CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – MARCH 3, 2021 – 6 P.M.

BOARD OF EDUCATION

KATE BISHOP • LESLIE RAY BUNKER • EDUARDO REYES, ED.D.
FRANCISCO TAMAYO • LUCY UGARTE

FRANCISCO ESCOBEDO, ED.D.
SECRETARY/SUPERINTENDENT

THIS MEETING IS BEING RECORDED

In accordance with the Brown Act, all public Board meeting recordings are available for review for 30 days following the meeting, after which they are recycled. Due to current conditions, Board meeting recordings will be made available once Governor Newsom lifts the stay-at-home order and will remain available for the 30-day period after the order has been lifted. If you wish to review a recording, please contact 619-425-9600, x1311 after the order is lifted. Audio recordings are available on the District website at www.cvesd.org.

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

The meeting will be live streamed. For access, please click here (English) and click here (Spanish) or on the links at the bottom of this page. Persons wishing to address the Board of Education on any agenda item or under Oral Communications should complete the "Request to Be Heard" form accessible through the links noted below no later than 12 P.M. on the day of the Board meeting. 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 54954.2. Speakers must limit remarks to three minutes (generally, statements of 390 words may be read out loud within three minutes). The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. Comments will be read at the appropriate time during the meeting. To access the Request to Be Heard forms, click here (English) and click here (Spanish).

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

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

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EQUAL OPPORTUNITY EMPLOYER

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

- To watch the live stream of the Board Meeting click on the link below or cut and paste it into your browser: https://teams.microsoft.com/l/meetup-join/19%3ameeting_N2NkNzUwMzEtMjM2Ni00MjlmLTg1YjktM2I3OTA0YmMzOGI3%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d
- To watch the live stream of the Board Meeting in Spanish click on the link below or cut and paste it into your browser: https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDM2YTUyZmItYzdlZi00MDRiLWFmNGMtODZkZDc1YmNkMGFm%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

AGENDA
BOARD OF EDUCATION

Regular Meeting
March 3, 2021
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

B. Roll Call
Members Present:
Members Absent:
Others Present:

C. Pledge of Allegiance

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion:_____, Second:_____, Vote:_____

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

A. Presentation of Newly Hired and Promoted Employees

B. Recognition of Finalist for the 2020 Presidential Awards for Excellence in Mathematics and Science Teaching

C. Recognition of Cal Coast Cares Foundation Educator Grant

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 three minutes (approximately 390 words). Comments submitted by completing the "Request to Be Heard" form accessible here (English) and here (Spanish) by the deadline of 12 noon on the day of the meeting, will be read at the appropriate time during the meeting. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

6. APPROVE CONSENT CALENDAR (Action)

Consent Calendar

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

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Special and Regular Meetings February 10, 2021

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

C. Adopt Resolution Designating the Month of April 2021 as *Public Schools Month* in the Chula Vista Elementary School District

D. Ratify Memorandum of Understanding with the San Diego County Superintendent of Schools for a Multilingual California Project Led by the California Association for Bilingual Education for the Period of February 10, 2021, Through June 30, 2023

E. Ratify Memorandum of Understanding with the San Diego County Superintendent of Schools for the San Diego Foundation Award for the Period of March 1 Through December 31, 2021

F. Approve Renewal of Bid No. 17/18-4 to UnifiedCommunications.com, Formerly Novus, LLC, for the Purchase of Microsoft Lync/Skype for Business Gateways and Phone Equipment for the Period of April 12, 2021, Through April 11, 2022

G. Approve Award of Bid Package No. 1 to Chambers, Inc., dba Roof Construction, for Roofing Renovations Projects at Castle Park, Harborside, Karl H. Kellogg, Los Altos, John J. Montgomery, and

Rosebank Elementary Schools in the Amount of $1,850,850 for the Period of March 4, 2021, Through Completion of the Project

H. Approve Change Order for an Increase in the Amount of $290,805 for M.A. Stevens Construction, Inc., to Replace the Fire Alarm System at Juarez-Lincoln Elementary School

I. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through February 28, 2021

7. PUBLIC HEARINGS

Public Hearings

Public Hearings provides the public with an opportunity to address the Board on specific items. Comments submitted by completing the "Request to Be Heard" form accessible here (English) and here (Spanish) by the deadline of 12 noon on the day of the meeting, will be read when each item comes up for discussion and the Board President announces the opening of the public hearing. The Board shall limit the total time for public input on each public hearing item to 20 minutes and speakers are requested to limit their remarks to three minutes (approximately 390 words). With Board consent, the President may increase or decrease the time allowed for public comments depending on the number and the length of the "Request to Be Heard" forms received.

A. (1) Conduct Public Hearing Regarding Early Retirement Incentive Program for Certificated, Classified, and Nonrepresented Employees; and

(2) Approve the Early Retirement Incentive Program for Certificated, Classified, and Nonrepresented Employees

Motion:_____, Second:_____, Vote:_____

B. (1) Conduct Public Hearing on Discontinuance of Particular Kinds of Certificated Services; and

(2) Adopt Resolution on Discontinuance of Particular Kinds of Certificated Services for the 2021-22 School Year

Discontinuance: Elementary Classroom Teaching (K-6), Full-Time Elementary Theater Teaching, Part-Time Program Support, and Part-Time Visual Arts Teaching

Motion:_____, Second:_____, Vote:_____

C. Conduct Public Hearing on Discovery Charter School Renewal Petition for the Period of July 1, 2021, Through June 30, 2028

8. ADMINISTRATIVE ACTION ITEMS *Administrative Action Items*

A. Cast Vote for 2021 California School Boards Association's Delegate Assembly Candidates for Region 17

Motion:_____, Second:_____, Vote:_____

B. Authorize Transition from Level 1, Distance Learning, to Level 2, Preparation Time for Hybrid Model, When All Conditions Described in the November 13 and December 16, 2020 Memorandums of Understanding with Chula Vista Educators Have Been Met

Motion:_____, Second:_____, Vote:_____

C. (1) Approve Revisions to Fiscal Year 2020-21 Budget;

(2) Approve Second Interim Financial Report at January 31, 2021; and

(3) Certify District's Financial Status for Fiscal Year 2020-21

Motion:_____, Second:_____, Vote:_____

D. Accept Chula Vista Elementary School District 2019-20 Annual Audit Report

Motion:_____, Second:_____, Vote:_____

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

None

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. CLOSED SESSION *Closed Session*

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

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

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, APRIL 14, 2021, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Finalist for the 2020 Presidential Awards for Excellence in Mathematics and Science Teaching

_____Action **____X____Information**

BACKGROUND INFORMATION:

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program are the highest recognition that an elementary or secondary mathematics or science (including computer science) teacher may receive. The PAEMST program is administered by the National Science Foundation (NSF) on behalf of the White House Office of Science and Technology Policy.

Recipients serve as models for other science and mathematics teachers, help to inspire students to study mathematics and science, and serve as leaders in their disciplines.

ADDITIONAL DATA:

Teachers are nominated using NSF's online nomination form. Each year, California can recommend three state nominees in mathematics teaching and three state nominees in science teaching to the NSF.

State of California finalist of the PAEMST is Wolf Canyon Grade 5 Teacher and District Teacher of the Year Marlys Williamson.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Ms. Williamson. A Certificate of Recognition will be mailed to her.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Cal Coast Cares Foundation for Educator Grant

_____Action **____X____Information**

BACKGROUND INFORMATION:

Since its founding in 2015, the nonprofit Cal Coast Cares Foundation (CCCF) has had an outsize impact on the lives of students and teachers across the region. CCCF has directly impacted countless classrooms in the area through grants to teachers for classroom projects in the Science, Technology, Reading, Arts, and Math (STREAM) topics.

CCCF awarded the District with $1,400 in October 2020. The materials purchased will be used to ensure safety when students are able to return to an in-person Coastal Education Program experience at the Living Coast Discovery Center. There will be individual sets of materials for each group of Grades K-8 students, and they will be cleaned and rotated throughout the week. Materials being purchased are binoculars, Magiscopes, bug boxes, and a stingray jaw.

ADDITIONAL DATA:

CCCF is proud to provide an annual Educator's Grant program to provide monetary support to the educational community by funding learning opportunities for students in the STREAM subject categories in San Diego or Riverside Counties.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge CCCF members. A Certificate of Recognition will be mailed to CCCF.

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MINUTES
BOARD OF EDUCATION

Special Meeting
February 10, 2021
5 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

ADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

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

Members Present:
Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk (Virtually)
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Dr. Jeffrey Thiel, Asst. Supt., Human Resources (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

B. Roll Call
Members Present:
Members Absent:
Others Present:

C. Pledge of Allegiance

Clerk Ugarte led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS

Oral Communications

The Oral Communications portion of this special meeting will provide the public with an opportunity to address the Board on the item included in the agenda. Speakers are requested to limit their remarks to three minutes (approximately 390 words). Comments submitted by completing the Request To Be Heard forms accessible here (English) and here (Spanish) by the deadline of 12 noon the day of the meeting, will be read during the meeting. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

No comments were received.

4. CLOSED SESSION

Closed Session

President Reyes adjourned to closed session at 5:07 P.M. in accordance with the following:

Government Code Section 54957: Public Employee Appointment:

- Principal – Los Altos Elementary School

5. RECONVENE TO OPEN SESSION

Open Session

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

He said that, after a motion by Board Member Tamayo, seconded by President Reyes, the Board approved the new principal for Los Altos, Nestor Espinoza. He congratulated Mr. Espinoza.

Motion: TAMAYO, Second: REYES, Vote: UNANIMOUS

6. ADJOURNMENT

Adjournment

President Reyes adjourned the meeting at 5:58 P.M.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

UNAPPROVED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

Regular Meeting
February 10, 2021
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

UNADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Reyes called the meeting to order at 6:06 p.m.

B. Roll Call

Members Present:
Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk (Virtually)
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent (Virtually)
Dr. Jeffrey Thiel, Asst. Supt., Human Resources (Virtually)
Dr. Gloria Ciriza, Asst. Supt., Curriculum (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Board Member Tamayo led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

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

Presentations/ Awards

A. Presentation of Newly Hired and Promoted Employees

Dr. Thiel announced the appointment of Nestor Espinoza as Los Altos Principal.

B. Recognition of ABC 10News Employees for Donation of Books to Harborside and John J. Montgomery Elementary Schools During the "If You Give a Child a Book" Campaign

Dr. Ciriza said it was an honor to recognize ABC 10News employees for their generous donation of books to two District schools. She explained that, during the past year, employees donated funds to the campaign and, in partnership with Scholastic, raised enough money to purchase 3,000 books and 300 bookbags, which were given to Harborside and Montgomery. Dr. Ciriza said this is a very special program and the result of the leadership of Mr. Leon Clark, the Vice President and General Manager for KGTV ABC News, Scripps Television Station in San Diego. She introduced ABC 10News Community Outreach and Public Relations Manager Patty Thompson. Unfortunately, Ms. Thompson experienced technical difficulties and was not able to join the meeting.

Board Members thanked ABC 10News employees for their generous contribution, emphasizing the importance of books in students' education. Principals Lisa Forehand (Harborside) and Dr. Lydia Burgos (Montgomery) thanked the employees and said the books were chosen lovingly and will benefit the students greatly.

Dr. Escobedo read a statement from Ms. Thompson apologizing for not being able to connect, thanking the Board for the wonderful comments and for the recognition, and stating it was a pleasure to work with the District. She also said she hopes the students enjoy the books and asked to know what the students say about them.

C. Report on Support Provided by the Chula Vista Community Collaborative

Dr. Ciriza said the Chula Vista Community Collaborative (CVCC) works alongside partner organizations in the South Bay to protect the health, safety, and wellness of our most vulnerable residents. She explained CVCC operates five Family Resource Centers (FRCs) that serve as gateways to a full range of family-strengthening services and introduced CVCC Director Brendaly Rodriguez. Ms. Rodriguez presented information regarding CVCC's vision, mission, values, steering committee members, and community partners. She also covered services provided to the community by the Family Resource

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Centers; highlighted CVCC COVID-19 modifications, response, and operations and addressed new opportunities.

Board Members thanked Ms. Rodriguez for the informative report and for the incredible work, emphasizing how important it is for the CVCC to support the students, families, and community at large. They commented they have witnessed how beneficial the services are and the great difference the FRCs make in students and families' lives and that teachers and principals know to refer families to them for assistance in strengthening the families. Board Members said the FRCs are a critical component that dovetail nicely with community schools, which would be very beneficial to have throughout the District. President Reyes also thanked everyone who works or supports the FRCs, mentioning how they serve the community with genuine care and dignity.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Peter Zeitler thanked CVCEO members who commented regarding inequities in COVID-19 pay and the Board for pushing the District to negotiate on payments for additional employees. He acknowledged Information Technology Department staff members for their service from the beginning of distance learning, working on student computers and providing technical assistance to students, parents, and teachers. Mr. Zeitler thanked Anthony Carlton and Sherry Stone for getting the vaccine for District Nurses and School Attendance Secretary/Health Specialists; said some members are upset [because they were not included] and that Instructional Assistants and Student Attendants are working one-on-one, face-to-face with special education students. He announced that CVCEO hit the threshold for the retirement incentive, with over 70 employees [including classified and nonrepresented] and thanked Dr. Escobedo for extending the deadline for certificated employees, so they are able to also participate. Mr. Zeitler thanked everyone and expressed hopes for getting back to school soon, at least in a hybrid program. He said footings are being looked at for the solar system and reemphasize the need for electric stations and that hopefully the effort will make a big difference. Mr. Zeitler stated that negotiations on additional COVID-19 pay would be held the next day.

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala said it is really nice to be able to meet with Trustees regularly and that she appreciates the fruitful conversations. She said she just received word

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that certificated retirements are currently at 46, that she is looking for four more "friends," and that she appreciates Dr. Escobedo for extending the deadline one more day. Ms. Skala said she appreciated Dr. Escobedo's comment during the District Advisory Council/District English Learner Advisory Committee meeting reiterating that schools can only reopen once the county has been in the red tier for 14 consecutive days and said she is looking forward to moving up in line for vaccinations so schools can open safely. She requested clarification for Early Childhood Education teachers, who have been told they are able to do a mix of hybrid and distance learning during the same day (with principal approval), which is not what the Memorandum of Understanding states. Ms. Skala officially announced that CVE was accepted into the Community Schools Strategic Campaign, working with the California Teachers Association, the National Education Association, and the Midwest Academy (a grassroots organization that has been around for 45 years) to bring community schools to the south county and specifically to the District. She said they are working in a coalition with the City of Chula Vista and want to get the District onboard to start addressing community needs in a more meaningful way.

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 three minutes (approximately 390 words). Comments submitted by completing the "Request to Be Heard" form accessible here (English) and here (Spanish) by the deadline of 12 noon on the day of the meeting, will be read at the appropriate time during the meeting. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

Comments were read as follows:

- Parent Esperanza Carrillo – Expressing disagreement on schools not reopening for in-person instruction.
- John Villareal – Expressing displeasure on perceived politics in the District.
- Belittled CVESD Teachers (anonymous) and an Employee (anonymous) – Expressing concerns regarding Ms. Skala.
- Teacher Monica Murillo – Urging the Board to reopen schools only when it is safe.
- Concerned Chula Vista Staff Member (anonymous) – Expressing concerns regarding the direction of the Board.

APPROVED
STAFF

- Anonymous Employee – Addressing comments regarding submitting anonymous comments, expressing disagreement with Ms. Skala, and urging the Board to do what is right by students.
- Eastlake Mom's Association – Expressing concerns about employees receiving extra pay [for working during the pandemic] and regarding perceived union control of the District.
- Staff Member (anonymous) – Urging the Board to lead by example by wearing masks during Board meetings.

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.

Before approval of the Consent Calendar, President Reyes pulled Items 6.A., 6.B., and 6.D., Sections A and J to be discussed and voted on separately.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting January 20, 2021

Vice President Bishop requested a correction for Item 6.G. of the minutes which did not reflect the specific direction from Clerk Ugarte for the District to come back to the table, which Vice President Bishop supported. She said she is looking forward to an update on the request.

Vice President Bishop request "Black" be capitalized when referring to people.

Motion: UGARTE, Second: TAMAYO, Vote: UNANIMOUS

B. Adopt Resolution Acknowledging a Long History of Resiliency and Accomplishments of Indian Tribes

Comments were read from the following community members regarding concerns with and opposing the resolution:
- Community Member/Interested Observer Lauren Bier.
- Parent Brenda Aguirre.
- Community Members Margaret A. Baker, DrPH; Grace Lee; Allison Manch; Oliver Polo; Susan Walsh; and La'Shawn Ware.
- Retired San Diego City College Professor Herald R. Kane, PhD.
- Community Physician Dandi Richardson.
- Educator Krysta Darby.
- Parent/Community Member Coyote Moon.

DRAFT ADOPTED

- Teachers Kimberly Broman, Daniela Capone, Mariela Contreras, Daniela Garcia, Liset Godinez, Alexandra Hunt Osisioma, and Verónica Sandoval.

Vice President Bishop thanked everyone who submitted comments, saying she appreciates hearing everyone addressing this topic, which she is passionate about. She said she felt that she did not explain her request well enough and read a description written by Larissa FastHorse that in summary says "What a lovely home, I am so grateful to be here. Is there something I can do to help?" She said the acknowledgement she is asking for helps the Indigenous members of our community not only by acknowledging their presence in the past, present, and future but bringing with the acknowledgement a pledge to do better. Vice President Bishop pointed out the issues with the resolution; said she would vote against it; and stated it is not necessary and that, if we continue to put forth efforts to do better for our Indigenous people, a one-time resolution will not do enough. She said she has been learning San Diego history with Rincon Educator Ami Admire, for which she thanked Ms. Admire, and read a portion of the draft resolution Ms. Admire helped her write. Vice President Bishop listed her requests: To vote the resolution down; partner with Kumeyaay tribal representatives for the final language for the land acknowledgement, add the acknowledgement to all Board meetings; ask teachers to talk about Indigenous people in the present tense; collect real data on District indigenous students and not tuck them in "Other;" update the fourth grade curriculum to deemphasize Missions and incorporate holistic Indigenous history; encourage schools to bring actual tribal members to share their lived experiences; create professional development to teach educators and administrators about actual local histories; lobby our local and state officials to adopt the model ethnic studies curriculum guide that is up for vote in March; and ask people from the Kumeyaay community what we can do to support them. Board Member Bunker said she especially liked the comments with suggestions on how to improve and that the resolution is not the way. She added that she is not convinced about a land acknowledgement statement, mentioning a lot of information she found from a variety of different tribes saying if you are not going to do anything, it is just words. Suggested, instead of a resolution or land acknowledgement, that the District work on the curriculum and agreed with Vice President Bishop in using local experts to help with it. Board Member Bunker wants not to only focus on the Kumeyaay but on a variety of ethnic groups and do it across grade levels so the kids are really learning the history in-depth. Board Member Tamayo agreed with Board Member Bunker and that a land acknowledgement by itself or a resolution do not have any teeth if the Board does not put any actions to them. He said he believes some of Vice President Bishop's and community members' comments are valid but that there is more

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to this and that to truly do something meaningful about this, the Board needs to start talking about curriculum and a decision of imposing things cannot be done just like that. He said a committee needs to be set up and invite teachers, community members, and experts to develop something and that he is opposed to the resolution and will vote no but will not impose things on teachers without research and exploring all avenues and the comments made regarding ethnic studies. Clerk Ugarte said "in la'kech" means you are my other and when you do harm to someone else, you are hurting yourself, which is the lens of ethnic studies. She expressed that she does not agree with the resolution and agrees the Board needs to do something to acknowledge the land and likes the idea of an acknowledgement to let the Board acknowledge that harm has been done and shows the Board wants to make it better. Clerk Ugarte believes one of the ways to make it better is to research ethnic studies and that students need access transparent and truthful curriculum, not necessarily aggressive but age appropriate. She believes the best way to move forward is to, as Vice President Bishop suggested, work with Native American partners to craft something to acknowledge the land was of Native American people and to move forward in instituting more ethnic studies in our curriculum. President Reyes appreciated all the comments made and said this is a very sensitive and important topic because the reality is that there has been a lot of harm and many negative things that happened in the past. He added that it is not just about moving forward but also acknowledging, respecting, and validating the history, the voices, and the cultures that integrated into and compose today's society and aid each culture adds to who we are. President Reyes greed the resolution is not accurate and it needs to be reworded with input from Kumeyaay Tribal Members or a combination of other voices to address the objective. He remarked that, even more importantly, he truly believes Board Policy must be changed to integrate ethnic studies into the curriculum because it impacts everyone and respects and adds value to the different members of society as part of the greater community and history. President Reyes emphasized that ethnic studies need to be integrated so students see their own reflection in the curriculum; hear the voices of their ancestors; and feel what their ancestors felt, lived, and what was important to them. He added that how they lived is equally important and valuable because it is about valuing every single individual and history. President Reyes also said he would vote no and a resolution is needed that integrates voices of experts in the field and that there is the need to work collaboratively to integrate ethnic studies. Board Member Tamayo motioned to reject the resolution and ask the District to set up a committee to investigate on how to integrate ethnic studies in policies. After Vice President Bishop inquired how much of the committee would incorporate the items she had asked for and the land acknowledgement, there was discussion that included

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the process for adoption of Board Policies. President Reyes asked for additional ethnic voices at the time the District looks at the curriculum. Member Tamayo clarified the process for revising Board Policies and talked about the Policy Review Committee, which currently includes Board Member Bunker and Dr. Escobedo. President Reyes suggested another layer be added to the Policy Review Committee to provide additional input and asked Vice President Bishop if she would like to be part of it. Vice President Bishop said she would be honored to serve but would prefer that Clerk Ugarte serve because two White women are not needed on an ethnic studies committee and she prefer a Woman of Color representative. Clerk Ugarte agreed to participate. Board Member Tamayo revised his motion to reject the resolution as written and create a committee to review and integrate the voices of Indigenous People with the objective to write a new resolution and/or develop a land acknowledgement. Vice President Bishop asked to add "and to continue to advise the District beyond creating the document," saying she does not want to narrow the scope of the group. President Reyes this committee will be just for the resolution and land acknowledgement and a different committee would need to be created to look at ethnic studies as a whole. Dr. Escobedo said a report on the equity audit would be presented(in April) at which time it would be proper to address the issue. After the motion passed, Vice President Bishop requested the District start collecting data on the Indigenous People in the District. Dr. Escobedo said he would research if a system is in place for collecting such data and if not, figure out a way to do so.

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

C. Ratify Agreement with County of San Diego for COVID-19 Vaccination Services

D. Approve and/or Ratify Human Resources Items A Through J **2020-21.053**

For Section A, President Reyes asked about the $14.20 per hour salary and how the new minimum wage will be implemented and how it will impact salaries. Dr. Escobedo said the District is looking at how positions will be affected and how necessary adjustments will be made. Dr. Thiel explained the District has been discussing this matter for the last two years and explained some of the scale movements for some positions. He also said that as, we get close to the $15 per hour, additional adjustments will be needed and that those will be part of the CVCEO wage negotiations that will start in Spring 2021.

Motion: TAMAYO, Second: REYES, Vote: UNANIMOUS

On Section J, President Reyes asked regarding Safe Kids Inc. services for Victory Christian Academy. Dr. Escobedo explained that federal funds such as Title I, Title II, Title III, and Title IV, are provided

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to private schools but go through the District. The private schools share their plan for the funds with Dr. Ciriza and as long as plans follow the criteria for each specific fund, they are then approved to receive the funds. Dr. Escobedo clarified these are not District funds.

President Reyes also commented on the proposal for a contract with Dr. Vincent Pompei to continue professional development for school leaders, staff, and parents on embracing family diversity, preventing biases and bullying, gender stereotyping, creating LGBTQ-inclusive schools. He commented this work is very important and critical that it continues; said that in his almost 25 years in education, most of which he spent at [school] sites, he has seen how it looks like when a student thrives, feels included, respected, valued, and embraced and how likely it is that the student will be successful academically, individually, and as a person. Added that he has also seen the horrible, damaging long-lasting impact on students when they are bullied, degraded, picked on, criticized, and rejected for who they are and for the label that someone chose to put on them; said that such focus is placed on that label that almost dehumanizes the student. Stated that he has several close friends who work in mental health and they all will tell you the same thing—that it takes years to get past the damage, which is real and affects not only the student but also all their friends and family and hurts the community, school, and District. Said he believes in the work because we need to ensure every single child feels embraced and valued and bullying is eradicated and do this through education and start with the adults who allow it to happen because of ignorance. Added District educators have beautiful hearts and genuinely care for students but sometimes we need to learn exactly how to support them. Commented that Dr. Pompei is a renowned speaker and trainer and asked that work with him is increased and as a Districtwide initiative. Dr. Thiel said there is a plan in place, describing progress, and that there will be another two years for additional levels of the training and for development of a web page and that Board support is critical. Board Member Tamayo commented on the topic and added that there should be safe, inclusive environments are needed and that he supports this effort, which was started two years ago under the leadership of President Reyes. Clerk Ugarte emphasized everything that was said and asked to be invited to some of the trainings as she would like to be an observer.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

E. Ratify Memorandum of Understanding with Casey Family Programs for the Collaboration Project for the Period of January 1 Through December 31, 2021

F. Ratify Statement of Work with PowerSchool Group LLC for Maintenance and Support of the District's Student Database for the Period of February 1, 2021, Through January 31, 2022

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G. Ratify Nonpublic, Nonsectarian Individual Services Agreement with:

(1) Community School of San Diego for Student No. 306192 for the Period of January 25 Through June 30, 2021; and

(2) The Institute for Effective Education for Students No. 304245 and No. 304246 for the Period of January 19 Through June 30, 2021

H. Adopt Resolution Declaring March 2, 2021, as *Read Across America Day* in the Chula Vista Elementary School District **2020-21.054**

I. Adopt Resolution Ratifying Participation of the Chula Vista Elementary School District in the CAL-Card Program Awarded to U.S. Bank National Association Through the State of California, Department of General Services, Participating Addendum No. 7-20-99-42 for the Period of January 1, 2020, Through December 31, 2025 **2020-21.055**

J. Approve Renewal of Bid No. 16/17-6 for Chartered Student Transportation Services to Royal Lines Charters, LLC.; Sundance Stage Lines, Inc.; Sun Diego Charter Company; and Wess Transportation Services, Inc., for the Period of February 18, 2021, Through February 18, 2022

K. Approve Additional Services From AT&T California Under Proposal No. 18/19-3 WAN Ethernet Services for the Period of July 1, 2021, Through June 30, 2022, for an Increase of the Current 2GB Ethernet Circuit to a 4GB Ethernet Circuit at the Education Services and Support Center; and Addition of One (1) 250MB Ethernet Circuit for the Otay Ranch Village 3 New School Project

L. Approve Award of Prime Bid Package Nos. 5, 10, and 16 to Various Contractors in the Amount of $7,216,570 for the Construction of Otay Ranch Village 3 Elementary School

M. Accept Donation **2020-21.056**

N. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through January 31, 2021 **2020-21.057**

7. PUBLIC HEARINGS *Public Hearings*

Public Hearings provides the public with an opportunity to address the Board on specific items. Comments submitted by completing the "Request to Be Heard" form accessible here (English) and here (Spanish) by the deadline of 12 noon on the day of the meeting, will be read when each item comes up for discussion and the Board President announces the opening of the public hearing. The Board shall limit the total time for public input on each public hearing item to 20 minutes and speakers are requested to limit

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their remarks to three minutes (approximately 390 words). With Board consent, the President may increase or decrease the time allowed for public comments depending on the number and the length of the "Request to Be Heard" forms received.

None.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Approve Comprehensive School Safety Plans for the 2020-21 School Year

Mr. Esquivel said each year, California Education Code requires school district responsible for the overall development of the site Comprehensive School Safety Plans for every district school. He explained that each school is required by law to review and update the plans cooperatively with law enforcement agencies, fire agencies, community leaders, parents, staff, students, and administrator. Mr. Esquivel said the District Emergency Preparedness and Security Manager Dr. Sherry Stone provides oversight for review of the plans including this year the new COVID hazard and vulnerability assessment. He stated the item requires annual Board approval by administrative action during a public meeting and said Dr. Stone was available to answer any questions.

Motion: BISHOP, Second: UGARTE, Vote: UNANIMOUS

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

First and Second Readings

None.

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

Board Member Bunker requested a report on which Bilingual program is established at each school and how successful it is. She also asked about the [English Learner] Master Plan. Board Member Tamayo requested an update from the Biliteracy Committee and a report from the Multi-Tiered Systems of Support Committee on plans for integrating the academic component for next year. President Reyes asked for a presentation what the District plans to do to support learning loss mitigation—basically what the District plans do to recoup the learning loss due to COVID-19. He also asked for an update on the process for hiring a marketing firm to help the District. Vice

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President Bishop said it is excited about Dr. Pompei and his work and requested an update on where the effort is Districtwide and how the information is being disseminated to parents for participation in the workshops. President Reyes said the Board would like to hear from Dr. Pompei at a Board meeting on the progress, data, feedback, and what are the areas that still need to be addressed.

11. BOARD COMMUNICATIONS

Board Communications

Ms. Bishop:

- Said she was very excited about Legislative Week and if nobody else is interested, she would like to put her hat in that ring.
- Announced she held her first [virtual] "Office Hours" the previous Friday and it was great that some people showed up. Thanked Mrs. Norton, Technology Equipment Technician I Leonardo "Adrian" Valenzuela, and other Information Technology staff members who helped her get the meetings off the ground.
- Shared some of the things that resulted from her "Office Hours" meeting – A request that the District offers a Spanish component when it provides extended day programs or summer school to address learning loss, as District Dual Immersion students are suffering from the fact that a lot of the instruction is only in Spanish. I-Ready in Spanish above Grade 1. A Spanish version of the Speech Contest and the Spelling Bee would be great to give the students an opportunity for really showcasing themselves.
- Thanked Dr. Escobedo for hosting a Town Hall meeting scheduled for February 16 and expressed that she was excited to watch it. Said she received a request that the event be recorded and a link be sent to all parents for those who cannot join.
- Thanked everyone and said she looks forward to talking to everybody during her monthly office hours, on the first Friday of each month, with open house from 3-4 pm and 6-8 for individual appointments.

Mrs. Bunker:

- Announced that in March, the California School Boards Association (CSBA) holds a Legislative Action Day that typically consists of a one-day trip to Sacramento to meet with legislators and advocate about education items. She said that this year, due to the pandemic, the event will be held virtually throughout a week, March 15-19 and that CSBA is requesting two Board Members per district to participate. Told the Board Members she has registered already and that if anyone else is interested, she would provide the registration information.

Dr. Reyes:

- Acknowledged Black History Month and said the District traditionally highlights the accomplishments, efforts, lives, and impact of different people, for example Africa Americans. Agreed with Clerk Ugarte about

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the importance of having curriculum that students can relate to and for them to see examples in books of people who look like them. Added that this effort should not take place only once a year, but throughout the [school] year. Repeated that he acknowledges and is happy about Black History Month but really looks forward to having meaningful conversations on the integration of ethnic studies curriculum.

- Wished everyone Happy Presidents' weekend and Happy Valentine's Day.

Mr. Tamayo:

- Thanked everyone who submitted comments.
- Acknowledge the passing of Monica Murillo's father due to COVID-19, expressed his condolences and said the Board was there for anything she needs.

Ms. Ugarte:

- Wished everyone Happy Black History Month and said that representation matters. Commented that during the previous and current weeks, she had the opportunity to hear from students, some older and some younger, on what it means to participate in a curriculum that represents them. Said that students expressed they feel esteemed and heard when what is being taught reflects who they are and their experiences. Remarked that older students spoke about not having the experience until later in their education, not knowing what was missing until they were presented with these experiences. Said they would like having ethnic studies at younger levels, as it would help their growth and development and students would be more engaged and participate in class more. Emphasized it is important to see and hear these students to listen to them and looks forward to the Black Learners Advisory Council meeting at the end of the month so she can listen and learn how to empower District African American students better.

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Echoed President Reyes' wishes for a Happy Valentine's Day, saying we need to spread love around but not COVID-19.
- Congratulated Special Education and Instruction Executive Director Sharon Casey for being voted as the [ACSA Region 18] Special Education Administrator of the Year. Said she is stellar in terms of equity, having a heart for kids, and in her work with teachers, and he cannot think of a better person to receive the recognition.
- Said he looks forward to the Certificated Chat the following day, that he already held a Classified Chat with over 300 employees. Stated he will also hold a Town Hall meeting and will invite Community Pediatrician Dr. [Stephanie] Cone to join him. Thanked Vice President Bishop [for her comment regarding the Town Hall].

ADOPTED

13. CLOSED SESSION *Closed Session*

President Reyes adjourned to closed session at 8:14 P.M. in accordance with the following.

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

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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Workers' Compensation Claim No. 18712898

14 RECONVENE TO OPEN SESSION *Open Session*

President Reyes reconvened to open session at 9:04 P.M. with all Board Members present.

Board Member Bunker announced that in closed session, the Board:

Approved the settlement authorization request for Worker's Compensation Claim No. 18712898.

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

15. ADJOURNMENT *Adjournment*

President Reyes adjourned the meeting at 9:05 P.M.

