Assessment of Student Performance and Progress (CAASPP) and/or the District's Local Measure in Reading.

Grade K Local Measure Reading
Reading Accuracy 85-100%
Reading Comprehension 3 Correct
High Frequency Word Reading 45-50

Grade 1 Local Measure Reading
Reading Accuracy 95-100%
Reading Comprehension 4-5 Correct
Reading Fluency 60+ words per minute

Grades 2-12 Local Measure/Level Set Reading
Midpoint (~~Lexile of Approaching~~ **and above** ~~to Met~~) for grade level-range

Grades 3-6 CAASPP – ELA
Midpoint (~~of Standard Nearly Met~~ **and above** ~~or Met~~) for grade level-range

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent/designee shall monitor the language and academic progress of reclassified students. (5 CCR 11304)

The Superintendent/designee shall monitor students for a period of four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

The Superintendent/designee shall develop a process to monitor the effectiveness of the District's programs and services for ELs. The District's programs and services shall be modified as needed to help ensure language and academic success for each EL.

Advisory Committees

A parent/guardian advisory committee shall be established at the District level when there are more than 50 ELs in the District and at the school level when there are more than 20 ELs at the school, site EL Advisory Committee and the District EL Advisory Committee shall be maintained to serve the advisory functions specified in law.

Parents/guardians of ELs shall constitute committee membership in at least the same percentage as ELs represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The District's English Language Advisory Committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a District EL Roadmap of education programs and services for ELs, taking into consideration the school site plans for ELs.
2. The Districtwide needs assessment on a school-by-school basis.
3. Establishment of District programs, services, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the annual language census.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

6. Review of and comment on the District's reclassification procedures.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
*(cf. 5020 - Parent-**Guardian** Rights and Responsibilities)*
*(cf. 6020 - Parent-**Guardian** Involvement)*

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent/designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan Advisory Committee

When there are at least 15 percent ELs in the District, with at least 50 students who are ELs, a District-level EL Parent Advisory Committee shall be established to review and comment on the District's LCAP in accordance with BP 0460 LCAP. The committee shall be composed of a majority of parents/guardians of ELs. (Education Code 52063; 5 CCR 15495)

(cf. ~~0460 - Local Control and Accountability Plan~~)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP EL Advisory Committee if its composition includes a majority of parents/guardians of ELs.

Regulation

Reviewed: 11/18/03

Reviewed: 10/11/17

Reviewed: 03/07/18

Reviewed:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

First Reading/Possible Revision: Exhibit (B) 9270, Bylaws of the Board, Conflict of Interest

 X Action

 Information

BACKGROUND INFORMATION:

Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code each even-numbered year to determine if changed circumstances require any amendments. Once the determination has been made, the agency must notify the code reviewing body by October 1 of the same year whether or not an amendment is necessary. Government Code Section 87303 indicates that any necessary amendments must be completed and forwarded for approval to the code reviewing body by its deadline. The amended Conflict of Interest Code is not effective until it is approved by the code reviewing body. The San Diego County Board of Supervisors, who serves as the code reviewing body for the District, has established October 10, 2018, as the deadline for receipt of amended Conflict of Interest Codes.

To comply with the requirements, the District's Board Bylaw 9270, Conflict of Interest, and the accompanying Exhibits (A) and (B) were reviewed. It was determined that revisions to Exhibit (B) were needed, to include new positions, update the titles of existing positions, and delete positions that no longer exist. Some other minor changes were made to further update the Exhibit.

ADDITIONAL DATA:

A copy of proposed revisions to Exhibit (B) 9270 is attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Bylaws of the Board

CONFLICT OF INTEREST

Designated Positions and Disclosure Requirements

1. Persons occupying the following positions are designated employees in Category 1:

Governing Board Members
Superintendent of Schools
Deputy Superintendent
Assistant Superintendents

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within District boundaries, or within two miles of District boundaries, or of any land owned or used by the District. Such interests include any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.
 - b. Investments or business positions in or income from sources that:
 - (1) Are engaged in the acquisition or disposal of real property within the District.
 - (2) Are contractors or subcontractors that are or have been within the past two years engaged in work or services of the type regularly used by the District.
 - (3) Manufacture or sell supplies, books, machinery, or equipment of the types used by the District.
2. Persons occupying the following positions are designated employees in Category 2:

Executive Director of Curriculum and Instruction
~~Executive Director of Fiscal Services~~
~~Executive Director of Instruction and Assessment~~
Executive Director of Language Development and Instruction
~~Executive Director of Research, Accountability, Evaluation, Analysis, and Instruction~~
Executive Director of Special Education and Instruction
Executive Director of Student, Family, Community, and Instruction
~~Executive Director of Technology, Innovation, and Instruction~~
Principal/Director
Director of Benefits/Risk Management
Director of Child Nutrition Services
Director of Early Childhood Education

Bylaws of the Board

CONFLICT OF INTEREST (continued)

