CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – APRIL 14, 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 should call 619-679-9001. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the Board of Education or District staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code Section 54954.3. Speakers must limit remarks to three minutes (generally, statements of 390 words may be spoken out loud within three minutes). The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard.

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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_NmRkM2Q2N2QtYmI4Ny00NDg3LWJhZGYtZDRkZWI0NDgzMDlh%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a
- To watch the 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_MWE3M2UxMGMtNjZmYi00OTZmLWExMDUtN2U0ZmFmZDM2M2Ez%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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AGENDA
BOARD OF EDUCATION

Regular Meeting
April 14, 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. Recognition of 2020 California Music Educators Association Fortissimo Award Recipients

B. Recognition of American Heart Association Heart Hero Ambassador

C. Recognition of The Rock Church for Donation of Devices

D. Report on District Plan to Identify and Address Equity-Related Actions and Outcomes Through a Systematic Equity Audit

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

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

5. ORAL COMMUNICATIONS

Oral Communications

The Oral Communications section provides the public with an opportunity to address the Board on non-agenda items. Persons wishing to be heard should call 619-679-9001. Speakers are requested to limit their remarks to three minutes. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

6. APPROVE CONSENT CALENDAR (Action)

Consent Calendar

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

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Special and Regular Meetings March 3, 2021

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

C. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding COVID-19 Pandemic Stipend for the Period of March 3 Through April 11, 2021

D. Adopt Resolution in Recognition of Classified School Employees and Designating May 16-22, 2021, as *Classified School Employee Week* in the Chula Vista Elementary School District

E. Adopt Resolution in Recognition of School Nurses and Designating May 12, 2021, as *School Nurse Day* in the Chula Vista Elementary School District

F. Adopt Resolution in Recognition of Teachers and Designating May 12, 2021, as *Day of the Teacher* in the Chula Vista Elementary School District

G. Adopt Resolution Designating May 9-15, 2021, as *National Charter Schools Week* in the Chula Vista Elementary School District

H. Ratify Amendment to the Memorandum of Understanding with the San Diego County Superintendent of Schools Relating to the San Diego

County Office of Education Broadband Connectivity Program for the 2020-21 School Year

I. Ratify Agreement with the San Diego County Office of Education for Participation and Services in the Virtual Camp Cuyamaca Program for the Period of February 5 Through June 30, 2021

J. Adopt Updated San Diego County Office of Education and San Diego County Districts Plan for Serving Expelled Pupils for the 2021-2024 School Years

K. Review and Accept Quarterly Report to the San Diego County Office of Education on *Williams* Complaints for the Period of January Through March 2021

L. Approve Memorandum of Understanding with Leidos, Inc., for Military Family Life Counseling Program Services for the Period of April 15, 2021, Through September 31, 2026

M. Approve Memorandum of Understanding with American Institutes for Research for the Multi-Tiered System of Supports for Reading Study for the Period of April 15, 2021, Through August 1, 2026

N. Ratify Master Software License and Services Agreement with Primary Diagnostics, Inc., for COVID-19 Testing Software and Reporting

O. Ratify Amendment No. 5 to Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site

P. Authorize Staff to Solicit Recommendations for Name of Elementary School Site in Otay Ranch Village 3, Escaya, During the Period of April 15 Through May 17, 2021

Q. Adopt Resolution Approving the Chula Vista Elementary School District's 2020-21 Education Protection Account Expenditures

R. Adopt Resolution to Establish a Student Activity Special Revenue Fund 08-00

S. Adopt Resolution to Establish Retiree Benefit Fund 71-00

T. Adopt Resolution Authorizing Utilization of the Irvine Unified School District Bid No. 19/20-01IT Technology Equipment and Peripherals for the Period of April 15 Through December 31, 2021

U. Adopt Resolution Authorizing Utilization of the Kings County Office of Education Project No. 061119 with SoftChoice Corporation for Microsoft Products and Professional Services for the Period of June 28, 2021, Through June 27, 2022

V. Adopt Resolution Authorizing Utilization of Texas School District Region XIV Education Service Center Contract No. 02-27 for Janitorial Supplies, Equipment, Maintenance, and Repair-Related Products to Waxie Enterprises, Inc., for the Period of May 1, 2021, Through April 30, 2022

W. Approve Change Order for an Increase in the Amount of $375,328 for Strelic Plumbing, Inc., dba Advance Plumbing Company for the Installation of Additional Site Utilities at Otay Ranch Village 3 Elementary School Site

X. (1) Deny Bid Protest Submitted by RGC General Engineering, Inc.; and

(2) Approve Award of Contract for Bid No. 20/21-4 Asphalt Patch and Repair to SealRight Paving, Inc., in the Amount of $407,915.40

Y. Accept Donation

Z. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through March 31, 2021

AA. Approve Inservice/Travel Request

7. PUBLIC HEARINGS

Public Hearings

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items should call 619-679-9001. Callers will be provided an opportunity to speak in the order calls were received, after the President announces the opening of each public hearing, and are requested to limit their remarks to three minutes. The Board shall limit the total time for input on each public hearing item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

A. (1) Conduct Public Hearing on Discontinuance of Certain Classified Services; and

(2) Adopt Resolution on Discontinuance of Certain Classified Services for the 2021-22 School Year

Motion:_____, Second:_____, Vote:_____

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

None

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

A. First Reading: Board Policy 0100.1 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Equity and Access for Every Student

B. Second Reading/Approve: Discovery Charter School Petition Renewal for the Period of July 1, 2021, Through June 30, 2028

Motion:_____, Second:_____, Vote:_____

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

A. Report Calendar to Board of Education

B. Report on the 2019 Novel Coronavirus (COVID-19) Response Funding

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, MAY 19, 2021, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of 2020 California Music Educators Association Fortissimo Award Recipients

_____Action **____X____Information**

BACKGROUND INFORMATION:

The California Music Educators Association (CMEA) is a federated unit of the National Association for Music Education. Their vision is to ensure that all California students have equal access to high-quality music instruction as part of a well-rounded education. The CMEA promotes:

- Access to a sequential standards-based music education for all Pre-K through Grade 12 students taught by fully qualified music educators.
- Support for new and improvement of existing music programs.
- Quality pre-service and in-service teacher preparation programs.
- Greater awareness of the value of music education through partnerships with other associations and advocacy among state and local agencies.

ADDITIONAL DATA:

Teachers are nominated by their peers and voted on by members of the CMEA Board. In February, the CMEA announced winners of the 2020 Southern Border Section Fortissimo Awards. The District is proud to announce the following Visual and Performing Arts Music Teachers were selected to receive the award:

- Casillas Teacher Jonathan Seligman: Innovative Educator Award.
- Lauderbach Teacher Flavia Pisco-Contreras: Newcomer of the Year Award.
- Montgomery Teacher Marc Keehmer: Peripole General Music Educator Award.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge the winners. Certificates of Recognition will be mailed to the recipients.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of American Heart Association Heart Hero Ambassador

_____Action **___X___Information**

BACKGROUND INFORMATION:

The Kids Heart Challenge (KHC) is held at schools across the country, delivering heart-healthy physical activity through service learning for the American Heart Association (AHA).

Building on key learnings from 43 years in America's schools, the KHC focuses on whole body wellness, helping students improve their own health and better their character while raising life-saving donations for the AHA to help kids facing heart-health issues. The KHC also prepares kids for success by supporting their physical and emotional well-being.

ADDITIONAL DATA:

The AHA has selected Enrique S. Camarena Grade 4 Student Kalani Cruz as a Heart Hero Ambassador, which is a national group of philanthropic and community-minded students with a passion for heart-healthy living. Kalani set a goal when she was in Kindergarten to raise $10,000 in donations by the time she reaches Grade 6 through her participation in KHC. To date, she is on track and going strong having raised a little over $7,200.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Kalani Cruz. 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 The Rock Church for Donation of Devices

_____Action **___X___Information**

BACKGROUND INFORMATION:

In 2000, Miles McPherson, who is known as "Pastor Miles," started The Rock Church in San Diego. Today, The Rock Church has five campuses and several "microsites," a couple of which are in the Chula Vista area. As part of its outreach efforts to help the community, the Rock Church collected computer devices for delivery to South Bay students in need.

The Rock Church then contacted the District to arrange for delivery of the devices. On March 18, 2021, the Instructional Services and Support Division received approximately 43 devices that consisted of laptop and desktop computers, tablets, keyboards, and monitors.

ADDITIONAL DATA:

The devices will be used Districtwide for Homeless and Foster Youth students. Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The donated devices are valued at $8,000.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge The Rock Church members. A Certificate of Recognition will be mailed to the church.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on District Plan to Identify and Address Equity-Related Actions and Outcomes Through a Systematic Equity Audit

_____Action **____X____Information**

BACKGROUND INFORMATION:

Historically, educational systems and practices in American public schools were designed to advantage particular students, which consequently disadvantaged others. This has resulted in persistent achievement and opportunity gaps between and within groups of students. A systematic and formal equity audit was designed to uncover inequities and biases in the District.

The six audit categories are: 1) District Stance on Equity; 2) Intended Focus of Equity Efforts; 3) Equitable Opportunities to Learn; 4) Equity in Operations; 5) Equity Evidenced in Governance; and 6) Equity in the Organizational Climate. District leaders, including current doctoral students in the District cohort of San Diego State University's Doctorate in Educational Leadership program, have systematically studied and collected evidence of practices, policies, and insights in all six categories. The findings will be reported with the goals of informing future District actions and enhancing the educational experiences and opportunities for the students and families we serve.

ADDITIONAL DATA:

Tonight, District staff members will present an overview of equity audit process and findings. Additionally, immediate, mid-range, and long-range recommendations will be presented for the Board's consideration. This endeavor has shed light on District processes that promote or hinder equity, but also served to deepen the knowedge and skills of the leaders who participated in the audit. Going forward, the District is reinforcing our shared values, transparency, and willingness to undertake difficult and often courageous conversations such that the core mission is actualized: to provide a high-quality education so that every single student thrives.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

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

UNADOPTED

ORDER OF BUSINESS

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Reyes called the meeting to order at 5:05 P.M.

B. Roll Call

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
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: UGARTE, 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 5:05 P.M. in accordance with the following:

Government Code Section 54957: Public Employee Appointment:

- Executive Director: Language Development and Instruction Services and Support
- Principal: Sunnyside Elementary School

5. RECONVENE TO OPEN SESSION

Open Session

President Reyes reconvened to open session at 6:05 P.M. with all Board Members present; Vice President Bishop and Clerk Ugarte were present virtually.

President Reyes announced that in closed session, the Board approved unanimously the appointment of Lalaine Perez as Executive Director of Language Development and Delia Arancibia as Principal at Sunnyside Elementary.

President Reyes congratulated the employees.

6. ADJOURNMENT

Adjournment

President Reyes adjourned the meeting at 6:05 P.M.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

Regular Meeting
March 3, 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 6:15 P.M.

B. Roll Call

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. Matthew Tessier, Asst. Supt., Human Resources (Virtually)
Dr. Jeffrey Thiel, Asst. Supt., Human Resources (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

President Reyes asked Vice President Bishop to lead the Pledge of Allegiance, but she asked him to please pass it to somebody else. Board Member Bunker led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Prior to approval, President Reyes requested the Board consider the first Public Hearing item, 7.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, before the Consent Calendar.

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 congratulated Lani Perez, who was promoted from Principal (Salt Creek) to Executive Director (Language Development). He also welcomed Delia Arancibia, who was appointed Principal (Sunnyside).

President Reyes congratulated both and welcomed Ms. Arancibia.

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

Dr. Tessier shared information regarding the Awards, the highest recognition an elementary or secondary science or mathematics teacher may receive, and which are administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. He said award recipients inspire students and serve as role models and leaders in those disciplines. Dr. Tessier commented that only three science teachers and three mathematics teachers are identified as finalists for the state of California and that one of those finalists is District Teacher Marlys Williamson, who was also a 2019-20 District Teacher of the Year. He introduced Ms. Williamson and told her the District is very proud of her.

Ms. Williamson said she was very honored to receive the award, which was a big surprise, and proud to represent the District during this very tough year. She commented that she hopes the award will inspire the future scientists and computer engineers in her class and thanked all the teachers who work so hard. Ms. Williamson thanked the Board for honoring her.

Board Members congratulated and commended Ms. Williamson, wished her good luck, said the District is proud of her, and commented that she is an inspiration and a role model for many. Also that all her work throughout the years culminated in this award.

APPROVED

C. Recognition of Cal Coast Cares Foundation Educator Grant

Dr. Tessier said the District embraces and values its community partnerships, which make it stronger. He announced that one of those partners, Cal Coast Cares Foundation, donated $1,400 in October 2020 and that materials purchased with the donation will be used to ensure safety when students return for hybrid instruction at the Coastal Education Program located at the Living Coast Discovery Center. Dr. Tessier introduced Cal Coast Cares Foundation Senior Community Relations Specialist Allie Kosciak, who manages the educator grant and student scholarship program for the Foundation helping support students and teachers in San Diego and Riverside.

Ms. Kosciak thanked the District for inviting her. She said the Foundation is part of Cal Coast Credit Union, which was founded by teachers over 90 years ago. Ms. Kosciak commented the Foundation is proud and honored to support the educational community in San Diego and Riverside and that in 2020, over $30,000 were awarded in educator grants. She added plans are to do the same in 2021, with applications opening in May/June, and invited schools to submit theirs.

Board Members thanked Ms. Kosciak and Cal Coast Cares Foundation for the donation and for the partnership.

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 congratulated Ms. Williamson on her award. Mr. Zeitler mentioned that Carla Sandez and Maria Arroyo (Daly Academy) received County Lighthouse Leadership Awards for their work with the No Place for Hate program. He acknowledged Risk Management Executive Director Anthony Carlton and Emergency Preparedness and Security Manager Dr. Sherry Stone for pushing to get the vaccine program. Mr. Zeitler said he received the vaccine and recommended that all CVCEO and CVE members make an effort to also get it. He said the District spent over $7 million on computers for distance learning and he was disheartened to learn some schools were holding back the devices for use when students return to school; commented that he was happy that schools are now handing the computers out and students will have access to quality devices at home. Mr. Zeitler remarked that he noticed a roofing contract on the agenda for schools that were recently modernized and questioned why the work was not done before. He thanked everyone for the hard work in getting the schools ready for hybrid learning.

DRAFT

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala said she was excited about the almost 120 people who are retiring this year, congratulated Dr. Ciriza on her new endeavor and said she will be missed a lot, congratulated Ms. Williamson on her award, and expressed excitement about the vaccine. She addressed the requirements for returning to school stated on the November 13 Memorandum of Understanding, saying one is the return to Red Tier; the second widespread testing; and the third full implementation of the COVID prevention measures, which includes safety training. Ms. Skala shared a number of concerns—regarding coordination of safety measures, on the confusing parent playbook that mentions half-day cohorts instead of specifying 155 minutes of instruction, the possibility of combination classes that add to teacher's workloads, and likelihood of transfers and reassignments. She suggested the District take some control of determining who teaches hybrid and who teaches distance learning to avoid some of the problems. Ms. Skala also remarked that many teachers are eager to return and many are eager to stay in distance learning and said the District needs to ensure the language and spirit of the agreement are followed.

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 received were read:

- Concerned SDC [Special Day Class] Teachers (anonymous) – Asking for the Board to help students.
- CVE SPED [Special Education] Staff (anonymous) – On concerns regarding Ms. Skala.
- Concerned Parent (anonymous) – On concerns regarding the relationship between a former and a current Board Member and CVE Vice President Rosa Martinez.
- Parent Beatriz Estrada – On concerns with Board Member ties to Sweetwater Union High School District's teacher union.
- Parent Antonio Hernandez – On concerns with Board ties to unions.

SCANNED

- Open Schools California Supporters (anonymous) – Asking the Board to face local unions.
- Parent Andrea Gonzales – Asking for high school seniors to be allowed a [graduation] ceremony.
- District mother of two (anonymous) – On concerns regarding establishment of a committee.
- Open California Schools Now Parent Group (anonymous) – Encouraging visiting of their website and signing recall petitions.
- Community Member (anonymous) – Regarding meetings between CVE President and Board Members.
- Parent (anonymous) – On concerns regarding focus on a land statement instead of current conditions.
- Resource Specialist Teacher (anonymous) – On concerns about how support service minutes will be provided during the hybrid model.
- Parent/Community Member (anonymous) – On concerns about the Board focus on a land acknowledgement instead of on supporting all students and getting them back in school.
- Former Site Employee/Parent (anonymous) – On concerns regarding a Board Member's request not to consider furlough days as potential budget reductions.
- Concerned CVE Teachers (anonymous) – On concerns with working conditions under Ms. Skala.
- District Advisory Council Chairperson Jaqueline Gonzalez – Thanking Dr. Escobedo and the District team for helping the community during the pandemic.
- Parent Edward Dominguez – Regarding children's mental health.
- Concerned Employee (anonymous) – On concerns with lack of personal protective equipment for psychologists.
- Parent Raquel Garcia – "March 4" [no other information provided].

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

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

Prior to approval of the Consent Calendar, President Reyes pulled Item 6.G.

Motion: UGARTE, Second: BISHOP, Vote: UNANIMOUS

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 **2020-21.058**

SUPPORTED

C. Adopt Resolution Designating the Month of April 2021 as *Public Schools Month* in the Chula Vista Elementary School District **2020-21.059**

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

Board Member Bunker said Mr. Zeitler brought up a good point regarding the need for roofing for some of the schools that were recently modernized.

Mr. Esquivel explained roofing work was omitted when the schools were modernized because the District needed to ensure there was enough General Obligation Bond (GO) funding to cover all 11 schools. He added that, now that modernization is finished and GO funding is still available, the District is completing the work originally omitted.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

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 **2020-21.060**

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

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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

NOTE: Discussion and action on this item took place prior to approval of the Consent Calendar.

President Reyes opened the public hearing.