Motion: BISHOP, Second: UGARTE, Vote: UNANIMOUS

_____
Francisco Escobedo, Ed.D., Secretary

_____
Lucy Ugarte, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, MARCH 3, 2021, AT 6 P.M.

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through J

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Angela Cerda, School Psychologist, 77 days, Psychologist Salary Schedule, Step 2, salary $36,912.26, effective February 22, 2021

Clemente Couturier Rojas, Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 5, $31.81 per hour, effective February 16, 2021

Monica Desroches, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective February 16, 2021

Terry Garcia-Shaver, Visual Arts Teacher, 43.5 days, Class V, Step 3, salary $14,961.39, effective February 8 through June 16, 2021

Erica Nelson, School Psychologist, 74 days, Psychologist Salary Schedule, Step 1, salary $34,116.96, effective February 25, 2021

Rula Raja, School Psychologist, 82 days, Psychologist Salary Schedule, Step 2, salary $39,309.16, effective February 11, 2021

Alexis Rodriguez, Instructional Assistant-ELL, 5 hours per day, 3 days per week, Range 17, Step 1, $16.13 per hour plus 4 percent, effective February 17, 2021

Siewsiew Tan-Kapsner, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective February 22, 2021

Jesus Vega, Gardener/Groundskeeper-Entry Level, 10 hours per day, 4 days per week, Range 24, Step 2, $19.81 per hour, effective February 18, 2021

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

Mireya Andrade, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 2, $18.04 per hour, effective February 22, 2021

Catalina Casillas, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 20, Step 2, $18.04 per hour, effective March 1, 2021

Monica Esqueda, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 2, $18.04 per hour plus 4 percent, effective February 3, 2021

Delia Gonzales, Human Resources Technician I (Switchboard Operator), 8 hours per day, 5 days per week, Range 22, Step 6, $22.82 per hour, effective February 16, 2021

Dulce Hunt, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 2, $18.04 per hour, effective February 16, 2021

C. REEMPLOYMENT OF CLASSIFIED EMPLOYEES UNDER EDUCATION CODE SECTION 45309

Rosa Andrade, CNS III, 6.5 hours per day, 5 days per week, Range 19, Step 6, $21.34 per hour, effective February 4, 2021

D. LEAVE OF ABSENCE

Kristin Convento, Teacher, effective March 1, 2021

Christine Farella, Teacher, effective March 1, 2021

Ashley Gonzalez, Resource Teacher, effective April 5, 2021

Blanca Nicasio, School Attendance Secretary/Health Specialist, effective March 15, 2021

Veronica Ramsey, Teacher, effective January 18, 2021

Erica Sison-Buenaventura, Teacher, effective March 15, 2021

E. EXTENSION OF LEAVE

Mina Fagan, Teacher, effective July 19, 2021

Guillermo Pena-Herrera, Teacher, effective June 7, 2019

F. RELEASE OF TEMPORARY CERTIFICATED EMPLOYEES EFFECTIVE END OF THE 2020-21 SCHOOL YEAR UNDER EDUCATION CODE SECTION 44954

112745	116116
114826	116652
115503	116671

G. PROMOTION

Amanda Mascardo, from School Health Clerk to School Attendance Secretary/Health Specialist, 8 hours per day, 5 days per week, Range 28, Step 1, $20.74 per hour plus 2 percent, effective February 9, 2021

Azucena Preciado, from Instructional Assistant-ELL to Lead Instructional Assistant-ELL, 7 hours per day, 5 days per week, Range 20, Step 6, $21.79 per hour plus 4 percent, effective February 22, 2021

H. RESIGNATION

Gloria Ciriza, Assistant Superintendent for Instruction, effective February 27, 2021

Robert Cochran, Principal, effective March 6, 2021

Jennifer Covarrubias, Instructional Assistant (Preschool and Child Development Center), effective February 20, 2021

Tonya Goughan, Bus Driver, effective February 5, 2021

Jennifer Ingram, Teacher, effective February 27, 2021

Lormen Lincoln, Coordinator for Instructional Technology, effective March 4, 2021

Hortensia Mercado, Noon Duty Supervisor, effective February 10, 2021

George Rayos, Custodian I, effective April 1, 2021

Blanca Wilterdink, Instructional Assistant-Special Education, effective March 2, 2021

I. RETIREMENT

Mario Alejandro, Student Attendant, effective July 1, 2021

Diana Allison, Instructional Assistant-Special Education, effective June 16, 2021

Sergio Ascencio, Custodian I, effective June 16, 2021

Carlynn Ashley, Teacher, effective June 17, 2021

Julia Ayala, Instructional Assistant-Special Education, effective June 16, 2021

Marilyn Bartkiewicz, Teacher, effective June 17, 2021

Brenda Bartling, Teacher, effective June 17, 2021

Walter Bergener, General Maintenance, effective July 1, 2021

Maria G. Betancourt, LSH Specialist, effective June 30, 2021

Brad Bielawski, Teacher, effective June 17, 2021

Kenneth Binder, Carpenter/Glazier, effective July 1, 2021

Linda Burnham, Teacher, effective June 30, 2021

Cheryl Lisa Butler, Student Placement Manager, effective July 1, 2021

Susan Catapang, CNS I, effective June 30, 2021

Lynette Chase, CNS III, effective June 17, 2021

Esther Chavez, CNS III, effective June 30, 2021

Brenda Christensen, Student Attendant, effective June 15, 2021

Mary Christensen, Teacher, effective June 17, 2021

Bernice Clark, Teacher, effective June 30, 2021

Lidia Contreras, Noon Duty Supervisor, effective June 16, 2021

Teresa Corona, CNS III, effective June 30, 2021

Tarona Covington, School Nurse, effective June 17, 2021

Stephanie Dahlstrom, Teacher, effective June 17, 2021

Ralph Dearie, Custodian II, effective July 1, 2021

Fe Dimacali, Student Attendant, effective June 16, 2021

Susan Dorn, Bus Driver/Driver Instructor, effective June 26, 2021

Carmen Elias, CNS III, effective June 30, 2021

Refugio Escobar, Resources Specialist, effective June 17, 2021

Michele Esposito, Resource Specialist, effective June 30, 2021

Elizabeth Farrell, Teacher, effective June 30, 2021

Alicia Favela, CNS III, effective June 30, 2021

Denee Felber, School Secretary, effective June 30, 2021

Vidal Fernandez, Bus Driver, effective June 30, 2021

Denise Finney, Coordinator, effective July 1, 2021

George Flores, Computer Support Technician II, effective June 30, 2021

Hindeliza Flores, Teacher, effective March 1, 2021

Marian Fowler, Instructional Assistant-Special Education, effective June 30, 2021

Jaime Garcia, Custodian II, effective July 1, 2021

Rita Garcia, School Attendance Secretary/Health Specialist, effective June 30, 2021

Monica Glover, Teacher, effective June 30, 2021

Theresa Grojean, School Secretary, effective June 30, 2021

Silvia Guichenne, Student Attendant, effective June 30, 2021

Esther Guzman, Teacher, effective June 30, 2021

Colleen Hill, Teacher, effective June 20, 2021

Saul Hugo Huezo, Custodian II, effective July 1, 2021

Jeff Hunt, Delivery Driver/Storekeeper II, effective June 17, 2021

Wendy Hunt, Human Resources Technician V/Risk Management, effective July 1, 2021

Silvia Ibarra, Human Resources Technician III, effective July 1, 2021

Connie Jackson, Teacher, effective June 17, 2021

Sharlene Jelveh-Tehrani, Library Media Technician, effective June 30, 2021

Marilyn Johnson, School Attendance Secretary/Health Specialist, effective June 30, 2021

Carol Lynn Karinen, Resource Specialist, effective June 17, 2021

Maria Keema, Instructional Assistant-Special Education, effective June 30, 2021

Arturo Lazo, Resource Teacher, effective June 17, 2021

Susan Loitz, Teacher, effective June 17, 2021

Ana Lomeli, Student Attendant, effective July 1, 2021

Maria Loveall, Student Attendant, effective June 30, 2021

Catherine Luzak, Teacher, effective June 30, 2021

JoElyn Lynch, School Nurse, effective June 17, 2021

Karen Maggiora, Teacher, effective June 17, 2021

Shelly Magnan, Teacher, effective June 30, 2021

Lori Manering, Library Technology Technician, effective July 1, 2021

Paula Mark, Library Media Technician, effective June 16, 2021

Maria D. Martin, CNS III, effective June 16, 2021

Heidi Martinez, Teacher, effective June 30, 2021

James McDevitt, Teacher, effective June 30, 2021

Allyson McDonald, Attendance Accounting Technician, effective June 30, 2021

Helen McGrath, Instructional Assistant-Special Education, effective June 30, 2021

Victoria McGraw, Student Attendant, effective June 18, 2021

Pamela McKinney, School Nurse, effective June 17, 2021

Lorna Mena, Instructional Assistant-ELL, effective July 1, 2021

Rebecca Meza, School Attendance Secretary/Health Specialist, effective June 22, 2021

Teodora Montiel, CNS I, effective June 15, 2021

Josefina Moreno-Acosta, Teacher, effective June 17, 2021

Kathryn Morris, Lead Buyer, effective July 1, 2021

Tracy Musolf, Teacher, effective June 17, 2021

Norma Natalia-Sherlock, Teacher, effective June 30, 2021

Elizabeth Naystatt, Autism and Behavior Support Assistant, effective June 30, 2021

Christina Nichols, Student Attendant, effective June 30, 2021

Soreli Norton, Assistant to the Superintendent and Board of Education, effective June 30, 2021

Jeffrey Oien, Transportation Supervisor, effective July 1, 2021

Jose Olivares, Teacher, effective June 30, 2021

Patricia Ortiz, Instructional Assistant-Special Education, effective June 30, 2021

Bonnie Palshis, Student Attendant, effective June 21, 2021

Lisa Pope, CNS III, effective June 30, 2021

Pauline Presson, School Nurse, effective June 17, 2021

James Pulido, Special Education Teacher, effective June 17, 2021

America Py, School Secretary, effective June 23, 2021

Clara Qasem, LSH Specialist, effective April 5, 2021

Laurie Ramirez, Library Media Technician, effective June 15, 2021

Lucila Reece, Teacher, effective June 17, 2021

Bertha Reyes, School Attendance Secretary/Health Specialist, effective June 30, 2021

Diane Reyes, Accountant, effective June 30, 2021

Paula Robinson, Teacher, effective June 16, 2021

Jack Rodriguez, Teacher, effective June 30, 2021

Diane Romero, Teacher, effective June 17, 2021

Maria Ruiz, Special Education Teacher, effective June 17, 2021

Anna Scaiola-Moreszes, Student Attendant, effective June 30, 2021

Kathie Sharp, Student Attendant, effective June 30, 2021

Robert Sierra, Custodian II, effective April 1, 2021

Joseph Simsic, Music Teacher, effective June 30, 2021

Susan Skala, Teacher, effective June 17, 2021

Esmeralda Smith, Payroll Specialist II, effective July 1, 2021

Isabelita Snyder, Human Resources Technician V/Risk Management, effective July 1, 2021

Cynthia Soto, Instructional Assistant-Special Education, effective June 30, 2021

Alida Stroebel, Library Technology Technician, effective June 16, 2021

Jeffrey Thiel, Assistant Superintendent for Human Resources Services and Support, effective July 1, 2021

DiAnna Toliver, School Psychologist, effective June 30, 2021

Jamie Tortorici, Secretary to the Executive Director, effective June 30, 2021

Elsa Tyler, Pupil Services/Special Education Technician, effective June 30, 2021

Leticia Villalpando, Instructional Assistant-Special Education, effective April 30, 2021

James Wahlroos, Bus Driver, effective June 29, 2021

Jacqueline Waterworth, Instructional Assistant-Special Education, effective June 16, 2021

Jean Westfall, Teacher, effective June 17, 2021

Sylvia Williams, CNS III, effective June 29, 2021

Rene Williamson, Counselor, effective June 17, 2021

Kenneth Wysocki, Painter, effective June 30, 2021

Eugene Yee, Teacher, effective June 17, 2021

J. CONSULTANTS

AON Risk Consultants, Inc., will perform an actuarial study for the District's self-insured workers' compensation program to estimate outstanding losses as of June 30, 2021, as required by Governmental Accounting Standards Board Statement No. 10. After completion of the actuarial valuation, AON Risk Consultants, Inc., will provide a report setting forth the estimated outstanding liabilities and recommended levels. Services will be provided May 1 through October 31, 2021. The original contract was renewable for up to two additional years by mutual agreement. This will be the last renewal of this contract. The sum not to exceed $4,500 will be paid from Workers' Compensation Insurance funds.

Assess-APE, LLC is providing adaptive physical education assessment services. Services commenced February 11 and will continue through June 30, 2021. The sum not to exceed $8,000 will be paid from Adapted Physical Education funds.

Construction Testing and Engineering, Inc., will provide Geotechnical Observation, Material Testing, and Special Inspections for the Districtwide Solar Energy Generation and Resiliency Systems Project. The cost not to exceed $704,275 will be paid from General Obligation Bond funds. Services will commence March 4, 2021, and will continue through completion of the project.

On August 12, 2020, the Board approved a contract with FACTS Education Solutions in the amount of $18,896 to provide professional learning for St. Pius X Catholic School K-6 teachers and administrators on online

assessments, social emotional learning, blended learning STEM/STEAM and data driven instruction. An amendment is required to meet the needs of the school; Title IV will no longer fund part of this contract. This amendment will reduce the contract by $11,255. The sum not to exceed $7,641 will be paid from Title II funds.

Higher Level Leadership is providing teacher and parent culturally responsive teaching at Vista Square. Services commenced February 23 and will continue through December 31, 2021. The sum not to exceed $8,000 will be paid from Title I funds.

La Jolla Learning Works is providing academic tutoring services. Services commenced July 1, 2020, and will continue through June 30, 2021. The sum not to exceed $40,000 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Mental Health America (MHA) is a mental health advocacy organization specifically trained and qualified to provide mental health programs, services, and resources. The District operates a voluntary wellness program for employees as part of which, the District desires to provide information and access to available resources. MHA agrees to maintain a webpage that includes information regarding its programs, services, and/or resources; to respond to inquiries from District employees seeking such mental health assistance; and to ensure those are available to District employees. District employees may be directed to MHA through the District's website or by other means. MHA agrees to satisfy all applicable confidentiality requirements and not to disclose any District employee information to the District or any of its employees, officers, Board Members, agents, or representatives unless required to do so by law, court order, or lawfully issued subpoena. Services will commence March 4 and continue through September 3, 2021. The sum not to exceed $60,000 will be paid from Elementary and Secondary School Emergency Relief funds.

ProCare Therapy will provide Registered Nurse services. Services will commence March 4 and will continue through June 30, 2021. The sum not to exceed $61,897 will be paid from District Health/Nursing funds.

San Diego County Superintendent of Schools will provide Equity Consciousness Training to administrators and teachers. This training involves culturally responsive teaching and consciousness of team roles in the community. As well as understanding multi-dimensions of own identity and its impact on personal teaching practices to Los Altos and Parkview. Services will commence April 9 and continue through August 8, 2021. The sum not to exceed $5,000 will be paid from Title I funds.

On June 17, 2020, the Board approved a contract with Stepping Stones in the amount of $134,160 to provide speech and language, and occupational

therapy. On November 18, 2020, the Board approved an amendment to increase the amount of $73,304. An amendment to the contract is again required for additional services. This amendment will increase the contract by $115,440. The sum not to exceed $322,904 will be paid from Occupational Therapy and Speech Language Pathology funds.

The Nyhart Company, Inc., will perform an actuarial study to determine the amount of actuarial liability for the District's retiree health benefits. After completion of the actuarial valuation, The Nyhart Company, Inc., will provide a report setting forth all liabilities and expenses estimated for the District's retiree health benefits program required under recently issued Governmental Accounting Standard Board Statement No. 75 and disclosure reports required under recently issued Governmental Accounting Standard Board Statements No. 74 and No. 75. Governmental Accounting Standard Board Statement No. 75 requires an actuarial valuation every two years. The Cost of Services will not exceed $10,100, and will be paid from the General Fund.

Wilkinson Hadley King & Co. LLP will conduct the two-phase audit required by the State Facility Grant for Muraoka. Services will commence March 4, 2021, and continue until completion of the audit. The cost not to exceed $5,900 will be paid from the General Fund.

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Resolution Designating the Month of April 2021 as *Public Schools Month* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

Since 1920, *Public Schools Month* has been sponsored and promoted every April by the Grand Lodge of Free and Accepted Masons of California.

The purpose of *Public Schools Month* is to encourage communities and schools to set aside some time during April to honor public schools and enlist the community's continued support for public education. Visitations by community members to schools during April are especially encouraged. Many District schools have scheduled special activities during *Public Schools Month*.

For many years, the Chula Vista Masonic Lodge No. 626, as part of *Public Schools Month,* has presented citizenship awards to outstanding Grade 6 students in District schools. District students will be selected by their teachers using criteria that include behavior, participation in and enthusiasm for school activities, leadership within peer groups, and use of courtesies and proper manners.

ADDITIONAL DATA:

The award presentation this year will be virtually on April 9. A list of award winners by school will be available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating the Month)
of April 2021 as *Public Schools*)
Month in the Chula Vista)
Elementary School District)

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

WHEREAS, an educated public is essential if a nation is to attain a place of prominence among world powers; and

WHEREAS, our public schools have played a leading role in the development of democracy in America; and

WHEREAS, our system of public education has been a dominant factor in the education of our children to become responsible, productive citizens, well endowed with the qualities expected of future leaders, thus creating in America a way of life and standard of living that is the envy of nations throughout the world; and

WHEREAS, the Grand Lodge of Free and Accepted Masons of California has endorsed the efforts and commended the achievements of our public schools since 1920.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District recognizes our public schools and their staffs who contribute to the enrichment of our young people.

BE IT FURTHER RESOLVED that the Board of Education declares the month of April 2021 as *Public Schools Month* in the Chula Vista Elementary School District.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 3rd day of March 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

REVISED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding with the San Diego County Superintendent of Schools for a Multilingual California Project Led by the California Association for Bilingual Education for the Period of February 10 Through June 30, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Multilingual California Project (MCAP) operates through a state grant and is led by the California Association for Bilingual Education (CABE) in partnership with the San Diego County Office of Education (SDCOE). The program provides professional learning support for implementation of the English Learner (EL) Roadmap Policy. This policy is intended to welcome, understand, and educate the diverse population of students who are ELs attending California public schools.

University of San Diego staff extended an invitation to the District to attend a meeting regarding the ways to build the capacity of local education agencies across the state by providing training in EL Roadmap Policy implementation. Four participating site teams, consisting of the site leader and up to three teachers, will explore an innovation area of their choice. Professional learning innovation areas are designed to help address the gaps in EL opportunities and achievement.

ADDITIONAL DATA:

A Memorandum of Understanding was developed for the District to participate. The four participating sites include Enrique S. Camarena, J. Calvin Lauderbach, Palomar, and Veterans Elementary Schools.

Each team will select an innovation area, receive professional learning in that area, collaborate with a statewide network, and work on moving the site system forward. Following are the innovation areas:

- Parent/Family and Leadership: Building Multilingual and Multicultural Communities.
- Bilingual Teacher Pathway.

- Dual Language Teacher Academy.
- Project GLAD.
- Instructional Strategies for Preschool Teachers of Dual Language.
- Writing Redesigned for Innovative Teaching and Equality.
- Special Education in Multilingual Settings.
- Language Development through Science.

The Memorandum of Understanding and additional information are available for review in the Office of the Assistant Superintendent for Instruction.

FISCAL IMPACT/FUNDING SOURCE:

There is no fiscal impact to the District. The SDCOE will pay the District approximately $11,000 to be used for teacher participant stipends.

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 the San Diego County Superintendent of Schools for the San Diego Foundation Award for the Period of March 1 Through December 31, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

In response to the COVID-19 pandemic, and the difficulty remote learning has presented for many students, the San Diego Foundation allocated funding to the San Diego County Office of Education (SDCOE) to provide financial support for San Diego County school districts to purchase student mobile computing devices.

ADDITIONAL DATA:

A Memorandum of Understanding was developed to ensure the transfer of funds to Harborside, J. Calvin Lauderbach, John J. Montgomery, Lilian J. Rice, Rosebank, and Vista Square Elementary Schools.

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

FISCAL IMPACT/FUNDING SOURCE:

On behalf of the San Diego Foundation, SDCOE has awarded the District $240,000 from the COVID-19 Community Response Fund to be expended by June 30, 2021. Any dollar amount not used shall be returned to SDCOE by December 31, 2021.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Bid No. 17/18-4 to UnifiedCommunications.com, Formerly Novus, LLC, for the Purchase of Microsoft Lync/Skype for Business Gateways and Phone Equipment for the Period of April 12, 2021, Through April 11, 2022

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Bid No. 17/18-4 for Microsoft Lync/Skype for Business Gateways and Phone Equipment was awarded by the Board of Education on April 11, 2018. The purpose of this bid was to provide the Chula Vista Elementary School District (District) with a source to procure Voice over Internet Protocol (VoIP) to Public Switched Telephone Network (PSTN) gateways; along with phone handsets that are compatible and fully integrated with the Microsoft Lync Telephone System. This bid renewal continues the District's goal of replacing the old legacy PBX network with updated telephone technology.

On November 5, 2019, UnifiedCommunications.com, a division of Tele-Communication, Inc., announced the acquisition of strategic assets and Internet Protocol (IP) of Novus, LLC, around its Unified Communication (UC) devices, IP telephony, Microsoft Teams, and Skype for Business integration and technical support services.

The District has upgraded forty-three (43) school sites and the Maxwell Corporate Yard with AudioCodes Mediant 1000B Survivable Branch Appliance (SBA) gateways, along with Yealink phone handsets, as part of the District's goal of replacing the old legacy PBX network. It is the District's intent to complete the final phase of the school site phone systems upgrade during the 2020-21 school year by completing the upgrades at Chula Vista Learning Community and Robert L. Mueller Charter Schools, Greg Rogers and Valley Vista Elementary Schools. The Education Service and Support Center upgrade is projected to be completed during Summer 2021. This bid may also be used to obtain equipment for other gateway and phone equipment needs that may arise throughout the District during the term of the contract. This will be the third renewal under this contract.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Pricing on all equipment remains as originally bid. UnifiedCommunications.com has requested a ten (10) percent increase on the Audiocodes software and hardware support only, as the manufacture would not extend the additional discount as previously provided. This is the third renewal term under the contract and the first increase requested by UnifiedCommunications.com. The estimated cost to upgrade the remaining sites and the ESSC is approximately $220,600. Funding for the remaining sites will be paid out of Capital Funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Award of Bid Package No.1 to Chambers, Inc., dba Roof Construction, for Roofing Renovations Projects at Castle Park, Harborside, Karl H. Kellogg, Los Altos, John J. Montgomery, and Rosebank Elementary Schools in the Amount of $1,850,850 for the Period of March 4, 2021, Through Completion of the Project

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

Bid Package No. 1 was prepared for Roofing, Demolition, and Abatement for Castle Park, Harborside, Karl H. Kellogg, Los Altos, John J. Montgomery, and Rosebank Elementary Schools.

The District advertised the bid package by publishing on January 15 and January 22, 2021 a Notice Inviting Bids in The Star News, a newspaper of general circulation; and emailing it to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Eight (8) contractors submitted bids at the bid opening on February 11, 2021. Results of the bid are provided in the following chart.

Name of Contractor	Bid Amount
Chambers, Inc., dba Roof Construction	**$1,850,850**
Conan Construction, Inc.	$2,204,500
A. Preman Roofing, Inc.	$2,715,127
MA Stevens Construction, Inc.	$2,930,941
Best Contracting Services, Inc.	$3,486,010
Danny Letner Inc. dba Letner Roofing Company	$3,606,000
Straight Line General Contractors, Inc.	$3,840,038
De La Fuente Construction, Inc.	$4,370,307

Prior to the bid opening, it was determined the award of a contract would be based on the following method of determining the lowest bid: the lowest bid shall be the lowest bid price on the Total Bid Amount, with consideration of the prices on the additive or deductive items. In each case, the lowest responsive, responsible bidder was determined based on the total bid, for comparative purposes.

Based on the foregoing, District staff have determined that Chambers, Inc., dba Roof Construction is the lowest responsive, responsible bidder, and recommend that the Board of Education award the contract for Roofing Renovations Projects at Castle Park, Harborside, Karl H. Kellogg, Los Altos, John J. Montgomery, and Rosebank Elementary Schools to Chambers, Inc., dba Roof Construction. The project is projected to be completed by July 17, 2021.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Funding will be provided from Measure VV General Obligation Bond Funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Change Order for an Increase in the Amount of $290,805 for M.A. Stevens Construction, Inc., to Replace the Fire Alarm System at Juarez-Lincoln Elementary School

____X____Action **_____Information**

BACKGROUND INFORMATION:

On November 18, 2020, the Board of Education approved award of a Bid Package to M.A. Stevens Construction, Inc., for the Demolition; Roofing; Electrical; Finishes; and Heating, Ventilation, and Air Conditioning (HVAC) at Juarez-Lincoln, Park View and Valley Vista Elementary Schools.

After award of the November 18, 2020, contract, the Juarez-Lincoln Fire Alarm system failed, and based on review by District staff, an immediate replacement was deemed necessary for safety reasons. On January 20, 2021, the Board of Education approved an award for architectural design and engineering services to Ruhnau Clarke to provide the specifications for the replacement Fire Alarm system.

The District is now requesting approval of a change order and additional funds to complete the installation of the replacement fire alarm system at Juarez-Lincoln.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The change order results in an increase of $290,805 to the total contract amount. The total contract sum will be adjusted from $3,134,200 to $3,425,005. Funding will be provided by Measure VV General Obligation Bond Funds.

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 February 28, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through February 28, 2021:

i.	Purchase Orders: 21003649-21004059	$ 2,393,030.67
ii.	Alternative Revolving Cash:	$ .00
iii.	Commercial Warrants: 325837-326475	$ 4,323,195.96
	Cafeteria Warrants: 0007247-0007280	$ 859,948.75
iv.	Payroll Warrants: Series 10 13311900-13312532, N-2698592-2702100	$18,154,229.86
v.	Revolving Cash Checks: 009205-009249	$ 4,679.96

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Regarding Early Retirement Incentive Program for Certificated, Classified, and Nonrepresented Employees; and

(2) Approve the Early Retirement Incentive Program for Certificated, Classified, and Nonrepresented Employees

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

BACKGROUND INFORMATION/FISCAL IMPACT:

On January 20, 2021, the Board approved an agreement on an Early Retirement Incentive Program (Program) for Chula Vista Educators (CVE) and Chula Vista Classified Employees Organization (CVCEO) members for the 2020-21 school year given sufficient participants and if the District decides, in its sole discretion, to proceed with it. Nonrepresented District employees are also eligible for the Program. The Program consists of payments of three equal installments based on the Tier Agreement noted below.

Number of Participants	Incentive
50-59	50% of final annual salary
60-69	60% of final annual salary
70 or more	70% of final annual salary
The salary of any nonrepresented employee who earns more than $100,000 per year shall be capped at $100,000 for incentive calculation purposes.	

There was a total of 77 CVCEO members and nonrepresented employees and 49 CVE members who submitted their resignation for retirement by the February 11, 2021, deadline.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Description of fiscal impact as described in Exhibit A.

STAFF RECOMMENDATION:

Conduct public hearing and approval.

Agenda Item 7.A.
March 3, 2021
Exhibit A

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Chula Vista Elementary School District

Name of Bargaining Unit: Chula Vista Educators (CVE), Certificated: X Classified: X
Chula Vista Classified Employee Organization (CVCEO) and Non-represented Group
The proposed agreement covers the period: Beginning: 7/1/2020 Ending: 6/30/2021

This agreement will be acted upon by the Governing Board at its meeting on: 3/3/2021
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement					
		Current Year 2020-21		Year 2 2021-22		Year 3 2022-23	
	(a) $	(b) $	(c) %	(b) $	(c) %	(b) $	(c) %
1. **Step & Column** - Increase (Decrease) due to movement plus any changes due to settlement	$166,876,692	$0	0.00%	$0	0.00%		0.00%
2. **Salary Schedule** - Increase (Decrease)	$166,876,692	$0	0.00%	($2,452,173)	-1.469%	($2,274,617)	-1.38%
3. **Other Compensation** - Increase (Decrease) in Stipends, Bonuses, etc.	$0	$0		$1,701,379		$1,701,379	
4. **Statutory Benefits** - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	$35,838,086	$0	0.00%	($624,577)	-1.743%	($641,788)	-1.82%
5. **Health/Welfare Benefits** - Increase (Decrease)*		$0		$698,024		$598,952	
6. **Total Compensation** - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	$202,714,778	$0	0.00%	($677,346)	-0.33%	($616,074)	-0.30%
7. **Total Number of Represented Employees**		2,290.15		2,290.15		2,290.15	
8. **Total Compensation Cost for Average Employee** - Increase (Decrease)		$0.00		($295.76)		($269.01)	

*** Retiree Health Benefits will be paid from OPEB Trust**

Impact on other Funds: Fund 01

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

2020-21 Early Retirement incentive Program (ERI) was approved by the Board of Education on January 20, 2021.

Based on the employees completed the retirement process by February 10, 2021 and will retire no later than June 30, 2021. The count by employees groups of the ERI Eligible employees are the following including the ERI % of final salary:

Certificated (CVE): 49 employees equals 50% ERI

Classified (CVCEO): 68 employees equals 70% ERI

Non Represented: 9 employees equals 70% (salary capped of $100,000 for ERI purposes.

B. **Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

None

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None

E. Source of Funding for Proposed Agreement

1. Current Year

No disbursements are anticipated during the 2020-21 year, however the Early Retirement Incentive Program (ERIP) will be funded from General Funds including savings generated from the Early Retirement Incentive.

2. How will the ongoing cost of the proposed agreement be funded in <u>future</u> years?

General Funds including savings from the Early Retirement Incentive.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

The Early Retirement Incentive Program will be funded primarily from the savings the ERIP will generate. Additional sources are the 3.84% COLA included in the Governor's 2021-22 Proposed Budget, and from the District's planned $3.0 million cuts in 2021-22 and $3.5 million cuts in 2022-23. In addition, the District has an 11.05% in Reserve for Economic Uncertainties to offset future years costs.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$318,220,252
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	22,436.41
d. State Standard Minimum Reserve Amount for this District *(Line 1a times Line 1b, or $50,000, whichever is greater, for a district with less than 1,001 ADA)*	$9,546,607.57

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	$35,172,970.72
b. General Fund Budgeted Unrestricted Unappropriated Amount	
c. Special Reserve Fund 17-Bugeted Designated for Economic Uncertainties	
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	
e. Total District Budgeted Unrestricted Reserves	$35,172,970.72

3. Do unrestricted reserves meet the state standard minimum reserve amount? **Yes** No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent (Signature)	2/25/21 Date
Deputy Superintendent (Signature)	2/25/2021 Date

Contact Person: Theresa Villanueva Telephone No.: 619-425-9600

Supplement

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: Not Applicable
in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board-Approved Budget Before Settlement as of (December 16, 2020)	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions Second interim change in budget	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	214,899,174		(402,944)	214,496,230
Remaining Revenues (8100-8799)	94,678,644		1,175,730	95,854,374
TOTAL REVENUES	309,577,818		772,786	310,350,604
EXPENDITURES:				
1000 Certificated Salaries	134,298,691		(450,441)	133,848,250
2000 Classified Salaries	49,146,407		(819,411)	48,326,996
3000 Employee Benefits	75,542,624		(182,346)	75,360,278
4000 Books and Supplies	21,640,769		81,786	21,722,555
5000 Services and Operating Expenses	38,656,193		(1,079,814)	37,576,379
6000 Capital Outlay	264,475			264,475
7000 Other	1,103,017		18,302	1,121,319
TOTAL EXPENDITURES	320,652,176		(2,431,924)	318,220,252
OPERATING SURPLUS (DEFICIT)	(11,074,358)		3,204,710	(7,869,648)
OTHER SOURCES AND TRANSFERS IN	151,815			151,815
OTHER USES AND TRANSFERS OUT	0			0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(10,922,543)	0	3,204,710	(7,717,833)
BEGINNING BALANCE	43,875,804			43,875,804
CURRENT YEAR-ENDING BALANCE	32,953,261	0	3,204,710	36,157,971
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	835,000		0	835,000
Restricted (9740)	0		0	0
Committed (9750/9760)	0		0	0
Assigned (9780)	200,000	0	(50,000)	150,000
Reserve Economic Uncertainties (9789)	31,918,261	0	3,254,710	35,172,971
Unassigned/Unappropriated (9790)				0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Page 5 Column 1 includes the approved 2020-21 First Interim budget on December 16, 2020. This page also reflects the 2020-21 Second Interim changes that is scheduled to be submitted to the Board of Education for approval March 3, 2021.

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

GENERAL INSTRUCTIONS

- Please submit this form to the county superintendent of schools and make available to the public for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreement.

- Separate documents must be completed for each collective bargaining agreement, but if more than one agreement is discussed at the same time, you may summarize the financial impact of "all" agreements on page 4 (supplement).

- Include, as applicable, *Cost Prior to Proposed Agreement, Current Year, Year 2 and Year 3* information for the period covered in the proposed agreement. For example, for a 2-year multi-year agreement, complete *Cost Prior to Proposed Agreement, Current Year* and *Year 2.*

- Any time a contract is reopened with a financial impact on "any area of compensation," a disclosure of the proposed agreement must be made.

- The specific manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the local district.