Director of Communications and Community Development
Director of Fiscal Services
Director of Human Resources
Director of Information Technology Services
Director of Maintenance and Operations
~~Director of Special Education and Pupil Services Instruction~~
Director of Student, Family, Community, and Instruction
Director of Transportation
~~Communications Officer~~
Community Collaborative Director
Associate Principal/Academy Director
Coordinator of Early Childhood Education Services
Coordinator for Instructional Technology
Coordinator of Physical Education, Health, and Wellness
Coordinator of Special Education and Pupil Services, Instruction and Support
~~Coordinator of Student, Family, and Community~~
Coordinator of Visual and Performing Arts
Accounting Manager
~~Benefits/Risk Manager~~
~~Child Nutrition Services Program Manager~~
Facilities Planning Manager
~~Fleet Maintenance Manager~~
Grounds, Safety, and Maintenance Manager
Instructional Services Coordinator
~~Lead Fleet Maintenance Transportation Manager~~
Payroll Manager
Safety, Environmental, and Maintenance Manager
Emergency Preparedness and Security Manager
Student Placement Manager
Transportation Manager
~~Manager of Information Technology, Programming, and Support~~
Manager of Network Services, Computer Hardware Support, **and Publishing**
Operations
Purchasing, Publications, and Warehouse Manager
~~Office Manager for the Superintendent and Business Services~~
Senior Grant Writer

Bylaws of the Board

CONFLICT OF INTEREST (continued)

Designated persons in this category must report investments or business positions in or income from sources that:

- a. Are contractors or subcontractors engaged in work or services of the types used by the department that the designated person manages or directs.
 - b. Manufacture or sell supplies, books, machinery, or equipment of the types used by the department that the designated person manages or directs. For the purposes of this category, a Principal's department is his/her entire school.
3. Consultants are designated employees that must disclose financial interests as determined on a case-by-case basis by the Superintendent/designee. The Superintendent/designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this Conflict of Interest Code.

~~Designated Positions and Disclosure Requirements~~

A consultant is an individual who, pursuant to a contract with the District, makes any of several specified governmental decisions whether to: (2 CCR 18701)

- a. Approve a rate, rule, or regulations.
- b. Adopt or enforce a law.
- c. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement.
- d. Authorize the District to enter into, modify, or renew a contract that requires District approval.
- e. Grant District approval to a contract or contract specifications that require District approval and in which the District is a party.
- f. Grant District approval to a plan, design, report, study, or similar item.
- g. Adopt or grant District approval of District a policy, standard, or guideline.

Bylaws of the Board

CONFLICT OF INTEREST (continued)

A consultant is also an individual who, pursuant to a contract with the District, serves in a staff capacity with the District and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the District that would otherwise be performed by an individual holding a position specified in the District's Conflict of Interest Code (2 CCR 18701).

Exhibit

Adopted: 09/27/94

Revised: 02/07/95

Revised: 08/31/98

Revised: 04/11/00

Revised: 02/20/01

Revised: 05/21/02

Revised: 09/14/04

Revised: 09/19/06

Revised: 09/16/08

Revised: 10/14/10

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:

<u>TOPIC</u>	<u>REPORT BY</u>	<u>TENTATIVE DATE</u>
Report on Leonardo da Vinci Health Sciences Charter School	Instructional Services and Support	October 2018
Report on Howard Gardner Community Charter School for the 2017-18 School Year	Instructional Services and Support	October 2018
Report on Results of 2018 California Assessment of Student Performance and Progress and Local Measures Assessments	Instructional Services and Support	October 2018
Approve Report on Statutory Fees and Mitigation Payments for Fiscal Year 2017-18	Business Services and Support	October 2018
Approve Report on Annual Community Facilities Districts Activity for Fiscal Year 2017-18	Business Services and Support	October 2018
Report on District Cohort Schools: Mae L. Feaster Charter and Karl H. Kellogg, J. Calvin Lauderbach, Liberty, Saburo Muraoka, and Palomar Elementary for the 2017-18 School Year	Instructional Services and Support	November 2018
Report on English Language Proficiency Assessments for California	Instructional Services and Support	November 2018
Report on District Cohort Schools: Ella B. Allen, Joseph Casillas, Anne and William Hedenkamp, Juarez-Lincoln, and Loma Verde Elementary and Chula Vista Learning Community Charter for the 2017-18 School Year	Instructional Services and Support	December 2018

<u>TOPIC</u>	<u>REPORT BY</u>	<u>TENTATIVE DATE</u>
Report on District Innovation Efforts	Instructional Services and Support	December 2018
Recognition of Students Who Achieved the Highest Score Possible on the 2018 California Assessment of Student Performance and Progress	Instructional Services and Support	December 2018
Approve Revisions to Fiscal Year 2018-19 Budget; Approve First Interim Financial Report at October 31, 2018; and Certify District's Financial Status for Fiscal Year 2018-19	Business Services and Support	December 2018

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.