Dr. Thiel said a public hearing is required to receive input on the District's early retirement incentive program for certificated, classified, and nonrepresented employees. He commented the Board had previously approved agreements with CVCEO (and included nonrepresented) and CVE regarding the program and that 77 CVCEO and nonrepresented and 49 CVE employees submitted retirements. He added that the District's Budget Department, with oversight from the San Diego County Office of Education (SDCOE), noted the program is financially advantageous for the District.

No comments were received. President Reyes closed the public hearing.

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

Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS

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

Dr. Thiel said that a public hearing is required to receive input on the discontinuance of services. He added the District proposes to eliminate 30 full-time classroom teaching positions as a result of retirements and the temporary positions the District does not plan to fill unless enrollment increases and said no layoff notices will be needed. He said that, in addition, there are 2.8 full-time equivalent positions at the site level that will result in the lay off of three part-time employees.

President Reyes opened the public hearing. No comments were received. President Reyes closed the public hearing.

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In response to a question from Vice President Bishop, Dr. Thiel clarified there are no layoffs regarding the 30 teacher positions, but there are three part-time (Visual and Performing Arts and program support) positions that will be discontinued and result in layoffs. At President Reyes's request, he explained that these employees are added to a list and will have first priority when schools bring back positions; further emphasizing the District will not hire new people until the employees that are laid off are offered the opportunity to return to work.

(2) Adopt Resolution on Discontinuance of Particular Kinds of Certificated Services for the 2021-22 School Year **2020-21.061**

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

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

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

President Reyes opened the public hearing.

Dr. Tessier said that on February 18, 2021, the District received a petition for renewal of the Discovery Charter, which is set to expire at the end of June 2021. He explained that the school and the District agreed to present the petition at the March 3 meeting to allow time for review of the petition, including the budget and instructional program, to ensure it meets the District's high standards. Dr. Tessier added that new law, Assembly Bill 1505, states that school districts will approve or deny charter renewals considering where the school is based on three levels—high, middle, or low performing. He said Discovery Charter is considered a high performing and due to this placement, the Board may consider renewal for five to seven years and introduced Principal Neil MacGaffey.

Mr. MacGaffey provided a PowerPoint presentation (that incorporated a video) as part of his report on the school. He presented information, including the history of the charter, renewal team, governance system, renewal elements, learning community, revenue and expense summary, school's performance in English Language Arts and Mathematics, Achieve3000 and iReady math data, attendance figures, and reopening plan. Mr. MacGaffey also thanked a number of people who support Discovery Charter. He also invited Board Members to visit the school.

Board Members thanked Mr. MacGaffey for his report and for the work he and his team do with students and with parents and commended

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Discovery Charter for its successful environment and its high performance. Board Members also asked an assortment of questions on a variety of topics related to the report, which Mr. MacGaffey addressed, appreciated seeing the students in the video, and commented on diverse aspects of the school and the information provided.

No comments were received on this item. President Reyes closed the public hearing.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

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

Dr. Escobedo said the District is part of Region 17 of the California School Boards Association, an amazing organization that does a great job helping change the minds and hearts of legislators to make significant changes to meet the needs of our region. He said the Delegate Assembly has seven vacancies and read the names of the candidates.

President Reyes motioned to vote for Vice President Bishop, Clerk Ugarte, and Board Member Bunker.

Motion: REYES, Second: TAMAYO, Vote: UNANIMOUS

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

Dr. Thiel said the District is asking for Board authorization to transition from distance learning to preparation time for hybrid model when all conditions in the Memorandums of Understanding have been met and explained that teachers will need to return to school five days prior to students returning.

Comments were read as follows:

- Open Schools California – Demanding schools reopen now.
- Teacher Jessica Howard – Concerning with the reopening vote being on the agenda.
- Teacher Monica Murillo – Expressing gratitude to VEBA and the District for vaccination efforts and stating concerns with returning to in-person instruction.
- Parent Suzana Garrett – On concerns with the lack of initiative to reopen schools.

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- Teachers Sue Stone and Lisandra Cazares de Gomez – Suggesting items to consider prior to reopening schools.
- Teacher Emma Doran – Asking not to rush into going back to school.
- Parent, Community Physician Ricardo Indacochea – Requesting renegotiations of parameters for returning to in-person learning for the physical, mental and academic well-being of students.
- Teacher Courtney Green – Requesting the Board does not move students to hybrid.
- Teacher Ruby Zamora Baker – Asking the Board to honor the Memorandum of Understanding [with CVE].
- Teacher Jessica Powell – Asking to allow time for the vaccine to provide protection before reopening schools.
- Teacher Rachel Lipowski – Asking for a plan before moving to the hybrid model.
- Parent/Teacher Michelle Kohler – Asking no decisions are made that would compromise the MOU [with CVE].
- Parent Suzana Garrett – Asking justification for continued school closures.
- Teacher Linda Brown Key – Asking if another survey will be sent to parents regarding their choice of distance learning or in-person instruction.
- Teacher (anonymous) – Asking the Board to wait to reopen schools until the county is in Red Tier.

Board Members asked a number of questions that were addressed by Dr. Escobedo, Mr. Esquivel, Dr. Thiel, Dr. Tessier, Special Education Executive Director Sharon Casey, and Risk Management Executive Director Mr. Carlton related to:

- Vaccination availability and number of District employees who have received it. (Board Member Bunker, Board Member Tamayo) – The District has been working with the County of San Diego to offer vaccination for its employees and currently about 60 percent of District employees are eligible.
- Testing when schools reopen, who is taking the burden of paying for the tests, who performs the tests, and do we have agreements with those performing the tests. (Vice President Bishop and Board Member Bunker) – Paying for testing will be done through the Coronavirus Aid, Relief, and Economic Security Act Funds. Currently, the District is looking at a partnership with the County of San Diego Health and Human Services Agency to bring in people to conduct the testing.
- Clarification on the vote being to move from distance learning to preparation for hybrid learning. (Clerk Ugarte and Board Member

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Bunker) – It is correct that the vote is to move to preparation for hybrid learning. Hybrid learning would go into effect when the county reaches Red Tier.

- Coordination with public health agencies. (Clerk Ugarte) – The District has been working closely with public health agencies.
- The issue of availability of substitutes. (Vice President Bishop) – The District is looking at increasing pay for substitutes in order to ensure availability of substitutes. If a teacher and class are quarantined, distance learning can continue, so there would be no need for a substitute. Substitutes are also eligible for the vaccine, so we expect to have sufficient number available to work.
- Individualized Education Programs and special education issues; teachers having to teach multiple grades; and problems with bites, scratches and bodily fluids; and how to maintain safety. (Vice President Bishop) – Many special education students have been attending schools and the District has learned a lot in how to maintain safety. The District is looking into the possibility of sister schools to help avoid the need for a teacher to serve multiple grade levels. Ms. Casey is working closely with the Special Day Class groups and Resource Specialist Program teachers to come up with solutions to help support them during the hybrid model and has been holding monthly chats to address issues that surface.

Board Members also:

- Thanked and commended County Supervisor Nora Vargas for her efforts in making the vaccine available to all educators and for opening the South Bay Super Center and opening the Border View YMCA, targeting everyone who lives in Chula Vista and San Ysidro. Requested support in communicating these vaccination opportunities to parents. (Board Member Tamayo)
- Requested joint communications (District and teacher leadership) to clear up misunderstandings. (Board Member Tamayo)
- Commented the vaccine must be made available for all teachers and stressed the importance of advocating for them to receive it. (Board Member Tamayo)
- Emphasized parents must be aware of any changes that may result from reopening plans. (Clerk Ugarte)
- Asked to be equitable and consistent in messaging for staff and parents. (Clerk Ugarte)
- Stressed the importance of honoring MOUs [with labor groups]. (Clerk Ugarte)
- Requested we consider that some schools are still in “hot zones” [for high case rates]. (Clerk Ugarte)

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- Reminded everyone that some teachers may not be able to get their vaccines until other health issues are resolved (Clerk Ugarte).
- Expressed that distance learning is hard for parents and for teachers and thanked teachers and classified staff members for their efforts. (Vice President Bishop)
- Shared concerns from parents such as difficulty in affording childcare during this time, mental health care, losing playtime with friends, and the need for normalization. (Vice President Bishop)
- Shared concerns with reopening, saying this is being described by epidemiologists as the "eye of the hurricane" with new variants coming down and that we may see a new spike after Spring Break that would probably start around April 12. Also with the parent survey, as response percentages are very high at some schools and low at others and because parents were not asked if a priority for them is to stay with their teacher. (Vice President Bishop)
- Expressed it was important to acknowledge Colleague Chardá Bell-Fontenot from La Mesa-Spring Valley, saying there are serious racial disparities laid bare from the pandemic and its response, mentioning that national surveys show Black and Brown families are far more likely to want to keep their child(ren) in distance learning but are often pointed to as reasons for reopening and that the "acceptable" risk for reopening is mostly borne by Black and Brown families. (Vice President Bishop)
- Addressed the demonization of the MOU, saying the MOU is just a document everyone agreed upon in order to keep everyone safe. (Vice President Bishop).

Vice President Bishop asked if there would be a second vote to move from Level 2 to Level 3 or does this [vote] allow that from happening automatically at a certain period in time. Dr. Escobedo said that, as she shared, the MOU is a document we need to follow and the MOU states that the Board votes to get to Level 2 but no other action is needed [to move to hybrid learning] although the Board can set parameters. Vice President Bishop expressed that her big concern is that with the vote, the Board cedes responsibility of moving forward beyond that; she said Board Members were elected to take the responsibility and do with it what they feel the people who elected them want them to do with it. She also asked if there was a need to move to Level 2 in order to prepare, especially since a lot of work has been done in schools already and since the MOU states hybrid learning will not start until the county is in Red Tier, which has not happened. Dr. Escobedo said the county is very close to reaching Red Tier and schools will not be able to reopen when that happens if the Board has not approved the move from Level 1 to Level 2.

Vice President Bishop asked if the Board is able to call a special meeting and President Reyes stated a special Board meeting would

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take place on March 16. Dr. Escobedo said the Board can vote on this item now and reconsider at the March 16 meeting to see how things are at that point. Board Member Tamayo commented he would like to see the Board move forward to authorize the item but retain the ability to review at the March 16 special meeting and assess if the conditions outlined in the MOU have been met and if there are significant changes, the Board can stop it. He said it is important to start preparations and to ensure everything outlined in the MOU is ready to go but with the condition that the Board can reassess and have a presentation from public health agencies and other resources to make an informed decision. Board Member Tamayo added it is important to start training teachers; to look at how to address mental health issues of students and staff, mentioning revamping of the Multi-Tiered Systems of Support (MTSS) program to allow more time; and that is where the District needs more time to push forward.

President Reyes commented this year has been extremely difficult for parents, teachers, staff, and more importantly really tough academically and socially-emotionally for students. He said we realize that, even with the great effort and creativity of teachers, distance learning is not the same and that on one hand, we absolutely want students to return to school and on the other hand, return must be done in a way that ensures everyone is safe. President Reyes said going to Level 2 ensures all the protocols are in place for hybrid learning. Voting is to go to Level 2 and once we are in Level 2 and we meet the conditions stated in the MOU, then after two weeks, we go to hybrid learning and teachers will have five days to prepare in classrooms.

Clerk Ugarte requested further clarification on why the Board does not need to vote to reopen. Dr. Escobedo said the [MOU] does not provide language for the Board to vote to reopen but that the Board is able to set parameters, such as a [reopening] date; as an example, if conditions trigger reopening before Spring Break, the Board may ask for reopening to be pushed back.

President Reyes said students will need a lot of social-emotional help and asked if there is a plan to increase the number of counselors and social workers to support students. Dr. Escobedo said the District definitely wants to enhance the teaching of social-emotional aspects, especially with trauma-informed instruction and asked Dr. Tessier to expand on what MTSS Director Elizabeth Gianulis has planned. Dr. Tessier said the District has been doing a lot of trauma-informed care in social emotional supports for teachers and students for well over a year and is well positioned to continue that once teachers and students return to schools. President Reyes said he wants April 5 as the target date to start preparations as part of the planning; asked for more counseling staff at schools to support students; and requested

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the number of combination classes is reduced as much as possible by hiring additional teachers for co-teaching, bringing in substitutes, or using other resources. President Reyes also remarked communication to staff and parents needs to be constant, effective, and clear. Board Member Bunker suggested principals prepare videos to show to everyone. Regarding the survey, Dr. Reyes asked that the 18 percent overall families who did not respond be called to ask how to support them. Vice President Bishop expressed concerns with putting a date on reopening, as there is too much that needs to happen before then; regarding using the Red Tier for the whole county as a trigger for reopening when some District schools may still be on the Purple Tier; and because a spike is expected by epidemiologists after Spring Break, which would be seen around April 12. Dr. Reyes clarified he said no earlier than April 5 to allow for teachers and staff to get their vaccines and are prepared.

Board Member Tamayo moved to authorize transition from Level 1 to Level 2 with a check in during the March 16 special Board meeting with a tentative Level 3 date not sooner than April 5. Clerk Ugarte expressed a concern regarding parent-teacher conferences, but it was established those will take place the week before Spring Break, so they will not have an effect on the "no earlier than April 5" date. Vice President Bishop brought up a concern regarding teachers not receiving their vaccines before they start. Further discussion ensued and Board Member Tamayo said the MOU does not address vaccinations, but it is something the Board wants to consider and should hear from the experts on March 16. At that point, the Board can call another special meeting at any time to reconsider conditions. Board Member Tamayo restated his motion.

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

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
Mr. Esquivel presented the Second Interim Report of the 2020-21 school year, which is an update of the First Interim Report approved by the Board of Education in December 2020. He provided a summary of the General Fund and the updated Reserve for Economic Uncertainties (REU) amount; changes in the unrestricted revenues and in expenditures and contributions; Second Interim multiyear projections assumptions; data on the Governor's Proposed K-12 Education Budget and the Federal

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Stimulus II; the Governor's deal with the Legislature to reopen schools and expand learning (Assembly Bill 86); multiyear projections through 2022-23; historical REU; enrollment comparison, historical average daily attendance; cumulative retirement cost increases; special education expenditures; and items the District is watching.

Board Members thanked Mr. Esquivel for the report. Mr. Esquivel answered a number of questions from Vice President Bishop:

Motion: TAMAYO, Second: REYES, Vote: UNANIMOUS

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

Mr. Esquivel said that every year, the District is required to have its financial statements audited by an independent certified public accountant (CPA) based on general accepted accounting principles and state and federal guidelines, and the CPA has to be approved by the state. He presented Mr. Brian Hadley from Wilkinson Hadley King & Co. LLP.

Mr. Hadley introduced himself and explained there are three things he looks at in any audit. The first is Page 1 of the audit report—the Auditor's Opinion, which is the most important page in the report because the auditor is giving you his opinion on your financial statements and the District's is an "unmodified opinion," which is the best opinion you can get and means your financial statements fairly present the financial position of the District as of June 30, 2020. The second is all the way to the back, on Page 125, the Schedule of Auditor's Results that provides questions with "Yes" or "No" answers, where he looks at findings. The District had one finding related to ASB [Associated Student Body] accounts, some of which did not have two people count the money, which is a really good accounting practice. He added the procedure was modified to require two people count the money, so it has been taken care of. The last thing is the last page, which talks about the prior year's audit findings and you want to make sure they were taken care of. The District had one small finding from the prior year on the ASES [After School Education and Safety] program, and it was resolved.

Board Members thanked Mr. Hadley for the report.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

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

None.

UNAPPROVED

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

Vice President Bishop requested that Rebecca Fielding-Miller be invited to the March 16 special Board meeting. Said that [Dr.] Fielding-Miller is the head of the SASEA [Safer at School Early Alert System] program that is in place at two District schools. She explained SASEA is a method to test for COVID-19 through the sewage lines and by swabbing surfaces and commented that she would like [Dr.] Fielding-Miller to talk about the program, which may be a good alternative to asymptomatic biweekly testing.

11. BOARD COMMUNICATIONS

Board Communications

Ms. Bishop:

- Said she and Clerk Ugarte had been attending the same events.
- Thanked B-LAC and a sorority for an amazing equity and teaching presentation.
- Commented that she read to Mrs. Murillo's class at Veterans and that it was a blast and she remembers how much she likes hamming it up to kiddos.
- Thanked the principal at Rice for hosting her for her first walkthrough, which was very exciting and allowed her the opportunity to witness all the measures the principal and her staff have taken to try to keep the school families safe. Said she appreciated the principal's heartfelt feedback and that it was great to be able to see the SASEA program in action.
- Shared that, as a parent of a child who changed schools sixth months before distance learning started, she has seen her children struggle in terms of mental health with making connections with other students in their class. Encouraged teachers to set aside 30 minutes of the day for unstructured play, so the students get to know each other. Added it is especially important to allow the lower grade students, who cannot chat very well, to stay in Teams to just play.
- Pointed out that because the Board meeting was scheduled so early in the month, she will host her office hours after meeting instead of before. Said she will host on Friday [March 5], open house from 3-4 P.M. and appointments between 6-8 P.M. Told everyone additional information is available on the District's website and that she would love to talk to anyone who wishes to talk with her and reminded everyone the meeting is virtual.

Mrs. Bunker:

- Commented that one of the schools [Hedenkamp] came up with a virtual sixth grade camp, which is a great idea. Said sixth grade camp is such a tradition in the District and she hopes other schools also come up with plans for the students.

APPROVED

- Thanked Mr. Esquivel and his team for another great audit. Added that the Board knows they are always doing a great job, but confirmation is always good.

Dr. Reyes:

- Thanked everyone who have made the vaccines available for educators—Supervisor Nora Vargas, [Chula Vista] Mayor Mary Salas, elected officials, VEBA [Voluntary Employees Benefits Association], SDCOE, and the District who in partnership have made it really simple and accessible to get vaccines.
- Said it is everyone's choice, but the Board highly encourages everyone to make an appointment as soon as they get their letter.
- Offered congratulations on March 8, which is International Women's Day.

Mr. Tamayo:

- Shared a final reminder and plea to the teachers to consider receiving the vaccine as soon as they receive their invitation.