- The governing board shall adopt revisions to its budget needed in the current fiscal year to fulfill the terms of the collective bargaining agreement within 45 days of adoption (EC § 42142). Provide a copy of the board-approved budget revisions and board minutes to the county office. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

- All revisions to the budget needed in the current fiscal year to meet the costs of the collective bargaining agreement shall be adopted no later than the statutory deadline for certification of the next interim report by the county superintendent of schools (GC § 3547.5, EC § 42131).

SPECIFIC INSTRUCTIONS FOR COMPLETION

PROPOSED CHANGE IN COMPENSATION

1. Step and Column

   a. Cost Prior to Proposed Agreement: Enter the total annual cost of all salaries for the bargaining unit prior to the proposed agreement. Remove any "one-time" bonuses or payments that were paid in prior year, if applicable.
   b. $: Enter the annual increase cost of *Step and Column* movement on the *Salary Schedule* for the affected bargaining unit.
   c. %: Divide the annual cost of *Step and Column*, Line 1(b), by the *Cost Prior to Proposed Agreement*, Line 1(a).

2. Salary Schedule

   a. Cost Prior to Proposed Agreement: Enter the amount from Line 1(a) plus Line 1(b).
   b. $: Enter the annual $ amount of the proposed change in the *Salary Schedule.*

3. Other Compensation

   Description: Indicate specific changes in *Other Compensation* for the current year. For example: 1% off schedule or $200/employee. For *Year 2* and *Year 3*, explain in "Comments" section, if applicable.

   a. Cost Prior to Proposed Agreement: Enter the amount from Line 2(a).
   b. $: Enter the annual amount of the proposed change in *Other Compensation*.
   c. %: Divide the amount by the *Cost Prior to the Proposed Agreement*, Line 3(a).

4. Statutory Benefits

   a. Cost Prior to Proposed Agreement: Enter the total prior year cost of *Statutory Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" benefit costs that would not carry over to current year.
   b. $: Enter the amount of the proposed change in *Statutory Benefits* resulting from changes in *Salary Schedule, Step and Column*, and *Other Compensation* reported on Line 1(b) through Line 3(b).
   c. %: Divide Line 4(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement*, Line 4(a).

5. Health/Welfare Benefits

   a. Cost Prior to Proposed Agreement: Enter the total annual cost of *Health/Welfare Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" costs that would not carry over to current year.
   b. $: Enter the amount of the proposed change in *Health/Welfare Benefits*, resulting from the affected bargaining unit agreement.
   c. %: Divide Line 5(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement* Line 5(a).

6. Total Compensation

   a. Cost Prior to Proposed Agreement: Total Lines 3(a), 4(a), and 5(a).
   b. $: Total Lines 1(b), 2(b), 3(b), 4(b), and 5(b).
   c. %: Divide the total by *Cost Prior to Proposed Agreement*, Line 6(a).

7. Total Number of Represented Employees

   Enter the total full-time equivalent (FTE) employees for the affected bargaining unit for each applicable year.

8. Total Compensation Cost for Average Employee

   a. Cost Prior to Proposed Agreement: Divide *Cost Prior to Proposed Agreement*, Line 6(a) by Prior Year FTE Employees, Line 7.
   b. $: Divide *Total Compensation*, Line 6(b) by FTE employees, Line 7, for each applicable year.
   c. %: Divide *Total Compensation Cost for Average Employee*, Line 8(b) by *Cost Prior to Proposed Agreement*, Line 8(a).

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing on Discontinuance of Particular Kinds of Certificated Services; and

(2) Adopt Resolution on Discontinuance of Particular Kinds of Certificated Services for the 2021-22 School Year

Discontinuance: Elementary Classroom Teaching (K-6), Full-Time Elementary Theater Teaching, Part-Time Program Support, and Part-Time Visual Arts Teaching

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

Education Code Sections 44949 and 44955 require action by the Board of Education to discontinue certificated services. Prior to March 15, 2021, the Superintendent must recommend to the Board of Education that particular kinds of certificated services be discontinued no later than the beginning of the 2021-22 school year and that employees be given notices that their services may not be required for that school year. The Board of Education must accept the recommendation soon enough to allow notices to be received by employees on or before March 15, 2021.

ADDITIONAL DATA:

At this time, school sites have made the decision that they no longer need these certificated services or that these services are no longer sustainable in their budgets.

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

FISCAL IMPACT/FUNDING SOURCE:

Discontinuance of these services for the 2021-22 fiscal year would be as follows:

Services	Number of Full-Time Equivalent Positions
Elementary Classroom Teaching (K-6)	30.00
Full-Time Elementary Theater Teaching	0.40
Part-Time Program Support	0.90
Part-Time Visual Arts Teaching	1.50
Total Full-Time Equivalent Discontinuances	**32.80**

STAFF RECOMMENDATION:

Recommend conduct public hearing and adopt resolution.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution on Discontinuance of)
Particular Kinds of Certificated)
Services for the 2021-22)
School Year)

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

WHEREAS, Education Code Sections 44949 and 44955 require action by the Board of Education in order to discontinue certificated services; and

WHEREAS, the Superintendent of the Chula Vista Elementary School District recommended to the Board that particular kinds of certificated services be discontinued no later than the beginning of the 2021-22 school year; and

WHEREAS, the Board determined that a discontinuance of particular kinds of certificated services is needed no later than the beginning of the 2021-22 school year; and

WHEREAS, the Board considered all positively assured attrition such as resignations, retirements, deaths, and other permanent vacancies in discontinuing these services and, but for that attrition already assured, would have found it necessary to discontinue additional particular kinds of certificated services and/or full-time equivalents.

NOW, THEREFORE, BE IT RESOLVED, DETERMINED, AND ORDERED by the Board of Education of the Chula Vista Elementary School District that:

1. All of the foregoing recitals are true and correct.

2. The Board hereby determines to discontinue those positions set forth in Exhibit “A,” attached hereto and incorporated herein by reference, and those particular kinds of certificated services and positions shall be discontinued no later than the beginning of the 2021-22 school year.

3. Because of the discontinuance of particular kinds of certificated services listed in Exhibit “A,” it is necessary to eliminate at the end of the 2020-21 school year positions equal in number to the positions affected in the discontinuance of the above-described services.

4. The seniority and qualifications of some of the employees in the certificated services being reduced or discontinued may provide them with displacement rights by virtue of seniority, and that no employee will be terminated while a less senior employee is retained to render a service which the more senior employee is both certificated and competent to render, except as permitted by law.

5. In selecting those certificated employees who shall receive notice of termination pursuant to this resolution, Education Code Section 44955 requires the Board state specific criteria to be used in determining the order of termination of certificated employees who first rendered paid service to the Board in a probationary position on the same date.

6. The criteria to be used in determining the order of termination of certificated employees who first rendered paid service to the Board in a probationary position on the same date are listed and described in Exhibit "B," which is attached hereto and incorporated herein by this reference.

7. In selecting those probationary and permanent certificated employees who shall receive notice of termination pursuant to this resolution, Education Code Section 44955(d) allows the Board to deviate from terminating a certificated employee in order of seniority.

8. The Board hereby delegates, pursuant to Education Code Section 35161, to the District Superintendent and the Superintendent's designee(s), further implementation and determination of such deviations from seniority in the order of termination of the District's certificated employees.

9. The Superintendent or his designated representative(s) will send appropriate notices to all employees possibly affected by the discontinuance of particular kinds of certificated services.

10. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 3rd day of March 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

EXHIBIT "A"

Recommended Discontinuances in 2021-22 Programs/Services for the Chula Vista Elementary School District

The Superintendent recommends that the Board of Education adopt a resolution to discontinue the programs and certificated services for 2021-22 as follows:

Services	Number of Full-Time Equivalent Positions
Elementary Classroom Teaching (K-6)	30.00
Full-Time Elementary Theater Teaching	0.40
Part-Time Program Support	0.90
Part-Time Visual Arts Teaching	1.50
Total Full-Time Equivalent Discontinuances	**32.80**

CRITERIA TO BE APPLIED TO DETERMINE ORDER OF LAYOFF FOR THOSE CERTIFICATED EMPLOYEES WITH THE SAME DATE OF FIRST PAID PROBATIONARY SERVICE

EXHIBIT "B"

The following criteria will be applied in the priority order indicated to determine which certificated employees meet the particular needs of the Chula Vista Elementary School District and its students in the event that all certificated employees with the same date of hire are not terminated. These criteria meet the particular needs of the Chula Vista Elementary School District and its students at the present time:

1. Persons with preliminary, professional clear, or clear teaching credentials.

2. Persons with preliminary, professional clear, or clear teaching credentials authorizing services in Special Education classes.

3. Persons with a Master of Arts degree in Education.

4. Multiple Subject with Bilingual Cross Cultural Language and Academic Development (BCLAD) or Bilingual Emphasis Credential or Bilingual Specialist Credentials and/or BCLAD Certificate, and/or Bilingual Certificate of Competence (BCC).

5. Persons who successfully completed the highest number of post Bachelor of Arts semester units and reported these units to Human Resources Services and Support.

6. If a tie still exists, the tie would be broken by lot. Numbers would be drawn, with the lowest number drawn winning the tie, and continuing similarly until all remaining tied individuals are ranked.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Conduct Public Hearing on Discovery Charter School Renewal Petition for the Period of July 1, 2021, Through June 30, 2028

_____Action **____X____Information**

BACKGROUND INFORMATION:

On February 18, 2021, the District received a charter renewal petition for Discovery Charter, which expires in June 2021. It was mutually agreed that the charter petition would be presented to the Board of Education at the March 3, 2021, meeting to ensure District staff and legal counsel had the opportunity to review the charter petition, budget, and instructional program.

In accordance with Education Code Section 47605(b), the Governing Board of the District must conduct a public hearing no later than 30 days after receiving a petition, unless mutually agreed upon by District staff and the petitioner, to consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents.

New charter renewal language, through Assembly Bill 1505, states that school districts will approve or deny charter renewals considering where the school is placed on three levels: high, middle, or low performing. Currently, Discovery Charter is considered a high-performing school. Based on this placement, the Board may consider a five- to seven-year renewal term. If a school is deemed "middle," the Board may consider a five-year renewal term, and if a school is deemed "low" performing, the school district may consider a two-year term.

ADDITIONAL DATA:

Tonight, Principal Neil MacGaffey, former Associate Principal Nestor Espinoza, and Multi-Tiered System of Supports Coordinator Melissa Moreno will present information regarding Discovery Charter's renewal petition.

A copy of the charter renewal petition is attached as "Exhibit A." Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

"EXHIBIT A"

Discovery Charter School
1100 Camino Biscay
Chula Vista, CA 91910

Charter Renewal Petition
For the Term
July 1, 2021 – June 30, 2028

Presented to the Chula Vista Elementary School District Board of Education on

March 3, 2021

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INTRODUCTION

PURPOSE OF THIS CHARTER RENEWAL PETITION:

This is a petition to renew the charter (the "Charter") of Discovery Charter School ("DCS" or the "Charter School"), which has been authorized by the Board of Education of the Chula Vista Elementary School District ("CVESD" or the "District") for twenty-six years. The term of the Charter shall begin on July 1, 2021 and expire on June 30, 2028.

This Charter may be amended by the Discovery Charter School Board of Directors, with the approval of the District's Board of Education. If required, a copy of any amendment to the Charter will be forwarded to the California Department of Education.

DESCRIPTION OF THE CHARTER SCHOOL:

Discovery Charter School opened as a traditional public school of the District in 1993. During this first year, a contingent of parents, staff, and community supporters approached the CVESD Board of Education with the idea of operating an innovative program at that school site as a charter school. In July 1994, Discovery Charter School opened its doors as a conversion charter school authorized by the District. DCS, though fiscally independent, maintains a very collaborative and cooperative partnership with the District, its chartering authority.

DCS is proud of its designation in June 2020 as a high performing charter school by the California Department of Education ("CDE"), as further addressed in the section that follows. Notably, on the California School Dashboard ("Dashboard") for 2017, 2018, and 2019, DCS' performance on the academic indicators for English Language Arts and math has been within the highest two performance levels - "green" and "blue."

Located in the Rancho Del Rey neighborhood of Chula Vista, California, DCS serves a culturally diverse population with six languages spoken among its student population, including by its English Learner ("EL") populations. DCS is a Targeted Assistance, Title I School with 33.7% of students eligible to receive free or reduced priced meals. Current enrollment is approximately 874 students, serving Kindergarten to 8th grade. The District operates a Special Education Pre-Kindergarten class on DCS' campus. As of the 2019-20 school year, 15.8% of our student population was comprised of ELs and 8% of our students are students with disabilities. As of the 2019-20 school year, DCS' population was comprised of the following racial/ethnic groups: Asian/Pacific Islanders: 2%, Filipino 11.8%, African American 3.5%, Caucasian 12.7%, Latino 64.7%, and Two or More Races 5.1%.

Discovery Charter School Over the Years

1. At Discovery Charter School, we have a long and proud history of being at the forefront of innovation in service to children and their education.

2. For example, the State of California's first charter school opened in the fall of the 1993-1994 school year. By the end of that first year in June 1994, Discovery Charter School became California's 54th charter school, the first charter school in the Chula Vista Elementary School District. And now, 27 years later, there are 1,309 charter schools in California.

3. One of the reasons Discovery Charter School became a charter school 27 years ago, was to establish a program to teach English and Spanish under a two-way language acquisition model. Over the years we have had different iterations of this program, which has ultimately transformed into our current, successful 50/50 Dual Immersion program.

4. In August of 2004, Discovery Charter School became the first school in CVESD to have a wireless internet connection schoolwide. Over the years, our commitment to deploying technology in the classroom helped lay the foundation for our STEM program – science, technology, engineering, and math – which evolved into a STEAM program – adding "art" – and is a core component of our instructional program.

5. Discovery created its own online report card and data management system in 2004.

6. Since 2013, Discovery Charter School teachers have had their own union.

7. Putting children first keeps us always looking on the horizon for newly emerging best practices and innovations for giving all our children the best educational experience and to help them reach their fullest potential. If a practice is deemed excellent for students among the educational community, our teachers have been among the first to implement it, including, for example:

    a. DCS was the second school in the State of California to fully implement class size reduction.
    b. One of the District instructional models, Guided Language Acquisition Design ("GLAD"), was first brought into the classroom by two Discovery teachers.
    c. DCS is in its tenth year of teaching the Common Core State Standards ("CCSS"). Recognizing it as a best practice, our teachers started early with rigorous professional development, collaboration, and a determination to implement. This contributed, in part, to our achieving the California Distinguished School Award in 2013.
    d. DCS was the first school in CVESD to start implementing the Next Generation Science Standards ("NGSS") the week the standards were published in July 2013.
    e. DCS started a middle school program in 2010 with one seventh grade class.

Currently, our middle school program serves 100 students in seventh and eighth grades and promotes approximately 50 students each year to high school.

The Four Pillars of Discovery Charter School

DCS has a rich history of providing a variety of opportunities for students to explore their individual strengths and interests for academic and personal growth. These opportunities have grown and evolved through the years and fall under four pillars: innovation, cultural proficiency, access to academic excellence, and building relationships.

Innovation: STEAM engages students in integrated learning as they explore the world around them, create innovative solutions to problems, and communicate their results while learning science, technology, engineering, arts, and math. It is the integration of core content with the arts inspiring all students to think deeply, develop creative solutions, and aspire to a build a greater future for themselves and their communities.

Cultural Proficiency: DCS aspires to promote an understanding and appreciation for the value of cultural awareness, empathy, racial diversity, and gender equality. All students have opportunities to learn about different countries and cultures.

Access to Academic Excellence: *DCS focuses on visible learning by ALL learners by promoting engagement, understanding, and independence. Students know what they are learning, why it is relevant to them, and how they know they have learned it. DCS builds self-efficacy in students by intentionally planning units of study and instructional routines focused on learning intentions, what students are expected to learn, success criteria, and how students assess their understanding. Students are guided through surface, deep, and transfer lessons so they will develop skills and concepts across content areas and become life-long learners.* **DCS strives to innovate and lead the way in high impact language strategies.** *Through high impact language development strategies, students are challenged to develop accurate, precise, and meaningful interactions while building upon content knowledge in listening, speaking, reading, and writing.*

Building Relationships: DCS provides students opportunities to build relationships through daily social emotional learning (SEL) in and outside of the classroom. DCS focuses on five core values: caring, honesty, perseverance, respect, and responsibility, and five common courtesies: *please*, *thank you*, *good morning/good afternoon*, *I apologize for*, and *excuse me*. SEL happens in both English and Spanish. Clubs, competitions, intermural sports, and community partnerships allow opportunities to build relationships outside the classroom. All DCS staff is committed to creating these opportunities to build relationships.

<u>The Charter School affirms and declares as follows:</u>

- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Discovery Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- If a pupil is expelled or leaves the Charter School without graduating or completing the Charter School year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the Dashboard.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance. **The Charter School fits into the "high performing" (second criteria) tier, as determined by the CDE**.
See https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx at Row 1038.

Education Code Section 47607(c)(2)(B) articulates the renewal standard for the high performing tier as follows:

[I]f the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, ***the chartering authority shall not deny renewal for a charter school if either of the following apply for two of the three years immediately preceding the renewal decision:***

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the [Dashboard] for which it receives performance levels.
(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(emphasis added.) "Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system [("CAASPP")], or any successor system, the English Language Proficiency Assessments for California [("ELPAC")], or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).) Consistent with the CDE's determination, and as indicated below, DCS qualifies as a high performing charter school eligible for renewal under Section 47607(c)(2)(B)(ii).

A. DASHBOARD PERFORMANCE - SCHOOLWIDE

The following table displays the Charter School's measurements of academic performance on the Dashboard (state indicators) and, for comparison purposes, the State's, for the 2017-18 and 2018-19 school years.[1] The numbers in parentheses reflect numerical performance on CAASPP ELA and CAASPP Math, as measured by the average "distance from standard" ("DFS") on those

[1] Due to the COVID-19 pandemic, CAASPP testing was not administered during the 2019-20 school year, and the State has thus also not published a 2020 Dashboard displaying measurements of academic performance in the 2019-20 school year.

assessments, i.e., how close or far students were, on average, to meeting the standards tested on CAASPP.

Indicator	2018 DCS	2018 State		2019 DCS	2019 State
English Language Arts	Blue (+56.9)	Orange (-6)		Blue (+60.7)	Green (-2.5)
Mathematics	Green (+29.8)	Orange (-36.4)		Blue (+37.4)	Orange (-33.5)
English Learner Progress	83.4% Well Developed and Moderately Developed	65.2% Well Developed and Moderately Developed		High (57.8% making progress)	Medium (48.3% making progress)

As indicated above, and consistent with the first part of Section 47607(c)(2)(B)(ii), "[f]or all measurements of academic performance, [DCS] has received performance levels schoolwide that are the same or higher than the state average," as measured by both performance level (color) and DFS.

B. DASHBOARD PERFORMANCE - SUBGROUPS

The following table displays the Dashboard indicators on measurements of academic performance for the Charter School's subgroups that are among those subgroups of the State that are "**performing statewide** below the state average in each respective year" (emphasis added), i.e., students with disabilities ("SWD"), EL students, Hispanic students, and socioeconomically disadvantaged students ("SED"). Again, the numbers in parentheses reflect numerical performance on CAASPP ELA and CAASPP Math, as measured by DFS on those assessments.

ELA

Subgroup	2018 DCS	2018 State		2019 DCS	2019 State
SWD	Yellow (-9.4)	Red (-95.5)		Orange (-34.1)	Orange (-88.1)
EL	Green (+28.4)	Yellow (-47.1)		Green (+25.1)	Yellow (-45.1)
Hispanic	Blue (+46.9)	Yellow (-31.3)		Blue (+52.9)	Yellow (-26.6)
SED	Blue (+33)	Yellow (-34.7)		Green (+38.3)	Yellow (-30.1)

Math

Subgroup	2018 DCS	2018 State		2019 DCS	2019 State
SWD	Yellow (-41.2)	Red (-125.3)		Orange (-61.7)	Orange (-119.4)
EL	Green (+9.1)	Orange (-69.9)		Green (+4.4)	Orange (-68.6)
Hispanic	Green (+20.4)	Orange (-65.8)		Green (+26.8)	Yellow (-62.2)
SED	Green (+6.1)	Orange (-67.4)		Green (+15)	Yellow (-63.7)

As indicated above, and consistent with the second part of Section 47607(c)(2)(B)(ii), "for a majority of subgroups performing statewide below the state average in each respective year, [the Charter School] received performance levels that are higher than the state average." Specifically, as measured by DFS, the Charter School's at-issue subgroups all outperformed the State; as measured by performance level (color), the Charter School likewise outperformed the State on 15 out of 16 instances, matching the State's performance level on the remaining instance (2019 math indicator for SWD).

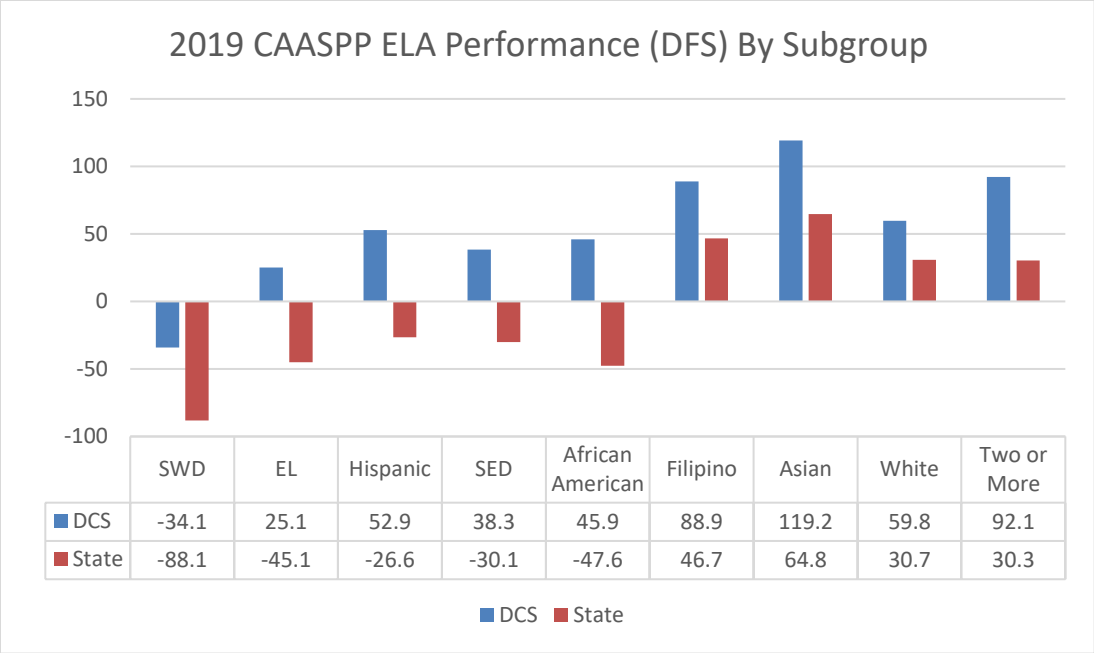
Consistent with the CDE's determination, DCS is, accordingly, a high performing school entitled to renewal of its Charter under Education Code Section 47607(c).

DCS SHOULD BE GRANTED A SEVEN-YEAR CHARTER TERM

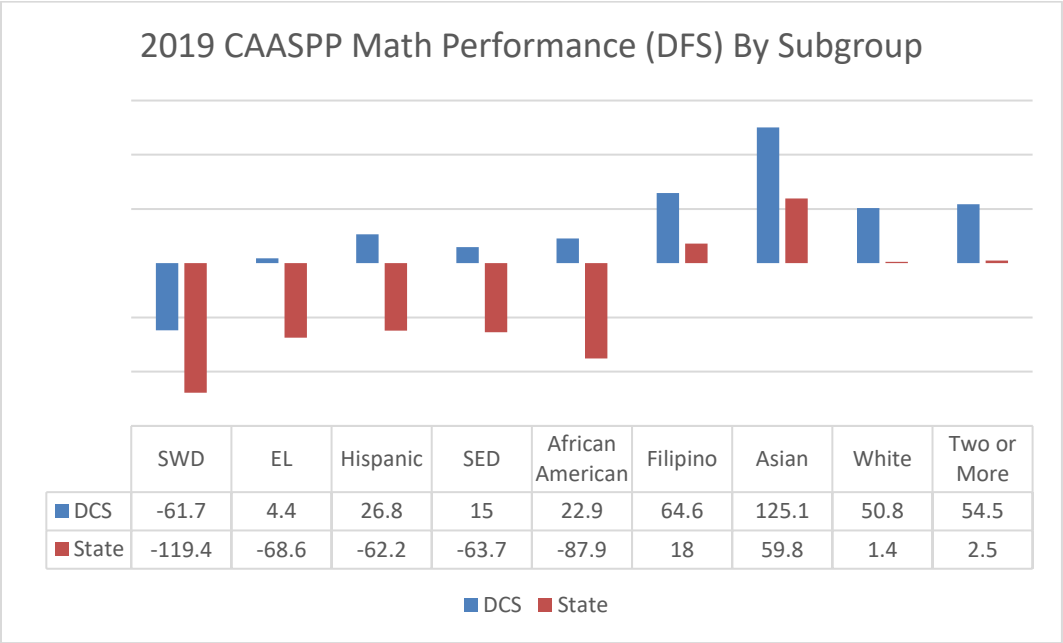
Section 47607(c)(2)(E) provides that "[t]he chartering authority that granted the charter [of a high performing charter school] may renew a charter for a period of between five and seven years." **DCS submits that a seven-year charter term is appropriate here**.

First, DCS' academic performance is not just marginally better than the State's performance for only a "majority" of subgroups. In fact, all of DCS' subgroups are *significantly* outperforming the State as indicated in the charts below.[2] Among its subgroups, DCS has largely eliminated the achievement gap that pervades at the state level between white students and historically disadvantaged subgroups. DCS' academic achievement data shows that it is serving all students of all backgrounds very well, which is indicia of the kind of programmatic stability and high institutional competency that warrants a seven-year renewal.

[2] A greater number of subgroups are displayed in these charts, as compared with the charts above, as the renewal criteria evaluates only those select subgroups for which DCS had more than 30 students in a subgroup and where that subgroup was, on a statewide basis, underperforming relative to the statewide average.



	SWD	EL	Hispanic	SED	African American	Filipino	Asian	White	Two or More
DCS	-34.1	25.1	52.9	38.3	45.9	88.9	119.2	59.8	92.1
State	-88.1	-45.1	-26.6	-30.1	-47.6	46.7	64.8	30.7	30.3



	SWD	EL	Hispanic	SED	African American	Filipino	Asian	White	Two or More
DCS	-61.7	4.4	26.8	15	22.9	64.6	125.1	50.8	54.5
State	-119.4	-68.6	-62.2	-63.7	-87.9	18	59.8	1.4	2.5

Second, as a conversion charter school that has served the attendance area of the original District-operated elementary school for more than twenty-five years, and has done so with excellence through a collaborative relationship with the District, a seven-year charter term is also in the best interests of all of the Charter School's stakeholders as a measure of stability throughout this decade. Specifically, a seven-year charter term will allow the Charter School to spend the next seven years focusing on advancing its programs, without devoting resources to the administrative and substantive work attendant to the renewal process in the nearer future. Similarly, granting a seven-year charter term to the Charter School will relieve the District of that

same process in the nearer term, so that the District may continue to focus on its priorities. Of course, over the next seven years, the Charter School looks forward to continuing its cooperative relationship with the District, and will continue to stand accountable to the District for its service to students and its financial stewardship, as it has throughout its existence.

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As demonstrated by the CDE's determination that DCS is a high performing charter school subject to presumptive renewal, and the above of evidence of stellar student performance, DCS meets the renewal criteria under Education Code Section 47607(c), and should be granted a renewal term of seven years.

ELEMENT A
EDUCATIONAL PROGRAM

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

OUR VISION

Discovery Charter School inspires passion for lifelong learning and prepares every student with the necessary knowledge and skills to be successful citizens.

OUR MISSION

Discovery Charter School exists to develop students who are independent, productive citizens in their educational careers and beyond. Students acquire academic knowledge and skills in communication, collaboration, critical thinking, creativity, citizenship, and character. This happens within a context of integrated literacy driven curriculum focused on STEAM and based on all state content standards, including CCSS, NGSS, the English Language Development ("ELD") Standards, the History Social Science Framework, National Core Arts Standards, the Common Core en Español, and all other applicable content standards (hereinafter, collectively "State Standards"), and SEL. At DCS, students are at the heart of all decision making.

We are focused on instructional and academic excellence. Our teachers spend an extensive amount of time planning integrated lessons that have real life connections. Through purposeful standards-based instruction, students leave our school prepared to be successful lifelong learners.

EDUCATIONAL PROGRAM

Discovery Charter School is a kindergarten through 8th grade STEAM school with a dual language immersion (Spanish/English) program option. DCS is committed to preparing students for success by infusing the 5 C's of 21st century learning skills. CCSS are foundational

to all lessons and are brought to life through rigorous and relevant instruction.

INSTRUCTIONAL MODEL

In order to achieve our vision and mission, the core instructional program at DCS, establishes a strong foundation in all domains of reading and mathematics, writing, listening, and speaking. This foundation provides students with the ability to apply these skills to a dynamic inquiry-based STEAM and literacy curriculum, along with opportunities to demonstrate learning through a variety of projects that support multiple learning modalities.

Technology is a key component of DCS' program and is infused in instruction throughout all grade levels. Research based strategies and practices are utilized to ensure that all students engage in activities that challenge them to attain high levels of learning. Within the classroom, a culture of creativity and innovation provide opportunities for students to explore their unique talents, skills, and academic interests. This integrated approach to lesson design supports dynamic learning for every student every day. Discovery now maintains a 1-to=1 student-to-device ratio from kindergarten through 8th grade.

CURRICULUM

The objective of an integrated STEAM curriculum is to engage, inspire, and empower a community of learners in thinking, collaborating, and innovating for the future. STEAM-based units of study are developed utilizing CCSS and NGSS. Reading, writing, listening, and speaking exercises during the language arts block incorporate STEAM-based literature across genres. Math instruction emphasizes a shift towards building conceptual development with multiple representations of real-world problems. Lessons are designed to engage students in tasks that activate critical thinking skills. In some grades, a departmentalized approach to instructional delivery and core curriculum is used. Students receive differentiated lessons and appropriate pacing to meet their individual needs.

Dual Immersion

DCS Dual Immersion Program follows a 50/50 model in K-6th grade. The dual language curriculum is coordinated within and across grade levels. There is a deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. The program is standards-based and promotes attainment of the three core goals of dual language education: academic achievement, bilingualism and biliteracy, and sociocultural competence. DCS develops meaningful curriculum that leads to content learning and the acquisition and use of academic language in two languages. Units of study are developed to give students the opportunity to make connections across different subject areas and acquire proficiency in both languages. To promote the acquisition of academic achievement, as well as bilingualism and biliteracy, DCS seeks to offer a variety of curricular options for students in both languages such as, but not limited to, Achieve, IL Español, RTI, RAZ Kids, and Benchmark, among other bilingual curriculum. To help foster sociocultural competence, students are given opportunities to learn about the

cultures of different Spanish-speaking countries around the world in a variety of ways. This has been done through integration within units of study, or cultural events, such as the Multicultural Fair.

Discovery Charter School continually reflects on our curriculum and practices to ensure we are meeting students' needs. We modify and change as needs change. The following are the curriculum and research-based strategies that we use (as of the writing of this charter petition) to create an integrated program:

- Solid foundation of literacy and mathematics
- Units of study integrating STEAM disciplines
- 21st century skills emphasized in each class: the 5 C's
- Benchmark Advance and Adelante
- Eureka Math
- Open Up Math
- GLAD strategies used to support all students, especially ELs
- Student-led conferences as determined by the grade level
- Goal setting, reflection, and celebration
- Readers/Writers Workshop
- Physical education which follows the California Physical Education Framework
- Classes including, but not limited to, music, art, engineering, life/social skills, and computer skills
- Weekly Fine Arts classes

COMPUTERS AND TECHNOLOGY INTEGRATION

Discovery Charter School understands that becoming literate in technology is essential for a successful education, as well as greater opportunities in one's career. Discovery Charter School focuses curricular goals on technology literacy in the areas identified by the International Society for Technology in Education ("ISTE") standards for students: creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. Students and teachers will develop technology literacy in the context of the instructional and learning experiences that occur within and outside of the classroom. Technology integration is achieved when technology is used for problem solving, critical thinking, collaboration, and development of literacy and math skills.