Ms. Ugarte:

- Said that since the last meeting, the country reached the horrific milestone of having over 500,000 COVID deaths and said it needs to be acknowledged because too many in our community have been affected by the terrible disease.
- Thanked Board Member Tamayo for his message and remarked that she sees educators rushing to get the vaccine, which to her sends the message that teachers want to be with students and in classrooms.
- Said it was a pleasure to attend the B-LAC [Black Learners Advisory Council] meeting and witness the work the group has been doing.
- Commented that she had been able to read to some first-grade classes and it makes a person happy to read to first graders. Addressed teachers to say she would love to visit and see the little faces and their excitement.

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Mentioned that NCUST's [National Center for Urban School Transformation] conference took place during the current week and commended Mueller Charter and Silver Wing for being honored as NCUST award recipients. Said he believes the District has the largest number of NCUST winners in the nation.
- Remarked that equity was one of the conference highlights, especially the issue of which schools are closed vs. which are not, mentioning and said it is called "present-day segregation." Parents need to have a choice whether to return to schools or stay in distance learning, but students need to return to classrooms when it is safe.

ADOPTED

13. CLOSED SESSION *Closed Session*

President Reyes adjourned to closed session at 9:52 P.M. in accordance with the following:

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

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

14 RECONVENE TO OPEN SESSION *Open Session*

President Reyes reconvened to open session at 10:12 P.M. with all Board Members present.

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

Approved the Resignation Agreement and Release regarding Employee No. 2010221732.

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

15. ADJOURNMENT *Adjournment*

President Reyes adjourned the meeting at 10:12 P.M.

Motion: TAMAYO, Second: REYES, 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, APRIL 14, 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 L

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Lilia Aldefolla, Custodian I, 3 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Sara Aegerter-Price, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 1, salary $15,105.41, effective April 5 through June 16, 2021

Annika Anderson, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Chelsea Bates, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Rachel Bianchi, Noon Duty Supervisor, 4.25 hours per day, 4 days per day, Range 12, Step 1, $14.28 per hour, effective April 13, 2021

Heather Bravence, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Tiffany Caparas, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 1, salary $15,105.48, effective April 5 through June 16, 2021

Karla Carrillo-Nunez, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective March 24, 2021

Francisco Casanova Mendoza, Custodian I, 4 hours per day, 4 days per week, Range 22, Step 1, $18.01 per hour, effective April 12, 2021

Franchesca Castaneda, CNS I, 2.5 hours per day, 5 days per week, Range 12, Step 1, $14.28 per hour, effective March 1, 2021

Jannet Chamu, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 2, salary $15,442.96, effective April 5 through June 16, 2021

Natalie Chipana, Noon duty Supervisor, 5 hours per day, 4 days per week, Range 12, Step 1, $14.28 per hour, effective April 12, 2021

Bessie Christian, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Yolanda Chu, Custodian I, 4.75 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Lindsay Church, Temporary Teacher (per Education Code Section 44920) 52 days, Class V, Step 1, salary $16,433.04, effective April 5 through June 16, 2021

Tami Concon, Temporary Social Worker (per Education Code Section 44920), 62 days, Class V, Step 1, salary $19,593.24, effective March 15 through June 16, 2021

Jennifer Covarrubias, Instructional Assistant (Preschool and Child Development Center), 3.5 hours per day, 5 days per week, Range 12, Step 2, $14.96 per hour plus 4 percent, effective March 10, 2021

Tiffany Flanagan, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Sierra Garcia, Temporary Teacher (per Education Code Section 44920) 52 days, Class V, Step 1, salary $16,433.04, effective April 5 through June 16, 2021

Victor Garcia, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Reena Gumban, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Matthew Hunter, Temporary Special Education Teacher (per Education Code Section 44920) 52 days, Class V, Step 3, salary $17,884.88, effective April 5 through June 16, 2021

Marcos Ibanez, Bus Driver, 5 hours per day, 5 days per week, Range 26, Step 3, $21.79 per hour, effective April 5, 2021

Guadalupe Jimenez Sawah, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Linda Kolbe, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Mia Lam, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Melissa Lawrence, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Frances Lee, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 2, salary $16,292.12 effective April 5 through June 16, 2021

Denmar Leonado, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, $17.21 per hour, effective April 12, 2021

Allan Marasigan, Custodian I, 8 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 13, 2021

Alissa Mashburn, Library Technology Technician, 5 hours per day, 3 days per week, Range 25, Step 1, $19.41 per hour plus 4 percent, effective March 9, 2021

Daisy Mae Mercado, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Lisa Metz, Temporary Teacher (per Education Code Section 44920) 52 days, Class II, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Maria Negron, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 2, salary $15,442.96, effective April 5 through June 16, 2021

Nina Ni, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 1, salary $15,105.48, effective April 5 through June 16, 2021

Andy Ortega, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective April 2, 2021

Richard Pike, Custodian I, 7.2 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective April 6, 2021

Karen Plasencia, Instructional Assistant, 6 hours per day, 5 days per week, Range 14, Step 3, $16.46 per hour plus 4 percent, effective March 1, 2021

Kimberly Pond, Temporary Teacher (per Education Code Section 44920), 64 days, Class I, Step 1, salary $18,138.24, effective March 11 through June 16, 2021

Guadalupe Ramirez Herrera, Noon Duty Supervisor, 3.5 hours per day, 5 days per week, Range 12, Step 2, $14.96 per hour, effective April 12, 2021

Mezzy Ramos, Temporary Teacher (per Education Code Section 44920) 52 days, Class V, Step 2, salary $17,140.24, effective April 5 through June 16, 2021

Elizabeth Roman, Custodian I, 5 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Eira Rosado, Custodian I, 2.5 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Caleb Rueda, Custodian I, 8 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Perla Sanchez Ramos, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 1, salary $15,105.48, effective April 5 through June 16, 2021

Noemi Silva, Temporary Teacher (per Education Code Section 44920) 52 days, Class III, Step 1, salary $15,105.48, effective April 5 through June 16, 2021

Brittney Sipes, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Concepcion Solano, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, $17.21 per hour, effective April 12, 2021

Octavio Torres, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Anthony Vallejo, Bus Driver, 5 hours per day, 5 days per week, Range 26, Step 3, $21.79 per hour, effective April 6, 2021

Sarah Ward, Temporary Teacher (per Education Code Section 44920) 52 days, Class IV, Step 1, salary $15,584.40, effective April 5 through June 16, 2021

Donald Welchman, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective April 7, 2021

Kasey Wells, Temporary Teacher (per Education Code Section 44920) 52 days, Class I, Step 1, salary $14,737.32, effective April 5 through June 16, 2021

Matthew Wilson, Custodian I, 5 hours per day, 4 days per week, Range 22, Step 1, $18.04 per hour, effective April 12, 2021

Hope Yamada, Senior Programmer Analyst, 8 hours per day, 5 days per week, Range 55, Step 4, $45.52 per hour plus 4 percent, effective April 19, 2021

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

Alejandro Callado, Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 2, $18.04 per hour, effective March 22, 2021

Yardley Chavira, Computer Support Technician, 3.75 hours per day, 5 days per week, Range 31, Step 3, $24.55 per hour plus 2 percent, effective March 23, 2021

Alicia Correa, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 20, Step 1, $17.21 per hour, effective April 12, 2021

C. LEAVE OF ABSENCE

Carmen Aguilar, Instructional Assistant-Special Education, effective April 5, 2021

Kerryann Alcantara, Teacher, effective February 5, 2021

Shannon Alisea, Noon Duty Supervisor, effective April 5, 2021

Leticia Enriquez, District Social Worker, effective March 22, 2021

Kenia Garibay, Student Attendant, effective March 17, 2021

Catherine Jackson, Teacher, effective July 19, 2021

Tracy Johnston, Teacher, effective July 19, 2021

Lorean Molina, Special Education Teacher, effective April 26, 2021

Leah Moreno, School Nurse, effective March 24, 2021

Tasia Padilla, Teacher, effective April 5, 2021

Rachel Porter, Special Education Teacher, effective March 4, 2021

Rebecca Quenga, Noon Duty Supervisor, effective March 23, 2021

Jacqueline Samson, Special Education Teacher, effective April 5, 2021

Christine Virgo, Music Teacher, effective March 15, 2021

Anna Wertz, Visual Arts Teacher, effective July 19, 2021

D. EXTENSION OF LEAVE

Kelly Barajas, Teacher, effective June 19, 2021

Ida Batiste, District Social Worker, effective January 4, 2021

Kathleen Bruton, LSH Specialist, effective July 19, 2021

Jennifer Carroll, Teacher, effective July 19, 2021

Jeanette Choe, Teacher, effective July 19, 2021

E. EXHAUSTED ALL PAID LEAVE—PLACED ON 39-MONTH REEMPLOYMENT LIST

Employee Nos.: 2010721549, 2011321901, 2011521072

F. JOB DESCRIPTION

Assistant Superintendent for Human Resources Services and Support

Human Resources Technician V (Risk Management)

Multi-Tiered System of Supports-Reading (MTSS-R) Coach, Specially Funded Projects (District)

Passenger Van Driver

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

101459	115122	116334
106398	115173	116347
108092	115207	116353
109223	115288	116364
109248	115459	116533
110516	115594	116536
111689	115947	116655
112935	115971	116690
114119	116116	116750
114326	116244	
114918	116327	

H. PROMOTION

Christian Martinez Ibarra, from Custodian I to Custodian II, 8 hours per day, 5 days per week, Range 25, Step 4, $22.37 per hour, effective March 31, 2021

Seply Tjindra, from Accounting Technician II to Payroll Specialist III, 8 hours per day, 5 days per week, Range 37, Step 5, $31.16 per hour, effective April 19, 2021

I. RESIGNATION

Erika Alamo, Resource Teacher, effective March 19, 2021

Nancy Arellano, Instructional Assistant-Special Education, effective March 6, 2021

Benjamin Brannen, Instructional Assistant-Special Education, effective March 27, 2021

Lindsay Church, Part-Time Program Support Teacher, effective March 27, 2021

Melissa Gonzalez, Noon Duty Supervisor, effective March 20, 2021

Annette Gutierrez, Teacher, effective June 17, 2021

Eleazar Herrera Gonzalez, Instructional Assistant-Special Education, effective March 26, 2021

Adalinda Morales, Noon Duty Supervisor, effective April 10, 2021

Mayra Olea-Chavez, Student Attendant, effective March 27, 2021

Pastor Osorio, Bus Driver, effective April 7, 2021

Danielle Payne, Student Attendant, effective March 27, 2021

Lucy Piccinini, Teacher, effective April 10, 2021

Vicky Pinuelas, CNS I, effective March 12, 2021

Maria Rendon, Noon Duty Supervisor, effective February 27, 2021

Stephanie Santana, Student Attendant, effective April 10, 2021

Olivia Saucedo, Noon Duty Supervisor, effective March 9, 2021

Neal Zeitler, Bus Driver, effective April 6, 2021

J. RETIREMENT

Ada Chico, Teacher, effective June 17, 2021

George Dittmer, Custodian II, effective July 1, 2021

Luz Gil, Instructional Assistant-Special Education, effective June 16, 2021

Brenda Kober, Library Media Technician, effective March 27, 2021

Rosa Manzano, Noon Duty Supervisor, effective March 27, 2021

Luis Velasco, Bus Attendant, effective March 4, 2021

K. RELEASE

Employee Nos.: 2010321183, 2011121277

L. CONSULTANTS

Arlene Pellicane provided an English Learner Advisory Committee parent presentation at Rohr. Services were provided March 9, 2021. The sum not to exceed $500 will be paid from Title I funds.

On June 17, 2020, the Board approved a contract with Club Xcite in the amount of $10,000 to provide academic tutoring services Districtwide. An amendment is required for additional services. This amendment will increase the contract by $7,000. The sum not to exceed $17,000 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Dual Language Education of New Mexico will provide K-6 teachers and administrators of Mater Dei Juan Diego Academy with professional learning services in the area of dual language education, biliteracy development, developing language proficiency, and strategies to support language learners. Services will commence April 15 and continue through May 20, 2021. The sum not to exceed $6,600 will be paid from Title II and Title III funds.

Higher Level Leadership is providing teacher and parent culturally responsive teaching at Otay. 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.

Maxim Healthcare Staffing Services will provide COVID-19 testing for District schools on a bi-weekly basis. Services will be provided by Registered Nurses, Licensed Vocational Nurses, Medical Assistants, Lab Assistants, Certified Nurse Assistants, and Emergency Medical Technicians. Services will be provided March 31 through June 11, 2021. The sum not to exceed $322,080 will be paid from the District General Fund through federal or state COVID-19 response funds.

McGrath Consulting Group will provide professional development for teachers Districtwide through the Instructional Leadership Team structure. Services will commence April 15, 2021, and continue through June 30, 2022. The sum not to exceed $45,000 will be paid from Low Performing Students Block Grant funds.

Rachel Sweigart Consulting will provide oversight and logistical support on COVID-19 related matters including, but not limited to, contact tracing, testing, and other safety mitigations. Services will be provided March 31 through June 30, 2021. The sum not to exceed $42,000 will be paid from the District General Fund through federal or state COVID-19 response funds.

Ro Health will provide COVID-19 testing for District schools on a bi-weekly basis. Services will be provided by Registered Nurses, Licensed Vocational Nurses, Medical Assistants, and Certified Nurse Assistants. Services will be provided March 31 through June 11, 2021. The sum not to exceed $350,000 will be paid from the District General Fund through federal or state COVID-19 response funds.

On October 14, 2020, the Board approved a contract with Ro Health in the amount of $138,000 to provide Registered Nurse services. On January 20, 2021, the Board approved an amendment to increase the contract in the amount of $54,719. An amendment to the contract is again required for additional services. This amendment will increase the contract by $10,000.

The sum not to exceed $202,719 will be paid from District Health/Nursing funds.

The Solis Group will provide project labor agreement coordination services for roof replacements for Castle Park, Harborside, Karl H. Kellogg, Los Altos, John J. Montgomery, and Rosebank. Services will commence April 15, 2021, and will continue through completion of the project, with an estimated project duration of four months. A monthly fee of $1,838, or a total amount not to exceed $7,352, will be paid from Measure M or VV General Obligation Bonds and other Capital funds.

The Solis Group will provide project labor agreement coordination services for heating, ventilating, air-conditioning for Arroyo Vista Charter, Chula Vista Learning Community Elementary Charter, Hazel Goes Cook, Thurgood Marshall, and Greg Rogers. Schools. Services will commence April 15, 2021, and will continue through completion of the project, with an estimated project duration of five months. A monthly fee of $2,419, or a total amount not to exceed $12,095 will be paid from Measure M or VV General Obligation Bonds and other Capital funds.

Amendment No. 1 to contract with Stapledon Enterprises, Inc., for new sports field, artificial turf, and rubberized running track at Mae L. Feaster Charter School. On September 9, 2020, the Board of Education authorized a contract in an amount not to exceed $44,000 for Division of State Architect on-site inspection services for the new sports field at Feaster Charter. Additional funds are needed for changes to the original scope for additional concrete pads for future bleachers, path of travel, fencing, a lighting pole, and new scoreboard in the amount of $17,600. The adjusted cost in the amount not to exceed $61,600 will be paid from Feaster Charter funds.

SVPR Communications will communicate information on the District's safe reopening plans to hard-to-reach students and their families, including potential cross-border students; coordinate a communications and media campaign using a combination of social media, television, and radio tactics targeted toward, but not limited to, English Learner families; and produce culturally-engaging and appropriate Spanish- and English-language creative and collateral content as part of the District's "Win-Back" plan to address the pandemic-related enrollment decline. Services will commence April 15 and continue through September 15, 2021. The sum not to exceed $37,000 will be paid from Elementary and Secondary Schools Emergency Relief funds.

The Ed Ladder will provide virtual or in-person instructional services in the areas of English language arts or mathematics to identified students Our Lady of Mt. Carmel. Services will commence April 15 and continue through June 10, 2021. The sum not to exceed $3,120 will be paid from Title I funds.

The Family Guidance and Therapy Center is providing behavior intervention services to students Districtwide. Services commenced March 15 and continue through June 30, 2021. The sum not to exceed $10,590 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

Vert Environmental is providing environmental monitoring, surveillance, and testing on an as-needed basis at District sites. Services commenced March 1, 2021, and will continue through April 30, 2022. The cost will be paid from Maintenance Funds, General Obligation Bond funds, or Capital Improvement funds at the rates shown in the chart that follows.

Description	Rate
Regular Rate	$158.16 per hour
Overtime and Saturdays	$208.24 per hour
Sunday	$258.28 per hour
Microbial Air Analysis	$75 per air sample
Microbial Tape-Lift Analysis	$50 per tape sample
Particle/Draeger Counter	$175 particle/ draeger counter
Phase Contrast Microscopy (PCM) Analysis	$15 per analysis
Polarized Light Microscopy (PLM) Analysis	$15 per analysis
Transmission Electron Microscopy (TEM) Analysis	$125 per analysis
Preparation of Formal Microbial, Asbestos or Lead Report	$150 each
Preparation of Formal Microbial, Asbestos, Lead, Abatement/Work Plans	$450 each
Tape Sample	$50 per tape sample
Particle/Draeger Counter	$175 particle/ draeger counter
Phase Contrast Microscopy (PCM) Analysis	$15 per analysis

Voyager Sopris Learning, Inc., will provide professional learning on the implementation of the Step Up to Writing to K-6 Mater Dei Juan Diego Academy to teachers and administrators. Services will commence April 15 and continue through May 10, 2021. The sum not to exceed $1,500 will be paid from Title II funds.

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES SERVICES AND SUPPORT

JOB SUMMARY:
Under the direction of the Superintendent, is responsible for all functions associated with the management of the personnel in the District and contributes to the strategic direction of the District in carrying out the District's Shared Vision and Values, goals, and objectives. Serves as Cabinet member and Superintendent designee.

ESSENTIAL JOB FUNCTIONS:
- Exercises general supervision and direction over all personnel functions, including the organization and management of all activities and records concerning recruitment, employment, assignment, promotion, demotion, transfer, reassignment, absences, and/or dismissal.
- Screens applicants for position openings and ensures that all applicants meet legal requirements for employment with the District.
- Supervises maintenance of personnel records and credentials.
- Conducts selection and exit interviews.
- Controls employment of personnel to maintain compliance with the District budget.
- Develops and maintains a budget process in collaboration with the Fiscal Services Department, utilizing short- and long-term goals to monitor and control personnel costs.
- Develops and maintains positive labor relations through relationship building, trust, and sharing of information.
- Collects data, develops proposals, makes recommendations, and manages the collective bargaining process with employee groups.
- Manages grievance procedures for the District.
- Consults with other District management members concerning personnel needs.
- Directs, supervises, and evaluates personnel assigned to the Human Resources Division.
- Oversees the District's group insurance and fringe benefits program including health insurance and workers' compensation.
- Prepares and implements proactive personnel policies and procedures for the District that are routinely discussed, promoted, and updated.
- Establishes a communication system to keep staff continually informed of important matters.
- Identifies issues of inequity and disparate treatment, while creating solutions for the system.

- Provides leaders with training and development to lead equitable and legal (federal and state) hiring panels that ensure Black, Indigenous, and People of Color (BIPOC) and people with disabilities are offered and given opportunities towards viable employment without regard for age, gender, religion, etc.
- Conducts equity analyses at the department level (e.g., pay, promotions, terminations, etc.).
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Applicable Credentials**:
  A master's degree in Education Administration and/or Personnel Management and/or related fields is a minimum requirement. The appropriate supervision or administrative credential is also required.

- **Training and Experience**:
  At least five (5) years of increasingly responsible and successful experience as school principal, demonstrated successful experience in employee negotiations, personnel selection, and personnel office management is required. District office-level experience in the personnel field is highly desired.

HUMAN RESOURCES TECHNICIAN V
(RISK MANAGEMENT)

JOB SUMMARY:
Under general supervision from the Executive Director of Facilities Planning, Risk Management and Legal Services performs a wide variety of complex and specialized clerical work in the Risk Management Department requiring specialized knowledge and involving interpretations of defined policies and procedures of the District, and performs related work as required.

ESSENTIAL JOB FUNCTIONS:
- Administers employee insurance benefits plans. Organizes and conducts orientation for new employee benefit sign ups and midyear changes.
- Maintains employee benefits data, monthly accounting, and audits with vendors through applicable data systems.
- Contacts staff, retirees, parents, and general public in regard to matters relating to risk management.
- Administers District-paid life insurance plans.
- Maintains database for workers' compensation claims. Corresponds with schools, occupational medicine professionals, employees, and workers' compensation claims administrators.
- Maintains student accident database and files.
- Maintains Department of Motor Vehicles' Employee Pull Program and investigates violations through the Motor Vehicle Codes.
- Coordinates ergonomic evaluations.
- Provides information where judgment, knowledge, and interpretation of department procedures and regulations are necessary.
- Receives, sorts, and distributes incoming mail and supplies; composes departmental correspondence; maintains supply and equipment records.
- Assists in preparing for negotiations regarding renewing contracts and benefits rates.
- Assists in drug and alcohol testing of District employees.
- Processes Claim for Reimbursement for Loss/Damage to Personal Property.
- Requests certificates of insurance.
- Assists with open enrollment preparation, Benefits Fair, and benefits changes.
- Assists in the administration of the District's Workers' Compensation program. Including assisting employees with pre-designation of physician.
- Orders supplies, processes requisitions for the department and benefits packages.
- Supplies and distributes student accident insurance information to schools.
- Updates required employee notices.
- Processes Vandalism/Theft – Loss Notices.
- Processes vehicle accidents.

- Processes workers' compensation administrator's invoices for payment.
- Updates applicable data systems, changes in rates or benefits package.
- Maintains correspondence with retirees, dependents, COBRA, and leave of absence employees.
- Collects funds, maintains monthly log for self-pay accounts and sends correspondence, reminders, and termination letters for retirees, COBRA and leave of absence.
- Processes OSHA Summary Report and gathers Critical Date Log annually.
- Processes restitution from Department of Justice, Juvenile Division.
- Participates in the processing of incoming liability and property loss claims; maintains files and monitors response deadlines and statutes of limitations; prepares and mails legal notices on claims.
- Performs duties as required in the absence of the Executive Director of Facilities Planning, Risk Management and Legal Services.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Knowledge of the following programs: Microsoft Office products (Word, PowerPoint, and Excel) required; enterprise resource planning (ERP) software is desirable.

- Ability to maintain the security of sensitive, confidential, and privileged information; relate to employees and the public in a positive and caring manner; make accurate calculations; spell correctly and use good English in performing a variety of clerical work; understand and carry out oral and written directions; and establish and maintain cooperative working relationships.

- Knowledge of modern office procedures, methods and practices; and skill in utilizing standard office machines, equipment, and personal computer applications.

- Five years of successful experience in employee benefits and workers' compensation administration is desirable.

- Graduation from high school or equivalent. Bachelor's degree in public administration, human resources, risk management, or related field, or equivalent combination of education and experience highly desirable.

CERTIFICATED JOB DESCRIPTION

MULTI-TIERED SYSTEM OF SUPPORTS – READING (MTSS-R) COACH, SPECIALLY FUNDED PROJECTS (DISTRICT)

JOB SUMMARY:
Under the supervision of the Director of Professional Development and Academic Coaching and Director of Multi-Tiered System of Supports: Behavioral, Social-Emotional, and Academic, the MTSS-R Coach will serve during the 2021-22, 2022-23, and 2023-24 school years to support up to five school sites in the implementation of four components of an MTSS-R model for students in Grades 1 and 2.

ESSENTIAL JOB FUNCTIONS:
- Facilitates MTSS-R team meetings using standard agendas.
- Provides support to the MTSS-R team and instructional staff with analysis and use of student data to inform instructional decisions and practices.
- Meets regularly with site administration to review student assessment and MTSS-R implementation data and assess progress towards goals.
- Provides technical assistance focused on effective Tier I instruction and Tier II intervention.
- Conducts classroom visits to support teachers with instructional strategies and provide modeling and feedback.
- Provides individual support to Tier II interventionists through classroom visits, modeling, and feedback.
- Assists with conducting implementation data collection in Tier I and Tier II.
- Participates in classroom visits with technical assistance providers.
- Serves as a liaison between school staff and technical assistance providers.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:
- **Credential:**
  - Multiple Subject Teaching, or credential deemed appropriate for the specific position.
  - "No Child Left Behind" compliant.
  - CLAD or BCLAD or equivalent.

- **Experience:**
  Five years of highly successful classroom teaching.

- **Highly Desired Skills:**
  - Expertise in beginning reading instruction based on the science of reading.
  - Experience implementing components of an MTSS framework.

- Experience with administration and interpretation of screening, diagnostic, and progress monitoring assessments, including working with associated online data systems.
- Prior coaching experience
- Excellent written and verbal communication
- Ability to balance and prioritize professional duties, as well as plan and prepare for coaching responsibilities.
- Demonstrated punctuality, preparedness, organization, and commitment.
- Knowledgeable about current and past research in content areas and other pedagogies relevant to the coaching role

PASSENGER VAN DRIVER

JOB SUMMARY:
Under general supervision, operates student transportation vehicles, including vans, that accommodate up to 9 passengers, over designated routes within an established time schedule; transports and supervises pupils/passengers on prescribed route applying safe driving principles in vehicle operation; demonstrates commitment to teamwork, collaboration, and cross-training to provide optimum services for students, staff, and community; and performs other duties as assigned.

ESSENTIAL JOB FUNCTIONS:
- Operates student transportation vehicle, including up to 9-passenger van, over scheduled routes.
- Reads and interprets route sheets and maps.
- Maintains student transportation vehicle in safe operating condition through daily inspections of the interior and exterior of the vehicle and cleanliness of windows and interior of vehicle on a daily basis, including sanitation methods, as necessary.
- Is responsible for route accuracy and reporting schedule conflicts.
- Boards and discharges pupils/passengers at designated stops or trip destinations.
- Ensures no remaining pupils/passengers, equipment, and cargo are on board the vehicle after each run or trip destination.
- Monitors and instructs passengers on proper behavior and emergency procedures for riding in the student transportation vehicle, while waiting at stops in accordance with regulations and District policies.
- Implements appropriate action in potential or actual medical and/or other emergency situations in accordance with District procedures, including administering first aid and conducting assigned evacuation drills.
- Assists pupils with disabilities and may be required to lift/assist pupils with mobility limitations.
- Submits and maintains daily routine records and reports, as required, including vehicle condition reports, trip sheets, green mileage sheets, and student counts.
- Fuels (fluids) student transportation vehicle and maintains oil and water levels.
- May operate a hydraulic lift.
- Ensures proper securement of mobility equipment, installation of, and application of Child Safety Restraint Systems (CSRS), and other occupant positioning devices.
- Loads, unloads, and ensures security of equipment/cargo, including storage of wheelchair restraint system.

- Complies with established procedures related to the care and release of special education students to parents and District staff.
- May direct/instruct employees serving as Bus Attendants on assigned routes.
- Communicates and documents records concerning pupil conduct, incidents, and accident reports.
- Attends meetings, training sessions, and workshops, as required.
- Communicates and complies with rules, regulations, laws, and procedures.
- Communicates with pupils, parents, and District staff, as necessary.
- Orients parents, pupils, and school personnel.
- Monitors, conducts, and responds to communications with department staff via two-way radio, assigned cell phones, cubicle messages, postings, and board information.
- Attends and participates in safety meetings, trainings, and programs, as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to maintain proficiency in driving a school van and other District vehicles; evaluate situations and ascertain proper action; report mechanical malfunctions and other problems, as required; maintain vehicle in clean and proper working condition; operate a mechanical lift device; load and unload mobility equipment; install and apply other supportive devices; physically lift, carry, push, and pull up to 40 pounds; administer first aid; understand and carry out both oral and written communications; read and interpret route sheets and street maps; operate a two-way radio; learn and apply District policies and procedures; utilize interpersonal skills which reflect patience, tact, and courtesy; interact effectively and professionally under pressure; exercise good judgment and discretion; and maintain cooperative relationships with those contacted in the course of work.

- Knowledge of the laws and regulations applicable to the operation of vehicles and personnel involved in the transportation of pupils; safe and defensive driving principles and procedures; first aid; requirements and usage of mobility equipment and other supportive devices; and knowledge and ability to use all types of wheelchair securement.

- Must be able to kneel, squat, bend, climb, twist, and safely enter/exit a vehicle, including a school bus through the emergency exits.

- Graduation from high school or equivalent.

- Must have and maintain a satisfactory driving record which ensures maintenance of liability insurance coverage under the District's standards. Must also maintain a negative drug and alcohol test certification and clear fingerprint record.

- Possess an appropriate, valid California Class C driver's license and CPR/first-aid certificate; or meet and maintain the requirements for a valid California School Bus Driver's Certificate with first aid training and DMV Medical Examiner's Certificate.

- Must be willing to obtain and maintain the following documents within one year: California Commercial Driver License Class A or B with "Air Brake" and "Passenger" endorsements, California School Bus Driver Certificate with no limitations (except "Automatic Transmission Only" is acceptable) preferred, or if limited, have capability and agree to upgrading to no limitations (except "Automatic Transmission Only"), and Medical Examiner's Certificate. Must be able to traverse 12½-inch aisles on school buses.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding COVID-19 Pandemic Stipend for the Period of March 3 Through April 11, 2021

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

On March 9, 2021, the District and Chula Vista Classified Employees Organization (CVCEO) came to agreement and signed a Memorandum of Understanding (MOU) regarding pay during the COVID-19 Pandemic. The MOU specifies that any CVCEO bargaining unit members who are directed or approved by the District and/or their supervisor to report to work at a District-designated site on any days beginning March 3, 2021, continuing through April 11, 2021, receive $2.50 per hour in the form of a stipend for every hour worked at such District-designated site.

Student Attendants and Instructional Assistants who are working in person and directly with students in the Moderate/Severe Distance Learning Support Program already receiving a $50 stipend for every 20 hours of direct, in person service to students per the Reopening MOU are not eligible for the newly negotiated stipend. The MOU also specifies that under no circumstance shall any additional unit members receive the $200 stipend described in the Reopening MOU.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The fiscal impact associated with this MOU will be approximately $525,793 and will be paid through the Elementary and Secondary Schools Emergency Relief (ESSER) II fund, which is part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.

STAFF RECOMMENDATION:

Recommend approval.

Disclosure of Collective Bargaining Agreement

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

Agenda Item 6.C.
April 14, 2021

Chula Vista Elementary School District

Name of Bargaining Unit: Chula Vista Classified Employee Organization (CVCEO) Certificated: _____ Classified: X

The proposed agreement covers the period: Beginning: 3/3/2021 Ending: 4/11/2021

This agreement will be acted upon by the Governing Board at its meeting on: 4/14/2021 (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	$39,688,895	$0	0.00%	$0	0.00%	$0	0.00%
2. **Salary Schedule** - Increase (Decrease)	$39,688,895	$0	0.00%	$0	0.000%	$0	0.00%
3. **Other Compensation** - Increase (Decrease) in Stipends, Bonuses, etc.	$0	$483,710		$0			
4. **Statutory Benefits** - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	$11,668,535	$42,083	0.36%	$0	0.000%	$0	0.00%
5. **Health/Welfare Benefits** - Increase (Decrease)		$0		$0		$0	
6. **Total Compensation** - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	$51,357,430	$525,793	1.02%	$0	0.00%	$0	0.00%
7. **Total Number of Represented Employees**		878.69		0.00		0.00	
8. **Total Compensation Cost for Average Employee** - Increase (Decrease)		$598.38					

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:

Wages:

For fiscal year 2020-21:

COVID Pay:

- CVCEO bargaining unit members who are directed or approved by the District and/or their supervisor to report to work, and actually report to work, at a District-designated site on any days during that time period of March 3 to April 11, 2021 shall receive $2.50 per hour in the form of a stipend for every hour worked at a District-designated site.

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

The Elementary and Secondary Schools Emergency Relief (ESSER) II Fund which is part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act will be the primary source of funding for the proposed agreement.

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

There will be no ongoing cost.

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)

Not applicable. It is a single-year agreement.

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)	$318,746,046
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)*	$9,562,381

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

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	$35,172,971
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	$35,172,971

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)	4/5/2021 Date
Deputy Superintendent (Signature)	4/5/2021 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 March 3, 2021	(Col. 2) Adjustments as a Result of Settlement CVCEO (classified)	(Col. 3) Other Adjustments as a Result of Settlement	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	214,496,230			214,496,230
Remaining Revenues (8100-8799)	95,854,374		525,793	96,380,167
TOTAL REVENUES	310,350,604			310,876,397
EXPENDITURES:				
1000 Certificated Salaries	133,848,250			133,848,250
2000 Classified Salaries	48,326,996	483,710		48,810,706
3000 Employee Benefits	75,360,278	42,083		75,402,361
4000 Books and Supplies	21,722,555			21,722,555
5000 Services and Operating Expenses	37,576,379		0	37,576,379
6000 Capital Outlay	264,475			264,475
7000 Other	1,121,319			1,121,319
TOTAL EXPENDITURES	318,220,252	525,793	0	318,746,046
OPERATING SURPLUS (DEFICIT)	(7,869,648)	0	0	(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	(7,717,833)	0	0	(7,717,833)
BEGINNING BALANCE	43,875,804			43,875,804
CURRENT YEAR-ENDING BALANCE	36,157,971	0	0	36,157,971
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	835,000			835,000
Restricted (9740)	0			0
Committed (9750/9760)	0			0
Assigned (9780)	150,000	0		150,000
Reserve Economic Uncertainties (9789)	35,172,971	0	0	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 2 includes the one time COVID pay/stipend for eligible CVCEO bargaining unit members.
Page 5 Column 3 includes the one time ESSER II revenue that will be used to fund this stipend. The costs will be offset by the ESSER II revenue once incorporated to 2020-21 Estimated Actuals submission to the Board of Education on June 16, 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:

Adopt Resolution in Recognition of Classified School Employees and Designating May 16-22, 2021, as *Classified School Employee Week* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

School districts throughout California will celebrate May 16-22, 2021, as *Classified School Employee Week*. A law enacted by the California Legislature designates a full week in May as *Classified School Employee Week*. This designation was made to recognize the valuable services provided to California public schools by classified employees.

The Chula Vista Elementary School District employs nearly 1,730 classified, management, supervisory, confidential, and support personnel. The Board of Education and the District Superintendent recognize that the District can be only as strong as the people it employs and that classified employees are truly one of the District's greatest resources. Classified employees have roles of profound importance and help prepare the children in our school community to be successful in the 21st century. *Classified School Employee Week* provides an opportunity to recognize the contributions of these employees.

Copies of the adopted resolution designating May 16-22, 2021, as *Classified School Employee Week* will be distributed throughout the District. In addition, classified employees will be recognized and honored in various ways at individual school sites and at the Education Service and Support Center.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution in Recognition of Classified)
School Employees and Designating)
May 16-22, 2021, as *Classified School*)
Employee Week in the Chula Vista)
Elementary School District)

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

WHEREAS, classified employees support and serve the students, staffs, and Chula Vista Elementary School District community; and

WHEREAS, classified employees continually assist the Chula Vista Elementary School District in its commitment to provide quality educational programs and services on behalf of District children; and

WHEREAS, classified employees, individually and collectively, set an exemplary standard of performance and commitment; and

WHEREAS, classified employees provide knowledge, skills, and expertise that are relied upon by staff throughout the District.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District and the District Superintendent join the State of California in declaring May 16-22, 2021, as *Classified School Employee Week* in the District.

BE IT FURTHER RESOLVED that the Board of Education and the District Superintendent encourage activities to recognize and honor Chula Vista Elementary School District classified employees during this week.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Adopt Resolution in Recognition of School Nurses and Designating May 12, 2021, as *School Nurse Day* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

Since 1972, *National School Nurse Day* has been set aside to recognize school nurses. It was established to foster a better understanding of school nurses' role in the educational setting. In 2004, *School Nurse Day* was changed nationwide to May 10 to coincide with *National Nurse Day*. *School Nurse Day* will be celebrated in the Chula Vista Elementary School District on May 12, 2021.