Supplemental Online Programs (as of 2021, subject to change as needed)

Grades	Program	Purpose
2nd-8th	**Achieve 3000 (English & Spanish)**	Leveled articles (primarily nonfiction) with comprehension and writing activities Differentiated for all students Systematic Provides real time data Additional tools that support instructional groupings Three benchmarks per year
3rd	**Reading Plus**	Leveled stories with comprehension and vocabulary activities
K-2nd	**RAZKids (K-2)**	Leveled texts, letter books, benchmark passages, and assessments Print, online, and audio support Comprehension assessments Offline resources for foundational skills instruction, CCSS and guided reading lessons
K-1 **K-3**	**Imagine Learning** **Imagine Learning Español**	• Covers all standards and all domains of reading • Differentiated for all students • Systematic Provides real time data
K-3	**i-Ready Reading**	Covers all standards and all domains of reading Differentiated for all students Systematic Provides real time data Additional tools that support instructional groupings Three diagnostic assessments per year
K-8	**i-Ready Math**	Covers all standards and all domains of math Differentiated for all students Systematic Provides real time data Additional tools that support instructional groupings Three diagnostic assessments per year

SUPPORT FOR ALL LEARNERS

RESPONSE TO INTERVENTION ("RtI")

It is imperative that DCS carries out instruction that benefits all students. Discovery's multifaceted instructional program and curriculum have been designed to provide teaching

that is rigorous, relevant, robust, and accessible for all students. To safeguard every student's continued attainment of essential academic skills and growth, DCS devotes significant personnel and resources to its RtI plan. Student monitoring, utilizing intensive analysis of state, district, site, and alternative assessment data for every child, occurs when grade level teams share achievement and anecdotal data. In addition, the RtI team assesses each student at the beginning of every school year to identify potential gaps in foundational reading skills and conceptual math skills. The RtI team analyzes this data to develop a plan and recommend specific interventions. RtI services are provided in English and Spanish in 1st through 6th grade. Through student monitoring and the RtI process, the individual needs of students are quickly identified, efficiently addressed, and diligently monitored for progress. DCS is implementing a research-based RtI process that supports all learners which includes the use of the following research-based curriculum, associated assessments and screeners:

- SIPPS
- CVESD Reading Foundational Skills Assessment ("RFSA") – English and Spanish
- Benchmark Advance High Frequency Words – English and Spanish
- Developmental Reading Assessment ("DRA")
- Reading Plus
- Imagine Learning ("IL")
- IL Español
- i-Ready Reading
- Achieve 3000
- i-Ready Math

ENGLISH LEARNERS

Discovery Charter School has a diverse student population that is comprised of many ethnic and language groups. DCS currently provides ELD support services to students of six various language groups.

The Charter School will meet all applicable legal requirements for ELs, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, administration of the Home Language Survey and student identification, administration of the initial and summative English Language Proficiency Assessments for California ("ELPAC"), placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The needs of ELs are met through the supplemental support services of an English language assistant and multiple instructional support services. These include but are not limited to computer-assisted instructional programs, designated ELD and integrated ELD instruction,

explicit and direct instruction, whole and small group instruction with staff utilizing Specially Designed Academic Instruction in English ("SDAIE"), GLAD strategies and ELD support materials. Parents of ELs are encouraged to participate in the numerous activities, events and educational opportunities available to support ELs, such as the English Learner Advisory Committee ("ELAC"), District English Learner Advisory Committee ("DELAC"), DCS subcommittees, and Discovery Parent/Teacher/Child ("PTC"), a group similar to a Parent-Teacher Association. Every attempt is made to provide language translation services at meetings, conferences, and school events and activities to meet the needs of families whose primary language is not English.

SPECIAL EDUCATION

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). Pursuant to the memorandum of understanding ("MOU") between DCS and the District (dated March 16, 2004 and entitled "The Discovery Charter School Agreement"), CVESD currently provides special education funding, personnel and service delivery for students. DCS shall continue to be categorized as a public school of the District in accordance with Education Code Section 47641(b). However, in the interest of allowing DCS to best serve its special education students, DCS reserves the right to request that special education funds pass through to DCS to the extent necessary for DCS to directly hire, develop, support, and supervise its own special education teachers and staff and to relieve the District of that obligation. Accordingly, DCS reserves the right to propose modifications to the MOU as necessary to fully effect this contemplated change to the manner in which the District provides special education services to DCS' students. Under this alternative arrangement, the District shall continue to provide all other special education-related services and supports, other than with respect to special education staffing at DCS' schoolsite.

DCS shall discharge its obligations to special education students and to students who may be eligible for special education students or a Section 504 plan consistent with the MOU and applicable law. Students enrolled in the Resource Specialist Program ("RSP") receive a standards-based academic program that is differentiated to meet each student's identified learning needs. Students in the special education program are provided with the same opportunities as students in general education classes. Students in the RSP program attend field trips, receive awards, sing in the choir, play on sports teams, serve on the student council and participate in student activities, just as students in the general education program. The RSP teacher collaborates with the general education teacher and other Individualized Education Program ("IEP") team members to ensure that IEP goals are met and that learning gaps are closed.

PARENT PARTNERSHIP

Achieving our vision and goal requires a strong partnership between DCS staff, parents, and the Charter School community. Parental involvement is vital to the success of this

partnership and to fulfilling a joint commitment. This requires that parents are encouraged to:

- Support the teaching of academics and social skills in the home.
- Have their children in school and on time every day.
- Support the DCS Discipline Plan.
- Participate and support a variety of activities that improve the school-to-home connection: Discover Discovery Night, Open House, PTC meetings, Fall Carnival, STEAM Celebration, Science Night and other community gatherings.
- Attend focused Parent Events: Gifted and Talented Education (GATE), special education, EL Reclassification Celebration Night.

ATTENDANCE/TARDIES

DCS places a high value on student attendance and punctuality. Students are expected to be in school every day unless they are ill or have a medical emergency. Learning to be in school and on time teaches students to develop lifelong habits that are required for employment and career advancement later in life. At DCS, excellent attendance is recognized weekly, monthly, quarterly, and yearly.

Parents are notified when their child has demonstrated a pattern of excessive absences or tardies and are reminded of their legal obligation to send their child to school.
Parents are required to notify the attendance clerk when their child will be absent.

Excessive absences and/or tardies result in student truancy and a student may be referred to the School Attendance Review Team ("SART") process that can lead to the School Attendance Review Board ("SARB") process through the CVESD School Attendance Review Board for sanctions or legal action.

Independent study contracts are available for students who have given advance notice of an unexcused absence.

Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code section 52060(d), can be found in the Charters School's Local Control and Accountability Plan ("LCAP") as previously submitted to the District and published on the District's website.

ELEMENT B
MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

DCS believes a student who is fully prepared for 21st century learning must be immersed in curriculum that challenges them to see the world through a multifaceted dimension of learning.

The educational goals for DCS students continue to be aligned to the State Standards. Teachers work collaboratively to create innovative and creative units of study that incorporate STEAM. Ultimately, DCS produces students who utilize science and engineering practices that include asking essential questions, defining problems, developing and using models, planning and carrying out investigations, and analyzing and interpreting data. In addition, students will construct explanations and design solutions, engage in arguments from evidence, and communicate information effectively.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) and can be found in the Charter School's LCAP on file with the District.

LCAP GOALS:

Goal 1: Ensure all student target groups attain proficiency in the current content standards (P2, P4, P7, and P8)

How Outcomes for LCAP Goal 1 will be measured at DCS:

All Students including Economically Disadvantaged Students

- 90% of students demonstrate evidence of growth and achievement across curriculum areas.

- 90% of students demonstrate evidence of growth and achievement toward proficiency on

ELA and Math on local measures (K-2).

- 90% of students show growth in demonstrating progress toward proficiency on CAASPP ELA and Math state standardized testing (3 – 8).

English Learners:

- 90% of students demonstrate growth in making annual progress toward English language proficiency each year as measured on the ELPAC;

Special Needs Students:

- 90% of students with IEP's will meet annual IEP goals in ELA and Math;

- 90% of students demonstrate evidence of growth and achievement across curriculum areas.

Students needing support to meet grade level standards:

- 100% of students will demonstrate growth in reading achievement measured by an increase in their Lexile level.

- 100% of students below grade level will demonstrate progress toward their grade level goal on a universal screener.

Students meeting or exceeding grade level standards:

- 100% of students will have access to in school and after school enrichment opportunities

Goal 2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students (P1, P2, and P7)

How Outcomes for LCAP Goal 2 will be measured at Discovery:

All Students:

- 100% of our staff will have access to professional development in the areas of culturally proficient and inclusive teaching practices and curriculum;

- 100% of our staff will have access to professional development in the areas of high impact language strategies and intentional planning based on qualitative and quantitative data analysis;

- Discovery Charter commits to updating and renewing all instructional programs and resources that serve and meet student learning outcomes;

- Discovery Charter commits to ongoing research and implementation of the latest research-based tools and resources;

Goal 3: Cultivate a positive school culture and system of supports for students' personal and academic growth (P4, P5, P6, P7, P8)

How Outcomes for LCAP Goal 3 will be measured at Discovery:

- 100% of our staff will have access to professional development in the areas of Restorative Practices and implement community circles in the classroom;

- 100% of students at Discovery have access to a K-8 support system and curriculum for their social emotional well-being;

- 100% of students participate in a physical education program;

- 100% of students will be enrolled in Visual and Performing classes.

- 90% of students surveyed will report feeling connected to their school;

- 95% of students surveyed will report feeling safe and supported at school;

- Maintain a minimum of 97.5% attendance.

Goal 4: Form strategic alliances with stakeholders and community partners to secure resources to support our target groups (P3)

How Outcomes for LCAP Goal 4 will be measured at Discovery:

- Discovery Charter School will prioritize family involvement by strengthening our outreach to our family partnerships through the following ways:

    - Parent Teacher Child Committee
    - School Site Council
    - Emergent Bilingual Advisory Committee
    - CVESD District Advisory Council/ English Learner Advisory Council
    - Discovery Charter Board Meetings
    - Family Teacher Conferences
    - Family Representation on Hiring Committees
    - School Safety Committee

- The administration at Discovery Charter School will monitor attendance at the aforementioned meetings with the goal of increasing family participation each year by 10%.

- Discovery Charter School will prioritize community involvement by strengthening our outreach to our community partnerships through the following ways:

    - Chula Vista Police School Resource Officer Program
    - Chula Vista Fire Department Fire Marshall
    - University of California San Diego
    - Living Coast Nature Center
    - Chula Vista Family Resource Center
    - San Diego Anti-Defamation League
    - South Bay YMCA

ELEMENT C
METHOD FOR MEASURING PUPIL PROGRESS

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Please refer to the Charter School's LCAP for a description of the assessments the Charter School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

PLAN FOR EVALUATING AND REPORTING PUPIL PERFORMANCE

In accordance with the provisions of the Education Code applicable to charter schools and the MOU, pupil performance data is submitted and/or reported annually to the District.

In order to have a more complete picture of a student's academic progress, DCS elects to monitor academic progress and mastery of skills based on the following beliefs about instruction and assessment. Different types of assessments will be utilized, including but not limited to summative, formative, performance-based, and diagnostic. Assessments focus on a student's progress toward proficiency on the grade level CCSS and NGSS. Assessments promote and support reflection and self-evaluation by students, teachers, and support staff. The standards and learning outcomes are communicated to and understood by students. Student assessment occurs regularly and frequently through observation and anecdotal records. Classroom teachers and support program specialists collaborate about student performance on a weekly basis. Achieve 3000, i-Ready Reading and Math, RFSA, DRA, Reading Plus, and IL and IL Español usage and performance reports guide conversations regarding student understanding and achievement and help teachers develop improved teaching strategies and adjust instruction, as needed. Grade level and vertical teams use data from ongoing pre- and post-assessments aligned with the State Standards to measure student progress and to design instruction to meet the individual needs of students at all stages of the learning spectrum. The assessments used at the Charter School to measure progress towards intended pupil outcomes include the following:

Standardized:

- CAASPP
- ELPAC
- California Alternate Assessments ("CAA")
- California Spanish Assessment ("CSA")

- California Science Test ("CAST")

District Designated:

- Local Measures Reading Assessment (K-2nd grade)
- Local Measures Writing (K-2nd grade)
- Local Measures Math/i-Ready End of Year Diagnostic (K-6th grade)
- Achieve 3000 (2nd- 8th grade)
- Physical Education Test of Fitness (5th and 7th grade)

Site Designated:

- Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words ("SIPPS")
- Inventory
- RFSA – English & Spanish
- Benchmark Advance High Frequency Words – English & Spanish
- Eureka Math (Exit Tickets, Module Tests)
- i-Ready Reading and Math
- Reading Plus
- Developmental Reading Assessment
- Quarterly writing benchmarks
- Teacher developed tests and quizzes

Authentic Assessments:

- Performance tasks
- Projects
- Exhibitions
- Portfolios
- Student journals, reflection, and learning logs
- Student-led conferences

MINIMALLY REQUIRED PERFORMANCE LEVELS

DCS staff and parents expect high levels of performance in core subjects for students and their learning outcomes. The minimally accepted performance level in core instruction is meeting grade level standards. Those students not meeting grade level standards have extended learning opportunities that include: Response to Intervention ("RtI"), small group instruction, tutoring, and additional support in language arts, mathematics, and/or ELD.

ELEMENT D
GOVERNANCE AND OPERATION

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

The Charter School is a directly funded independent charter school and will be operated by its Board of Directors ("Board") in accordance with its Bylaws, its Executive Committee, and its Schoolwide Subcommittees as summarized herein.

At Discovery Charter School we believe in being a community of learners. As a community of learners, we all share in the responsibility of developing and implementing programs that are child-centered and focused on the development of each student's sense of self-worth. Powerful learning for all students occurs through a thinking, meaning-centered curriculum which results in skills, knowledge, attitudes, and beliefs that transfer to the student's personal and professional life.

Section 1 – Overview of School Governance

DCS' administrative and governance structure is one of shared decision-making and was created to reflect the Charter School's mission, vision, and design. The structure focuses primarily on monitoring and supporting student achievement and academic progress, then budget approval, creation of school-wide focuses, generating relevant policies, and identification and implementation of best practices to support student achievement and strategic planning,

DCS shall collaborate extensively with the District in a District/Charter School partnership while operating as a separate governing entity in order to meet/exceed the student achievement goals incorporated in Elements A, B, and C.

Operations and personnel at DCS will be under the responsibility of the Administrative Team. Our Administrative Team and our Instructional Leadership Team ("ILT") (which is defined below) will collaborate to implement best practices, develop professional development that is congruent to our school-wide focus for continuous improvement in student outcomes. Operational services such as payroll, site maintenance, and other negotiated services will be provided by CVESD under a service buyback agreement. The Administrative Team and representatives, as identified by the Discovery Charter Board, with the support of the designee(s) of CVESD, reserve the right to collaboratively negotiate identified services with third-party service providers as deemed necessary.

To ensure that student-centered decisions take ultimate precedence over all other matters, the governance structure of DCS is designed to assure an inclusive shared decision-making design where all stakeholder involved in serving students share leadership. It is expected that

stakeholders at Discovery Charter School embrace collaboration and cooperative decision-making with student achievement as the focus of everything we do.

Section 2 – Governance

Discovery Charter Board

The Board shall serve as the governing board. The primary functions of the Board shall include:

- Supports the mission and vision of DCS
- Maintains oversight of student learning outcomes
- Responsible for financial stewardship and student achievement of Discovery Charter School
- Supports Discovery Charter School on campus and in public
- Maintains compliance with agreements per their terms
- Approves the general policies of the Charter School, and measures and monitors their implementation.
- Approves and monitors the Charter School's annual budget and budget revisions
- Ensures compliance with applicable laws such as the Brown Act, Political Reform Act, and conflict of interest obligations
- Resolves staff grievances per the Grievance Procedures outlined in the Discovery Charter Teachers Union ("DCTU") contract
- Approves all contracts and expenses in excess of amounts predetermined in the budget and/or LCAP
- Approves and monitors management of school liabilities, insurance, health, safety, and risk-related matters
- Ensures that Discovery Charter School is fair and inclusive in its hiring and promotion policies for all Board, administration, and employee positions
- Serves as the appeal agent related to personnel matters and due process procedures, as applicable
- Contracts with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Acts as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School
- Engages in ongoing strategic planning
- Approves the schedule of Board meetings
- Reviews requests for out of state or overnight field trips
- Approves the annual independent fiscal audit
- Subject to the rights of the District and the Charter School under the MOU, which may be amended from time to time, collaborate with the District regarding the hiring and termination of the Principal, and supervise, and evaluate the Principal of the Charter School

The Board of Directors does not:

- involve itself in program implementation
- manage purchasing of routine, budgeted items
- make decisions to hire or terminate employees of the Charter School, which are duties that shall be vested in the Principal (however, the Board shall fulfill any required role in the termination process to the extent provided under any employment agreement or collective bargaining agreement, and the Board retains the right to direct the Principal to discipline/terminate employees consistent with its general governing powers)
- oversee staff beyond the Principal
- oversee the day-to-day operations of DCS

The Board shall conduct itself in accordance with its Bylaws. The Board shall consist of five members: two parent representatives (of currently enrolled students), two community members, and the District representative (in accordance with Education Code Section 47604(c) and the Bylaws).

The Board will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c). For the avoidance of doubt, the Board is the sole "legislative body" of the Charter School for purposes of compliance with the Brown Act.

The Charter School is subject to and complies with the District's Conflict of Interest Code, as well as the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties except for budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Section 3 – Administration

Principal

Using the California Professional Standards for Educational Leaders ("CPSELs"), the CVESD Dashboard, or a similar instrument as a framework, the Principal is responsible for the instructional leadership, student achievement, personnel matters, the daily functioning/operations of the Charter School, student discipline, and community relations. The Principal shall also be responsible for the oversight and evaluation of certificated, classified, and the Charter School's staff members. In coordination with the Business Manager, the Principal drafts a preliminary budget that aligns resources and allocates funds to support increased student achievement. The Principal will have the responsibility and authority to operate and manage the site and staff in such a manner as to comply with the charter agreement and maximize student achievement. Subject to the MOU which may be amended from time to time, CVESD shall hire and employ the Principal and will be the final evaluator for purposes of employment of the Principal.

Associate Principal, or other site administrators

The term Associate Principal can refer to the Associate Principal, or other site administrators. Using the CPSELs, the CVESD Dashboard, or a similar instrument as a framework, the Associate Principal shall support the Principal in the identification, evaluation, and/or implementation of standards, programs, and/or researched-based curriculum in the core subject areas. The Associate Principal reports to and is evaluated by the Principal. A primary function of the Associate Principal is to observe teachers during instruction and provide timely feedback. The Associate Principal will also assist the Principal with discipline issues, community relations, and other assigned duties as directed by the Principal. The Associate Principal shall be hired by the Principal as an employee of the Charter School.

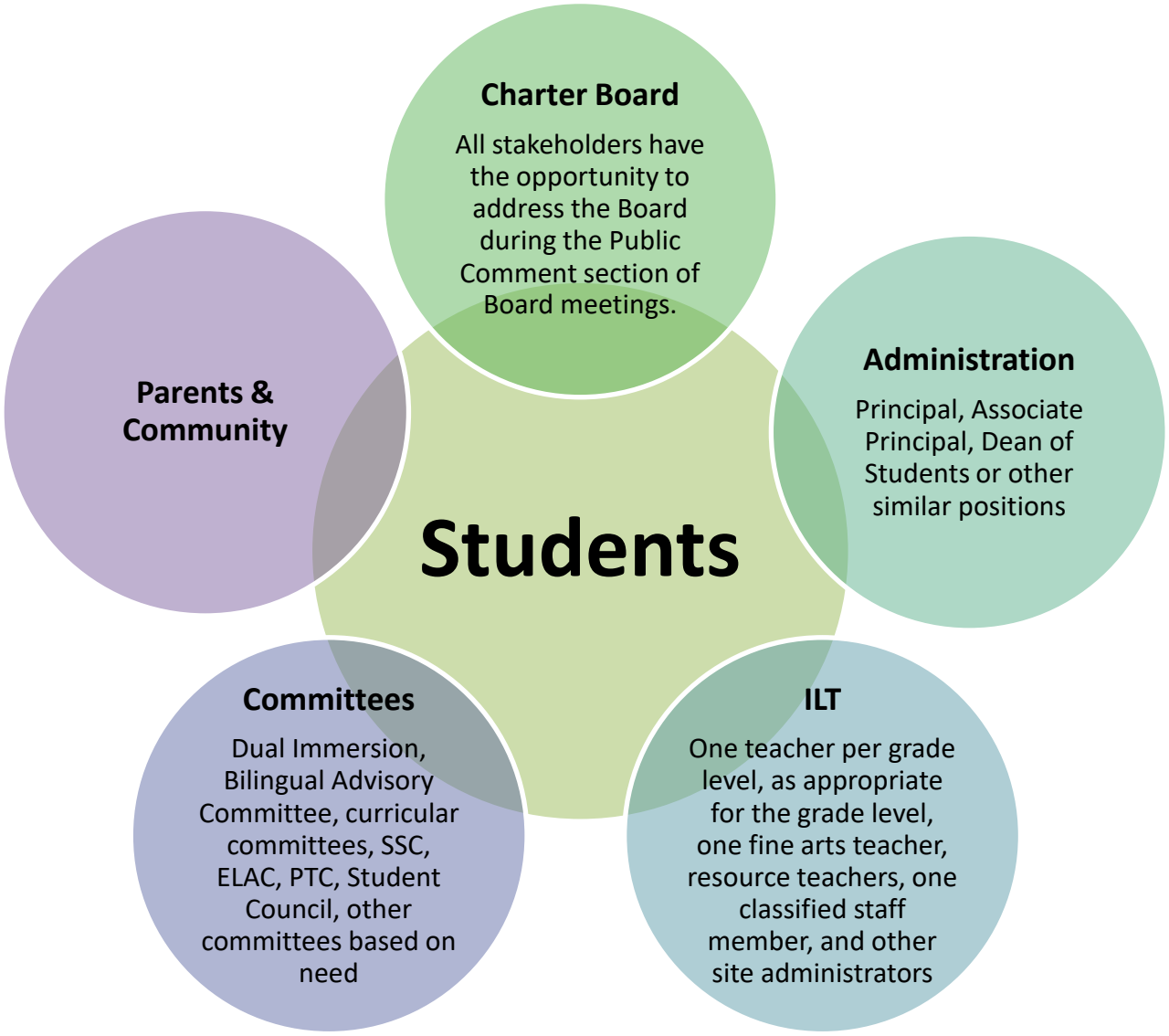
Section 4 – Instructional Leadership Team

The ILT shall be composed of at least one teacher per grade level, one fine arts teacher, resource teachers, one instructional classified staff member, and other members of the Administrative Team. The ILT has representation from all teaching programs: English Only, Dual Immersion, departmentalized, and middle school. The ILT will work with the Administrative Team in identifying needs, developing, and implementing action plans that support high-impact issues including assessment, curriculum, classroom climate and culture, and instruction. It will develop and refine recommendations to be considered by the Charter School as a whole in accordance with supporting and maintaining the vision and mission of the Charter School. The ILT meets regularly with their teams to share and discuss the instructional direction, seek input, and model new learning and strategies.

Section 5 – Committees

Decisions are made collaboratively using consensus and levels of agreement. To ensure that all stakeholders have a voice, committees may be comprised of parents, community members, classified and certificated staff, and when appropriate, students. Committees give opportunities for leadership, responsibility, and participation to support the mission and vision of the Charter School. Each committee establishes a focus and estimated timeline for their respective projects. Each committee has the option to set up task forces to address specific issues. Committees report to the Administrative Team and give recommendations that support the vision and mission of DCS. Ongoing committees based on the needs of the Charter School may include but are not limited to School Site Council ("SSC"), Emergent Bilingual Advisory Committee ("EBAC"), Safety Committee, Multi-Tiered System of Support ("MTSS") Committee, Special Education Committee, and the following vertical articulation committees: Dual Immersion, ELA, and math. All staff have the ability to suggest to the Principal that a new committee be formed as the need arises.

Discovery Charter School Governance Structure



PARENTAL INVOLVEMENT IN SCHOOL GOVERNANCE

DCS encourages parental involvement in governance by requiring two parent participants on the Board, as well as through parent participation on committees such as PTC, SSC, ELAC, and EBAC. Parents are also strongly encouraged to volunteer at the Charter School. No child will be excluded from the Charter School or school activities due to the failure of their parent or legal guardian to volunteer at the Charter School.

ELEMENT E
EMPLOYEE QUALIFICATIONS

The qualification to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

EMPLOYEE QUALIFICATIONS

All individuals employed by Discovery Charter School must possess the key competencies, knowledge, skills, and abilities as identified in this Charter and the particular position descriptions for each role to effectively contribute to the social, civic, character, and academic development of each student. The employees of DCS are reflective of the diversity of the community.

Employees do not gain tenure as a Charter School employee; all employment is subject to the terms of individual employment agreements or collective bargaining agreements, as applicable.

DCS shall have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign and, discipline personnel consistent with federal and state laws, rules, and regulations (unless waived by appropriate authorities), and consistent with the MOU.

EMPLOYEE DEFINITION

Discovery Charter School employees fall under one of the below categories:

- **Management Employees:** Associate Principal and Dean of Students
- **Certificated Employees:** positions required to meet applicable state certification requirements.
- **Classified employees:** business manager, classroom instructional assistants, library media technician, computer technician, school secretary, office clerk, business clerk, health attendance clerk, custodians, and EL assistant.
- The Principal, RSP teachers, special education instructional assistant, school psychologist, Child Nutrition Services personnel, and Special Consideration Instructional Assistants (“SCIAs”) are District resources provided and employed by the District.

KEY QUALIFICATIONS

In addition to the competencies, knowledge, skills, and abilities listed in the employment postings for each respective position, below are required qualifications that each DCS employee must possess:

- willingness to embrace and commit to the vision and mission of DCS.
- evidence of strong organizational habits, interpersonal skills, and the ability to work well with others as a member of a team.
- willingness to take on responsibility and demonstrate initiative.
- commitment to advance the DCS' programs, policies, and initiatives.
- commitment to participate in DCS' school governance model.
- as to teachers and roles that support teachers:
    - knowledge of proven teaching strategies and methodologies.
    - knowledge of, or willingness to be trained in current methodologies including but not limited to GLAD, communication, collaboration, college and career readiness, critical thinking, creativity, and character.
    - commitment to school wide foci: literacy, science, technology, engineering, mathematics, the arts, social emotional learning, cultural proficiency, and dual language.
    - knowledge and ability to implement technology to enhance teaching and student learning.
    - commitment towards progress of grade level standards and student achievement.
    - commitment to promote parent involvement and to improve student attendance.
    - plan and deliver appropriate instruction for all students especially those identified as having a disability.

REQUIRED BY ALL CERTIFICATED STAFF (teachers only)

- Shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- Bilingual in Spanish preferred

HIRING PROCESS

The selection and appointment process for DCS staff members shall be done through a collaborative process with the CVESD Human Resources Department. As per the MOU between DCS and CVESD, the District will perform all criminal background checks or screenings on all prospective employees in the same manner it would as to employees to be hired by the District (MOU, Article 10.15(f)).

The Principal of DCS reserves the right to hire, place, discipline, and dismiss of certificated and classified employees, subject to any applicable rights employees may possess under employment agreements or collective bargaining agreements. DCS will be responsible for creating a list of qualifications and responsibilities to be included in employment postings. After the initial application process at the District level, the interview committee and affected grade level representatives for teaching positions will conduct a paper screening of

the qualified candidates and conduct interviews with those selected candidates of the highest quality. A panel comprised of the Principal or their designee shall conduct follow-up reference checks prior to making the final selection. An interview committee comprised of grade level representatives, a classified employee, and a parent will serve in an advisory role for the final selection. The interview committee's additional processes to evaluate prospective employees include but are not limited to as applicable for the position: a review of a candidate's portfolio, demonstration lessons, and other evidence of good teaching practices as defined in the DCS Teacher Evaluation Process. In the event that no qualified candidate is selected by the interview committee, the position will be reposted and a more extensive search for qualified candidates will be conducted. A final approval for hire of a selected candidate will be made by the DCS Principal and submitted to CVESD Human Resources Department for clearance and processing.

Newly hired employees are introduced to the DCS Charter Board after they are hired by the Principal. Subject to the MOU, the District will have the authority, consistent with state law, in partnership with the Charter School, through a collaborative process involving staff and members of the DCS community, to select and employ the Principal and to hold them accountable for the success of the Charter School. The authority shall include, but not be limited to, the authority granted to the Superintendent pursuant to Education Code Section 44951. Accountability to the District for performance of the teachers at DCS is an essential element of the Charter School. The responsibility of the Principal is also critical to its success. After the receipt of a written request from DCS's Board to remove the Executive Principal in accordance with Section 44951, the Superintendent, in consultation with the District's Board of Education, may provide such notice if they determine it appropriate after the exercise of statutory discretion.

PROFESSIONAL DEVELOPMENT

The professional development of teaching staff is an integral and mandatory aspect of employment at DCS. There is an expectation that all teaching staff will become trained and knowledgeable in curriculum, strategies, technology integration, and best practices, and will implement their newly acquired skills, methodologies, and practices.

AGREEMENT

All employees of DCS are required to sign an annual employee contract, when and if they are asked to continue their employment with DCS for an additional year.

EMPLOYEE EVALUATION

Certificated and classified employees are evaluated based on observations and performance in specific job areas. Certificated classroom employees are evaluated based on the process outlined in their contract.

COMPENSATION

The salary model for DCS will be based on the CVESD-approved "step and class." Teachers new to DCS will be given credit based on up to ten (10) years of experience as verified by the CVESD Human Resources Department. DCS will maintain a salary schedule that is competitive, negotiated with DCTU which shall be periodically re-evaluated and approved by the DCS Board of Directors.

EMPLOYMENT POLICY AND THE COMMON LAW

Discovery Charter School is an equal opportunity employer. It is the policy of DCS to prohibit discrimination and harassment of any type, and to afford equal employment opportunities to employees and applicants, without regard to characteristics protected by federal, state, and local law. DCS will conform to the spirit as well as the letter of all applicable employment laws and regulations. Employment with DCS is voluntary.

ELEMENT F
PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF

Procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- **(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.**
- **(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.**
- **(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.**

Education Code Section 47605(c)(5)(F).

PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF

DCS will continue to collaborate with CVESD to access services and support needed to maintain the following: a safe and secure environment, as well as the structural integrity and operation of the physical facilities. DCS may pursue options to contract for services beyond the District over the course of the charter term. All District services are reviewed and updated annually as agreed upon in the MOU between CVESD and DCS.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The District is responsible for compliance with background check requirements per the terms of the MOU. The District shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

To the extent that 40% or more of Charter School's population meets the federal pupil poverty threshold, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

Consistent with the MOU, the District shall provide each needy student enrolled at the Charter School, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures

- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire

alarms annually at its facilities to ensure that they are always maintained in an operable condition. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT G
STUDENT POPULATION BALANCE

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

MEANS TO ACHIEVE A BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS

Discovery Charter School will achieve a balance among its students as described in Education Code Section 47605(c)(5)(G) that is reflective of the general population residing within the jurisdiction of the District, including by employing the following strategies as appropriate:

- Printing the registration packet in Spanish and other languages upon request.
- Producing informational brochures in Spanish and other languages upon request.
- Maintaining a publicly-accessible website that allows prospective families, inclusive of those with students described in Section 47605(c)(5)(G), with an opportunity to learn about DCS' programs, how DCS meets the needs of all students, and how to apply for admission.
- Operating as an inclusive community school that is designed to meet the needs of all students, including those students described in Section 47605(c)(5)(G).
- Research and implement the optimal methods of reaching students and parents of various racial and ethnic groups, special education students, and EL students in the community.

ELEMENT H
ADMISSION POLICIES AND PROCEDURES

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Admission Requirements

DCS is a District/Charter partner public school committed to equal opportunity. Admission to DCS shall be open primarily to all District residents and as space is available, to non-District residents, on a non-discriminatory basis without regard to race, color, national origin, creed, gender, ethnicity, age, ancestry, proficiency in the English language or academic achievement, or upon any other basis prohibited under Section 220.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. The random drawing will be observable by the public through a live streamed event broadcast over the internet at a link that is publicized in advance. The random drawing shall also be recorded and made available for viewing after the drawing upon request by members of the pubic.

Admission preferences in the case of a public random drawing shall be prioritized in the following manner:

1. Residential Students[3] of the District with siblings currently enrolled at DCS.
2. Residential Student.
3. Children of staff members who are currently employed full time at DCS.
4. Intra-District Transfer students in the District with siblings currently enrolled at DCS. These are students otherwise classified as students living within CVESD boundaries.[4]
5. Intra-District Transfer students in the District.[5]
6. Inter-District Transfer students otherwise classified as students living outside CVESD boundaries.
7. All other students

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This interest list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application

[3] A "Residential Student" is defined as a student living within the original attendance area of the public school from which DCS converted, also identified by the District-generated attendance boundaries area as the "neighborhood."
[4] This preference is provided consistent with the requirement in Education Code Section 47605(e)(2)(B) that "preference shall be extended to . . . pupils who reside in the school district. . . "
[5] This preference is provided consistent with the requirement in Education Code Section 47605(e)(2)(B) that "preference shall be extended to . . . pupils who reside in the school district. . . "

form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT I
FINANCIAL AUDIT

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

FINANCIAL AUDIT

Discovery Charter School is a fiscally independent charter authorized by the District and is operating in accordance with the Charter Schools Act. An external auditor with experience fulfills the audit requirement per Education Code Sections 47605(c)(5)(I) and 47605(m) through CVESD's annual audit performed in education. CVESD's auditors examine and audit DCS's financial statements, revenues, expenses, attendance accounting and internal controls using generally accepted accounting principles as applied to all schools in the District and in accordance with the charter school provisions of the State Controller's K-12 Audit Guide.

The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

ELEMENT J
PUPIL SUSPENSION AND EXPULSION PROCEDURES

The procedures by which a pupil may be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

PUPIL SUSPENSION AND EXPULSION

Discovery Charter School will maintain a comprehensive set of proactive and preventative student discipline policies. These policies will be printed and distributed as part of the Charter School's parent/student handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, use of the technology, and work habits. Each student and their parent or guardian will be required to verify that they have received the policies annually.

While DCS stakeholders recognize that students may make poor choices at times, the safety and security of all students is the primary and upmost responsibility and expectation. In the unfortunate event that the Charter School feels it necessary to suspend or expel a student,

the criteria for suspension and expulsion of students at DCS shall be consistent with the state and federal laws. The criteria for suspension and expulsion of Discovery Charter School students will be the same as those established by the District, as well as any other grounds imposed pursuant to the provisions as outlined in the Discovery Charter School Discipline Plan (the "Plan." With respect to discipline, special education, confidentiality and access to records and other areas where such is required, DCS provides students due process hearings in compliance with state and federal laws, rules, and regulations. As per the MOU between CVESD and DCS, CVESD will provide due process to students attending DCS in situations where the law requires it be provided by the District. No student shall be expelled from DCS without the prior written approval of the District.

The Charter School confirms that it shall comply with the following:

- For suspensions of fewer than 10 days, the Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall provide both of the following:
    - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
    - Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- Pursuant to the Plan, no student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified in the Plan for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Plan.
- Homework Assignments During Suspension

- In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
- In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

ELEMENT K
STAFF RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

The State Teachers' Retirement System and/or Public Employees' Retirement System, and federal social security, as the previously established and implemented systems utilized by CVESD, cover all employees of DCS.

ELEMENT L
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

As per the Education Code, no governing board of a school district shall require any pupil to attend a charter school. As such, Discovery Charter School recognizes the need to provide notice of attendance options and alternatives for students who choose not to attend DCS. Any student whose parents choose for them not to attend Discovery Charter School may apply for an intra-District transfer (zone transfer) or an inter-District transfer as per the District's open enrollment and inter-District transfer policies. If a parent chooses not to have their student attend DCS, transportation beyond District provided transportation shall become a parental responsibility.

ELEMENT M
EMPLOYEE RETURN RIGHTS

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

DESCRIPTION OF EMPLOYEE RIGHTS

Discovery Charter School shall have the sole responsibility and authority to determine staffing levels, select, evaluate, assign, and discipline personnel consistent with federal and state laws, rules, and regulations (unless waived by appropriate authorities), consistent with the Charter and the (MOU). The DCS Principal shall have authority to select and hold accountable the teachers and the non-instructional staff in DCS.

Employee return rights shall be consistent with the terms of the MOU, including as follows:

- No District employee shall be required to work at DCS.
- Any District employee who so desires to be employed at DCS shall be considered for employment through an open application process, and if hired shall, enter into a contractual agreement with DCS.
- Except as provided by the MOU, employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement.
- Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School.
- All DCS staff choosing to leave the Charter School will not be guaranteed employment with the District.

ELEMENT N
DISPUTE RESOLUTION PROCEDURE

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

Education Code Section 47605(c)(5)(N) requires that a charter school designate the procedure to be followed by the Charter School and the chartering authority in the event of a dispute relating to the provisions of the charter.

In the event of such a dispute, Discovery Charter School and CVESD shall:

- Provide written notice to the other of the nature of the dispute and the facts that the party believes support the failure to comply. This notice shall be provided within fifteen (15) calendar days of when the party became aware of the possible violation unless there are extenuating circumstances.
- After the receipt of notice, the District Superintendent or their designee, the Principal and a representative of their respective governing boards shall meet to attempt and resolve the dispute.
- If the parties cannot resolve the dispute among themselves, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues chosen from a list of seven names provided by the San Diego County Superintendent of Schools.
- The first opportunity to strike a mediator's name off the list shall be determined by lot. The parties shall alternatively strike until one name remains.
- Within ten (10) calendar days of appointment of the mediator or as otherwise mutually agreed, the parties shall meet to resolve the dispute. Any agreement reached shall be written and preserved.

In the event a resolution is reached:

- A written description of that resolution shall be drafted, signed, and preserved as guidance for future action.

Internal Disputes

The Charter School has an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law, and a General Complaint Policy. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT O
CHARTER SCHOOL CLOSURE PROCEDURES

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

CLOSURE OF CHARTER SCHOOL

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the CDE of the closure as well as the effective date of the closure.

The District shall have the option, subject to any limitations and/or conditions in loan or lease agreements in which Discovery Charter School is a party, to acquire all, but not part, of the property and equipment provided by the Charter School. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. DCS shall comply with all District policies and regulations and all applicable federal and state laws concerning confidentiality and the maintenance, disclosure, or disposal of student records. A final audit will be prepared by a certified public accountant, in accordance with state law in order to identify assets, liabilities and other relevant financial information.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Cast Vote for 2021 California School Boards Association's Delegate Assembly Candidates for Region 17

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The California School Boards Association (CSBA) has requested members of CSBA to cast their votes for 2021 Delegate Assembly Representative candidates for their respective regions.

The Chula Vista Elementary School District is located in Region 17, which encompasses San Diego County. Region 17 has seven vacancies, so the Board may vote for up to seven candidates. Completed ballots must be postmarked on or before March 15, 2021.

ADDITIONAL DATA:

A copy of the ballot is attached. Biographies of the Region 17 candidates and other pertinent information are available for review in the Superintendent's Office.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

The Board will determine its action on this item.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 15,2021.** Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2021 DELEGATE ASSEMBLY
BALLOT REGION 17
(San Diego
County)

Number of vacancies: 7 (Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2021- March 31, 2023

**denotes incumbent*

	Kate Bishop (Chula Vista ESD)
	Leslie Bunker (Chula Vista ESD)*
	Andrew Hayes (Lakeside Union SD)*
	Melissa Krogh (Warner USD)
	Dawn Perfect (Ramona USD)*
	Barbara Ryan (Santee SD)*
	Lucy Ugarte (Chula Vista ESD)
	Katrina Young (San Dieguito Union High SD)

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

COPY

REGION 17 – 23 Delegates (17 elected/6 appointed◈)

Director: Debra Schade (Solana Beach ESD)

Below is a list of all elected or appointed Delegates from this Region.

County: San Diego
Richard Barrera, (San Diego USD)◈, appointed term expires 2021
Leslie Bunker (Chula Vista ESD), term expires 2021
Eleanor Evans (Oceanside USD), term expires 2022
Humberto Gurmilan (San Ysidro SD), term expires 2022
Andrew Hayes (Lakeside Union SD), term expires 2021
Claudine Jones (Carlsbad USD), term expires 2022
Christi Knight (Escondido Union HSD), term expires 2021
Michael McQuary (San Diego USD)◈, appointed term expires 2022
Tamara Otero (Cajon Valley Union SD), term expires 2022
Darshana Patel (Poway USD)◈, appointed term expires 2021
Dawn Perfect (Ramona USD), term expires 2021
Barbara Ryan (Santee SD), term expires 2021
Elva Salinas (Grossmont Union HSD), term expires 2022
Nicholas Segura (Sweetwater Union HS)◈, appointed term expires 2022
Arturo Solis (Sweetwater Union HSD)◈, appointed term expires 2021
Marla Strich (Encinitas Union ESD), term expires 2022
Cipriano Vargas, (Vista USD), term expires 2022
Sharon Whitehurst-Payne (San Diego USD)◈, appointed term expires 2021
Vacant, term expires 2021
Vacant, term expires 2021
Vacant, term expires 2022
Vacant, term expires 2022

County Delegate:
Guadalupe Gonzalez (San Diego COE), term expires 2021

County

San Diego

COPY

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Authorize Transition from Level 1, Distance Learning, to Level 2, Preparation Time for Hybrid Model, When All Conditions Described in the November 13 and December 16, 2020, Memorandums of Understanding with Chula Vista Educators Have Been Met

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Positive COVID-19 case rates are declining rapidly across the county, state, and country. If this current trend continues, we anticipate San Diego County being assigned to Red Tier by the middle of March. Neighboring school districts with higher positivity rates have initiated in-person instruction in a hybrid model. Some school districts within the county have resumed full in-person instruction.

The District has identified and implemented a multitude of safety precautions and believes a return to in-person instruction in the hybrid model is possible in the very near future. To that end, we are prepared to transition to Preparation Time for Hybrid Model and intend to do so once all conditions described in the November 13 and December 16, 2020, Memorandums of Understanding (MOUs) with Chula Vista Educators (CVE) have been met.

We acknowledge that staff time will be required to prepare for implementation of the hybrid model and the transition includes staff returning to school five workdays prior to students attending in the hybrid program. This corresponds to Sections 1.a. and 1.c. of the Voluntary Cohort/Hybrid Cohort Model as described in the November 13, 2020, MOU with CVE.

ADDITIONAL DATA:

A copy of the referenced MOUs are available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Approve Revisions to Fiscal Year 2020-21 Budget;

(2) Approve Second Interim Financial Report at January 31, 2021; and

(3) Certify District's Financial Status for Fiscal Year 2020-21

____X____Action **_____Information**

BACKGROUND INFORMATION:

Attached is an analysis of the District's 2020-21 Second Interim Financial Report. The Second Interim Report is based on financial data as of January 31, 2021, with projections through June 30, 2021. Information in this section reflects the General Fund Unrestricted and Restricted Funds. All other funds of the District, including the dependent charter schools financial data, are included in Attachments III and IV.

On January 8, 2021, Governor Newsom released his proposed 2021-22 State Budget Proposal. Following are the key components of the Governor's 2021-22 Budget proposal that have been incorporated into the District's Multi-Year Projection for 2021-22 and 2022-23.

- Local Control Funding Formula (LCFF) - $2 billion is proposed to fund a 3.84 percent cost-of-living (COLA) adjustment to the 2021-22 LCFF funding for school districts and charter schools. This COLA is inclusive of the 2.31% 2020-21 unfunded COLA and the 1.5% estimated 2021-22 COLA. The increase in the COLA results in about $8 million on-going District LCFF funding starting in the 2021-22 year. Per the San Diego County Office of Education, the District reported a 0% COLA for the 2021-22 and 2022-23 Budget years in the District 2020-21 First Interim Budget.

- Special Education – The Governor's proposal also includes a $300 million ongoing funding for Special Education Early Intervention Preschool Grant. The estimated per pupil rate for this funding is $5,900, which equates to an

estimated $3.3M for the District and is included in the District's 2021-22 revenue projections as ongoing funding.

The Governor also proposed about $6.6 billion one-time funds for unspecified interventions to address learning loss and reopen schools. The specific amounts per school district are not yet available and therefore these funds are not included in the District's multi-year projections.

The District's 2020-21 ending fund balance is expected to be $36,157,971, and the Reserve for Economic Uncertainties (REU) is projected at $35,172,971, an increase of $3,254,710 from the First Interim Budget. The major reasons for the increase are noted in the Unrestricted Revenues, Unrestricted Expenditures, and Contribution sections.

Unrestricted Revenues

General Fund unrestricted revenue changes since the District's First Interim Budget total $284,870. Following are the major areas of change affecting revenues.

1. LCFF $ <402,944>

   This change is due to the 1% decrease in the District's final 2020-21 Unduplicated Pupil count certification submitted to California Department of Education on January 28, 2021. At First Interim, the Unduplicated Pupil count percentage being used was 59.4%, which was based on the 2019-20 unduplicated count rate. The 1% decrease reduces the supplemental and concentration grant funding which is based on the unduplicated count.

2. Federal Revenues $ 390,000

   This change is due to receipt of prior years' Federal Impact Aid revenue and the Medical Administrative Activities (MAA) revenue in the current year.

3. State Revenues $ <73,189>

   This change is due to prior years' Lottery revenue adjustments reflected in the current year.

4. Local Revenues $ 371,003

   The major cause of this change is due to a projected increase of $250,000 in unrestricted Universal Service School and Libraries (E-Rate) program revenue, a $101,181 increase in charter schools chargebacks, and a $95,000 increase in

Interest revenue. These increases were slightly offset by the <$50,000> decrease in school gift accounts.

Unrestricted Expenditures

Changes in budgeted unrestricted expenditures for 2020-21 from the First Interim Budget to the Second Interim Report total a decrease of $<1,489,970>. Following is a summary of the major reasons for the expenditure changes.

1. Certificated Salaries $ <430,063>

   The major causes of the decrease in certificated salaries are mainly due a decrease of <$332,549> primarily due to unfilled K-6 classroom teacher vacant positions, and the replacement of teaching positions at lower salary steps; and a <$100,000> decrease in substitute costs.

2. Classified Salaries $ <400,679>

   The decrease in classified salaries is mainly due to the <$233,800> decrease in substitute costs due to continued school site closures; and a <$164,331> decrease due to partial year vacancies, and the replacement of positions at lower salary steps.

3. Employee Benefits $ <115,609>

   The decreased cost in employee benefits is directly related to the decrease in estimated personnel costs.

4. Books and Supplies $ <256,794>

   The major reasons for the decrease are a <$145,700> reduction in transportation supplies, primarily fuel and vehicle parts and replacements; <$70,000> reduction in school gift account, and <$41,094> decrease in office supplies cost due to continued site closures.

5. Services and Other Operating Expenses $ <327,231>

   The majority of the decrease in this category is due to a <$524,723> reclassification of Licensed Vocational Nursing independent contractor costs serving special education moderate-severe students in the Distance Learning Support Program that should be charged to the restricted Federal coronavirus stimulus funds. The decrease was partially offset by an increase of $93,500 in insurance premiums; a $53,000 increase in projected fire alarm testing/monitoring; and a $35,500 increase in carpet cleaning.

Unrestricted Other Financing Sources/Uses

1. Contribution $<1,429,870>

The $1,429,870 decrease in contributions from the Unrestricted General Fund is primarily due to a decrease in the unrestricted contribution to the Restricted Special Education program from $34,084,733 to $32,654,863. Due to the delay of in-person instruction, Special Education program costs decreased primarily due to about 23 Student Attendant/Instructional Assistant positions remaining vacant, and a decrease in independent contract agreements for Speech Therapy, and Occupational Therapy costs due to the school closures.

Restricted Programs

Attachment II is a summary of Restricted Program Funds that the District estimates to receive in the 2020-21 Second Interim Budget, as compared with the amount anticipated in the First Interim Budget. There is an increase of $487,916 in grants and entitlements from the First Interim Budget to this report. Carryover from the prior year(s) and year-end deferred revenues are also reflected as expenditures in 2020-21. All Restricted Program revenues and expenditures are budgeted as revenue and expenditure neutral, therefore having no impact on the District's ending balance. All amounts in the Designated Ending Balance that pertain to Restricted Program funds are also expended in this report. Following is a list of the changes ($20,000 or more) in grants or entitlements.

Federal

Military-Connected LEA for Academic and Support Programs – Department of Defense Education Activity	$	182,226
Title I Federal Compensatory Education		<39,454>
Title II Teacher Quality		28,759
Elementary and Secondary School Emergency Relief (ESSER)		24,893
Total Federal	$	196,424

State

Lottery	$	<73,814>

Local

COVID-19 Community Response	$	240,000
Classroom of the Future Foundation		40,000
Kaiser Inner Explorer		24,000
Be There San Diego		22,566
Total Local Revenue	$	326,566

The second round of the one-time restricted Elementary and Secondary Schools Emergency Relief (ESSER II) funds, authorized by Federal Coronavirus Response Relief Supplementary Appropriations (CRRSA) approved in late December 2020, is not included in the District's restricted funds at Second Interim. The California Department of Education preliminary ESSER II allocation for the District is estimated at $19.5 million. Once a final determination of appropriate fiscal year recognition and cash flow distribution is determined, the District anticipates recognizing the revenues and expenditures at the 2020-21 Estimated Actuals Budget in May 2021.

Fund Balance/Reserve for Economic Uncertainties (REU)

The District's total projected ending balance is now estimated at $36,157,971. The REU is the ending balance less the designated items noted below and is projected at $35,172,971, an increase of $3,254,710 from First Interim Budget, which provides a 11.05 percent reserve and meets the State's recommended minimum of 3 percent for the District. The REU funds are held to offset future year deficits, possible negative impacts from local, state, or federal economic uncertainties, increasing pension costs, special education costs, and potential declining District ADA in 2021-22 and 2022-23.

Included in the ending balance are accounts for the following designated items.

1. Revolving Cash Fund $ 135,000

   Current maximum amount available in local banks for issuance of reimbursement checks or advances.

2. Stores $ 700,000

   Estimated cash value of warehouse inventory at June 30, 2021.

3. School Gift/United Way Accounts $ 150,000

   Designated for School Gift/United Way accounts that can only be spent by the school sites.

Negotiations

Fiscal negotiations have been completed with the Chula Vista Educators (CVE) and the Chula Vista Classified Employees Organization (CVCEO) for 2020-21.

The cost of a 1 percent salary increase for CVE is $1,301,036 and for CVCEO is $513,574. The cost of a 1 percent salary increase for all employees is $2,027,147. Charter schools negotiate employee salaries separate from the District's

negotiations, and the cost of their salary increases is not included in any of these amounts.

Cash Position

Attachment V (2020-21 Cash Flow) indicates a positive cash position during the remainder of fiscal year 2020-21. Additionally, Attachment VI (2021-22 Cash Flow) indicates a positive cash position for fiscal year 2021-22. For the subsequent fiscal year, appropriate steps will be taken to maintain a positive cash position.

Multi-Year Projections (MYP)

The Board of Education must certify that the District will have the necessary resources to meet its financial obligations for the current fiscal year as well as two subsequent years. Using 2020-21 as the base year, following are the major assumptions for revenues and expenditures utilized in this analysis.

1. Average Daily Attendance
   a. 2020-21 22,436 (Funded Using 2019-20 ADA)
   b. 2021-22 22,436 (Funded Using 2019-20 ADA)
   c. 2022-23 21,661 (<775> ADA Decrease Using Estimated 2020-21 ADA)

2. Estimated LCFF state-funded COLAs (using Department of Finance projections).
   a. 2020-21 0.00 percent COLA (actual)
   b. 2021-22 3.84 percent COLA
   c. 2022-23 2.98 percent COLA

3. Estimated three-year average unduplicated English Learner, Low Income, and Foster Youth pupil counts for the LCFF Supplemental and Concentration Grants.
   a. 2020-21 59.49 percent (actual)
   a. 2021-22 58.74 percent
   b. 2022-23 58.40 percent

4. Class/step Salary costs for certificated and classified employees are based on averages of 2.5 percent and 1.75 percent annual increase, respectively. Savings for 15 teacher retirees are also included.

5. Routine Restricted Maintenance funded at the 3 percent of expenditures.

6. California State Teachers' Retirement System employer rates and cost changes.
   - 2021-22 15.92% $<28,609>
   - 2022-23 18.00% $2,975,435

7. California Public Employees' Retirement System employer rates and increased costs.
   - 2021-22 23.00% $ 976,790
   - 2022-23 26.30% $1,610,709

8. Mid-year salary adjustments are booked as savings when an employee retires. End-of-year retirements are factored as adjustments to the following year's proposed budget. Savings depend on the experience and education of each retiree and each replacement new hire.

9. Projected Budget Reductions.
   - 2021-22 $ 3,000,000
   - 2022-23 $ 3,500,000

The estimated revenues, expenditures, and ending balances are summarized below and on the attached State multi-year projection form.

	2021-22	2022-23
1. ADA	22,436	21,661
2. Revenues/Sources	$ 292,945,317	$ 291,099,465
3. Expenditures/Uses	$ 294,026,246	$ 301,129,135
Net Increase/<Decrease>	$ <1,080,929>	$ <10,029,670>
4. Beginning Balance	$ 36,157,971	$ 35,077,042
5. Ending Balance	$ 35,077,042	$ 25,047,372
6. Less: Designations	$ 1,135,000	$ 1,135,000
7. Reserve for Economic Uncertainties	$ 33,942,042	$ 23,912,372
8. Reserve for Economic Uncertainties %	11.54%	7.94%
3 Percent Criteria and Standards Minimum Reserve	$ 8,820,787	$ 9,033,874

ADDITIONAL DATA:

Attached are various District and State reports with revised 2020-21 budgets as of January 31, 2021.

Attachment I – Total General Fund Summary of Revenues, Expenditures, and Changes in Fund Balance; General Fund Unrestricted Programs Summary of Revenues, Expenditures, and Changes in Fund Balance; Summary of Unrestricted Revenues; and Summary of Unrestricted Expenditures by Object Code

Attachment ll – Summary: General Fund Restricted Programs
Attachment lll – Other Funds Narrative, 2020-21 Second Interim Budget
Attachment lV – Other Funds at Second Interim
Attachment V – 2020-21 Cash Flow
Attachment VI – 2021-22 Cash Flow
Form CI – District Certification of Interim Report
Form AI – Attendance Detail
Form 01CSI – Criteria and Standards
Form 01I – General Fund Summary
Form 09I – Charter Schools Special Revenue Fund
Form MYPI – Multi-Year Projections

FISCAL IMPACT/FUNDING SOURCE:

See attached.

STAFF RECOMMENDATION:

Recommend approval and certification.

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

Attachment I

Description	2019-20 Unaudited Actuals Budget	2020-21 Revised Budget*	2020-21 First Interim Budget	2020-21 Second Interim Budget
A. Revenues	$291,393,755	$307,574,180	$309,577,818	$310,350,604
B. Expenditures	291,914,256	324,272,399	320,652,176	318,220,252
C. Excess (Deficiency) of Revenues over Expenditures	(520,501)	(16,698,219)	(11,074,358)	(7,869,648)
D. Other Financing Sources/Uses	151,815	97,472	151,815	151,815
E. Net Increase (Decrease) in Fund Balance	(368,686)	(16,600,747)	(10,922,543)	(7,717,833)
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	44,244,490	42,528,057	43,875,804	43,875,804
2. Net Ending Balance	$43,875,804	$25,927,310	$32,953,261	$36,157,971

*Approved by the Board of Education August 12, 2020

General Fund **Attachment I**

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

Description	2019-20 Unaudited Actuals Budget	2020-21 Revised Budget*	2020-21 First Interim Budget	2020-21 Second Interim Budget
A. Revenues	$238,342,425	$231,827,298	$232,544,802	$232,829,672
B. Expenditures	196,676,208	202,432,024	197,581,281	196,091,311
C. Excess (Deficiency) of Revenues over Expenditures	41,666,217	29,395,274	34,963,521	36,738,361
D. Other Financing Sources/Uses				
1. Proceeds for Capital Leases	151,815	97,472	151,815	151,815
2. Contributions to Special Education and Maintenance	(42,908,896)	(43,912,922)	(42,927,004)	(41,497,134)
	(42,757,081)	(43,815,450)	(42,775,189)	(41,345,319)
E. Net Increase (Decrease) in Fund Balance	(1,090,864)	(14,420,176)	(7,811,668)	(4,606,958)
F. Fund Balance, Reserves				
1. Beginning Balance as of July 1	41,855,793	40,347,486	40,764,929	40,764,929
2. Net Ending Balance	40,764,928	25,927,310	32,953,261	36,157,971
a. Revolving Cash Fund	135,000	135,000	135,000	135,000
b. Stores	829,364	700,000	700,000	700,000
c. Reserve for Economic Uncertainties	37,164,098	24,792,310	31,918,261	35,172,971
d. Designated for Prepaid Items	33,163	0	0	0
d. Designated for LCAP/Site Funds	2,223,096	0	0	0
e. Designated for Donations/School Gifts	380,208	300,000	200,000	150,000
Total Fund Balance, Reserves	$40,764,929	$25,927,310	$32,953,261	$36,157,971
District Reserve for Economic Uncertainties	**12.73% = $37,164,098**	**7.65% = $24,792,310**	**9.95% = $31,918,262**	**11.05% = $35,172,972**
Minimum 3% Reserve	**3% = $ 8,757,428**	**3% = $9,728,172**	**3% = $9,619,565**	**3% = $9,546,608**

*Approved by the Board of Education August 12, 2020

General Fund
Summary of Unrestricted Revenues

Attachment I

	2019-20 Unaudited Actuals Budget	2020-21 Revised Budget*	2020-21 First Interim Budget	2020-21 Second Interim Budget
Student Factors				
K-6 ADA (funded)	22,435	22,435	22,435	22,436
Revenues				
1. LCFF Sources	$213,011,151	$213,220,690	$213,220,690	$212,817,746
2. Federal Revenues				
a. Impact Aid (PL874)	$762,546	$500,000	$721,962	$911,962
b. U.S. Wildlife Reserve	9,133	9,133	8,074	8,074
c. Medi-Cal Administrative Activities/Other Federal	819,982	600,000	800,000	1,000,000
Total Federal Revenues	$1,591,661	$1,109,133	$1,530,036	$1,920,036
3. Other State Revenues				
a. Mandated Block Grant	$718,775	$721,516	$721,516	$721,516
b. Lottery-unrestricted	3,544,414	3,582,972	3,528,854	3,455,665
c. STAR/CELDT Testing	86,737	50,000	50,000	50,000
d. Special Education Preschool Grant	5,595,497	0	0	0
Total State Revenues	$9,945,423	$4,354,488	$4,300,370	$4,227,181
4. Other Local Revenues				
a. Charter School transfer of Special Education ADA	$12,514	$0	$0	$0
b. Sale of Equipment/Supplies/Other	20,253	30,000	30,000	10,000
c. Transportation Services Study Trips	156,034	200,000	0	0
d. Leases & Rentals	260,462	310,000	260,000	290,000
e. Interest	1,323,686	420,000	753,138	848,138
f. Nonresident Tuition	861	1,000	1,000	0
g. Interagency	10,834,309	11,224,643	11,590,997	11,692,178
h. Student Teaching	29,275	20,000	20,000	10,000
i. Other In-lieu Tax	6,960	6,544	6,544	6,544
j. All Other Local	804,250	630,800	632,027	857,849
k. School Gifts/United Way	345,586	300,000	200,000	150,000
Total Local Revenues	$13,794,190	$13,142,987	$13,493,706	$13,864,709
Total Revenues	$238,342,425	$231,827,298	$232,544,802	$232,829,672

*Approved by the Board of Education August 12, 2020

ATTACHMENT I

General Fund
Summary of Unrestricted
Expenditures by Object Code

State Object Code	Description	2019-20 Unaudited Actuals	2020-21 Revised Budget*	2020-21 First Interim @ 10-31-20	2020-21 Second Interim @ 01-31-21
Expenditures					
1000	Certificated Salaries	$107,390,611	$108,709,522	$106,843,783	$106,413,720
2000	Classified Salaries	27,373,046	29,612,617	28,179,332	27,778,653
3000	Employee Benefits	44,377,927	44,553,303	44,122,911	44,007,302
4000	Books and Supplies	3,618,280	5,437,824	5,157,161	4,900,367
5000	Services & Other Operating Expenses	16,205,011	16,389,184	15,815,051	15,487,820
6000	Capital Outlay	246,449	166,976	154,475	154,475
7000	Other Outgo/Uses	(2,535,109)	-2,437,402	-2,691,432	-2,651,026
	Total Expenditures	$196,676,215	$202,432,024	$197,581,281	$196,091,311

* Approved by the Board of Education August 12, 2020

Attachment II

Chula Vista Elementary School District
Summary: General Fund Restricted Programs

Program	2020-21 Adopted Rev Budget	2020-21 Adopted Exp Budget	2020-21 Beginning Fund Balance	2019-20 Carryover	2020-21 Est. Rev/Contr. at 2nd Interim	2020-21 Est Exp/Contr. at 2nd Interim
LCFF SOURCES						
Special Education	$ 1,678,484	$ 1,678,484			$ 1,678,484	$ 1,678,484
TOTAL LCFF SOURCES	$ 1,678,484	$ 1,678,484	$ 0		$ 1,678,484	$ 1,678,484
FEDERAL						
Title I - Federal Compensatory Education	$ 6,634,611	$ 6,634,611		$ 1,267,020	$ 7,070,999	$ 7,070,999
Elementary and Secondary School Emergency Relief (ESSER)	4,319,795	4,319,795	(33,503)		$ 4,484,688	4,451,185
Governor's Emergency Education Relief (GEER)	1,755,403	1,755,403			$ 1,755,403	1,755,403
Corona Relief Fund (CRF): Special Education	5,657,051	5,657,051			$ 5,657,051	5,657,051
Corona Relief Fund (CRF): Unduplicated Count	7,665,917	7,665,917			$ 7,665,917	7,665,917
Corona Relief Fund (CRF): LCFF	1,477,861	1,477,861			$ 1,477,861	1,477,861
SPED, Local Assistance	5,006,374	5,006,374			5,012,785	5,012,785
SPED, Preschool Grant	830,572	830,572			830,572	830,572
SPED, Local Assistance, Private School ISPs	30,854	30,854			27,086	27,086
Federal Preschool Grant	268,569	268,569			268,569	268,569
Federal IDEA Mental Health Local Entitlement	333,718	333,718			335,487	335,487
Federal Preschool Staff Development	3,038	3,038		1,742	4,906	4,906
Title II - Teacher Quality	829,102	829,102		102,257	928,585	928,585
Title IV - Student Support and Academic Enrichment	687,747	687,747		354,623	760,483	760,483
Title III - Ed of LEP (EIEP/Bilingual Programs)	702,349	702,349		51,483	804,006	804,006
Medi-Cal Billing		824,275	938,881		0	938,881
Medi-Cal Target Case Management - Fam Res Ctr		27,104	39,360		0	39,360
Mathematics/Reading AB 466 (One Time)	3,903	3,903		3,903	3,903	3,903
DoDEA MCASP					182,226	182,226
TOTAL FEDERAL PROGRAMS	$ 36,206,864	$ 37,058,243	$ 944,738	$ 1,781,028	$ 37,270,527	$ 38,215,265
STATE						
Classified Sch. Employee Professional Development	$ 0	$ 148,571	$ 148,571		$ 0	$ 148,571
COVID-19 LEA Response Fund		390,507	390,507		0	390,507
Corona Relief Fund (CRF): Prop 98	1,814,133	1,814,133			1,814,133	1,814,133
Lottery/Restricted	1,264,578	1,360,354	925,032		1,071,801	1,996,833
Low Performing Students Block Grant	-	694,337	702,027		0	702,027
Special Ed: Mental Health Services	1,844,963	1,844,963			1,867,696	1,867,696
STRS On-Behalf Pension Contribution	12,752,882	12,752,882			12,752,882	12,752,882
TOTAL STATE PROGRAMS	$ 17,676,556	$ 19,005,747	$2,166,137	$ 0	$ 17,506,512	$ 19,672,649
LOCAL						
Special Education	$ 15,669,409	$ 15,669,409			$ 15,669,409	$ 15,669,409
Special Education - Low Incidence	438,113	438,113			438,113	438,113
After School Learning & Safe Neighborhoods	3,700,109	3,700,109			3,700,110	3,700,110
California Children Services	0	0		215	215	215
CTC Paraprof Teacher Training Repayment Acct	9,093	9,093		9,093	9,093	9,093
Even Start/Schools Support	1,485	1,485		1,485	1,485	1,485
Even Start/Schools Support/Coaching Project	1,447	1,447		1,447	1,447	1,447
Microsoft CA Government Entities Settlement	361	361		361	361	361
CA Family Resource Assn.	5,864	5,864		23,107	26,346	26,346
FRC Kaiser Hospital Foundation	0	0			0	0
Be There San Diego	0	0		51,141	116,702	116,702
Children's Partnership	0	0			0	0
University of Miami / FRC	0	0			0	0
FRC Census 2020 - City of CV	0	0			0	0
FRC Census 2020 - United Way	0	0		21,616	31,616	31,616
FRC NALEO	0	0		14,090	16,090	16,090
San Diego Foundation - Vonnie McMillin Fndtn	11,373	11,373		15,394	19,469	19,469
Inter-Generational Games - Olympic Training Center	1,831	1,831		1,830	1,830	1,830
San Diego Unified Port District	13,760	13,760			13,760	13,760
Sweetwater Authority	1,514	1,514		1,532	1,532	1,532
Girard Foundation Grant	13,399	13,399		13,407	13,407	13,407
EL Improvement Collaborative	4,897	4,897		4,897	4,897	4,897

Attachment II

Chula Vista Elementary School District
Summary: General Fund Restricted Programs

Program	2020-21 Adopted Rev Budget	2020-21 Adopted Exp Budget	2020-21 Beginning Fund Balance	2019-20 Carryover	2020-21 Est. Rev/Contr. at 2nd Interim	2020-21 Est Exp/Contr. at 2nd Interim
San Diego Foundation Teacher's Fund - Various Sites	11,160	11,160		11,160	11,160	11,160
Wells Fargo Donation - District	1,189	1,189		1,189	1,189	1,189
CV Comm Collaborative Community Project	0	0		48,820	58,820	58,820
Midway Magic	1,790	1,790		1,790	1,790	1,790
OASIS Tutoring Program	3,733	3,733		3,733	3,733	3,733
Speech Contest B of A	1,050	1,050		1,050	1,050	1,050
San Diego County Intergrntnl Prgm - Otay/Early Int.	1,221	1,221		1,221	1,221	1,221
General Mills Foundation	34	34		34	34	34
Ball Foundation - District	15,952	15,952		15,952	15,952	15,952
Day of the Child / FRC	0	0		10,218	10,218	10,218
National Foundation For Autism Research	2,694	2,694		2,694	2,694	2,694
EISS Implementation Grant	107	107		107	107	107
CDBG/City of CV - Child Advocate - Fam Res Ctrs	0	0			0	0
South Bay Community Services - SBCS/FRC	0	0		1,538	4,544	4,544
EastLake Educational Foundation	0	0		7,387	22,387	22,387
Professional Development Institutes (PDI)	914	914		914	914	914
CV Comm Collaborative/Fam Res Ctrs (CVCC/FRC)	0	0		23,468	51,198	51,198
SD Association of Government/FRC	0	0		48	5,048	5,048
SUHSD - Support	0	0		5,784	5,784	5,784
Poison Control/FRC	0	0		7,056	10,683	10,683
Chargers Champion - Hilltop Drive School	374	374		374	374	374
SUHSD - Healthy Eating Active Comm (HEAC)	686	686		686	686	686
Wells Fargo Foundation	729	729		729	729	729
Even Start/Toyota Family Literacy Prgm	61	61		61	61	61
Microsoft Technology Voucher	0	0		27,836	27,836	27,836
District Intramural Sports	8,209	8,209		8,030	7,910	7,910
Quality Preschool Initiative (QPI)	0	0			226,262	226,262
HHSA/CPPW Healthy Schools Grant	21	21		21	21	21
Center for Civic Engagement	127	127		127	127	127
Kaiser Foundation Hospitals	5,261	5,261		5,266	5,266	5,266
First 5 Live Well San Diego	83,952	83,952		0	0	0
Project Cal-Well	69,738	69,738		76,126	76,126	76,126
HomeTown Grant	1,163	1,163		1,162	1,162	1,162
UCSD - CREATE	23,792	23,792		23,815	23,815	23,815
University Principal Preparation Initiative (Wallace Foundation)	0	0			27,567	27,567
Living Coast Discovery Center	39	39		39	39	39
TedX Chula Vista	0	0		2,100	2,600	2,600
Kaiser Foundation - Otay	921	921		927	927	927
CA Coast Credit Union					1,400	1,400
Sanford Harmony	76,000	76,000		78,314	78,314	78,314
Special Olympics	906	906		929	929	929
Amplify	0	0				
Literacy for Life	500	500			0	0
Classroom of the Future Fndtn					40,000	40,000
Kaiser-Inner Explorer					24,000	24,000
SDCOE Health Ed Framework					4,850	4,850
COVID-19 Community Response					240,000	240,000
TOTAL LOCAL PROGRAMS	$ 20,184,978	$ 20,184,978	$ 0	$ 530,320	$ 21,065,409	$ 21,065,409
OTHER FINANCING SOURCES/USES						
Special Education	$ 34,562,922	$ 34,562,922			$ 32,654,863	$ 32,654,863
Restricted Maintenance Account	9,350,000	9,350,000			8,842,271	8,842,271
TOTAL OTHER FINANCING SOURCES/USE	$ 43,912,922	$ 43,912,922	$ 0	$ 0	$ 41,497,134	$ 41,497,134
GRAND TOTAL CATEGORICAL PROGRAMS	$ 119,659,804	$ 121,840,374	3,110,875	$ 2,311,348	$ 119,018,066	$ 122,128,941

Attachment III

OTHER FUNDS NARRATIVE
2020-21 SECOND INTERIM BUDGET

This narrative describes significant changes that have occurred in Other Funds between the 2020-21 First Interim Budget and the 2020-21 Second Interim Budget. The attached pages detail these budgets by fund in order to provide an overall financial summary of District operations not conducted through the General Fund.