The Chula Vista Elementary School District is proud of its school nurses, who support the learning and health needs of students to ensure academic success.

Copies of the adopted resolution declaring May 12, 2021, as *School Nurse Day* will be distributed throughout the District. In addition, school nurses will be recognized and honored in various ways at individual school sites and at the Education Service and Support Center.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution in Recognition of School Nurses)
and Designating May 12, 2021, as *School*)
Nurse Day in the Chula Vista Elementary)
School District)

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

WHEREAS, all children must be ready to learn, having their basic needs first met so that they may achieve optimal physical, emotional, social, and educational development and be prepared for full participation in society; and

WHEREAS, through public schools, communities can work together in unprecedented ways to eliminate barriers to learning and to provide access to healthcare for children and families; and

WHEREAS, California's credentialed school nurses are pivotal members of a coordinated school health system delivering services to children, eliminating health disparities and barriers, and supporting academic success for all children; and

WHEREAS, school nurses provide vital links between public and private resources and programs, collaboration between schools and health and human service agencies to bring community services to schools, and support efforts to connect families to health insurance programs to meet their needs; and

WHEREAS, school nurses create and maintain safe school environments, provide mandatory health education and health screenings, deliver early intervention services, design wellness-driven programs, and assist students with chronic and acute illnesses and special needs as they transition from home to school.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District and the District Superintendent declare May 12, 2021, as *School Nurse Day* to commemorate the unique contribution of our California credentialed school nurses to the total educational program.

BE IT FURTHER RESOLVED that the Board of Education and the District Superintendent encourage activities to recognize and honor Chula Vista Elementary School District school nurses on this day.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Adopt Resolution in Recognition of Teachers and Designating May 12, 2021, as *Day of the Teacher* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

May 12, 2021, is California's annual *Day of the Teacher*. This day is very special to the Chula Vista Elementary School District community. Teaching is a career that embodies compassion, warmth, and strength. The *Day of the Teacher* provides an opportunity to show appreciation and express thanks to all teachers and certificated staff members for making a profound difference in the lives of students.

The *Day of the Teacher* is sponsored by the Association of Mexican-American Educators, Inc. (AMAE). During the early 1970s, AMAE adopted the Mexican tradition of annually recognizing members of the teaching profession and began organizing appropriate events throughout California. The day was entered into state legislation in 1982, and in 1985, the California Legislature set aside the second Wednesday in May as the *Day of the Teacher*.

Copies of the adopted resolution declaring May 12, 2021, as the *Day of the Teacher* will be distributed throughout the District. In addition, teachers and certificated staff members will be recognized and honored in various ways at individual school sites and at the Education Service and Support Center.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution in Recognition of Teachers)
and Designating May 12, 2021, as)
Day of the Teacher in the Chula Vista)
Elementary School District)

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

WHEREAS, education is the most vital activity that we as a society undertake to ensure the well-being of the nation; and

WHEREAS, education is in large measure the result of the talent and commitment of teachers; and

WHEREAS, teaching is a profession characterized by skill, knowledge, discipline, tenacity, and creativity in the delivery of instruction; and

WHEREAS, teachers are a source of caring, concern, counseling, empathy, warmth, and love; and

WHEREAS, teachers deserve widespread recognition and gratitude for their contributions; and

WHEREAS, teachers in the Chula Vista Elementary School District exemplify all these qualities; and

WHEREAS, teachers in the Chula Vista Elementary School District have made a profound difference in the lives of students in our community schools.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District and the District Superintendent join the State of California in declaring May 12, 2021, as the *Day of the Teacher* in the District.

BE IT FURTHER RESOLVED that the Board of Education and the District Superintendent encourage activities to recognize and honor Chula Vista Elementary School District teachers and all certificated staff members on this day.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Resolution Designating May 9-15, 2021, as *National Charter Schools Week* in the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

National Charter Schools Week recognizes the achievements of charter schools across the United States. More than three million students are enrolled in over 7,000 charter schools throughout the nation and enrollment continues to increase. This year is an exciting one as it is the 30th anniversary of the first charter school law, which changed the future of public education and student success forever.

Activities at charter schools will honor the progress of students and the dedication and involvement of teachers, parents, administrators, and board members who support the charter schools movement.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating May 9-15, 2021)
as *National Charter Schools Week* in the)
Chula Vista Elementary School District)

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

WHEREAS, operating charter schools continue to flourish in California; and

WHEREAS, by providing quality education to students, charter schools contribute to the statewide effort to improve education and provide school choices in California; and

WHEREAS, charter schools encourage community and parental involvement in the education of our youth.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District declares May 9-15, 2021, as *National Charter Schools Week* and encourages activities to recognize and honor the District's charter schools during this week.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional
Services and Support

ITEM TITLE:

Ratify Amendment to the Memorandum of Understanding with the San Diego County Superintendent of Schools Relating to the San Diego County Office of Education Broadband Connectivity Program for the 2020-21 School Year

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Since schools closed due to the pandemic, the District has endeavored to ensure all students are able to participate in distance learning. Towards this end, the District partnered with the City of Chula Vista Public Library, to acquire approximately 2,000 connectivity devices (known as hotspots). These devices were distributed to students who lacked home access to the Internet, in an effort to ensure they were able to join virtual classes.

Due to an increase in the need for hotspots, the District began a partnership with the San Diego County Superintendent of Schools for an additional 1,000 Internet hotspots. A Memorandum of Understanding (MOU) was developed to formalize the acquisition, which was ratified at the September 9, 2020, Board of Education meeting.

In January 2021, the District saw the need to acquire an additional 572 hotspots.

ADDITIONAL DATA:

This amendment to the MOU will cover the 572 units that we purchased earlier in the year. It will also allow the District to acquire additional units should the need arise again. A copy of the MOU is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the hotspots is $63.20 per unit, plus a monthly service fee of $11.40 per unit. This expense will be covered with Coronavirus Aid, Relief, and Economic Security Act funds.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Agreement with the San Diego County Office of Education for Participation and Services in the Virtual Camp Cuyamaca Program for the Period of February 5 Through June 30, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

The San Diego County Office of Education (SDCOE) traditionally operates the Outdoor Education Program, which allows Grade 6 students to stay four or five days at a designated site where they are provided with hands-on learning opportunities that incorporate the Next Generation Science Standards and Common Core State Standards. Due to the current COVID-19 restrictions and in following the Governor's orders to limit gatherings, the camp experience is being offered as a virtual program.

The five-day virtual program is modeled on what a class would experience during a week at Camp Cuyamaca. The activities can be accessible synchronously in class and/or asynchronously at home. Students will explore the curriculum through the Canvas platform. They will watch fun and engaging short instructional videos, participate in activities online and outside, and complete projects and write/draw in their journal. Additionally, each student will receive a science kit containing items for projects throughout the week.

The SDCOE requests districts to sign an agreement for each of their participating schools. These agreements allow for scheduling and other necessary preparations for the virtual camp experience. These agreements do not change the obligation of the individual schools to provide funding for participating students.

ADDITIONAL DATA:

Students from the following schools are expected to participate in the virtual camp experience.

- Ella B. Allen
- Arroyo Vista Charter
- Castle Park
- Hazel Goes Cook
- Myrtle S. Finney
- Halecrest
- Heritage
- J. Calvin Lauderbach
- Liberty
- Loma Verde
- Corky McMillin
- Robert L. Mueller Charter
- Saburo Muraoka
- Lilian J. Rice
- Fred H. Rohr
- Silver Wing
- Valley Vista
- Veterans

FISCAL IMPACT/FUNDING SOURCE:

The cost of the five-day program is $35 per student and includes a science kit. The cost of the program is covered by students, fundraisers, and site-based funds.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Updated San Diego County Office of Education and San Diego County Districts Plan for Serving Expelled Pupils for the 2021-2024 School Years

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Education Code (EC) Section 48926 requires county superintendent of schools in counties that operate community schools pursuant to EC Section 1980, to work with local superintendents to develop a plan that addresses educational services provided to all expelled students in the county. This countywide plan must be approved by the board of education of each local district as well as by the corresponding county board of education and then submitted to the California Superintendent of Public Instruction.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and list strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the board of education.

EC Section 48926 further stipulates that each county superintendent of schools submit to the Superintendent of Public Instruction a triennial update of the plan, including outcome data pursuant to EC Section 48916.1.

ADDITIONAL DATA:

The San Diego County Superintendent of Schools has completed the triennial update to the San Diego County Office of Education and San Diego County Districts Plan for Serving Expelled Pupils (Plan) for the 2021-2024 school years. The District's overview and checklist are included (Attachment A). The Plan, which incorporates the Chula Vista Elementary School District, is presented for Board approval (Attachment B).

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

Attachment "A"

SAN DIEGO COUNTY
OFFICE OF EDUCATION
AND
LOCAL SCHOOL DISTRICTS
PLAN
FOR SERVING
EXPELLED STUDENTS

2021-2024

District Name: Chula Vista Elementary School District

Superintendent: Francisco Escobedo, Ed.D.

_____ _____

District Superintendent's Signature Date

Date of Board Approval: _____

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Existing District Educational Alternatives for Expelled Youth

School District Overview

The Chula Vista Elementary School District offers the following options for expelled youth, depending on the nature of the offense and specific Education Code violations:

Kindergarten-Grade 6

1. Suspended expulsion with placement at the same school with other means of correction or in lieu of expulsion contract;

2. Suspended expulsion with placement at a different school within the same District with other means of correction or in lieu of expulsion contract;

3. Suspended expulsion with placement in a District operated Opportunity School, should one exist, with other means of correction or in lieu of expulsion contract;

4. Expulsion referral to another elementary school within a district in which we have a consortium, with a rehabilitation plan for the expelled student.

5. When there sufficient numbers of expelled Kindergarten-Grade 6 students in an area, a regional San Diego County of San Diego-operated Community Day School (Summit School) will be developed with the following specifications:

    - The site will be located centrally in the region.
    - The parents must provide transportation.

Actual referral to such a placement is made by the District Governing Board with recommendation from a District Discipline Review Board, School Attendance Review Board, or a similar District referral process.

Rehabilitation Plans are written for each individual student according to California Education Code Section 48916.

Chula Vista Elementary

Educational Alternatives and Services for Expelled Students (Part I A)

District	Community Day School			Other Alternative Placement			Counseling			Support Groups			Conflict Mgmt. Peer Mediation			Tutoring Program		
	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12
Chula Vista Elem.							X	X	X	X	X	X	X	X	X	X	X	X

Educational Alternatives and Services for Expelled Students (Part I B)

District	Community Services			Job Training			Employment			Independent Studies			Other		
	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12
Chula Vista Elem.	X	X	X							X	X	X			

Special Education Programs/Services for Expelled Students (Part II A)

District	Physical Occup. Therapy			Vision Services			Counseling Guidance			Parent Counseling/Guide.			Health & Nursing		
	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12
Chula Vista Elem.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Special Education Programs/Services for Expelled Students (Part II B)

District	Social Worker			Vocational Ed. Career Dev.			Assessments			Special Day Classes			Resource Specialist Program			Audiological Services		
	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12
Chula Vista Elem.	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X

Special Education Programs/Services for Expelled Students (Part II C)

District	Orientation & Mobility Inst.			Home/Hospital Instruction			Adapted P.E.			Recreational Services			Services for Low Incidence			Other Special Ed Services		
	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12	K-6	7-8	9-12
Chula Vista Elem.	X	X	X	X	X	X	X	X	X				X	X	X			

Attachment "B"

PLAN FOR SERVING EXPELLED PUPILS

SAN DIEGO COUNTY OFFICE OFEDUCATION

AND SAN DIEGO COUNTY DISTRICTS

2021 - 2024

San Diego County Office of Education

Superintendent

San Diego County Board of Education

Gregg Robinson
Guadalupe González
Alicia Muñoz
Paulette Donnellon
Rick Shea

Approved by the County Superintendent of Schools

_____
Dr. Paul Gothold, Superintendent

_____
Date

INTRODUCTION

Education Code - 49826

Each County superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the County, shall develop a plan for providing educational services to all expelled pupils in that County. The plan shall be adopted by the governing board of each school district within the County and by the County Board of Education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placement for pupils who are expelled and placed in district Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each County superintendent of schools, in conjunction with the superintendents of the local school districts, shall submit to the Superintendent of Public Instruction the County plan for providing educational services to all expelled pupils in the County no later than June 30, 2003, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.(1) on June 30th thereafter.

Education Code - 48916. (1)

> At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

San Diego County Plan

Educational programs within San Diego County provide numerous opportunities for students who are in need of traditional and/or alternative educational programs. Individual school districts offer a broad spectrum of service and the San Diego County Office of Education offers additional options, this combination provides a continuum of alternatives to expelled students.

A student whose behavior has resulted in expulsion is given a rehabilitation plan created by their district of residence. This plan may involve one or more of the options outlined in the 3-year plan [see matrices on Education Alternatives and Services for expelled students]. A student who is simply in the need of an educational alternative may also access these programs through a District and/or County referral process.

Gaps in Educational Services to Expelled Pupils and Strategies for Filling the Service Gaps

Four major gaps that were identified in 2003 and carried forward in subsequent plans through the 2012 - 15 version. Strategies were proposed and implemented to address these gaps over those years. For the 2015 - 18 plan, two of the original gaps remained, and three new gaps were identified. For the 2018 – 2021 plan, five gaps remained and were addressed. Updates and progress made are noted as "*Updated Information as of February 2021."*

The gaps are addressed on subsequent pages. Strategies to address each gap are followed by a summary of the effectiveness of the strategies. Discussion summaries from previous plans are also included. Discussion centers on the following questions:

a. Were the strategies successful? If not, what were the obstacles?
b. What additional strategies were implemented? Were they successful?

Strategies, which were used to address each gap during 2018 - 2021, follow the discussion summary for each gap.

Alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board are also outlined.

Finally, following the alternative placement are the regional articulations between districts and the County Office of Education which contains a discussion of the coordination between school districts and with the County office of education in providing educational placements for expelled pupils.

Much work on the countywide plan has been done since 2003; the San Diego County Plan for Serving Expelled Students for 2018 - 2021, is approved by both the local and county school boards and is signed by local district superintendents as well as the County superintendent of schools.

Administrator Recommendation of Expulsion		
MUST RECOMMEND EXPULSION (Mandatory Recommendation)	SHALL RECOMMEND UNLESS PARTICULAR CIRCUMSTANCES RENDER INAPPROPRIATE (Quasi-Mandatory Recommendation)	MAY RECOMMEND EXPULSION (Discretionary Recommendation)
Education Code 48915(c) Limited to acts committed at school or at a school activity off school grounds. The principal or superintendent of schools shall immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts: A. Possessing, selling, or otherwise furnishing a firearm. • Does not apply to an act of possessing a firearm if the pupil had obtained prior written permission from the school. • Applies only if the act of possessing a firearm is verified by an employee of a school district. • Possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory. B. Brandishing a knife at another person. C. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. D. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900. E. Possession of an explosive. • The term "explosive" mean "destructive device" as described in Section 921 of Title 18 of the United States Code. Per EC 48915(e) the recommendation for expulsion shall be based on one or both of the following: (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.	**Education Code 48915(a)(1)** Limited to acts committed at school or at a school activity off school grounds. The principal or the superintendent of schools shall recommend the expulsion, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct A. Causing serious physical injury to another person, except in self-defense. B. Possession of any knife or other dangerous object of no reasonable use to the pupil. C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician. D. Robbery or extortion. E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Per EC 48915(b) the recommendation for expulsion shall be based on one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.	**Education Code 48900.** Includes acts committed while at school, while going to or coming from school, during activity whether on or off campus, or while going to and from a school activity. A. Physical injury 1. caused, threatened or attempted 2. willful force or violence B. dangerous objects C. alcohol or other drugs - under the influence D. Sale of look-alike substance represented to be alcohol or other drugs. E. Robbery/extortion F. Damage to property G. Theft H. tobacco I. obscenity/profanity/vulgarity J. drug paraphernalia K. disruption/defiance L. receipt of stolen property M. imitation firearm possession N. sexual assault or battery O. harassment, threatening a pupil witnesses p. selling the prescription drug soma q. engaged or attempted to engage in hazing r. bullying (including an electronic act) toward student(s) or school personnel s. aiding and abetting - infliction or attempted infliction of physical injury - (suspension only except as defined) ▪ sexual harassment (EC 48900.2) (grades 4-12 only) ▪ hate violence (EC 48900.3) (grades 4-12 only) ▪ harassment, threats and intimation (EC48900.4) (grades 4-12 only) ▪ terrorist threats (EC 48900.7) ▪ electronic devices (EC 48901.5) Per EC 48915(b) the recommendation for expulsion shall be based on one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

SAN DIEGO COUNTY AND DISTRICT GAPS AND STRATEGIES IN EDUCATIONAL SERVICES TO EXPELLED STUDENTS

Four gaps were initially identified in the 2003 and continued in subsequent versions of the plan. Of those, three gaps no longer exist. Three additional service gaps were also identified and addressed for the first time in the 2015 – 2018 version of the plan.

The following Gaps were identified in 2003 and carried forward in all subsequent versions of this plan. These Gaps are now considered to have been resolved.

i. GAP: A full continuum of services is not available at each of the sites operated by the County Office of Education. Some of the Juvenile Court & Community School (JCCS) regions have more services to offer than others.

RESOLUTION: In 2009, JCCS maintained 66 sites. In 2012, the number of sites was 62. During 2014 - 2015, SDCOE reduced the number of community school sites to 24. As a result of the consolidation, all sites now offer a full continuum of services.

ii. GAP: Placements may not always be available for expelled students in the nearest community school.

RESOLUTION: As a result of the consolidation of sites described above, all JCCS sites have the capacity a continuum of services needed to support the needs of their students in the site located closest to the student.

iii. GAP: Students who have failed their placement in district community schools or do not have a community School must be referred to other district programs or to a County operated community school. If the student fails the program or commits another expulsion type offense, there may not be any viable alternative remaining.