Building Fund - Revenue and expenditure projections are not expected to materially change from the First Interim Budget.

Bond Building Fund (Measure VV) - Revenue projections are not expected to materially change from the First Interim Budget. Expenditure projections are expected to decrease by <$382,982> from the First Interim Budget primarily due to a cost reduction related to the completion of the summer 2020 Feaster Modernization projects.

Bond Building Fund (Measure M) - Revenue projections are expected to decrease by <$200,000> from the First Interim Budget due to the decrease in interest income. Expenditure projections are expected to decrease by <$6,449,570> from the First Interim Budget as majority of the construction of the Districtwide Solar System is expected to be performed during the 2021-22 school year.

Developers' Fees-Capital Improvement Fund- Revenue projections are expected to increase by $650,000 from the First Interim Budget due to the increase in Developer Fees and Redevelopment funds. Expenditure projections are not expected to materially change from the First Interim Budget.

State School Facilities Fund-SB 50 Modernization/New Construction - Revenue and expenditure projections are expected to increase by $19,958,160 from the First Interim Budget due to the receipt of the State funded School Facility Program as partial reimbursement for Saburo Muraoka elementary which opened in July 2017. These funds will be transferred to the Community Facilities District Capital Project Fund.

Pupil Transportation Equipment Fund - Revenue and expenditure projections are not expected to materially change from the First Interim Budget.

Cafeteria Account – Revenue projections are expected to increase by $3,325,000 from the First Interim Budget due to the increase in meal distribution during the pandemic. The meal distribution program weekly provides seven days' worth of meals at no cost and is subsidized from federal and state funding. Expenditure projections are expected to decrease by <$1,274,774> primarily due to a decrease in food costs attributed to increase in the use of subsidized food purchases, decrease in contracted cost of milk, and decrease in food waste.

Child Development Fund - Revenue and expenditure projections are not expected to materially change from the First Interim Budget.

Charter Schools Fund (Arroyo Vista, Chula Vista Learning Community [CVLC], Discovery, Mae L. Feaster, and Robert L. Mueller) - Revenue and expenditure projections are not expected to materially change from the First Interim Budget.

Self-Insurance Fund - Revenue projections are not expected to materially change from the First Interim Budget. Expenditure projections are expected to decrease by <$544,976> primarily due to a decrease in employee workers' compensation claims.

Community Facilities District Capital Projects Fund - Revenue projections are expected to increase by $22,360,754 from First Interim Budget primarily due to the $19,953,160 transfer of funds from the State School Facilities Fund for partial reimbursement of Muraoka Elementary and an increase in special tax prepayment. Expenditure projections are expected to decrease by <$273,560> primarily due to the estimated 2020-21 cost related to the construction of School No. 47 in Otay Ranch Village 3, which is expected to be completed by the end of SY 2021-22.

Community Facilities District Debt Service Fund - Revenue and expenditure projections are not expected to materially change from the First Interim Budget.

The Building Fund is used to account for capital facilities projects not funded by Community Facilities District (CFD) proceeds or General Obligation Bond funds. In 2013-14, the District sold Certificates of Participation (COP) to acquire and install classrooms at CVLCC for Grades 9-12 at Silver Wing and to acquire and install classrooms at Feaster Charter for Grades 7 and 8. Both charter schools will make transfers to this fund to cover the COP debt service payments.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$31,714	$0	$0	$0
Revenue				
Interest	$569	$0	$0	$0
Transfer from CVLCC for High School Lease Payment	447,250	447,000	447,000	447,000
Transfer from Feaster for Middle School Lease Payment	146,912	142,912	142,912	142,912
Total Revenue	$594,731	$589,912	$589,912	$589,912
Total Beginning Balance & Revenue	$626,445	$589,912	$589,912	$589,912
Expenditures				
Sites, Buildings & Equipment	$32,283	$0	$0	$0
Lease Payments-CVLCC High School	447,250	447,000	447,000	447,000
Lease Payments-Feaster Middle School	146,912	142,912	142,912	142,912
Total Expenditures & Other Outgo	$626,445	$589,912	$589,912	$589,912
Total Ending Balance, June 30	$0	$0	$0	$0

Bond Building Fund - Measure VV (21-33) **Attachment IV**

In November 2018, local voters approved Measure VV, a $150 million general obligation bond to provide funds to renovate and modernize facilities and improve technology at the District's oldest schools. Education Code Section 15146 requires the District to establish a restricted bond building fund for the purposes of receiving, holding, investing, and disbursing funds for construction projects. In August 2019, the District issued a Bond Anticipation Note (BAN) for $60 million which will be payable from proceeds of the sale of bonds pursuant to the authorization. Proceeds from the Bond Anticipation Note were deposited into the Bond Building Fund (21-33) was used to partially fund the summer 2019 modernization of Sunnyside, install lighting retrofit at 25 school sites and fund the summer 2020 Feaster Charter. The funds will also be used for other District modernization projects such as heating ventilation and airconditioning and roofing replacement at various sites.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$0	$41,991,322	$40,174,986	$40,174,986
Revenue				
BAN Proceeds	$59,998,285	$0	$0	$0
BAN premium	93,060	0	0	0
Interest	817,787	300,000	300,000	300,000
Other Local	334,482	0	0	0
Total Revenue	$61,243,614	$300,000	$300,000	300,000
Total Beginning Balance & Revenue	$61,243,614	$42,291,322	$40,474,986	$40,474,986
Expenditures				
Supplies	$156,981	$0	$866,132	$865,421
Services & Other Expenses	1,023,710	0	44,353	115,135
Sites, Buildings & Equipment	19,887,937	28,809,991	27,899,506	27,446,453
Total Expenditures & Other Outgo	$21,068,628	$28,809,991	$28,809,991	$28,427,009
Total Ending Balance, June 30	$40,174,986	$13,481,331	$11,664,995	$12,047,977

Bond Building Fund - Measure M (21-37) **Attachment IV**

On March 3, 2020, local voters approved Measure M, a $300 million general obligation bond to provide funds to renovate and modernize facilities and improve technology at the District's oldest schools. Education Code Section 15146 requires the District to establish a restricted bond building fund for the purposes of receiving, holding, investing, and disbursing funds for construction projects. In August 2020, $50,000,000 in Series A bonds was sold to finance the District Solar Power Project and other District modernization projects.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
G.O. Bond Series A proceeds	$0	$0	$50,000,000	$50,000,000
G.O. Bond Series A premium	0	0	360,581	360,581
Interest	0	0	500,000	300,000
Total Revenue	$0	$0	$50,860,581	50,660,581
Total Beginning Balance & Revenue	$0	$0	$50,860,581	$50,660,581
Expenditures				
Services & Other Expenses	0	0	$440,581	$720,941
Sites, Buildings & Equipment	0	0	11,729,930	5,000,000
Total Expenditures & Other Outgo	$0	$0	$12,170,511	$5,720,941
Total Ending Balance, June 30	$0	$0	$38,690,070	$44,939,640

Developers' Fees - Capital Improvement Fund (25-18) **Attachment IV**

The Capital Improvement Fund is used primarily to account for developer fees which are used to mitigate increased classroom requirements brought on by new housing developments. In addition, the District receives redevelopment funds that are used for improvements of schools that benefit the redevelopment area. In August 2019, the District was awarded $3,877,270 from the California Energy Commission's School Bus Replacement Program grant. $600,000 of the grant will be used to install charging stations at Maxwell Transporation Yard for the electric buses that have been purchased with the grant funds.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$7,588,954	$7,170,073	$7,889,895	$7,889,895
Revenue				
CEC Electric Bus Grant - Charging Station	$37,194	$562,806	$562,806	$562,806
Developer Fees	336,195	150,000	150,000	500,000
Interest	162,503	100,000	100,000	100,000
Redevelopment Funds	1,191,958	800,000	800,000	1,100,000
Total Revenue	$1,727,850	$1,612,806	$1,612,806	$2,262,806
Total Beginning Balance & Revenue	$9,316,804	$8,782,879	$9,502,701	$10,152,701
Expenditures				
Supplies & Materials	$370,614	$0	$621,189	$713,579
Services & Other Expenses	542,399	50,000	118,006	136,698
Sites, Buildings & Equipment	513,896	873,745	1,011,506	980,074
Total Expenditures	$1,426,909	$923,745	$1,750,701	$1,830,351
Ending Balance	$7,889,895	$7,859,134	$7,752,000	$8,322,350
Designated for Redevelopment	$4,031,826	$3,953,665	$3,790,390	$4,012,740
Designated for School Mitigation	3,858,069	3,905,469	3,961,610	4,309,610
Total Ending Balance, June 30	$7,889,895	$7,859,134	$7,752,000	$8,322,350

State School Facilities Fund-SB 50 Modernization/New Construction (35-00) **Attachment IV**

The State School Facilities Fund was opened in May 1999 in order to separately account for all revenues and expenditures under the Leroy F. Greene Facilities Act of 1988 (SB 50), which established a new state program for school facilities construction and modernization. In May 2018, the District received $12.9M from the State School Facilities Program as partial reimbursement of the Enrique S. Camarena Elementary construction cost and the funds were transferred to the CFD Capital Projects fund 49-00. In January 2020, the district received $2.9M from the State School Facilities Program as reimbursement for modernization cost of Leonardo Da Vinci Charter school located at Kellogg Elementary. $1.4M was transferred to the Bond Building fund 21-39 and the remaining balance will be returned to the Office of Public School Construction. In January 2021, the District received $19.9M from the State School Facilities Program as partial reimbursement of the Saburo Muraoka Elementary construction cost and the funds were transferred to the CFD Capital Projects fund 49-00.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$280,249	$0	$0	$0
Revenue				
State - School Facility Program	$1,437,265	$0	$0	$19,958,160
Local Revenue - Interest	4,331	0	0	0
Total Revenue	$1,441,596	$0	$0	$19,958,160
Total Beginning Balance & Revenue	$1,721,845	$0	$0	$19,958,160
Expenditures				
Other Operating Expenses	$265,213	$0	$0	$0
Sites, Buildings & Equipment	19,367	0	0	0
Transfer To CFD Fund (49-00)	1,437,265	0	0	19,958,160
Total Expenditures	$1,721,845	$0	$0	$19,958,160
Total Ending Balance, June 30	$0	$0	$0	$0

Pupil Transportation Equipment Fund (15-00) **Attachment IV**

In May 2000, the Pupil Transportation Equipment Fund was established to budget for the replacement of school buses and the purchase of buses needed to accommodate growth in the District. It is the intention that this fund receive revenue transfers from the General Fund so that sufficient funds are available as the need arises for new bus purchases. No transfers were made from 2008-09 through 2012-13. The District transferred $220,000 to purchase three mid-size buses in 2013-14. In 2014-15, $400,000 was transferred to purchase two mid-size buses. In 2015-16, $400,000 was transferred to purchased two 78-passenger buses and two 84-passenger buses. In 2016-17, $400,000 was transferred to purchase three 84-passenger buses and one mid-size wheelchair capable bus. In 2017-18, $400,000 was transferred to purchase one mid-size wheelchair capable bus, two small wheelchair capable buses, and other bus safety and management equipment systems. No transfer was made during 2018-19 through 2019-20 and no transfer is planned for 2020-21. In August 2019, the District was awarded $3,877,270 from the California Energy Commission's School Bus Replacement Program grant. $3.2M of the grant will be used for the purchase of ten (10) 60-passenger wheelchair capable electric buses. As of February 2021, all 10 electric buses have been received by the District.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$349,486	$355,486	$357,282	$357,282
Revenue				
CEC Electric Bus Grant Project	$0	$3,296,270	$3,296,270	$3,296,270
Local Revenue - Interest	7,796	6,000	6,000	4,000
Total Revenue	$7,796	$3,302,270	$3,302,270	$3,300,270
Total Beginning Balance & Revenue	$357,282	$3,657,756	$3,659,552	$3,657,552
Expenditures				
Services & Other Operating Expenses	$0	$0	$0	$2,700
Sites, Buildings & Equipment	0	3,427,790	3,427,790	3,427,790
Total Expenditures	$0	$3,427,790	$3,427,790	$3,430,490
Total Ending Balance, June 30	$357,282	$229,966	$231,762	$227,062

Cafeteria Account (13-00) **Attachment IV**

The District expects to serve over 4 million breakfasts and lunches in 2020-21. Due to the ongoing COVID pandemic, all meals will be offered free of charge for the entirety of the 2020-21 school year through federal and state reimbursements. Each meal must meet strict nutritional guidelines.

	2019-20 Unaudited Actuals	2020-21 Revised Budget*	2020-21 1st Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$3,734,604	$1,406,651	$2,315,921	$2,315,921
Revenue				
Federal	$9,286,086	$10,000,000	$10,000,000	$15,000,000
State	646,110	975,000	975,000	1,150,000
Local	1,457,690	1,900,000	1,900,000	50,000
Total Revenue	$11,389,886	$12,875,000	$12,875,000	$16,200,000
Total Beginning Balance & Revenue	$15,124,490	$14,281,651	$15,190,921	$18,515,921
Expenditures				
Classified Salaries	$4,272,302	$4,541,724	$4,428,318	$4,332,364
Employee Benefits	1,588,997	1,756,980	1,757,657	1,743,423
Supplies & Materials	5,102,160	5,324,300	5,066,250	3,995,200
Services & Other Expenses	163,624	138,557	127,877	122,924
Capital Outlay	1,414,889	310,000	650,000	570,000
Other Outgo	266,597	241,828	228,896	220,313
Total Expenditures	$12,808,569	$12,313,389	$12,258,998	$10,984,224
Ending Balance	$2,315,921	$1,968,262	$2,931,923	$7,531,697
Stores	$102,726	$150,000	$150,000	$150,000
Restricted	2,213,195	1,818,262	2,781,923	7,381,697
Total Ending Balance, June 30	$2,315,921	$1,968,262	$2,931,923	$7,531,697

*Approved by the Board of Education August 12, 2020

Child Development Fund (12-06) **Attachment IV**

The Child Development program includes the State Preschool classrooms located at Cook, Finney, Harborside, Juarez-Lincoln, Kellogg, Lauderbach, Loma Verde, Montgomery, Mueller Charter, Olympic View, Otay, Rice, Rogers, Rohr, Valle Lindo, and Vista Square. Cook, Lauderbach and Vista Square has two classrooms and the other sites have single classrooms. The sites run both a morning and afternoon session. In 2020-21, there are a total of 38 state preschool sessions serving over 800 students, ages 3-5.

	2019-20 Unaudited Actuals	2020-21 Revised Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$655,676	$769,892	$769,892	$769,892
Revenue				
Federal	$0	$0	$0	$0
State	$4,684,453	$4,925,870	$4,900,723	$4,820,611
Local	21,161	18,000	18,000	15,000
Total Revenue	$4,705,614	$4,943,870	$4,918,723	4,835,611
Total Beginning Balance & Revenue	$5,361,290	$5,713,762	$5,688,615	$5,605,503
Expenditures				
Certificated Salaries	$2,149,408	$2,342,281	$2,201,966	$2,161,230
Classified Salaries	722,849	889,544	901,074	884,174
Employee Benefits	1,159,304	1,194,625	1,165,870	1,160,246
Supplies & Materials	338,525	220,000	491,000	491,000
Services & Other Expenses	90,922	149,210	54,820	44,687
Other Outgo	130,390	148,210	103,993	94,274
Total Expenditures	$4,591,398	$4,943,870	$4,918,723	$4,835,611
Total Ending Balance, June 30	$769,892	$769,892	$769,892	$769,892

The District has five charter schools that are dependent direct-funded from the state and are accounted for in the Charter Schools Fund. The five charter schools are Arroyo Vista, Chula Vista Learning Community, Discovery, Feaster, and Mueller. Leonardo da Vinci Health Sciences Charter School was authorized by the District in April 2009 and began operating in 2009-10. Howard Gardner Community Charter School was authorized by the District in February 2011 and began operating in 2012-13. The Learning Choice Academy-Chula Vista was authorized by the District in May 2018 and began operating in 2018-19. Leonardo da Vinci Health Sciences Charter School, Howard Gardner Community Charter School and The Learning Choice Academy-Chula Vista are non-profit public benefit corporations and are not included in the Charter Schools Fund.

	2019-20 Unaudited Actuals	2020-21 Revised Budget *	2020-21 First Interim @ 10-31-20	2020-21 Second Interim @ 01-31-21
Beginning Balance, July 1	$19,371,074	$19,556,100	$20,440,493	$20,440,493
Revenue				
Federal	$1,988,228	$7,411,768	$7,427,074	$7,434,016
State: LCFF	57,157,174	57,259,134	57,259,134	57,201,302
Lottery	1,323,400	1,285,226	1,174,220	1,174,220
Other State	4,019,166	3,474,691	4,974,691	4,973,657
Other Local	867,629	660,837	765,302	749,988
Total Revenue	65,355,597	70,091,656	71,600,421	71,533,183
Total Beginning Balance & Revenue	$84,726,671	$89,647,756	$92,040,914	$91,973,676
Expenditures				
Certificated Salaries	$27,315,239	$28,329,281	$27,908,297	$27,487,979
Classified Salaries	5,702,088	6,173,988	5,515,528	5,237,971
Employee Benefits	13,818,163	13,358,651	13,108,088	13,033,323
Supplies & Materials	1,848,313	8,176,228	7,611,619	6,991,051
Services & Other Operating Expenses	14,326,506	15,219,910	16,364,867	17,439,136
Sites, Buildings & Equipment	605,328	450,000	1,130,500	1,328,500
Other Outgo - Transfer to Fund B for Debt Service, Spec Ed ADA	670,541	589,913	589,913	589,913
Total Expenditures	$64,286,178	$72,297,971	$72,228,812	$72,107,873
Ending Balance, June 30	$20,440,493	$17,349,785	$19,812,102	$19,865,803
Designated for Revolving Cash Fund	10,000	10,000	10,000	10,000
Restricted Designated Minimum Reserve	4,166,111	4,620,284	4,647,688	4,626,901
Undesignated Reserve	16,264,382	12,719,501	15,154,414	15,228,902
Total Ending Balance	20,440,493	17,349,785	19,812,102	19,865,803

*Approved By the Board of Education August 12, 2020

Self Insurance Fund (67-00) **Attachment IV**

The Worker's Compensation Insurance Fund (Fund 67-30) is used to pay employee workers' compensation claims that are a result of injuries suffered while working. The District is self-insured for workers' compensation. The District pays a rate per $100 of each employee's salary as premiums. For FY 2013-14 through 2016-17 the rate was $2.00 per $100 and $1.50 per $100 for 2017-18 through 2019-20. For FY 2020-21, the rate is $1.00 per $100.

	2019-20 Unaudited Actuals @ Year End	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$14,306,998	$14,766,998	$14,875,363	$14,875,363
Revenue				
Local Revenue	$3,277,578	$2,200,000	$2,200,000	$2,200,000
Local Revenue - Interest	308,695	200,000	200,000	175,000
Total Revenue	$3,586,273	$2,400,000	$2,400,000	$2,375,000
Total Beginning Balance & Revenue	$17,893,271	$17,166,998	$17,275,363	$17,250,363
Expenditures				
Services & Other Operating Expenses	$3,017,908	$3,258,449	$3,258,449	$2,713,473
Total Expenditures	$3,017,908	$3,258,449	$3,258,449	$2,713,473
Ending Balance	$14,875,363	$13,908,549	$14,016,914	$14,536,890
Reserve for Medical & Compensation Contingencies and Retiree Benefits	14,875,363	13,908,549	14,016,914	14,536,890
Total Ending Balance, June 30	$14,875,363	$13,908,549	$14,016,914	$14,536,890

Community Facilities District Capital Projects Fund (49-00) **Attachment IV**

The Community Facilities District (CFD) Capital Projects Fund 49-00 was established to record all CFD special tax deposits. CFDs are primarily used to fund new school construction and expansion. The CFD Capital Projects Fund contains CFD Nos. 1 through 6, 10 through 15 and 17 through 20. Funds for debt service payments will be transferred to the CFD Debt Service Fund (52-00). Construction was completed for a two-story relocatable classroom building at Saburo Muraoka Elementary School which provides eight additional classrooms at the site. In February 2020, a $25,000,000 COP was issued to partially fund the construction of School No. 47 which is scheduled to begin construction in March 2021. In January 2021, $19.9M was transferred from the State School Facilities Program as as partial reimbursement of the Saburo Muraoka Elementary construction cost.

	2019-20 Unaudited Actuals	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$51,273,545	$72,436,356	$75,554,682	$75,554,682
Revenue				
Special Tax Collections	$19,560,983	$19,300,000	$19,300,000	$19,900,000
Delinquent Collections	190,728	175,000	175,000	190,000
EastLake Developer Fees	1,617	5,000	5,000	5,000
Special Tax Prepayments	0	0	0	1,687,594
Proceeds from 2020 COP	25,000,000	0	0	0
Premium from 2020 COP	830,681	0	0	0
Interest	1,223,426	500,000	500,000	600,000
Transfer In from School Facilities Fund	0	0	0	19,958,160
Total Revenue	$46,807,435	$19,980,000	$19,980,000	$42,340,754
Total Beginning Balance & Revenue	$98,080,980	$92,416,356	$95,534,682	$117,895,436
Expenditures				
Supplies & Materials	$126,043	$641,919	$345,242	$344,779
Services & Other Expenses	954,550	205,597	263,595	277,570
Sites, Buildings & Equipment Other	8,088,519	49,252,914	22,073,633	21,786,561
Transfers to CFD Debt Service Fund (52-00)	13,357,186	14,288,880	14,288,880	14,288,880
Total Expenditures	$22,526,298	$64,389,310	$36,971,350	$36,697,790
Ending Balance	$75,554,682	$28,027,046	$58,563,332	$81,197,646
Designated for School No. 47	$0	$0	$31,603,447	$29,796,793
Designated for CFD Debt Service Payments and School Construction	75,554,682	28,027,046	26,959,885	51,400,853
Total Ending Balance, June 30	$75,554,682	$28,027,046	$58,563,332	$81,197,646
Outstanding COP Obligations, July 1	$130,770,000	$147,525,000	$147,525,000	$147,525,000
Annual Principal Retired	(8,245,000)	(8,810,000)	(8,810,000)	(8,810,000)
Annual Principal Added	25,000,000	0	0	0
Outstanding Obligations, June 30	$147,525,000	$138,715,000	$138,715,000	$138,715,000

Community Facilities District Debt Service Fund (52-00) **Attachment IV**

The Community Facilities District (CFD) Debt Service Fund 52-00 was established to record all CFD debt service payments. CFDs are primarily used to fund new school construction and expansion. Funds for debt service payments will be transferred from the CFD Capital Projects Fund (49-00).

	2019-20 Unaudited Actuals @ Year End	2020-21 Adopted Budget	2020-21 First Interim @ 10/31/20	2020-21 Second Interim @ 1/31/21
Beginning Balance, July 1	$0	$0	$0	$0
Revenue				
Transfers from CFD Capital Projects Fund (49-00) for Debt Service	$13,357,186	$14,288,880	$14,288,880	$14,288,880
Total Revenue	$13,357,186	$14,288,880	$14,288,880	$14,288,880
Total Beginning Balance & Revenue	$13,357,186	$14,288,880	$14,288,880	$14,288,880
Expenditures				
COPs/Bond Principal Payment	$8,245,000	$8,810,000	$8,810,000	$8,810,000
COPs/Bond Interest Expense	5,112,186	5,478,880	5,478,880	5,478,880
Total Expenditures	$13,357,186	$14,288,880	$14,288,880	$14,288,880
Total Ending Balance, June 30	$0	$0	$0	$0

ATTACHMENT V

2020-21 Cash Flow
General Fund + Categorical Programs

	Jul-20 (Actual)	Aug-20 (Actual)	Sept-20 (Actual)	Oct-20 (Actual)	Nov-20 (Actual)	Dec-20 (Actual)	Jan-21 (Actual)	Feb-21 (Estimated)	Mar-21 (Estimated)	April-21 (Estimated)	May-21 (Estimated)	June-21 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 28,780,428	$ 25,676,393	$ 33,068,851	$ 46,614,635	$ 37,211,689	$ 21,862,792	$ 52,543,057	$ 35,038,641	$ 22,299,243	$ 31,909,592	$ 36,303,029	$ 25,122,374	$ 28,780,428
LCFF - State Aid Apportionment	4,963,825	4,963,825	8,934,885	8,934,885	8,934,885	8,934,885	8,934,885	4,180,601	1,601,081	1,601,081	1,601,081	-	63,585,919
Property Taxes	702,878	1,553,382	1,451,438	2,223,516	6,336,815	33,012,712	16,227,727	4,165,158	2,663,152	27,398,512	12,250,501	2,663,152	110,648,943
EPA Tax Initiative	-	-	7,392,387	-	-	7,392,387	-	-	5,071,039	-	-	6,618,604	26,474,417
RDA Residual Balance & CRD	-	-	-	-	-	-	1,493,268	-	-	-	-	2,138,549	3,631,817
Charter in-Lieu Taxes	-	(1,556,396)	(3,112,793)	(2,075,195)	(2,075,195)	(2,161,719)	(2,161,719)	(2,161,642)	(3,905,290)	(1,952,645)	(1,952,645)	(1,952,645)	(25,067,884)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	994,329	-	-	-	671,394	1,665,723
Special Education	-	-	-	-	-	-	-	-	-	-	173,965	89,210	263,175
Federal Impact Aid	-	-	-	-	471,962	-	-	705,873	-	-	-	(265,873)	911,962
Title I	-	-	-	-	-	2,283,814	-	-	439,990	-	-	1,450,995	4,174,799
Title II	-	-	-	-	-	-	268,795	-	-	139,552	-	-	408,347
Title III	-	-	-	185,900	-	-	373,067	-	-	193,556	-	-	752,523
Title IV	-	-	-	-	-	-	-	-	-	-	-	101,465	101,465
Other Federal	-	31,923	15,915,778	-	258,445	438,851	740,204	525,214	420,671	1,146,420	-	438,851	19,916,357
Lottery	-	-	-	-	-	-	1,232,516	-	1,144,130	-	-	1,192,922	3,569,568
Mandated Block Grant	-	-	-	-	721,516	-	-	-	-	-	-	-	721,516
Other State	-	-	1,814,133	-	899,678	-	-	-	-	-	466,924	-	3,180,735
ASES Pass Through	-	-	-	-	-	-	2,187,277	-	-	-	-	-	2,187,277
PA Special Ed Pass Through	755,386	767,786	1,360,851	1,360,851	1,360,851	1,360,851	1,360,851	731,329	280,083	280,083	280,083	-	9,899,005
Other Local	72,812	943,945	1,334,439	1,036,839	1,032,062	961,805	1,242,503	995,788	1,599,487	876,865	802,175	1,136,571	12,035,291
2019/20 Deferral	14,950,006	4,658,402	1,018,278	4,832,407	522,988	71,793	103,633	-	-	-	370,010	124,347	26,651,864
TRANs / Temporary Transfers	-	20,199,110	-	-	-	-	-	-		-	-	-	20,199,110
Temporary Transfers/DTDF	-	-	-	-		-	-	1,021,954	-	-	-	-	1,021,954
Treasury Loan/Cross Year TRANs	-	-	-	-	-	-	-		25,000,000	-	-	-	25,000,000
Other Revenue/Cash Inflows	607,793	345,191	1,400,853	719,672	110,745	1,426,392	1,307,348	504,735	504,735	504,735	504,735	504,735	8,441,669
Total Revenues	$ 22,052,700	$ 31,907,168	$ 37,510,249	$ 17,218,875	$ 18,574,752	$ 53,721,771	$ 33,310,355	$ 11,663,339	$ 34,819,078	$ 30,188,159	$ 14,496,829	$ 14,912,277	$ 320,375,552
Total Revenue and Beg. Bal.	$ 50,833,128	$ 57,583,561	$ 70,579,100	$ 63,833,510	$ 55,786,441	$ 75,584,563	$ 85,853,412	$ 46,701,980	$ 57,118,321	$ 62,097,751	$ 50,799,858	$ 40,034,651	$ 349,155,980
Salaries & Benefits	$ 17,510,250	$ 20,528,736	$ 21,156,623	$ 21,793,279	$ 20,810,954	$ 20,367,893	$ 20,269,938	$ 20,663,590	$ 21,214,576	$ 21,065,564	$ 21,069,721	$ 20,822,715	$ 247,273,839
Commercial Warrant Exp	2,305,142	3,495,099	2,029,519	2,149,897	10,880,592	2,631,261	10,257,491	3,686,607	3,974,031	4,709,036	4,587,641	6,529,446	57,235,762
TRANs Repayment	-	-	-	-	-	-	20,260,000	-	-	-	-	-	20,260,000
Temporary Transfers/DTDF	-	-	-	-	2,148,669	-	-	-	-	-	-	-	2,148,669
Other Cash Outflows	5,341,343	490,875	778,323	2,678,645	83,434	42,352	27,342	52,540	20,122	20,122	20,122	-	9,555,220
Total Expenditures	$ 25,156,735	$ 24,514,710	$ 23,964,465	$ 26,621,821	$ 33,923,649	$ 23,041,506	$ 50,814,771	$ 24,402,737	$ 25,208,729	$ 25,794,722	$ 25,677,484	$ 27,352,161	$ 336,473,490
ENDING CASH BALANCE	$ 25,676,393	$ 33,068,851	$ 46,614,635	$ 37,211,689	$ 21,862,792	$ 52,543,057	$ 35,038,641	$ 22,299,243	$ 31,909,592	$ 36,303,029	$ 25,122,374	$ 12,682,490	$ 12,682,490