RESOLUTION: SDCOE's Juvenile Court and Community Schools (JCCS) accepts referrals on students who have committed expulsion type offences while enrolled in district community schools. JCCS also retains students in their system, even when they've committed expulsion type offences, by altering their placement and services to respond to the issue at hand. Operating on a blended model of instruction, JCCS is able to provide a range of formats to meet the individual needs of each student ranging from daily attendance to distance learning. JCCS has also made major investments in and relies heavily on the effective use instructional technology as a component of their blended learning model. This approach allows JCCS to tailor their programs to the individual needs of their students.

The following Gaps in service were identified in the 2015 – 2018 plan; of those, one, Gap 2, was resolved, and though progress was made, four gaps remain within the County of San Diego and will remain the focus of our work for the 2018 – 2021 plan.

Gap #1

Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. These younger students cannot attend programs designed for middle and high school students.

A. Strategies that have been used to address this gap:

1. Expulsion and placement in district-operated community day school where available.
2. The K-6 school districts will continue to offer available options, which may include the following:
   - Suspended expulsion with placement at the same school with the **Other Means of Correction** contract.
   - Suspended expulsion with placement at a different school within the same district with the **Other Means of Correction** contract.
   - Suspended expulsion with placement in a district operated opportunity school with the **Other Means of Correction** contract. (see page 92 for a sample Other Means of Correction contract)
3. SDCOE offers placement at Monarch school as well as independent study based programs serving elementary students when appropriate.

B. Discussion:

a) Were the strategies successful? If not, what were the obstacles?

2009 - 12
Yes, however we will need to continue our efforts in expanding the numbers and kind of intervention strategies used with elementary students.

2012 - 15
Yes, however will need to continue their efforts in *maintaining* the numbers and kind of intervention strategies used with elementary students.

2015 - 18
CALPADS does not maintain expulsion data by grade level so there is no way to determine how many elementary students were expelled in the County last year. In 2013 - 14, elementary districts expelled just over 40 students. Almost all of those were from two districts that operate community day schools. Elementary districts that have very low expulsion rates (most have less than one case per year) still perceive this area to be a gap in service; however it isn't one they encounter often. We estimate this gap is experienced by about five students a year, Countywide.

2016 – 17
Cal Pads data now reflects expulsion data by grade level and Expulsion data and indicates the following expulsion rates:

Grade K-3: 0
Grade 4-6: 15
Grade 7-8: 78

b) What additional strategies were implemented? Were they successful?
- Districts increased the number and kind of intervention strategies to prevent elementary students from being expelled.
- SDCOE's Monarch School has been used as a placement option for students who are too young for Community School.
- Independent Study has also been used by districts and JCCS as a placement option.

C. Strategies for 2015 – 18:

1. Expulsion and placement in district-operated community day school where available.
2. The K-6 school districts will continue to offer available options, which may include the following:
   - Suspended expulsion with placement at the same school with the **Other Means of Correction** contract.
   - Suspended expulsion with placement at a different school within the same district with the **Other Means of Correction** contract.
3. SDCOE will continue to offer placement at a centrally located community school serving elementary students.
4. Independent Study will also continue to be used as a placement option available through districts. When appropriate, JCCS will also offer elementary students independent study through their blended model.

D. Information as of January 2018

- Districts continue to offer available placement options to students described above including the continued use of Other Means of Correction Contracts.
- SDCOE will continue to offer placement at Monarch school serving elementary students.
- Independent Study will also continue to be used as a placement option available through districts. When appropriate, JCCS will also offer elementary students independent study.

E. Updated Information as of February 2021

- Recent data has demonstrated the reduction in expelled K-6 students across the county.
- JCCS is willing and available to engage individual districts in developing programs for students for whom **Other Means of Correction** strategies require another setting.

GAP #2

There is currently no single depository for student records available between districts and JCCS.

Discussion:

a) The 2009 - 12 version of the plan proposed the development of a County-wide data warehouse with automation of student records concerning discipline and expulsion. The intention was to automate the acquisition of student records and data to facilitate placement in interim settings, and to facilitate reinstatement back into the referring school districts. This strategy was ultimately deemed to be too costly to pursue. No additional strategies were proposed for 2012 - 15.

Timely transfer of student records continues to be a challenge for students entering SDCOE Community School sites. Given this, the Gap is revised as follows for 2015 - 18:

GAP #2 (Revised as of 2015)

Students entering the County Community School frequently lack complete records, impeding the ability of JCCS staff to develop properly supported personalized learning plans.

A. Strategies for 2015 – 18:

1. JCCS has developed a checklist of records that must accompany a Community School referral. All records provided to JCCS will be copies. Original student records will be maintained by the school districts. This checklist is included on page 137.

B. Updated Information 2017-18:

- In order to better serve the needs of our students, families, and partner districts, JCCS has implemented enrollment centers in our regional areas with intended goals of: increased communication on student enrollment, progress on goals, transition planning, improved coordination of services to support students and families.
- Due to significant progress in acquiring, maintaining and sharing records, the committee determined that this goal has been successfully resolved.

C. Additional Information as of February 2021

- Through the Inter Agency Agreement, developed in collaboration with SDCOE FYS, district officials are able to obtain access to the JCCS student information system for students residing in their district to support improved collaboration on transition details including enrollment information, student progress, and student return to their home district.
- Identified district officials receive reports from JCCS on students enrolling in and exiting from JCCS programs.

GAP #3

Expelled students who live in rural areas of the County, and who would not be appropriately served through independent study contracts, do not always have access to traditional, seat time based, and classroom programs.

A. Discussion:

a) This Gap impacts a small number of students who live in very rural settings. There have been a few cases involving expelled students who live in areas that do not have internet access, and in some cases live without power or phone service.

B. Strategies for 2015 – 18:

1. School districts will use independent study with more onsite meetings when appropriate.
2. JCCS will use schools operated at facilities operating by County probation when they are proximal to students in these circumstances.
3. Districts and JCCS will develop and implement the capacity to offer synchronous virtual instruction as a means of reaching student who live in remote areas but have access to internet.

C. Information as of 2017-18:

- Probation run facilities are not appropriate for community school services.
- Districts and JCCS will explore creating the capacity to offer synchronous virtual instruction as a means of reaching students who live in remote areas and have access to internet.

D. Updated Information as of February 2021

- JCCS is willing and available to engage individual districts in developing programs for students living in rural areas.
- JCCS itinerant independent study teachers are available to meet with students in their communities.

GAP #4

Expelled students do not always have assistance in transitioning back to district schools. Personal, social and academic adjustment should be considered and supported to ensure successful re-entry.

A. Discussion:

a) Students returning from expulsion are in transition. When returning to district schools, expelled students require support to resist the tendency to return to old patterns and relationships. They also need help establishing new relationships and behaviors. Positive reinforcement should be present to validate positive choices and behavior.
b) All too often students who have been expelled encounter school staff that are not receptive to have them returned to their campuses.
c) Efforts made to connect students to caring adults on campus is the most powerful step a district can take to ensure successful re-entry and graduation from high school.

B. Strategies for 2015 – 18:

1. SDCOE Student Support Services will convene a workgroup of Pupil Service Administrators to study the experiences and needs of students returning from, and who have returned from expulsion. The committee will identify specific needs, propose strategies and promote the adoption of these strategies.
2. Administrators and counselors in alternative education settings serving expelled students will host re-entry plan meetings with the school counselors of students ready for return to district schools. Each meeting will involve the counselors, student and the student's parents in developing a plan to support the student's personal, social and academic needs as they re-enter the district.
3. Restorative Practices will be used, when appropriate, to help restore the relationships damaged by the act that lead to the expulsion, and to assist students in reintegration into the school communities from which they were expelled.
4. School districts and JCCS will train their employees:
    a. To understand the impact of trauma
    b. To recognize that negative behavior may be an expression of coping strategies learned in response to past or continuing trauma exposure
    c. On strategies employees can use to avoid triggering negative coping strategies
    d. On de-escalation strategies.
5. SDCOE Student Support Services will provide training for school personnel on restorative and trauma informed practices.

C. Updated information as of January 2018:

- There has been significant progress in JCCS staff training in all of the areas listed above and in the use of Restorative Practices and Other Means of Correction in lieu of suspension.
- SDCOE will work with Pupil Services Administrators to establish a re-entry workgroup to create policies, procedures and best practices for site administrators to help facilitate students' transition back to their school sites following expulsion.
- Administrators and counselors in alternative education settings serving expelled students will host re-entry plan meetings with the school counselors of students ready for return to district schools. Each meeting will involve the counselors, student and the student's parents in developing a plan to support the student's personal, social and academic needs as they re-enter the district.
- Detention facilities are reaching out to district liaisons to see if returning to school is best option.

D. Updated Information as of February 2021:

- The work in the updated section is continuing.
- Restorative Practices training and additional supports via parenting courses are offered to families.
- JCCS Student Transition Technicians to support students and families enrolling in JCCS schools as well as to facilitate successful re-entry.
- JCCS Student and Family Engagement (SAFE) Team (consisting of School Counselors, Student Transition Technicians, Parent and Family Liaisons, Work Readiness Assistants, The Movement tutoring, School Social worker, and interns) in order to more effectively coordinate student services and family supports.
- Regional Multi-Tiered Systems of Supports (MTSS) teams developed to locally review student progress and refer to appropriate supports.

GAP #5

Districts do not always know when a student has enrolled in JCCS, another school system or when they have simply not enrolled anywhere.

A. Discussion:

a) JCCS doesn't always contact districts when students who have been referred don't enroll.
b) Districts don't always follow-up with JCCS when they don't receive confirmation a referred student hasn't enrolled.
c) Records requests typically show when an expelled student has enrolled in a charter school.
d) Expelled students are still subject to compulsory education and under the jurisdiction of the district of residences SARB.
e) While students may be expelled from the district of residence they typically return to the district after they complete their rehabilitation plans.

B. Strategies for 2015 – 18:

1. JCCS will confirm with the district of residence, the enrollment of all students entering their system on the day they enroll.
2. In cases in which JCCS has not initiated contact with the school district to confirm enrollment, school districts will investigate whether or not expelled students are enrolled with JCCS or another school system, within five days of making the referral.
3. In cases in which a district finds that an expelled student is not enrolled, or is unable to determine the student's enrollment status, the case will be referred to the supervisor of attendance for the district, and when appropriate, to the district SARB.
4. Expand the use of enrollment centers to standardize the admissions process for JCCS.

5. JCCS will make “view only” access to their student information system (Promise) available for referring districts who request it.

C. Updated Information as of January 2018:

- There has been a significant increase in communication between JCCS and Districts since the last plan was enacted.
- Enrollment procedures have been established for regions within the county and additional JCCS administrators have been added to manage school sites within each region.
- Because of conversation regarding mental health, we need to work with the students and their families to successfully facilitate their re-entry into districts.
- JCCS has expanded their offerings to expelled students which now includes counseling services and assistance with successful completion of their rehabilitation plan.
- Additionally, JCCS now has Social work Interns in each JCCS school, who are available to work with students as they complete their rehabilitation plans and reintegrate back into their home schools.

D. Updated Information as of February 2021:

- Students and families are offered counseling with the Mobile Adolescent Services Team (MAST) upon enrollment.
- JCCS Multi-Tiered System of Supports (MTSS) documentation system within the JCCS student information system with access for identified district staff.

ALTERNATIVE PLACEMENT

(For those expelled students who have been placed in a district community day school but who fail to meet the term or conditions of their rehabilitation plan or who pose a continuing danger to the physical safety of district pupils or others)

Step I

The School District of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided either within or outside the school district.

Step II

Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a district-operated Community Day School Program, or the San Diego County Office of Education Community School.

For expelled students who are referred to a San Diego County Office of Education Community School (which is a permissive program) a Personalized Learning Plan will be developed with the students' parents and County Office of Education staff. Part of this plan will include a goal of returning to the school district of residence after the district expulsion term. If students are not successful in the County-operated program, they may be referred back to the district for possible review and re-placement.

REGIONAL ARTICULATION BETWEEN DISTRICTS AND THE COUNTY OFFICE OF EDUCATION

The consistent regional articulation between districts and the San Diego County Office of Education has been occurring over the past 17 years. The County Office of Education provides quarterly meetings for the Pupil Services administrators representing the County's 42 school districts and SDCOE's Juvenile Court and Community Schools (JCCS). The meeting is chaired by the Executive Director of Student Support Services and Director of Student Attendance, Safety & Well-Being for the County Office of Education. These meetings provide opportunities for articulation and coordination between SDCOE and school districts on a regular basis. In addition, school districts work with regionally identified JCCS staff for placements for expelled students.

San Diego County Office of Education Overview

The San Diego County Office of Education will continue to provide an educational option for expelled students. The Juvenile Court and Community Schools facilitate the students' completion of the rehabilitation plan, while responsibility for the long-term educational needs of the student remains with the referring district. This program is one that fits in the continuum of educational care as outlined. The philosophy of each individual school district affects how the San Diego County Office of Education Community School program will meet the needs of that particular school district.

The Community School is a permissive educational program that provides the local school districts with another educational option for their expelled youth.

The following pages outline the process for referral and referral forms that enable districts to access San Diego County Office of Education School programs.

For placement information, please contact the Juvenile Court and Community School office nearest to your school district.

JCCS ADMINISTRATION OFFICE

Tracy E. Thompson, Executive Director tthompson@sdcoe.net (858) 290-5807
Bruce Petersen, Senior Director bruce.peterson@sdcoe.net (858) 298-2069

JCCS ASSESSMENT & PUPIL SERVICES OFFICE

Student assessment data, transcripts and archived records
Phone: (858) 290-5852
FAX: (858) 277-1532
JCCS Lead Registrar: Robin Mosby rmosby@sdcoe.net (858) 290-5866
Request for student records: www.sdcoe.net/jccsrecords

EAST REGION ENROLLMENT OFFICE

Serves the East regions of San Diego County for admissions.
Principal: Roberto Carrillo roberto.carrillo@sdcoe.net (858) 290-5469
Program Administrator: Dyane Plumly dplumly@sdcoe.net (858) 290-5861
924 East Main St.
El Cajon, CA 92021
Phone: (619) 668-4660
FAX: (619) 593-0306
Placement Contact:
Rosa Leon
rmleon@sdcoe.net (858) 290-5897

MONARCH SCHOOL

Serves homeless families in Downtown San Diego for admissions on site.
Principal: Michael Paredes
michael.paredes@sdcoe.net 858/290-5511
1325 Newton Avenue
San Diego, CA 92113
Phone: (619) 652-4100 ext. 1590
FAX: (619) 233-3458
Placement Contact:
James Flores
james.flores@sdcoe.net 858/290-5870

METRO REGION ENROLLMENT OFFICE

Serves Downtown San Diego and San Diego Unified for admissions.
Principal: Theresa Fox
turnfox@sdcoe.net (858) 290-5529
Principal: Gretchen Rhoads
gretchen.rhoads@sdcoe.net (858) 290-5496
3720 El Cajon Blvd.
San Diego, CA 92105
Phone: (619) 528-2789
FAX: (619) 696-0377
Placement Contact:
Michele Roman
mroman@sdcoe.net (858) 290-5893
Susana Moreno
scervant@sdcoe.net (858) 290-5888
Estella Estrada
eerayrob@sdcoe.net (858) 290-5935

NORTH REGION ENROLLMENT OFFICE

Serves the North County School Districts for admissions.
Principal: Oscar Felix oscar.felix@sdcoe.net 760-299-7863
255 Pico Ave., Ste. 112
San Marcos, CA 92069
Phone: (760) 940-9002
FAX: (760) 940-9091
Placement Contact:
Oscar Torrico
oscar.torrico@sdcoe.net 760-307-1305

SOUTH REGION ENROLLMENT OFFICE

Serves the South County School Districts for admissions.
Principal: Roberto Carrillo roberto.carrillo@sdcoe.net (858) 290-5469
Program Administrator: Dyane Plumly dplumly@sdcoe.net (858) 290-5861
800 National City Boulevard, Ste. 110 National City, CA 92150
Phone: (619) 470-5210
FAX: (619) 470-5278
Placement Contact:
Diana Bayon
dbayon@sdcoe.net (858) 290-5904

San Diego County Office of Education
Educational Alternatives for Expelled Youth

The San Diego County Office of Education Juvenile Court and Community Schools offer the following services for expelled youth:

1. Daily educational programs that meet for 300-360 minutes per day in community classrooms
2. Direct instruction and/or contracted blended learning programs (e.g. face-to-face, independent study and/or online courses). Students are required to complete a minimum of 80 hours of educational product per five-credit course completion
3. Trauma informed, restorative practices and mental health support
4. Early Childhood Development/Head Start with Teen Parent Specialized Academic Instruction
5. Community Schools *(See page 18 for listing of community schools)
6. Special Education Services
7. Each site provides support to students in meeting the conditions of their rehabilitation plan, as well as wrap-around support to their families
8. Multiple career pathways, internship and concurrent college enrollment opportunities
9. Breakfast and lunch
10. An opportunity to earn a compass card for transportation

San Diego County Office of Education
Juvenile Community School Sites

EASTERN SAN DIEGO COUNTY
Cuyamaca Prep
East County Community School
La Mesa Community School

NORTHERN SAN DIEGO COUNTY
Escondido Community School
Innovations Academy of Empowerment
North County Technology Academy
North Tech & Science Academy

METRO
37ECB
Bayside Community
Bridges Community
CTEC Community
Lindsay Community
Project Aware
Second Chance
Monarch (K-12)

SOUTHERN SAN DIEGO COUNTY
South County Community School
Victoria Community School

As of March 2021

SAN DIEGO COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION Specialized Academic Instruction/ SERVICES FOR EXPELLED STUDENTS
(Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adapted P.E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
EASTERN SAN DIEGO COUNTY																
Cuyamaca Prep		X		X		X				X		X		X		X
East County	X	X	X	X	X	X			X	X	X	X	X	X	X	X
La Mesa	X	X	X	X	X	X			X	X	X	X	X	X	X	X

SAN DIEGO COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION Specialized Academic Instruction/ SERVICES FOR EXPELLED STUDENTS
(Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adapted P.E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
Monarch School	X	X	X	X	X	X			X	X	X	X	X	X	X	X