ATTACHMENT V

2021-22 Cash Flow
General Fund + Categorical Programs

	Jul-21 (Estimated)	Aug-21 (Estimated)	Sept-21 (Estimated)	Oct-21 (Estimated)	Nov-21 (Estimated)	Dec-21 (Estimated)	Jan-22 (Estimated)	Feb-22 (Estimated)	Mar-22 (Estimated)	April-22 (Estimated)	May-22 (Estimated)	June-22 (Estimated)	ANNUAL TOTALS
Beginning Cash Balance	$ 12,682,490	$ 16,697,101	$ 9,069,360	$ 6,407,175	$ 3,734,455	$ 2,031,779	$ 30,953,732	$ 17,501,952	$ 35,016,334	$ 24,259,328	$ 29,808,210	$ 20,432,881	$ 12,682,490
LCFF - State Aid Apportionment	5,561,120	5,561,120	10,010,017	10,010,017	10,010,017	10,010,017	10,010,017	4,704,708	1,801,803	1,801,803	1,801,803	-	71,282,442
Property Taxes	702,300	1,552,104	1,450,244	2,221,687	6,331,603	32,985,559	16,214,380	4,161,732	2,660,962	27,375,977	12,240,425	2,660,962	110,557,935
EPA Tax Initiative	-	-	5,402,333	-	-	5,402,333	-	-	5,402,333	-	-	5,402,333	21,609,332
RDA Residual Balance & CRD	-	-	-	-	-	-	1,089,545	-	-	-	-	2,542,272	3,631,817
Charter in-Lieu Taxes	-	(1,628,345)	(3,256,690)	(2,171,127)	(2,171,127)	(2,171,127)	(2,171,127)	(2,171,127)	(3,799,472)	(1,899,736)	(1,899,736)	(1,899,736)	(25,239,350)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	994,329	-	-	-	671,394	1,665,723
Special Education	-	-	-	-	-	-	-	-	-	-	173,965	89,210	263,175
Federal Impact Aid	-	-	-	-	269,112	-	-	250,888	-	-	-	-	520,000
Title I	-	-	-	-	-	2,283,814	-	-	439,990	-	-	1,450,995	4,174,799
Title II	-	-	-	-	-	-	268,795	-	-	139,552	-	-	408,347
Title III	-	-	-	185,900	-	-	373,067	-	-	193,556	-	-	752,523
Title IV	-	-	-	-	-	-	-	-	-	-	-	101,465	101,465
Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery	-	-	-	-	-	-	1,209,538	-	1,144,130	-	-	1,219,108	3,572,776
Mandated Block Grant	-	-	-	-	721,516	-	-	-	-	-	-	-	721,516
Other State	-	-	-	-	899,678	-	-	-	-	-	466,924	-	1,366,602
ASES Pass Through	-	-	-	-	-	-	-	-	2,187,277	-	-	-	2,187,277
PA Special Ed Pass Through	910,893	925,846	1,641,001	1,641,001	1,641,001	1,641,001	1,641,001	881,883	337,743	337,743	337,743	-	11,936,856
Other Local	25,919	746,301	1,332,118	1,057,875	964,563	886,466	1,003,723	934,657	1,480,603	820,510	751,636	797,367	10,801,738
2020/21 Deferral	11,527,463	13,123,553	9,494,779	13,221,725	6,113,564	612,441	101,465	-	587,806	101,465	-	-	54,884,261
TRANs Principal Amounts	20,000,000		-	-	-	-	-	-	-	-	-	-	20,000,000
Treasury Loan/Cross Year TRANs	-	-	-	-	-	-	-	30,000,000		-	-	-	30,000,000
Other Revenue/Cash Inflows		516,442	516,442	516,442	516,442	516,442	516,442	516,442	516,442	516,442	516,442	516,438	5,680,858
Total Revenues	$ 38,727,695	$ 20,797,021	$ 26,590,244	$ 26,683,520	$ 25,296,369	$ 52,166,946	$ 30,256,846	$ 40,273,512	$ 12,759,617	$ 29,387,312	$ 14,389,202	$ 13,551,808	$ 330,880,092
Total Revenue and Beg. Bal.	$ 51,410,185	$ 37,494,122	$ 35,659,604	$ 33,090,695	$ 29,030,824	$ 54,198,725	$ 61,210,578	$ 57,775,464	$ 47,775,951	$ 53,646,640	$ 44,197,412	$ 33,984,689	$ 343,562,582
Salaries & Benefits	$ 18,826,362	$ 20,895,814	$ 21,353,700	$ 20,858,321	$ 20,959,239	$ 20,960,367	$ 21,037,430	$ 20,961,497	$ 21,520,426	$ 21,369,266	$ 21,373,483	$ 21,122,916	$ 251,238,821
Commercial Warrant Exp	2,929,684	2,437,282	2,807,063	3,406,253	2,230,558	2,284,626	2,671,196	1,797,633	1,996,197	2,469,164	2,391,048	3,640,583	31,061,287
TRANs Repayment	6,250,000	5,000,000	5,000,000	5,000,000	3,750,000		-		-		-		25,000,000
Interfund Transfer		-	-	-	-	-	20,000,000	-	-	-	-	-	20,000,000
Temporary Transfers/DTDF	-	-	-	-	-	-		-	-	-	-	-	-
Other Cash Outflows	6,707,038	91,666	91,666	91,666	59,248	-	-	-	-	-	-	-	7,041,284
Total Expenditures	$ 34,713,084	$ 28,424,762	$ 29,252,429	$ 29,356,240	$ 26,999,045	$ 23,244,993	$ 43,708,626	$ 22,759,130	$ 23,516,623	$ 23,838,430	$ 23,764,531	$ 24,763,499	$ 334,341,392
ENDING CASH BALANCE	$ 16,697,101	$ 9,069,360	$ 6,407,175	$ 3,734,455	$ 2,031,779	$ 30,953,732	$ 17,501,952	$ 35,016,334	$ 24,259,328	$ 29,808,210	$ 20,432,881	$ 9,221,190	$ 9,221,190

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 03, 2021 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

___ QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

___ NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Theresa Villanueva Telephone: 619-425-9600 x 1391

Title: Director of Fiscal Services E-mail: Mariath.Villanueva@cvesd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than $20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since first interim in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?		X
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	22,421.27	22,421.27	21,645.90	22,421.27	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	22,421.27	22,421.27	21,645.90	22,421.27	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	14.10	15.14	15.14	15.14	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	14.10	15.14	15.14	15.14	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	22,435.37	22,436.41	21,661.04	22,436.41	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	5,923.06	5,923.06	5,923.06	5,923.06	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	5,923.06	5,923.06	5,923.06	5,923.06	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	5,923.06	5,923.06	5,923.06	5,923.06	0.00	0%

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: **-2.0% to +2.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2020-21)				
District Regular	22,421.27	22,421.27		
Charter School	0.00	0.00		
Total ADA	**22,421.27**	**22,421.27**	**0.0%**	**Met**
1st Subsequent Year (2021-22)				
District Regular	21,655.24	22,421.27		
Charter School				
Total ADA	**21,655.24**	**22,421.27**	**3.5%**	**Not Met**
2nd Subsequent Year (2022-23)				
District Regular	21,655.24	21,645.90		
Charter School				
Total ADA	**21,655.24**	**21,645.90**	**0.0%**	**Met**

1B. Comparison of District ADA to the Standard

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

1a. STANDARD NOT MET - The projected change since first interim projections for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The 2021-22 funded ADA change from first interim exceeds the standard because school districts will be able to use the higher of 2019-20 or 2021-22 ADA.

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: **-2.0% to +2.0%**

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment First Interim (Form 01CSI, Item 2A)	Enrollment Second Interim CBEDS/Projected	Percent Change	Status
Current Year (2020-21)				
District Regular	22,464	22,448		
Charter School				
Total Enrollment	**22,464**	**22,448**	**-0.1%**	**Met**
1st Subsequent Year (2021-22)				
District Regular	22,464	22,448		
Charter School				
Total Enrollment	**22,464**	**22,448**	**-0.1%**	**Met**
2nd Subsequent Year (2022-23)				
District Regular	22,464	22,448		
Charter School				
Total Enrollment	**22,464**	**22,448**	**-0.1%**	**Met**

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	22,595	23,411	
Charter School			
Total ADA/Enrollment	**22,595**	**23,411**	**96.5%**
Second Prior Year (2018-19)			
District Regular	22,336	23,082	
Charter School			
Total ADA/Enrollment	**22,336**	**23,082**	**96.8%**
First Prior Year (2019-20)			
District Regular	22,421	23,115	
Charter School	0		
Total ADA/Enrollment	**22,421**	**23,115**	**97.0%**
		Historical Average Ratio:	96.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**97.3%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2020-21)				
District Regular	21,646	22,448		
Charter School	0			
Total ADA/Enrollment	**21,646**	**22,448**	**96.4%**	**Met**
1st Subsequent Year (2021-22)				
District Regular	21,646	22,448		
Charter School				
Total ADA/Enrollment	**21,646**	**22,448**	**96.4%**	**Met**
2nd Subsequent Year (2022-23)				
District Regular	21,646	22,448		
Charter School				
Total ADA/Enrollment	**21,646**	**22,448**	**96.4%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: **-2.0% to +2.0%**

4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals	Percent Change	Status
Current Year (2020-21)	240,242,181.00	239,838,275.00	-0.2%	Met
1st Subsequent Year (2021-22)	233,242,179.00	247,028,037.00	5.9%	Not Met
2nd Subsequent Year (2022-23)	233,242,179.00	245,908,534.00	5.4%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD NOT MET - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The 2021-22 and 2022-23 projected LCFF revenue at second interim is based on the Governor's January propoed budget. LCFF revenue is calculated using the Department of Finance COLA of 3.84% for 2021-22 and 2.98% for 2022-23.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2017-18)	168,322,470.81	187,039,698.25	90.0%
Second Prior Year (2018-19)	172,618,384.63	190,145,679.76	90.8%
First Prior Year (2019-20)	179,141,584.99	196,676,208.17	91.1%
		Historical Average Ratio:	90.6%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**87.6% to 93.6%**	**87.6% to 93.6%**	**87.6% to 93.6%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Current Year (2020-21)	178,199,675.00	196,091,311.00	90.9%	Met
1st Subsequent Year (2021-22)	182,231,883.00	199,305,725.00	91.4%	Met
2nd Subsequent Year (2022-23)	190,631,001.62	204,258,613.62	93.3%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	**-5.0% to +5.0%**
District's Other Revenues and Expenditures Explanation Percentage Range:	**-5.0% to +5.0%**

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Current Year (2020-21)	38,590,669.00	39,195,460.00	1.6%	No
1st Subsequent Year (2021-22)	16,951,212.00	15,037,371.00	-11.3%	Yes
2nd Subsequent Year (2022-23)	16,951,212.00	15,037,371.00	-11.3%	Yes

Explanation: (required if Yes)
Federal revenues for 2021-22 and 2022-23 are not finalized at this time. In addition, all federal entitlements and deferred funds from 2019-20 are conisdered spent in 2020-21.

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

Current Year (2020-21)	21,880,696.00	21,733,693.00	-0.7%	No
1st Subsequent Year (2021-22)	20,052,799.00	19,876,581.00	-0.9%	No
2nd Subsequent Year (2022-23)	20,052,799.00	19,876,581.00	-0.9%	No

Explanation: (required if Yes)

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

Current Year (2020-21)	34,207,279.00	34,925,221.00	2.1%	No
1st Subsequent Year (2021-22)	33,867,102.00	36,312,116.00	7.2%	Yes
2nd Subsequent Year (2022-23)	33,867,102.00	36,312,116.00	7.2%	Yes

Explanation: (required if Yes)
Other local funding grants for 2021-22 and 2022-23 are not finalized at this time. In addition, all school site funds are budgeted for full expenditure in 2020-21.

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

Current Year (2020-21)	21,640,769.00	21,722,555.00	0.4%	No
1st Subsequent Year (2021-22)	6,480,547.00	6,636,417.00	2.4%	No
2nd Subsequent Year (2022-23)	6,569,620.00	6,106,160.00	-7.1%	Yes

Explanation: (required if Yes)
The primary reason for the decrease in 2022-23 is the reduction of supplemental and concentration grant expenditures in this category. In addition, federal and other local funding grants for 2021-22 and 2022-23 are not finalized at this time.

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

Current Year (2020-21)	38,656,193.45	37,576,379.45	-2.8%	No
1st Subsequent Year (2021-22)	30,954,649.61	28,560,574.00	-7.7%	Yes
2nd Subsequent Year (2022-23)	31,689,982.61	29,555,607.00	-6.7%	Yes

Explanation: (required if Yes)
The 2021-22 and 2022-23 decreases are related to the reductions in restricted funding, which is not recognized until the actual school year.

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2020-21)	94,678,644.00	95,854,374.00	1.2%	Met
1st Subsequent Year (2021-22)	70,871,113.00	71,226,068.00	0.5%	Met
2nd Subsequent Year (2022-23)	70,871,113.00	71,226,068.00	0.5%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2020-21)	60,296,962.45	59,298,934.45	-1.7%	Met
1st Subsequent Year (2021-22)	37,435,196.61	35,196,991.00	-6.0%	Not Met
2nd Subsequent Year (2022-23)	38,259,602.61	35,661,767.00	-6.8%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation: Federal Revenue (linked from 6A if NOT met)

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

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

1b. STANDARD NOT MET - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6A if NOT met)

The primary reason for the decrease in 2022-23 is the reduction of supplemental and concentration grant expenditures in this category. In addition, federal and other local funding grants for 2021-22 and 2022-23 are not finalized at this time.

Explanation: Services and Other Exps (linked from 6A if NOT met)

The 2021-22 and 2022-23 decreases are related to the reductions in restricted funding, which is not recognized until the actual school year.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

		Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1.	OMMA/RMA Contribution	9,546,607.57	8,842,271.00	Not Met
2.	First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		8,842,271.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
X	Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

The 2020-21 budget allows fiscal flexibility for LEAs to exclude STRS on behalf payments and CARES Act expenditures. Excluding STRS on behalf payments of $12,752,882 and CARES Act expenditures of $23,212,057 from the budget year will result in total expenditures of $282,255,31345, which require an $8,467,660 RRMS contribution.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in any of the current fiscal year or two subsequent fiscal years.

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	11.1%	11.5%	7.9%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	**3.7%**	**3.8%**	**2.6%**

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals: Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Projected Year Totals: Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Current Year (2020-21)	(4,606,958.00)	196,091,311.00	2.3%	Met
1st Subsequent Year (2021-22)	(1,080,929.00)	199,305,725.00	0.5%	Met
2nd Subsequent Year (2022-23)	(10,029,669.62)	204,258,613.62	4.9%	Not Met

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

The primary causes of the District's deficit spending are the ongoing increases in compensation costs, including but not limited to, retirement costs and unrestricted fund contributions to Special Education. The District will continue to monitor deficit spending as it reduces the ending reserves and will recommend appropriate board action to balance the unrestricted budget.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2020-21)	36,157,970.72	Met
1st Subsequent Year (2021-22)	35,077,041.72	Met
2nd Subsequent Year (2022-23)	25,047,372.10	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2020-21)	12,488,934.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	21,646	21,646	21,646
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

		Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Expenditures and Other Financing Uses (Form 01I, objects 1000-7999) (Form MYPI, Line B11)	318,220,252.45	294,026,246.00	301,129,134.62
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	318,220,252.45	294,026,246.00	301,129,134.62
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	9,546,607.57	8,820,787.38	9,033,874.04
6.	Reserve Standard - by Amount ($71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**9,546,607.57**	**8,820,787.38**	**9,033,874.04**

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	35,172,970.72	33,942,041.72	23,912,372.10
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	35,172,970.72	33,942,041.72	23,912,372.10
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.05%	11.54%	7.94%
District's Reserve Standard (Section 10B, Line 7):	**9,546,607.57**	**8,820,787.38**	**9,033,874.04**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget? No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent? No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds? (Refer to Education Code Section 42603) No

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than $20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than $20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: **-5.0% to +5.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**					
Current Year (2020-21)	(42,927,004.00)	(41,497,134.00)	-3.3%	(1,429,870.00)	Met
1st Subsequent Year (2021-22)	(44,601,321.00)	(40,351,999.00)	-9.5%	(4,249,322.00)	Not Met
2nd Subsequent Year (2022-23)	(46,751,321.00)	(42,501,999.00)	-9.1%	(4,249,322.00)	Not Met
1b. **Transfers In, General Fund ***					
Current Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1c. **Transfers Out, General Fund ***					
Current Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met

1d. **Capital Project Cost Overruns**

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

The decreases in contribution in 2021-22 and 2022-23 are due to the inclusion of the Special Education Preschool Grant in the Governor's January budget as ongoing in future years.

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments? (If No, skip items 1b and 2 and sections S6B and S6C) — Yes

   b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections? — No

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2020
Capital Leases	4	Fund 01-00 / Fund 09-00	7439	389,434
Certificates of Participation	28	CFD Debt Service (52-00)	7438, 7439	152,895,000
General Obligation Bonds	22	Fund 51-00		175,038,285
Supp Early Retirement Program	N/A	N/A	N/A	N/A
State School Building Loans	N/A	N/A	N/A	N/A
Compensated Absences	1	Compensated Absences	Multiple salary object codes	1,790,254

Other Long-term Commitments (do not include OPEB):

QZAB & CFD Bonds				
Bond Premium - GO Bonds	22			8,120,692
Bond Premium - COP	28			9,065,889
TOTAL:				347,299,554

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases	171,978	165,774	98,373	77,446
Certificates of Participation	13,951,349	14,878,792	15,266,933	14,958,669
General Obligation Bonds	10,106,775	10,724,030	21,464,125	11,686,000
Supp Early Retirement Program	N/A	N/A	N/A	N/A
State School Building Loans	N/A	N/A	N/A	N/A
Compensated Absences	0	0	0	0

Other Long-term Commitments (continued):

QZAB & CFD Bonds	0	0	0	0
Bond Premium - GO Bonds	472,291	500,529	1,073,642	1,148,781
Bond Premium - COP	647,475	698,247	778,404	771,408
Total Annual Payments:	25,349,868	26,967,372	38,681,477	28,642,304
Has total annual payment increased over prior year (2019-20)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes to increase in total annual payments)

In January 2020 the District issued $25,000,000 in Certificates of Participation. No debt service payments were made for this in 2019-20. The first debt service payment for COP 2020 is $730,131, which is due in school year 2021-22. Certificates of participation debt service payments are paid with special tax assessments for the Community Facilities Districts (CFDs). The District reports payments in the Debt Service Fund, Fund 52. In August 2020, the District issued $50,000,000 in General Obligation bonds, with the first debt service payment scheduled to be paid in 2020-21. The debt service payments for the 2020 COP and 2020 G.O. bond account for the majority of the increase in total annual payments for 2020-21, 2021-22, and 2022-23.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4): Yes

   b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities? No

   c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions? No

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	58,278,187.00	58,278,187.00
b. OPEB plan(s) fiduciary net position (if applicable)	16,481,681.00	16,481,681.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	41,796,506.00	41,796,506.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2020	Jun 30, 2020

3. OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2020-21)	0.00	0.00
1st Subsequent Year (2021-22)	0.00	0.00
2nd Subsequent Year (2022-23)	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2020-21)	0.00	0.00
1st Subsequent Year (2021-22)	0.00	0.00
2nd Subsequent Year (2022-23)	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2020-21)	939,000.00	968,000.00
1st Subsequent Year (2021-22)	939,000.00	968,000.00
2nd Subsequent Year (2022-23)	939,000.00	968,000.00
d. Number of retirees receiving OPEB benefits		
Current Year (2020-21)	139	139
1st Subsequent Year (2021-22)	139	139
2nd Subsequent Year (2022-23)	139	139

4. Comments:

Eligibility of retiree health coverage requires retirement under either STRS or PERS on or after age 55, with at least 10 years of service (5 years of service for non-represented certificated employees hired prior to October 1, 2007. The District participates in several partially-experienced rated insurance products for its health coverage. Effective January 1, 2020, the health benefits contribution increased to $7,000 for certificated employees. For classified employees and other non-represented employees who had health benefits as of September 18, 2007, the maximum is based on age and service at retirement, with the highest amount being $8,009 per year. For classified employees who become benefit eligible or are hired after September 18, 2007, effective January 1, 2020, the annual maximum is $7,000. The District also provides $1,200 for any employee waiving health coverage. Benefits cease for all retirees at age 65.

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

   Yes

   b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

   No

   c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

   No

2. Self-Insurance Liabilities

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Accrued liability for self-insurance programs	9,411,105.00	9,411,105.00
b. Unfunded liability for self-insurance programs	0.00	0.00

3. Self-Insurance Contributions

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2020-21)	4,359,554.00	4,359,554.00
1st Subsequent Year (2021-22)	4,455,232.00	4,455,232.00
2nd Subsequent Year (2022-23)	4,455,232.00	4,455,232.00
b. Amount contributed (funded) for self-insurance programs		
Current Year (2020-21)	2,200,000.00	2,200,000.00
1st Subsequent Year (2021-22)	2,200,000.00	2,200,000.00
2nd Subsequent Year (2022-23)	2,200,000.00	2,200,000.00

4. Comments:

An actuarial study of the self-insured workers compensation program is completed annually. Currently, the recommended funding level per $100 of payroll is $1.88. The District currently funds the program at $1.00 per $100 of payroll. The District projects an ending fund balance of $14,016,914 for school year 2020-21 in its Workers Compensation Insurance Fund, which is fully funded.

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of first interim projections? Yes

If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	1,314.0	1,260.0	1,260.0	1,260.0

1a. Have any salary and benefit negotiations been settled since first interim projections? n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? No
If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

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

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement? n/a
If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs			

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections? Yes

If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	939.9	878.7	878.7	878.7

1a. Have any salary and benefit negotiations been settled since first interim projections? n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim for prior year settlements included in the interim?			
If Yes, amount of new costs included in the interim and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections? Yes

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	161.8	151.8	151.8	151.8

1a. Have any salary and benefit negotiations been settled since first interim projections? n/a

If Yes, complete question 2.

If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled? No

If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step and column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year? No

   If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1.	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior and current fiscal years?	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?	Yes
A5.	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A4. The Learning Choice Academy, a K-12 non-profit, began operating on August 26, 2019.

End of School District Second Interim Criteria and Standards Review

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	213,220,690.00	213,220,690.00	119,245,566.35	212,817,746.00	(402,944.00)	-0.2%
2) Federal Revenue		8100-8299	1,109,133.00	1,530,036.00	738,481.26	1,920,036.00	390,000.00	25.5%
3) Other State Revenue		8300-8599	4,354,488.00	4,300,370.00	1,967,795.20	4,227,181.00	(73,189.00)	-1.7%
4) Other Local Revenue		8600-8799	13,142,987.00	13,493,706.00	7,267,544.86	13,864,709.00	371,003.00	2.7%
5) TOTAL, REVENUES			231,827,298.00	232,544,802.00	129,219,387.67	232,829,672.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	108,709,522.00	106,843,783.00	61,576,676.98	106,413,720.00	430,063.00	0.4%
2) Classified Salaries		2000-2999	29,612,617.00	28,179,332.00	16,483,070.87	27,778,653.00	400,679.00	1.4%
3) Employee Benefits		3000-3999	44,553,303.00	44,122,911.00	25,334,161.56	44,007,302.00	115,609.00	0.3%
4) Books and Supplies		4000-4999	5,437,824.00	5,157,161.00	1,425,931.05	4,900,367.00	256,794.00	5.0%
5) Services and Other Operating Expenditures		5000-5999	16,389,184.00	15,815,051.00	8,298,510.54	15,487,820.00	327,231.00	2.1%
6) Capital Outlay		6000-6999	166,976.00	154,475.00	578,665.11	154,475.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	133,578.00	133,578.00	78,772.00	133,578.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,570,980.00)	(2,825,010.00)	(90,613.33)	(2,784,604.00)	(40,406.00)	1.4%
9) TOTAL, EXPENDITURES			202,432,024.00	197,581,281.00	113,685,174.78	196,091,311.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			29,395,274.00	34,963,521.00	15,534,212.89	36,738,361.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	97,472.00	151,815.00	0.00	151,815.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(43,912,922.00)	(42,927,004.00)	0.00	(41,497,134.00)	1,429,870.00	-3.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			(43,815,450.00)	(42,775,189.00)	0.00	(41,345,319.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,420,176.00)	(7,811,668.00)	15,534,212.89	(4,606,958.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	40,347,486.05	40,764,928.72		40,764,928.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,347,486.05	40,764,928.72		40,764,928.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,347,486.05	40,764,928.72		40,764,928.72		
2) Ending Balance, June 30 (E + F1e)			25,927,310.05	32,953,260.72		36,157,970.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	135,000.00	135,000.00		135,000.00		
Stores		9712	700,000.00	700,000.00		700,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	300,000.00	200,000.00		150,000.00		
Other Assignments	0000	9780	*300,000.00*					
Other Assignments	0000	9780		*200,000.00*				
Other Assignments	0000	9780				*150,000.00*		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	24,792,310.05	31,918,260.72		35,172,970.72		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,678,484.00	1,678,484.00	0.00	1,678,484.00	0.00	0.0%
2) Federal Revenue		8100-8299	36,211,761.00	37,060,633.00	21,890,094.64	37,275,424.00	214,791.00	0.6%
3) Other State Revenue		8300-8599	17,676,556.00	17,580,326.00	2,711,163.07	17,506,512.00	(73,814.00)	-0.4%
4) Other Local Revenue		8600-8799	20,180,081.00	20,713,573.00	11,614,795.64	21,060,512.00	346,939.00	1.7%
5) TOTAL, REVENUES			75,746,882.00	77,033,016.00	36,216,053.35	77,520,932.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	28,737,690.00	27,454,908.00	15,713,756.85	27,434,530.00	20,378.00	0.1%
2) Classified Salaries		2000-2999	22,313,159.00	20,967,075.00	11,539,793.97	20,548,343.00	418,732.00	2.0%
3) Employee Benefits		3000-3999	31,892,576.00	31,419,713.00	10,523,187.23	31,352,976.00	66,737.00	0.2%
4) Books and Supplies		4000-4999	10,384,938.00	16,483,608.00	11,747,744.76	16,822,188.00	(338,580.00)	-2.1%
5) Services and Other Operating Expenditures		5000-5999	24,712,698.57	22,841,142.45	12,132,305.62	22,088,559.45	752,583.00	3.3%
6) Capital Outlay		6000-6999	110,000.00	110,000.00	79,225.02	110,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,508,371.00	1,302,328.00	32,592.95	1,302,328.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	2,180,942.00	2,492,121.00	2,613.33	2,470,017.00	22,104.00	0.9%
9) TOTAL, EXPENDITURES			121,840,374.57	123,070,895.45	61,771,219.73	122,128,941.45		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(46,093,492.57)	(46,037,879.45)	(25,555,166.38)	(44,608,009.45)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	43,912,922.00	42,927,004.00	0.00	41,497,134.00	(1,429,870.00)	-3.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			43,912,922.00	42,927,004.00	0.00	41,497,134.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,180,570.57)	(3,110,875.45)	(25,555,166.38)	(3,110,875.45)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,180,570.57	3,110,875.45		3,110,875.45	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,180,570.57	3,110,875.45		3,110,875.45		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,180,570.57	3,110,875.45		3,110,875.45		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	214,899,174.00	214,899,174.00	119,245,566.35	214,496,230.00	(402,944.00)	-0.2%
2) Federal Revenue		8100-8299	37,320,894.00	38,590,669.00	22,628,575.90	39,195,460.00	604,791.00	1.6%
3) Other State Revenue		8300-8599	22,031,044.00	21,880,696.00	4,678,958.27	21,733,693.00	(147,003.00)	-0.7%
4) Other Local Revenue		8600-8799	33,323,068.00	34,207,279.00	18,882,340.50	34,925,221.00	717,942.00	2.1%
5) TOTAL, REVENUES			307,574,180.00	309,577,818.00	165,435,441.02	310,350,604.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	137,447,212.00	134,298,691.00	77,290,433.83	133,848,250.00	450,441.00	0.3%
2) Classified Salaries		2000-2999	51,925,776.00	49,146,407.00	28,022,864.84	48,326,996.00	819,411.00	1.7%
3) Employee Benefits		3000-3999	76,445,879.00	75,542,624.00	35,857,348.79	75,360,278.00	182,346.00	0.2%
4) Books and Supplies		4000-4999	15,822,762.00	21,640,769.00	13,173,675.81	21,722,555.00	(81,786.00)	-0.4%
5) Services and Other Operating Expenditures		5000-5999	41,101,882.57	38,656,193.45	20,430,816.16	37,576,379.45	1,079,814.00	2.8%
6) Capital Outlay		6000-6999	276,976.00	264,475.00	657,890.13	264,475.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,641,949.00	1,435,906.00	111,364.95	1,435,906.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(390,038.00)	(332,889.00)	(88,000.00)	(314,587.00)	(18,302.00)	5.5%
9) TOTAL, EXPENDITURES			324,272,398.57	320,652,176.45	175,456,394.51	318,220,252.45		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,698,218.57)	(11,074,358.45)	(10,020,953.49)	(7,869,648.45)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	97,472.00	151,815.00	0.00	151,815.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			97,472.00	151,815.00	0.00	151,815.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,600,746.57)	(10,922,543.45)	(10,020,953.49)	(7,717,833.45)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	42,528,056.62	43,875,804.17		43,875,804.17	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			42,528,056.62	43,875,804.17		43,875,804.17		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			42,528,056.62	43,875,804.17		43,875,804.17		
2) Ending Balance, June 30 (E + F1e)			25,927,310.05	32,953,260.72		36,157,970.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	135,000.00	135,000.00		135,000.00		
Stores		9712	700,000.00	700,000.00		700,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	300,000.00	200,000.00		150,000.00		
Other Assignments	0000	9780	*300,000.00*					
Other Assignments	0000	9780		*200,000.00*				
Other Assignments	0000	9780				*150,000.00*		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	24,792,310.05	31,918,260.72		35,172,970.72		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	57,259,134.00	57,259,134.00	30,280,691.20	57,201,302.00	(57,832.00)	-0.1%
2) Federal Revenue		8100-8299	7,411,767.92	7,427,073.55	4,908,552.81	7,434,015.55	6,942.00	0.1%
3) Other State Revenue		8300-8599	4,759,916.67	6,148,910.67	833,409.11	6,147,876.67	(1,034.00)	0.0%
4) Other Local Revenue		8600-8799	660,836.77	765,302.23	389,981.84	749,987.78	(15,314.45)	-2.0%
5) TOTAL, REVENUES			70,091,655.36	71,600,420.45	36,412,634.96	71,533,182.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	28,329,280.96	27,908,296.52	15,978,550.70	27,487,979.43	420,317.09	1.5%
2) Classified Salaries		2000-2999	6,173,988.24	5,515,527.79	3,000,637.45	5,237,970.97	277,556.82	5.0%
3) Employee Benefits		3000-3999	13,358,651.27	13,108,087.79	5,936,770.25	13,033,323.34	74,764.45	0.6%
4) Books and Supplies		4000-4999	8,176,227.90	7,611,618.99	3,748,356.25	6,991,050.96	620,568.03	8.2%
5) Services and Other Operating Expenditures		5000-5999	15,219,910.15	16,364,866.66	8,128,051.17	17,439,135.79	(1,074,269.13)	-6.6%
6) Capital Outlay		6000-6999	450,000.00	1,130,500.00	605,363.69	1,328,500.00	(198,000.00)	-17.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			71,708,058.52	71,638,897.75	37,397,729.51	71,517,960.49		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,616,403.16)	(38,477.30)	(985,094.55)	15,221.51		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	589,912.50	589,912.50	443,581.25	589,912.00	0.50	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(589,912.50)	(589,912.50)	(443,581.25)	(589,912.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,206,315.66)	(628,389.80)	(1,428,675.80)	(574,690.49)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	19,529,100.86	20,440,492.86		20,440,492.86	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,529,100.86	20,440,492.86		20,440,492.86		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,529,100.86	20,440,492.86		20,440,492.86		
2) Ending Balance, June 30 (E + F1e)			17,322,785.20	19,812,103.06		19,865,802.37		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	437,756.62	719,960.70		720,641.70		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	16,875,028.58	19,082,142.36		19,135,160.67		
Other Assignments	0000	9780	*16,875,028.58*					
Other Assisgnments	0000	9780		*19,082,142.36*				
Other Assignments	0000	9780				*19,135,160.67*		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	212,817,746.00	3.32%	219,888,950.00	-0.84%	218,043,098.00
2. Federal Revenues	8100-8299	1,920,036.00	-54.27%	878,000.00	0.00%	878,000.00
3. Other State Revenues	8300-8599	4,227,181.00	-1.87%	4,148,197.00	0.00%	4,148,197.00
4. Other Local Revenues	8600-8799	13,864,709.00	-2.56%	13,509,833.00	0.00%	13,509,833.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	151,815.00	0.00%	151,815.00	0.00%	151,815.00
c. Contributions	8980-8999	(41,497,134.00)	-2.76%	(40,351,999.00)	5.33%	(42,501,999.00)
6. Total (Sum lines A1 thru A5c)		191,484,353.00	3.52%	198,224,796.00	-2.02%	194,228,944.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				106,413,720.00		108,517,975.00
b. Step & Column Adjustment				2,554,255.00		2,712,949.38
c. Cost-of-Living Adjustment						
d. Other Adjustments				(450,000.00)		(450,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	106,413,720.00	1.98%	108,517,975.00	2.09%	110,780,924.38
2. Classified Salaries						
a. Base Salaries				27,778,653.00		28,281,533.00
b. Step & Column Adjustment				502,880.00		494,926.83
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	27,778,653.00	1.81%	28,281,533.00	1.75%	28,776,459.83
3. Employee Benefits	3000-3999	44,007,302.00	3.24%	45,432,375.00	12.42%	51,073,617.41
4. Books and Supplies	4000-4999	4,900,367.00	5.45%	5,167,247.00	-11.99%	4,547,917.00
5. Services and Other Operating Expenditures	5000-5999	15,487,820.00	12.97%	17,497,295.00	3.85%	18,170,395.00
6. Capital Outlay	6000-6999	154,475.00	-1.05%	152,858.00	0.00%	152,858.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	133,578.00	0.00%	133,578.00	0.00%	133,578.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,784,604.00)	3.32%	(2,877,136.00)	0.00%	(2,877,136.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				(3,000,000.00)		(6,500,000.00)
11. Total (Sum lines B1 thru B10)		196,091,311.00	1.64%	199,305,725.00	2.49%	204,258,613.62
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,606,958.00)		(1,080,929.00)		(10,029,669.62)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		40,764,928.72		36,157,970.72		35,077,041.72
2. Ending Fund Balance (Sum lines C and D1)		36,157,970.72		35,077,041.72		25,047,372.10
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	835,000.00		835,000.00		835,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	150,000.00		300,000.00		300,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	35,172,970.72		33,942,041.72		23,912,372.10
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		36,157,970.72		35,077,041.72		25,047,372.10