SAN DIEGO COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION Specialized Academic Instruction/ SERVICES FOR EXPELLED STUDENTS
(Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adapted P.E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
METRO																
37ECB	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Bayside	X	X	X	X	X	X			X	X	X	X	X	X	X	X
CTEC		X		X		X				X		X		X		X
Lindsay	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Second Chance	X	X	X	X	X	X			X	X	X	X	X	X	X	X

SAN DIEGO COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION Specialized Academic Instruction/ SERVICES FOR EXPELLED STUDENTS
(Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adapted P.E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
NORTHERN SAN DEIGO COUNTY																
Escondido	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Innovations	X	X	X	X	X	X			X	X	X	X	X	X	X	X
North County Technology Academy	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
North Region I.S.		X		X		X				X		X		X		X

SAN DIEGO COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION Specialized Academic Instruction/ SERVICES FOR EXPELLED STUDENTS
(Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adapted P.E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
SOUTHERN SAN DIEGO COUNTY																
South Bay Tech Academy		X		X		X				X		X		X		X
Victoria		X		X		X				X		X		X		X

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-A)

District	Physical Occup. Therapy		Vision Services		Counseling Guidance		Parent Counseling / Guidance		Health & Nursing		Social Worker		Vocational Ed. Career Dev.		Assessments		Special Day Classes	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
EAST COUNTY																		
Cuyamaca Prep		X		X		X		X		X				X		X		
East County	X	X	X	X	X	X	X	X	X	X			X	X	X	X		
La Mesa	X	X	X	X	X	X	X	X	X	X			X	X	X	X		

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-A Continued)

District	Physical Occup. Therapy		Vision Services		Counseling Guidance		Parent Counseling / Guidance		Health & Nursing		Social Worker		Vocational Ed. Career Dev.		Assessments	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
METRO																
37ECB	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bayside	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bridges		X		X		X		X		X				X		X
CTEC		X		X		X		X		X				X		X
Lindsay	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Project Aware		X		X		X		X		X				X		X
Second Chance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NORTHERN SAN DIEGO COUNTY																
Escondido		X	X	X	X	X	X	X	X	X			X	X	X	X
Innovations	X	X	X	X	X	X	X	X	X	X			X	X	X	X
North County Tech Academy	X	X	X	X	X	X	X	X	X	X			X	X	X	X
North I.S.		X		X		X		X		X						

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-A Continued)

District	Physical Occup. Therapy		Vision Services		Counseling Guidance		Parent Counseling / Guidance		Health & Nursing		Social Worker		Vocational Ed. Career Dev.		Assessments	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
SOUTHERN SAN DIEGO COUNTY																
South Bay Tech Academy	X	X	X	X	X	X	X	X	X	X			X	X	X	X
South I.S.		X	X	X	X	X	X	X		X				X		X
Victoria	X	X	X	X	X	X	X	X	X	X			X	X		X

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-B)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adpated P. E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
EAST COUNTY																
East County	X	X	X	X	X	X			X	X	X	X	X	X	X	X
La Mesa	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Monarch School	X	X	X	X	X	X			X	X	X	X	X	X	X	X

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adpated P. E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
METRO																
37ECB	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Bayside	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Bridges		X		X		X				X		X		X		X
CTEC		X		X		X				X		X		X		X
Lindsay	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Project Aware		X		X		X				X		X		X		X
Second Chance	X	X	X	X	X	X			X	X	X	X	X	X	X	X
NORTHERN SAN DIEGO COUNTY																
Escondido	X	X	X	X	X	X			X	X	X	X	X	X	X	X
North County Tech Academy	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Innovations	X	X	X	X	X	X			X	X	X	X	X	X	X	X

SAN DIEGO COUNTY OFFICE OF EDUCATION

Special Education Specialized Academic Instruction/Services for Expelled Students (Part II-B Continued)

District	Resource Spec. Program		Audiological Services		Orientation & Mobility Inst.		Home / Hospital Instruction		Adpated P. E.		Recreational Services		Services for Low Incidence		Other Special Ed. Services	
	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12	K-8	9-12
SOUTHERN SAN DIEGO COUNTY																
South Bay Tech Academy	X	X	X	X	X	X			X	X	X	X	X	X	X	X
South I.S.		X		X		X				X		X		X		X
Victoria	X	X	X	X	X	X			X	X	X	X	X	X	X	X

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Review and Accept Quarterly Report to the San Diego County Office of Education on *Williams* Complaints for the Period of January Through March 2021

_____Action **____X____Information**

BACKGROUND INFORMATION:

In May 2000, a lawsuit was filed against the State of California claiming that low-performing schools throughout the state were housed in facilities that were dirty, unsafe, and inadequate with further allegations that these schools were additionally burdened with unqualified teachers and insufficient instructional materials. A settlement in *Williams vs. California* was reached in August 2004 and subsequently enacted into law through Senate Bills 6 and 550 and Assembly Bills 1550, 2727, and 3001 (chaptered September 29, 2004).

The intent of the *Williams* settlement is to ensure that all students have equal access to:

- Instructional materials.
- Qualified teachers.
- Safe, clean, and adequate facilities.

During this time, when the District is engaged in a distance learning model due to the COVID-19 pandemic, all students have access to core subject materials including textbooks, online textbooks, consumable instructional materials, standards-based enrichment units of study, and teacher-created academic content materials that are aligned to standards.

ADDITIONAL DATA:

A stipulation of the settlement is that all school districts must update Uniform Complaint Procedures to include:

- Instructional materials.
- Teacher vacancies and misassignments.
- Emergency or urgent facilities issues.

Notices are posted in each classroom in every District school informing parents/guardians that all classes in all California public schools must have sufficient instructional materials and that the facilities must be clean, safe, and in "good repair." The notices also provide information on how and where to file a complaint.

A quarterly summary report of complaints must be presented to the Board and to the San Diego County Office of Education. For the period of January through March 2021, no *Williams* complaints were filed in the District.

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 review and acceptance.

Chula Vista Elementary School District

QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY

For submission to the Chula Vista Elementary School District Board of Education

and

San Diego County Office of Education

District Name: Chula Vista Elementary School District

Quarter covered by this report: January – March 2021

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	**0**	**0**	**0**
Facilities	**0**	**0**	**0**
Teacher Vacancies and Misassignments	**0**	**0**	**0**
Totals:	**0**	**0**	**0**

Submitted by: Dr. Matthew Tessier

Title: Assistant Superintendent of Innovation and Instruction

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Leidos, Inc., for Military Family Life Counseling Program Services for the Period of April 15, 2021, Through September 31, 2026

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Leidos, Inc., is a company that serves a wide range of government agencies in several areas, including health. Recognized as a top 10 health Information Technology provider, Leidos, Inc., draws on decades of success to deliver a range of solutions and services designed to meet the healthcare challenges of today. The company delivers a broad range of customizable, scalable solutions to hospitals and health systems, biomedical organizations, and every U.S. federal agency focused on health. On February 1, 2021, Leidos, Inc., was awarded the Military Family Life Counseling Program (MFLCP) Contract for the West of the Mississippi Geographic Footprint.

The District wishes to contract with Leidos, Inc., to provide nonmedical, short-term counseling, and problem resolution support for issues amenable to short-term resolution to students who attend designated schools within the District and who have at least one parent or guardian who is as an active duty member of the military or the National Guard or who serves in the Reserves. Leidos, Inc., counselors are masters-level licensed mental health professionals with substantive professional experience, who are trained in dealing with issues faced by military members and their families, including child and youth behavioral and school issues, deployment and reunion adjustments, and parent-child communications.

ADDITIONAL DATA:

On September 9, 2020, the Board approved a Memorandum of Understanding (MOU) with Magellan Healthcare, Inc., for counseling services under the MFLC program. As Leidos, Inc., replaces Magellan as the program vendor, the District seeks approval for a new MOU for the MFLC services.

The MFLC program will be established at the schools listed below, which have the greatest number of military students.

- Arroyo Vista Charter
- Enrique S. Camarena
- Anne and William Hedenkamp
- Heritage
- Corky McMillin
- Saburo Muraoka
- Olympic View
- Burton C. Tiffany
- Wolf Canyon

The MOU and additional information are available for review in the Office of the Executive Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Services will be provided at no cost to the District.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with American Institutes for Research for the Multi-Tiered System of Supports for Reading Study for the Period of April 15, 2021, Through August 1, 2026

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Multi-Tiered System of Supports for Reading (MTTS-R) is a three-year research study funded by the U.S. Department of Education and facilitated through the American Institutes for Research (AIR). The purpose of MTSS-R is to strengthen early literacy instructional pedagogy for Grades 1 and 2 teachers. Participating schools will receive support to implement an MTSS framework for reading. This includes professional development and ongoing support in early literacy for Tier I (classroom) and Tier II (small group), access to a reading coach for each participating school one day a week, and a universal screener and progress monitoring tool.

ADDITIONAL DATA:

The District is one of only ten districts across the nation selected to participate in MTSS-R. The study was scheduled to begin during the 2020-21 school year, however, it was postponed due to the pandemic. It is now scheduled to start in the 2021-22 school year. Preparation for this initiative will begin immediately upon approval of the Memorandum of Understanding (MOU) that will guide the study.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services
and Support

ITEM TITLE:

Ratify Master Software License and Services Agreement with Primary Diagnostics, Inc., for COVID-19 Testing Software and Reporting

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District will be testing students and staff in accordance with California Department of Public Health (CDPH) guidelines for asymptomatic, symptomatic, and response testing. Through a partnership with the County of San Diego Health and Human Services Agency (HHSA), the District will be provided rapid antigen testing kits (BinaxNow) manufactured by Abbott Laboratories.

To ensure the District is able to complete large scale testing across its school campuses and offices, the District is partnering with Primary Diagnostics, Inc., (Primary) to provide a software solution to record required information when testing students and staff. In addition, Primary will be reporting positive COVID-19 tests to HHSA to ensure timely contact tracing by public health officials.

ADDITIONAL DATA:

Copies of the Primary Master Software License and Services Agreement and additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the software solution has a one-time onboarding fee of $15,000 and a fee of $1.50 per rapid antigen (BinaxNow) test administered. Testing will be funded through the Federal and State COVID-19 Response funding.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Amendment No. 5 to Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site

____X____Action **_____Information**

BACKGROUND INFORMATION:

On March 8, 2017, the Board approved an agreement between the Chula Vista Elementary School District ("District") and HomeFed Village III Master, LLC (HomeFed) entitled "Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site" ("Purchase Agreement"). Because the proposed school site in Village 3 ("School Site") required an extensive review by the California Department of Toxic Substances Control ("DTSC"), the Board approved three separate amendments to the Purchase Agreement, in order to extend the due diligence period, and the District and HomeFed agreed informally to extend the due diligence period indefinitely.

On November 18, 2020, the Board approved Amendment No. 4 to the Purchase Agreement, which, among other things: (i) provided for the District to purchase the School Site in two separate portions, with the total purchase price split proportionally, based on acreage, between the Building Area and the Release Area; (ii) provided for HomeFed to complete additional work on the Building Area to ensure that it meets the requirements for a construction-ready site; (iii) finalized the purchase price for the School Site at $10,186,051, and, on a proportional basis, allocates $9,014,655.14 to the Building Area and $1,171,395.86 to the Release Area; (iv) extended the due diligence period for Building Area to the later of January 31, 2021, or the date that is ten business days following completion by HomeFed of its work in that area; and (v) included a license for the District to enter in and upon the Building Area if it becomes necessary to commence construction prior to close of escrow for the Building Area.

The District is now seeking approval of Amendment No. 5 to the Purchase Agreement, which intends, among other things, that: (i) the District purchase the School Site, as described in Amendment No. 4, without HomeFed completing all of the Site Work (Excluded Work); (ii) the Purchase Price of the School Site shall be reduced on account of the portion of the Excluded Work not being completed

by HomeFed; and (iii) the District, at its cost, shall complete that portion of the Excluded Work.

ADDITIONAL DATA:

Copies of the Purchase Agreement, Amendments, and additional information are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

In exchange for HomeFed no longer being obligated to complete the Excluded Work, the Purchase Price shall be reduced from $10,186,051 to $9,715,284.70, resulting in a savings to the District of $470,766.30 on the Purchase Price. The entire estimated cost to the District to complete the Excluded Work will be covered by the reduction in the Purchase Price.

The District will use Community Facilities District funds to pay the purchase price.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Authorize Staff to Solicit Recommendations for Name of Elementary School Site in Otay Ranch Village 3, Escaya, During the Period of April 15 Through May 17, 2021

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

On December 15, 2020, and February 10, 2021, the Board of Education awarded contracts to various contractors for the construction of School No. 47 located in the Otay Ranch Village 3 community of Escaya, currently scheduled for a July 2022 opening. The new school is needed to meet the needs of the increasing student population in the Otay Ranch area. This school site will be located at 1145 Camino Prado, Chula Vista, California 91913.

In accordance with Board Policy 7511, New Construction, Naming of Facility, the Board of Education shall consider all possible names submitted when naming a new facility. It is recommended that the Board authorize staff to solicit recommendations in writing from the community in which the facility is located and from other sources including students, parents, citizens, and staff. Solicitation will be through local community newspapers and District and school community publications.

A press release will be distributed inviting written recommendations and a rationale for each recommendation. In accordance with Board Policy 7511, a 30-day period will be provided for persons to make recommendations. The 30-day period will begin April 15, 2021, and close May 17, 2021. Recommendations will be reviewed by the Board at its June 16, 2021, meeting.

ADDITIONAL DATA:

None.

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:

Adopt Resolution Approving the Chula Vista Elementary School District's 2020-21 Education Protection Account Expenditures

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

On November 6, 2012, California voters passed Proposition 30 which approved tax increases and added Article XIII, Section 36, to the California Constitution. In accordance with Article XIII, Section 36, each school district, charter school, community college district, and county office of education must determine how funds received from the Education Protection Account (EPA) will be spent in its schools. Each Governing Board must make the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs.

EPA funds are part of the District's Local Control Funding Formula (LCFF) estimated funding and do not represent additional funds above the LCFF estimate. The LCFF is funded by local property taxes, State aid, and State EPA funds. The EPA (Proposition 30) sales tax increase expired on December 31, 2016; whereas the EPA income tax increase expired on December 31, 2018. On November 8, 2016, California voters passed Proposition 55 which extends by twelve years the temporary personal income tax increases enacted in 2012 on high-income earners through 2030.

Due to the annual requirement for Board action and the fact that EPA apportionments will not be certified until late in fiscal year 2020-21, the San Diego County Office of Education directed District staff to estimate EPA revenue based on an established formula. The District must post on its website an accounting of funds received from the EPA and how funds will be spent. In addition, the District's annual independent financial and compliance audit must verify that EPA funds were properly disbursed and expended.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

A copy of the District's EPA report for expenditures through June 30, 2021, is attached as Exhibit "A" of the resolution.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Approving the Chula)
Vista Elementary School District's)
2020-21 Education Protection)
Account Expenditures)

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

WHEREAS, California voters approved Proposition 30 on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36, to the California Constitution effective November 7, 2012; and

WHEREAS, the provisions of Article XIII, Section 36(e), create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30 of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f), that will be available for transfer into the Education Protection Account during the following fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, charter schools, community college districts, and county offices of education; and

WHEREAS, monies deposited into the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; and

WHEREAS, a school district, charter school, community college district, or county office of education shall have the sole authority to determine how

the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the Board of Education of the District shall make the spending determinations with respect to monies received from the Education Protection Account in an open session of a public meeting of the Board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs; and

WHEREAS, each school district, charter school, community college district, and county office of education shall annually publish on its website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of school districts, charter schools, community college districts, and county offices of education shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36, of the California Constitution; and

WHEREAS, expenses incurred by school districts, charter schools, community college districts, and county offices of education to comply with the additional audit requirements of Article XIII, Section 36, may be paid with funds from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

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

Section 1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36, of the California Constitution; and the spending determinations on how the money will be spent shall be made in an open session of a public meeting of the Board of Education of the Chula Vista Elementary School District.

Section 2. In compliance with Article XIII, Section 36(e), of the California Constitution, the Board of Education of the Chula Vista Elementary School District has determined to spend the monies received from the Education Protection Account as provided in Exhibit "A," attached hereto and incorporated herein by this reference.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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"
2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2021
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Sources	8010-8099	26,474,417.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		26,474,417.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	26,474,417.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		26,474,417.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution to Establish a Student Activity Special Revenue Fund 08-00

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In January 2017, the Governmental Accounting Standards Board (GASB) issued Statement No. 84 (GASB 84), Fiduciary Activities, which establishes criteria for identifying and reporting fiduciary activities for all state and local government. GASB 84 was originally effective for the 2019-20 fiscal year. Due to the closure of many state and local government offices resulting from the COVID-19 pandemic, many government officials did not have access to the information needed to implement new GASB pronouncements. GASB postponed the implementation of GASB 84 to the 2020-21 fiscal year.

GASB 84 identifies Associated Student Body (ASB) activities as non-fiduciary and should be reported in the District's governmental fund. Prior to fiscal year 2020-21, the ASB funds have not been reported in the District's governmental fund but as an agency fund which accounts for the transactions in raising and expending money to promote the general welfare, morale, and educational experiences of the student body.

ADDITIONAL DATA:

In order to be in compliance with GASB Statement 84, Student Activity Special Revenue Fund (08-00) will be established for the purpose of receiving, and disbursing funds for ASB activities.