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	35,172,970.72		33,942,041.72		23,912,372.10
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		35,172,970.72		33,942,041.72		23,912,372.10

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

2020/21: 0% COLA
2021/22: 3.84% COLA
2022/23: 2.98% COLA
2020/21: 22,436 funded ADA (using 2019/20 ADA)
2021/22: 22,436 funded ADA (using 2019/20 ADA)
2022/23: 21,661 ADA (<755> estimated decrease)
58.40% unduplicated EL, LI, and FY %
Certificated step and class cost of 2.5% in 2021/22 and 2022/23
Classified step and class cost of 1.75% in 2021/22 and 2022/23
Designated estimated increaes in STRS and PERS in future years
3% contribution to routine restricted maintenance account
Proposed budget reductions of $3 million in 2021/22 and $3.5 million in 2022/23

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,678,484.00	0.00%	1,678,484.00	0.00%	1,678,484.00
2. Federal Revenues	8100-8299	37,275,424.00	-62.01%	14,159,371.00	0.00%	14,159,371.00
3. Other State Revenues	8300-8599	17,506,512.00	-10.16%	15,728,384.00	0.00%	15,728,384.00
4. Other Local Revenues	8600-8799	21,060,512.00	8.27%	22,802,283.00	0.00%	22,802,283.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	41,497,134.00	-2.76%	40,351,999.00	5.33%	42,501,999.00
6. Total (Sum lines A1 thru A5c)		119,018,066.00	-20.42%	94,720,521.00	2.27%	96,870,521.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				27,434,530.00		25,557,414.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,877,116.00)		308,672.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	27,434,530.00	-6.84%	25,557,414.00	1.21%	25,866,086.00
2. Classified Salaries						
a. Base Salaries				20,548,343.00		20,501,959.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments				(46,384.00)		85,226.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	20,548,343.00	-0.23%	20,501,959.00	0.42%	20,587,185.00
3. Employee Benefits	3000-3999	31,352,976.00	4.41%	32,736,375.00	3.87%	34,003,292.00
4. Books and Supplies	4000-4999	16,822,188.00	-91.27%	1,469,170.00	6.06%	1,558,243.00
5. Services and Other Operating Expenditures	5000-5999	22,088,559.45	-49.91%	11,063,279.00	2.91%	11,385,212.00
6. Capital Outlay	6000-6999	110,000.00	-95.29%	5,178.00	1213.42%	68,009.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,302,328.00	0.00%	1,302,328.00	0.00%	1,302,328.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	2,470,017.00	-15.59%	2,084,818.00	0.74%	2,100,166.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		122,128,941.45	-22.44%	94,720,521.00	2.27%	96,870,521.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(3,110,875.45)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		3,110,875.45		0.00		0.00
2. Ending Fund Balance (Sum lines C and D1)		0.00		0.00		0.00
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		0.00		0.00		0.00

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

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3% contribution to routine restricted maintenance account
Proposed budget reductions of $3 million in 2021/22 and $3.5 million in 2022/23

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	214,496,230.00	3.30%	221,567,434.00	-0.83%	219,721,582.00
2. Federal Revenues	8100-8299	39,195,460.00	-61.63%	15,037,371.00	0.00%	15,037,371.00
3. Other State Revenues	8300-8599	21,733,693.00	-8.54%	19,876,581.00	0.00%	19,876,581.00
4. Other Local Revenues	8600-8799	34,925,221.00	3.97%	36,312,116.00	0.00%	36,312,116.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	151,815.00	0.00%	151,815.00	0.00%	151,815.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		310,502,419.00	-5.65%	292,945,317.00	-0.63%	291,099,465.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				133,848,250.00		134,075,389.00
b. Step & Column Adjustment				2,554,255.00		2,712,949.38
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,327,116.00)		(141,328.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	133,848,250.00	0.17%	134,075,389.00	1.92%	136,647,010.38
2. Classified Salaries						
a. Base Salaries				48,326,996.00		48,783,492.00
b. Step & Column Adjustment				502,880.00		494,926.83
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(46,384.00)		85,226.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	48,326,996.00	0.94%	48,783,492.00	1.19%	49,363,644.83
3. Employee Benefits	3000-3999	75,360,278.00	3.73%	78,168,750.00	8.84%	85,076,909.41
4. Books and Supplies	4000-4999	21,722,555.00	-69.45%	6,636,417.00	-7.99%	6,106,160.00
5. Services and Other Operating Expenditures	5000-5999	37,576,379.45	-23.99%	28,560,574.00	3.48%	29,555,607.00
6. Capital Outlay	6000-6999	264,475.00	-40.25%	158,036.00	39.76%	220,867.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,435,906.00	0.00%	1,435,906.00	0.00%	1,435,906.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(314,587.00)	151.86%	(792,318.00)	-1.94%	(776,970.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				(3,000,000.00)		(6,500,000.00)
11. Total (Sum lines B1 thru B10)		318,220,252.45	-7.60%	294,026,246.00	2.42%	301,129,134.62
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(7,717,833.45)		(1,080,929.00)		(10,029,669.62)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		43,875,804.17		36,157,970.72		35,077,041.72
2. Ending Fund Balance (Sum lines C and D1)		36,157,970.72		35,077,041.72		25,047,372.10
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	835,000.00		835,000.00		835,000.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	150,000.00		300,000.00		300,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	35,172,970.72		33,942,041.72		23,912,372.10
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		36,157,970.72		35,077,041.72		25,047,372.10

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	35,172,970.72		33,942,041.72		23,912,372.10
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		35,172,970.72		33,942,041.72		23,912,372.10
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.05%		11.54%		7.94%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a						
special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation						
the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special						
education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540,						
objects 7211-7213 and 7221-7223; enter projections for						
subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		21,645.90		21,645.90		21,645.90
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		318,220,252.45		294,026,246.00		301,129,134.62
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		318,220,252.45		294,026,246.00		301,129,134.62
d. Reserve Standard Percentage Level						
(Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		9,546,607.57		8,820,787.38		9,033,874.04
f. Reserve Standard - By Amount						
(Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		9,546,607.57		8,820,787.38		9,033,874.04
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



2020-21 Second Interim Budget Report

March 3, 2021

2020-21 General Fund Budget Summary

	First Interim Budget	Second Interim Budget	Increase/ <Decrease>
Revenues	$ 309,729,633	$ 310,502,419	$ 772,786
Expenditures	320,652,176	318,220,252	<2,431,924>
Increase / <Decrease>	**<$ 10,922,543>**	**<$ 7,717,833>**	**$ 3,204,710**
Beginning Balance	**$ 43,875,804**	**$ 43,875,804**	**$ 0**
Ending Balance	**$ 32,953,261**	**$ 36,157,971**	**$ 3,204,710**
Designations	$ 1,035,000	985,000	<50,000>
Reserve for Economic Uncertainties (REU)	**$ 31,918,261**	**$ 35,172,971**	**$ 3,254,710**
REU Percentage	**9.95%**	**11.05%**	**1.1%**



2020-21 Unrestricted Revenue Changes

	General Fund Unrestricted
Local Control Funding Formula	$ <402,944>
Universal Service School and Libraries (E-rate) Program	250,000
Medical Administrative Activities Revenue	200,000
Federal Impact Aid Revenue	190,000
Charter Chargeback	101,181
All Other Revenues	<53,367>
Total Revenue Changes	**$ 284,870**



2020-21 Unrestricted Expenditure and Contribution Changes

	General Fund Unrestricted
Salaries and Benefits	$<946,351>
Books and Supplies	<256,794>
Services and Other Operating Expenses	<327,231>
All Other Expenditures	40,406
Contributions (Special Education)	<1,429,870>
Total Expenditures/Contribution Changes	$ <2,919,840>



2020-21 Second Interim and Multiyear Projection Assumptions



- Filing First Interim Positive Certification
- Average Daily Attendance (Funded ADA)
  - 2020-21: 22,436 (using 2019-20 ADA)
  - 2021-22: 22,436 (using 2019-20 ADA)
  - 2022-23: 21,661 (<775> Estimated 2020-21 ADA decrease)
- LCFF Cost of Living Adjustment (COLA) Estimates
  - ✓2020-21: 0.00%
  - ✓2021-22: 3.84% (0% at First Interim Budget)
  - ✓2022-23: 2.98% (0% at First Interim Budget)
- Estimated 3-Year Average Unduplicated Pupil Percentage (UPP) Count for Supplemental and Concentration Grants
  - ✓2020-21: 59.49% (59.81% at First Interim Budget)
  - ✓2021-22: 58.74%
  - ✓2022-23: 58.40%

Continued. . .

2020-21 Second Interim and Multiyear Projection Assumptions



- 2020-21 Local Control and Accountability Plan (LCAP) of $26,461,997 Budgeted as Fully Spent.
- 2.5% Certificated Class and Step Cost, Less Retirees; and 1.75% Classified Step Cost.
- Routine Restricted Maintenance Account Funded at 3% of Total Expenditures.
- $9.5 Million 2020-21 Budget Reduction.
- Projected Budget Reductions of $3 Million in 2021-22 and $3.5 Million in 2022-23.

Governor's Proposed K-12 2021-22 Education Budget and Federal Stimulus II



- Local Control Funding Formula (LCFF) Increase
  - $2 billion for 3.84% Cost of living adjustment (COLA), inclusive of the 2.31% 2020-21 unfunded COLA and 1.5% estimated 2021-22 COLA.
  - About $8 million increase for CVESD over previous 0% estimated COLA.
- Special Education Early Intervention Ongoing Funding
  - $300 million on-going Special Education Early Intervention Grant.
  - About $3.3 million CVESD increase. Approximately $5,900 per preschool special education student.
- One-Time Grants: Return to School, Mental Health, Professional Development
  - Legislature and Governor determining allocations to school sites.
- Deferrals Buy Down
  - Impacts the February 2022 through May 2022 deferrals but keeps the February 2021 through June 2021 deferrals still in place.
- Federal Stimulus II (Elementary and Secondary Schools Emergency Relief (ESSER II)
  - Authorized by Federal Coronavirus Relief Supplementary Appropriations (CRSSA) in December 2020.
  - California Department of Education preliminary estimated allocation to CVESD is $19.5 million.
  - Funding not included in Budget until final determination of appropriate fiscal year determination of revenues and expenditures.

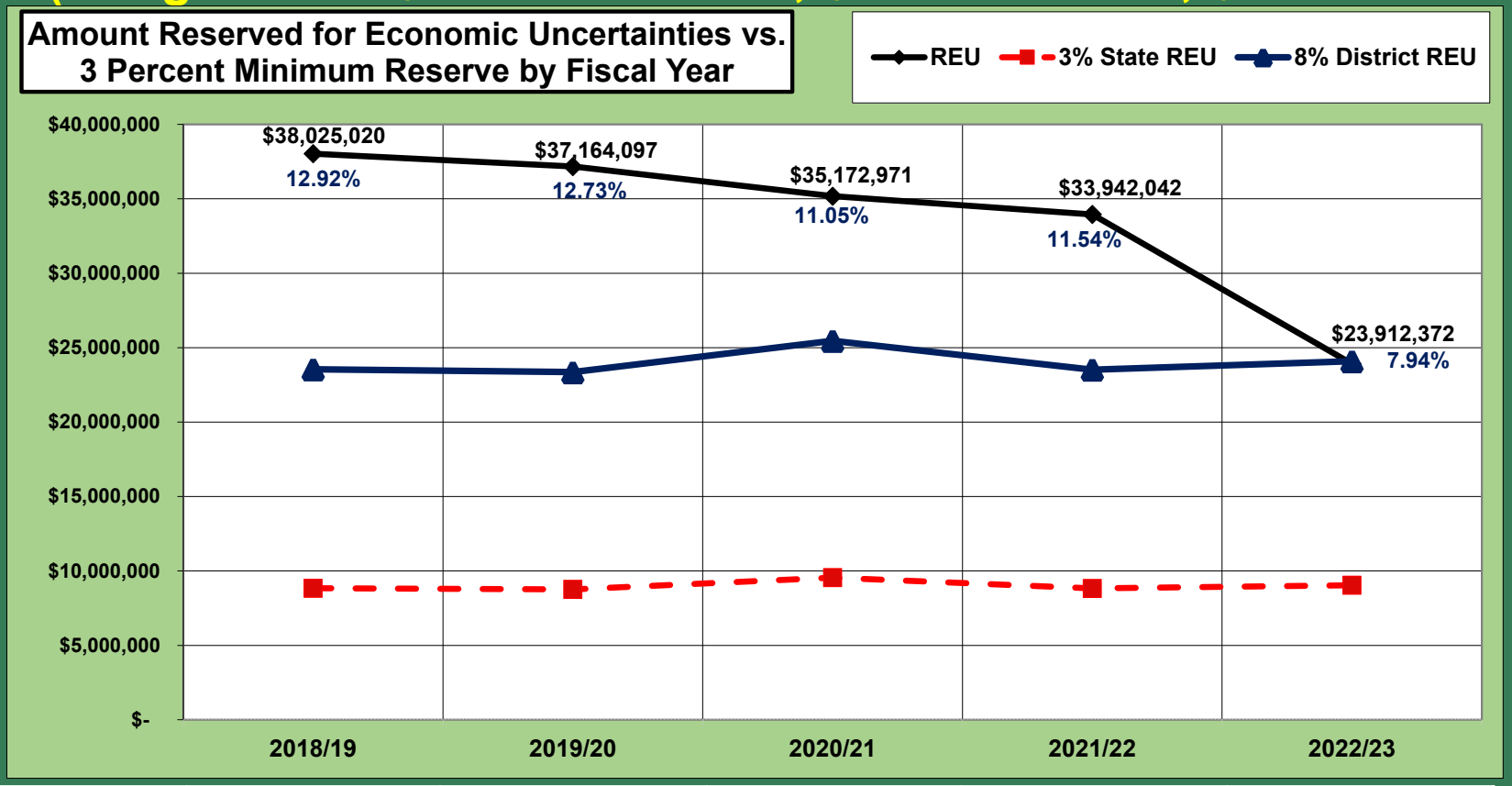
2020-21 Second Interim Multiyear Projection
2020-21 Through 2022-23
(Budget Cuts: $9.5M 2020-21; $3M 2021-22; $3.5M 2022-23)



	2020-21	2021-22	2022-23
Beginning Fund Balance	$ 43,875,804	$ 36,157,971	$ 35,077,042
Increase/<Decrease>	<7,717,833>	<1,080,929>	<10,029,670>
Ending Fund Balance	$ 36,157,971	$ 35,077,042	$ 25,047,372
Components:			
Unspendable (Inventory)	$ 835,000	$ 835,000	$ 835,000
Assigned (School Gift)	$ 150,000	$ 300,000	$ 300,000
Reserve for Economic Uncertainties (REU)	**$ 35,172,971 11.05%**	**$ 33,942,042 11.54%**	**$23,912,372 7.94%**
8% Minimum REU	$ 25,457,620	$ 23,522,100	$ 24,090,331
Funded ADA	22,436	22,436	21,661

2020-21 Second Interim Multiyear Projection Through 2022-23
(Budget Cuts: $9.5M in 2020-21; $3M in 2021-22; $3.5M 2022-23)

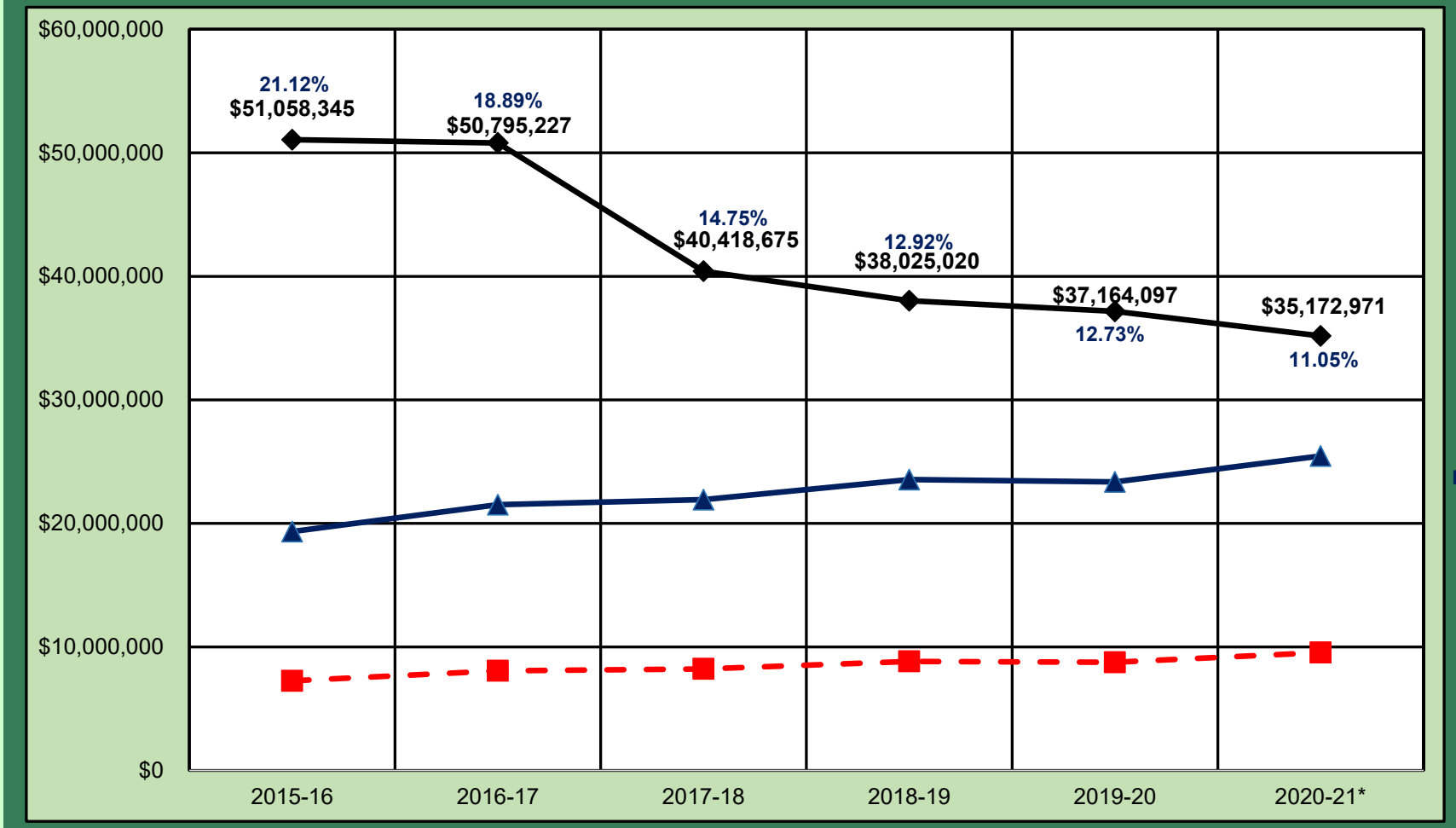




Budget Cuts Included	$3.5M	$6.2M	$9.5M	$3M	$3.5M
REU Decrease	<$2.4M>	<$861K>	<$2M>	<$1.2M>	<$10M>

Historical Reserve for Economic Uncertainties





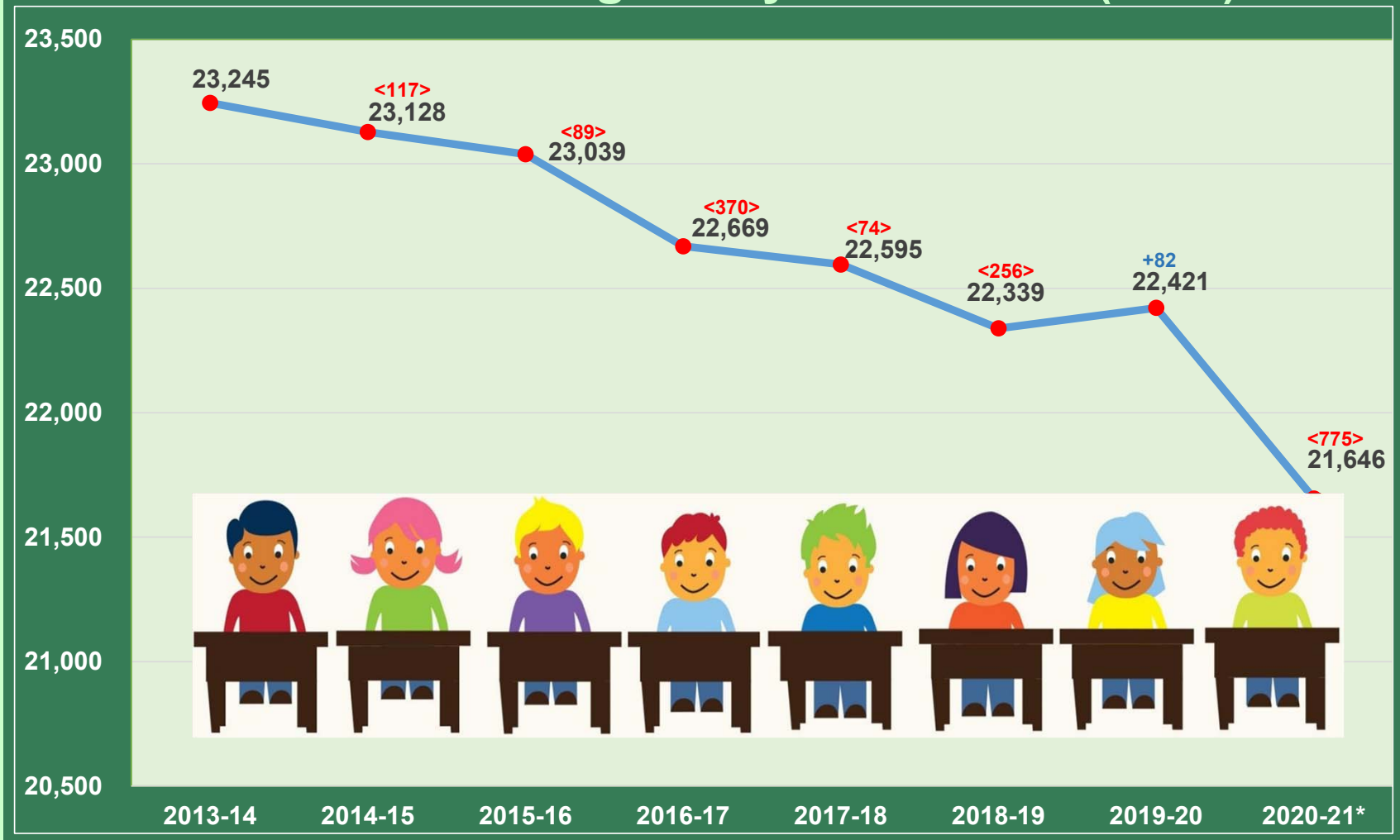
* 2020-21 Second Interim estimates

Enrollment Comparison

	TK	K	*Grade 1*	*Grade 2*	*Grade 3*	*Grade 4*	*Grade 5*	Grade 6	MM/MS	*Total*
March 13, 2020	473	3,020	3,031	3,165	3,149	3,239	3,081	3,188	1,110	23,456
February 19, 2021	406	2,644	2,950	2,982	3,077	3,101	3,179	3,043	1,052	22,434
Difference	<67>	<376>	<81>	<183>	<72>	<138>	98	<145>	<58>	<1022>
Pctg Chg.	-14%	-12%	-3%	-6%	-2%	-4%	+3%	-5%	-5%	-4%

Historical Average Daily Attendance (ADA)

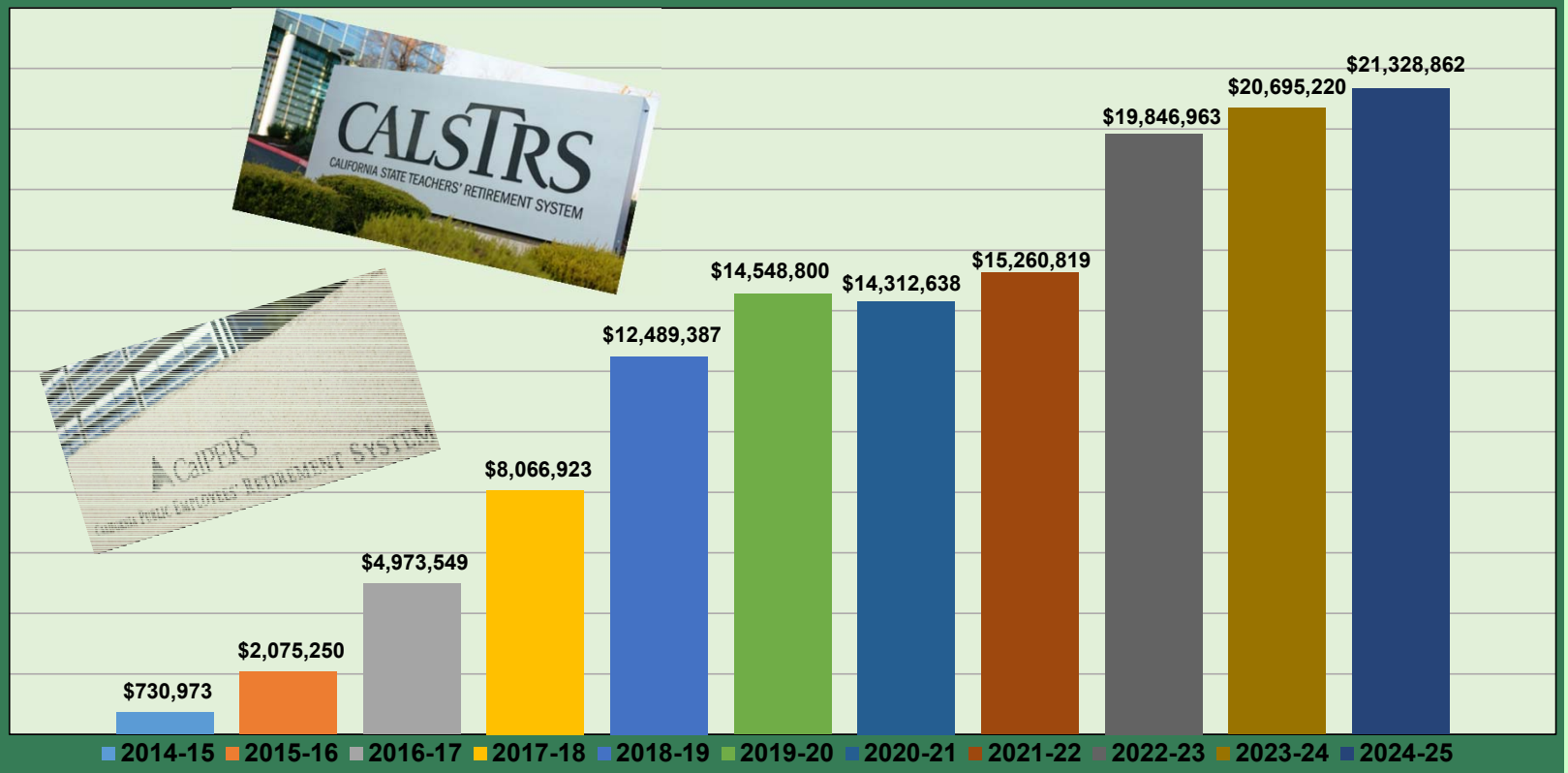




* 2020-21 Second Interim estimates

Cumulative Employer CalSTRS and CalPERS Retirement Cost Increase

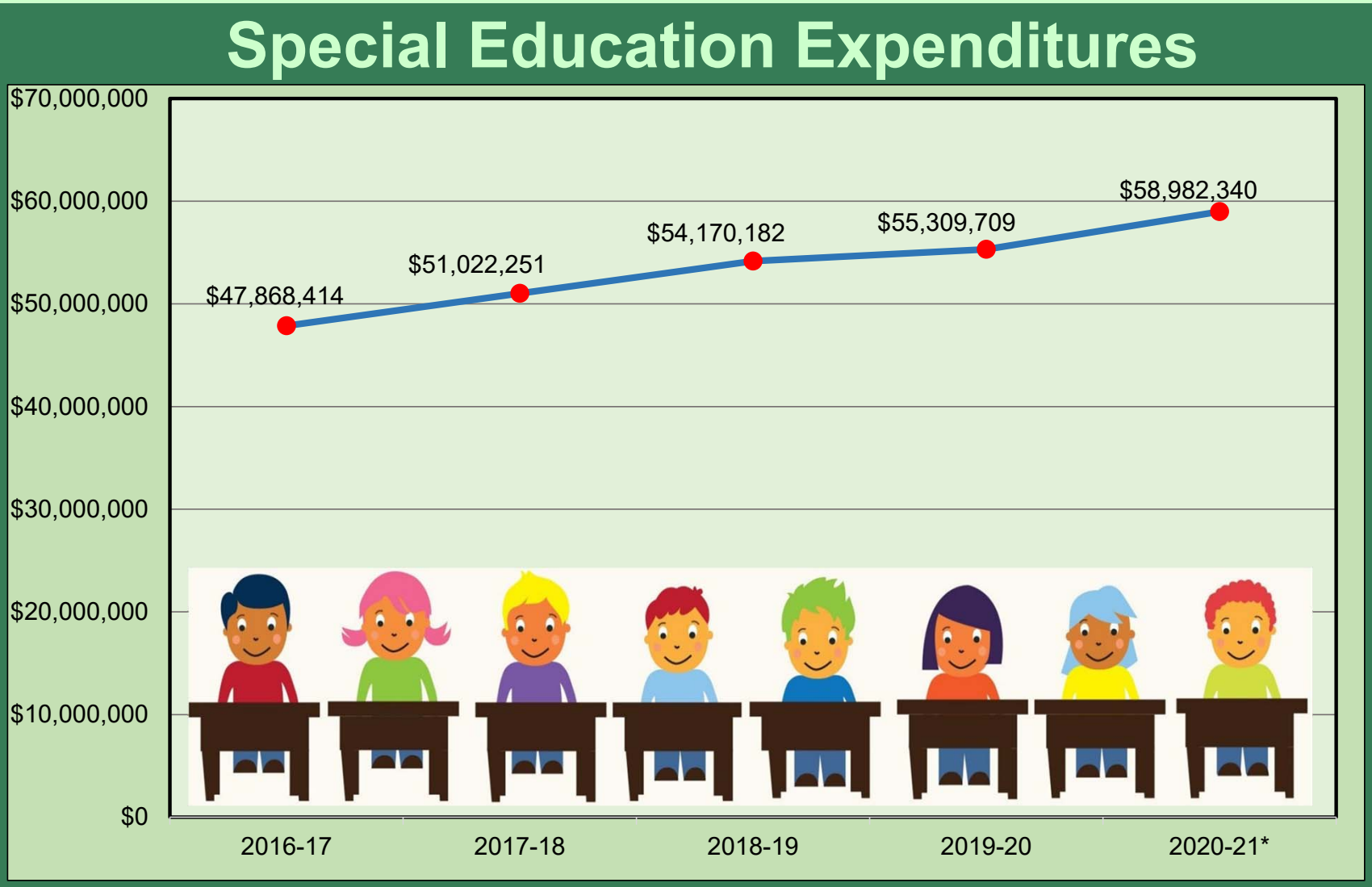




CalSTRS Rate	8.88%	10.73%	12.58%	14.43%	16.28%	17.1%	16.15%	15.92%	18.0%	18.0%	18.0%
CalPERS Rate	11.771%	11.847%	13.888%	15.531%	18.062%	19.721%	20.7%	23.0%	26.3%	27.3%	27.8%

Special Education Expenditures





*** As of 2019-20 Second Interim Budget**



What We're Watching

- Response to 2021-22 Governor's Budget
- Budget Cuts, Reserves, Deficit Spending
- Enrollment, Special Ed, Pension Costs
- Cash
- COVID and Return to school
- Continued Economic Recovery
- Federal Budget
- Three-Year Fiscal Certification



2020-21 Second Interim Budget Report

March 3, 2021

Thank you!

Questions? Comments?

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Accept Chula Vista Elementary School District 2019-20 Annual Audit Report

____X____Action **_____Information**

BACKGROUND INFORMATION:

All funds of the District were examined as of June 30, 2020. The comprehensive Annual Audit Report (Audit) includes analyses of revenues, expenditures, changes in fund balances, notes to the financial statements, and many other schedules. The report prepared by Wilkinson Hadley King & Co. LLP states:

> In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Chula Vista Elementary School District as of June 30, 2020, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

ADDITIONAL DATA:

There are no financial statement changes based on the Audit. However, there is one compliance finding with no fiscal impact that is included in the attached "Schedule of Findings and Questioned Costs" (pages 125, 126, 127, and 129 of the Audit). Mr. Brian Hadley of Wilkinson Hadley King & Co. LLP will be present at the Board meeting to respond to questions.

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

FISCAL IMPACT/FUNDING SOURCE:

A fee of $18,000 for the 2019-20 Audit is included as a budgeted expense.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action **____X____Information**

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Public Hearing and Report on the Local Control and Accountability Plan	Instructional Services	May 2021
Review of the Governor's May Revise and Forecast of District Economic Standing	Business Services and Support	May 2021

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.