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

FISCAL IMPACT/FUNDING SOURCE:

Money raised through student body activities will be spent in order to promote the general welfare, morale, and educational experiences of the students. As of June 30, 2020, the student body fund cash in bank was $913,983.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution to Establish a)
Student Activity Special)
Revenue Fund 08-00)

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

WHEREAS, the Chula Vista Elementary School District (hereinafter referred to as "District"), located in the County of San Diego, State of California, is duly authorized and existing under the laws of said State; and

WHEREAS, the California Department of Education has authorized school districts to establish a separate fund in accordance with the provision of Statement No. 84 of the Governmental Accounting Standards Board (GASB) for reporting non-fiduciary ASB activities; and

WHEREAS, the associated student body organization activities (ASB) within the Chula Vista Elementary School District are considered governmental activities and should be reported in a governmental fund, either general fund or special revenue fund; and

WHEREAS, the California Department of Education added a new Special Revenue Fund (FUND 08) to its Standardized Account Code Structure (SACS) to account for non-fiduciary ASB activities; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the Board of Education of the Chula Vista Elementary School District authorizes the establishment of a special revenue fund to be known as the Student Activity Special Revenue Fund in accordance with California Department of Education guideline.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution to Establish Retiree Benefit Fund 71-00

____X____Action **_____Information**

BACKGROUND INFORMATION:

In January 2017, the Governmental Accounting Standards Board (GASB) issued Statement No. 84 (GASB 84), Fiduciary Activities, which establishes criteria for identifying and reporting fiduciary activities for all State and local government agencies. GASB 84 was originally effective for the 2019-20 fiscal year. Due to the closure of many State and local government offices resulting from the COVID-19 pandemic, many government officials did not have access to the information needed to implement new GASB pronouncements. GASB postponed the implementation of GASB 84 to the 2020-21 fiscal year.

In May 2009, the Board approved an agreement with the California Public Employees Retirement System (CalPERS) to administer the Chula Vista Elementary School District Retiree Benefits Plan (Plan) through the California Employers' Retiree Benefit Trust (CERBT). The plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for employee groups. This trust fund exists to account separately for amounts held in trust from irrevocable contributions for employees' retirement benefit payments. CERBT is a self-funded trust in which participating employers pay for all administrative and investment expenses. Expenses reduce the gross investment return by the fee amount.

ADDITIONAL DATA:

In order to be in compliance with GASB Statement 84, Retiree Benefit Fund (71-00) will be established for recording transactions related to Chula Vista Elementary School District Retiree Benefits Plan.

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

FISCAL IMPACT/FUNDING SOURCE:

The Retiree Benefit Fund will be used to account for the District's irrevocable contributions as well as payments made from the fund for retiree health insurance, administrative costs, or any other authorized purpose. The District made contributions to the plan from 2009 through 2018, and no additional contributions have been made since 2018. As of June 30, 2020, CERBT investments amounted to $16,481,681 and the actuarially determined net OPEB liability was $41,769,507. Funds from this trust account can only be used for retiree benefits.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution to Establish)
Retiree Benefit Fund 71-00)

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

WHEREAS, the Chula Vista Elementary School District (hereinafter referred to as "District"), located in the County of San Diego, State of California, is duly authorized and existing under the laws of said State; and

WHEREAS, the California Department of Education has authorized school districts to establish a fund in accordance with the provisions of the Governmental Accounting Standards (GASB) Statement No. 84 for reporting fiduciary Other Post Employment Benefit (OPEB) trust activity; and

WHEREAS, the District's California Employer's Retiree Benefit Trust is a fiduciary component unit of the District and shall be reported under the California Department of Education Fund 71 of the Standardized Account Code Structure of the Chula Vista Elementary School District; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the Board of Education of the Chula Vista Elementary School District shall establish a new fund named Retiree Benefit Fund (71-00) in accordance with California Department of Education guidelines.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the Irvine Unified School District Bid No. 19/20-01IT Technology Equipment and Peripherals for the Period of April 15 Through December 31, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

On December 17, 2019, the Irvine Unified School District (IUSD) Board of Education awarded Bid No. 19/20-01IT Technology Equipment and Peripherals to CDW Government LLC. The Chula Vista Elementary School District (CVESD) is eligible to use the bid per Public Contract Code Section 20118.

The IUSD received and evaluated bids from thirteen (13) contractors who responded to the call for bids. The bids were evaluated by the IUSD Information Technology and Purchasing staff to ensure adherence to ensure adherence to IUSD specifications and responsiveness according to Public Contract Code. CDW Government LLC was determined to be the lowest responsive, responsible bidder.

This bid will be used, in part, to procure technology hardware, audio visual, and software, as needed, to meet the needs of the District. The initial contract term will end on December 31, 2021, with the option to renew if mutually agreed upon.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The initial purchase will be made to procure computers under the San Diego Foundation Grant and Low-Performing Students Block Grant with an approximate value of $320,000. Additional purchases will be made as needed to cover the ongoing technology needs of the District; and will be funded through various accounts which will be determined at the time of purchase.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Adopt Resolution Authorizing Utilization)
of the Irvine Unified School District Bid)
No. 19/20-01IT Technology Equipment and)
Peripherals for the Period of April 15)
Through December 31, 2021)

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

WHEREAS, The Irvine Unified School District competitively bid technology hardware and peripherals under Bid No. 19/20-01IT allowing the Chula Vista Elementary School District ("District") the ability to utilize this bid under Public Contract Code 20118; and

WHEREAS, CDW Government LLC (CDW) was determined to be the lowest responsive, responsible bidder; and

WHEREAS, the awarded contract allows the District to purchase in part, technology hardware, software, and audio visual equipment, using percentage discount pricing off manufacturer's list price, through CDW; and

WHEREAS, this Board has determined it to be in the best interest of the District to purchase technology equipment and peripherals through this contract in order to support the needs of the Chula Vista Elementary School District; and

WHEREAS, the Irvine Unified School District has waived its right to require other districts to draw warrants for such purchases or contracts in favor of the Irvine Unified School District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the contract for technology equipment and peripherals for the Chula Vista Elementary School District to be provided by CDW Government LLC under Bid No. 19/20-01IT is hereby authorized and approved and is subject to all terms and conditions as specified in the contract documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Francisco Escobedo, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee, is hereby authorized to execute the necessary contract documents with CDW Government LLC.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the Kings County Office of Education Project No. 061119 with SoftChoice Corporation for Microsoft Products and Professional Services for the Period of June 28, 2021, Through June 27, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

Following a competitive bid process, the Kings County Office of Education (KCOE) awarded Project No. 061119 to SoftChoice Corporation on July 31, 2019. The awarded project provides Microsoft products and professional services to an authorized licensing solution provider, who will issue and administer a Microsoft Academic Volume Licensing program, including products and professional services.

The Chula Vista Elementary School District (District) is allowed to purchase or contract with SoftChoice Corporation at the same prices and upon the same terms and conditions as the KCOE pursuant to Sections 20118 and 20652 of the Public Contract Code. The District will acquire two (2) contracts utilizing the awarded project No. 061119, as follows:

1) The first contract consists of a volume license agreement for Microsoft Office 365 and Azure Cloud Services for the period of June 1, 2021, through May 31, 2022. It covers subscriptions of Microsoft software licenses for Microsoft Office, Windows 10, Windows Server, and other server applications. In addition, the contract serves to renew the District's M365 A5 license for an annual subscription of online email, calendar, group collaboration, and advanced cybersecurity protection and monitoring against online intrusions.

2) The second contract is for priority technical support and professional services for the period of June 28, 2021, through June 27, 2022. The services will provide assistance with product implementation and workshops for Microsoft enterprise software and cyber security solutions.

The KCOE contract is for an initial three-year term with the option to renew for two additional one-year terms, if mutually agreed upon. The District will seek Board authorization to utilize this contract on an annual basis.

ADDITIONAL DATA:

Copies of the KCOE contract are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Due to the increased danger of cyberattacks, the District requires 1,200 additional M365 A5 licenses to cover users who mainly utilize computers for email or order entry, which the M365 A5 license helps to prevent. Services for the upcoming 2021-22 annual contracts are as follows:

Microsoft Volume Licensing	$391,232.61
Microsoft Premier Priority Technical Support & Professional Services	$81,995.00

The total cost for both contracts, including the additional licenses, is $473,227.61, an increase of 1.79% from 2020-21 costs, which will be paid through the General Fund.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Adopt Resolution Authorizing Utilization)
Of the Kings County Office of Education)
Project No. 061119 with SoftChoice)
Corporation for Microsoft Products)
And Professional Services)

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

WHEREAS, the Kings County Office of Education has conducted a cooperative bid process that allows the Chula Vista Elementary School District the ability to purchase or contract under the same prices and upon the same terms and conditions as the Kings county Office of Education, pursuant to Sections 20118 and 20652 of the Public Contract Code of California; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract with SoftChoice Corporation to meet the needs of the Chula Vista Elementary School District by providing Microsoft M365 A5 Volume licenses for Office 365 online services, enterprise workstation, server software, and Azure Cloud Services; and,

WHEREAS, SoftChoice Corporation, in conjunction with Microsoft, have agreed to provide Microsoft volume license subscriptions for Microsoft Office, Windows 10, Windows server and other server applications; along with, the M365 A5 volume licenses for Office 365 online services, enterprise workstation and server software, and Azure Cloud Services for the period of June 1, 2021, through May 31, 2022; and,

WHEREAS, SoftChoice Corporation and Microsoft will provide Microsoft Premier priority technical support, training, and professional services for the period of June 28, 2021, through June 27, 2022.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the Board of Education hereby authorizes and approves the utilization of the Kings County Office of Education Project No. 061119 for Microsoft Products and Professional Services and is subject to all terms, conditions, and documents as specified in the Kings County Office of Education contract documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Francisco Escobedo, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee, is hereby authorized to execute the necessary contract documents with SoftChoice Corporation.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of Texas School District Region XIV Education Service Center Contract No. 02-27 for Janitorial Supplies, Equipment, Maintenance, and Repair-Related Products to Waxie Enterprises, Inc., for the Period of May 1, 2021, Through April 30, 2022

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

The National Cooperative Purchasing Alliance (NCPA) is a leading national government purchasing cooperative working to reduce the cost of goods and services by leveraging the purchasing power of public agencies in all 50 states. On behalf of NCPA, the Texas School District Region XIV Education Service Center (Region XIV ESC) established a master agreement for janitorial supplies, equipment, maintenance, and repair related products for use by Region XIV ESC and other public agencies. The original contract was awarded to Waxie Enterprises, Inc., by the Region XIV ESC on April 11, 2016. The contract was renewed for an additional term on October 12, 2018.

Participation by the District in the Region XIV ESC Contract No. 02-27 is allowable through a public agency clause that provides any county, city, special district, local government, school district, private Kindergarten through Grade 12 school, higher education institution, state, or other government agency with the ability to purchase products and services through the same terms and conditions on an as-needed basis. This contract will be used to purchase the various paper products and cleaning supplies stocked in the warehouse and utilized throughout the District; in addition to, custodial equipment and supplies utilized at the sites.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Listed below are representative purchase items, and their associated cost.

Product	Cost Per Case
Kimberly-Clark Paper Towels No. 02000 (6 rolls/case)	$48.50
Kimberly-Clark Bathroom Tissue No. 07006 (12 rolls/case)	$43.95
Kimberly-Clark Foam Soap No. 91552 (6 cartridges/case)	$45.75
Coreless Roll trash liners, Black No. 704544 (150 ea./cs)	$21.15
Diversey Virex II 256 Disinfectant No. 326212 (2/1.5 gl./cs)	$114.95

In 2019-20 the District spent $569,514.84 on Waxie products. For the current fiscal year, through March 25, 2021, the District has spent $218,313.65. Purchases are primarily paid through the General Fund, inclusive of Federal and State COVID-19 response funding and school site funding. Additional purchases are made from Child Nutrition Services funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization of)
Texas School District Region XIV)
Education Service Center Contract)
No. 02-27 for Janitorial Supplies,)
Equipment, Maintenance, and)
Repair-Related Products to Waxie)
Enterprises, Inc., for the Period of)
May 1, 2021 Through)
April 30, 2022)

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

WHEREAS, the Texas School District Region XIV Education Service Center (Region XIV ESC) has conducted a bid process through the National Cooperative Purchasing Alliance (NCPA) that provides the Chula Vista Elementary School District, as an educational member, with the ability to utilize this contract; and

WHEREAS, under the terms and conditions of the bid with Region XIV ESC, Waxie Enterprises, Inc., has agreed to provide janitorial related supplies, equipment, maintenance, and repair-related products, and

WHEREAS, this Board has determined it to be in the best interest of the District to contract with Waxie Enterprises, Inc., to meet the needs of the Chula Vista Elementary School District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the Region XIV ESC Bid No. 02-27 for janitorial supplies, equipment, maintenance, and repair-related products is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the Region XIV ESC bid documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Francisco Escobedo, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee is hereby authorized to execute the necessary contract documents with Waxie Enterprises, Inc.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April, 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

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 $375,328 for Strelic Plumbing, Inc., dba Advance Plumbing Company for the Installation of Additional Site Utilities at Otay Ranch Village 3 Elementary School Site

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

On December 15, 2020, the Board of Education approved award of Bid Package No. 4 to Strelic Plumbing, Inc., dba Advance Plumbing Company for the Site Underground Utilities and Plumbing for the Otay Ranch Village 3 (ORV3) School Site. Prior to Developer HomeFed Village III Master, LLC (HomeFed) turning over the ORV3 School Site to the District for construction of the new school, HomeFed was responsible for providing a graded site which included a portion of the underground utilities. At the request of District staff and with HomeFed's agreement, the portion of the remaining unfinished work will be taken over by Advance Plumbing Company, the District's Prime Contractor, to prevent delays on the start of construction. The District is now requesting additional funds for installation of additional site utilities at the ORV3 School Site that are not part of original contracted scope of work to be performed by Advance Plumbing Company.

ADDITIONAL DATA:

A copy of the requested change order is available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost of Bid Package No. 4 on the ORV3 School Site project will be adjusted from $1,992,700 to $2,368,028 and will be paid from Community Facilities District (CFD) funds. The entire cost of this change order will be covered by the proposed reduction in purchase price pursuant to Amendment No. 5 to the Village 3 Purchase Agreement.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Deny Bid Protest Submitted by RGC General Engineering, Inc.; and

(2) Approve Award of Contract for Bid No. 20/21-4 Asphalt Patch and Repair to SealRight Paving, Inc., in the Amount of $407,915.40

____X____Action **_____Information**

BACKGROUND INFORMATION:

On February 26 and March 5, 2021, the Chula Vista Elementary School District (District) advertised Bid No. 20/21-4 Asphalt Patch and Repair (Asphalt Project) in The Star News, a newspaper of general circulation. The District also emailed the Notice Inviting Bids for the Asphalt Project to construction trade journals and to contractors on the District's contractor list for this type of work. The purpose of the Asphalt Project is to repair, seal, and restripe portions of the asphalt surfaces at various District sites.

The District received bids from five (5) contractors at the bid opening on March 19, 2021. The bids received from the five (5) contractors are as follows:

No.	Bidder Name	Bid Amount
1.	SealRight Paving, Inc.	$ 407,915.40
2.	RGC General Engineering, Inc.	$ 431,768.00
3.	Frank and Son Paving, Inc.	$ 471,473.30
4.	Atom Ant, Inc.	$ 671,507.59
5.	LC Paving & Sealing	$ 685,611.80

Prior to opening the bids for the Project, the District determined that the award of the contract would be based on the lowest total bid price submitted to the District. The Bid Documents for the Project require that each bidder complete a matrix that sets forth the prices for the various elements of the work, and, in each case, the total bid price is based on the pricing set forth in the matrix. As indicated in the

table above, SealRight Paving, Inc. ("SealRight") submitted the lowest responsive, responsible total bid price for the Project.

However, RGC General Engineering, Inc. ("RGC"), the second lowest bidder, has protested the bid submitted by SealRight. RGC asserts that SealRight is not responsive to the requirements of the Bid Documents for the Project because: (i) SealRight failed to include notary acknowledgments with either its bid proposal or its non-collusion declaration; and (ii) SealRight did not complete the form of bid bond set forth in the Bid Documents.

District legal counsel has advised that: (i) nothing in currently applicable law or in the Bid Documents require that either the bid proposal form or the non-collusion declaration be notarized; and (ii) SealRight provided bid security in the form of a cashier's check and, therefore, was not required to submit a bid bond for that purpose. For those reasons, legal counsel has further advised that the Board of Education may deny RGC's bid protest on the basis that there are no errors or irregularities in SealRight's bid, as asserted in RGC's bid protest.

Thus, District staff requests that Board of Education: (i) deny the bid protest submitted by RGC; and (ii) award the contract for Bid No. 20/21-4 to SealRight as the bidder with the lowest responsive, responsible total bid.

ADDITIONAL DATA:

Copies of the Bid Documents for the Project, the bids for the Project received by the District, and the bid protest submitted by RGC are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Funding will be provided from Maintenance and Capital Improvement funds.

STAFF RECOMMENDATION:

Recommend:

(i) Deny bid protest submitted by RGC General Engineering, Inc.; and
(ii) Approve award contract for Bid No. 20/21-4 Asphalt Patch and Repair to SealRight Paving, Inc., in the amount of $407,915.40.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Accept Donation

____X____Action **_____Information**

BACKGROUND INFORMATION:

On December 18, 2020, Loma Verde Elementary School received a donation from Martin Furniture of 80 student desks valued at $237 each, with a $25 Walmart gift card inside each desk. The total value of the desks and gifts cards is $20,960. Martin Furniture distributed the desks and gift cards at Loma Verde for students to use in Distance Learning.

ADDITIONAL DATA:

District staff will write a letter of appreciation for the above donation.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through March 31, 2021

____X____ Action **_____ Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through March 31, 2021:

i.	Purchase Orders: 21004060-21004831	$37,609,432.49
ii.	Alternative Revolving Cash: 1655	$ 35.00
iii.	Commercial Warrants: 326476-327128	$ 8,298,156.11
	Cafeteria Warrants: 0007281-0007338	$ 1,778,660.70
iv.	Payroll Warrants: Series 10 13314421-13315055; N2740474-2744002	$18,153,205.50
v.	Revolving Cash Checks: 009250-009290	$ 4,268.19

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Inservice/Travel Request

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval.

Chula Vista Elementary School District

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
De Leon, J	School Bus Instructor Academy	Sacramento, CA	07/18/21	08/07/21	$7,937	Dist. Trans.	ESSC/Transportation

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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

(1) Conduct Public Hearing on Discontinuance of Certain Classified Services; and

(2) Adopt Resolution on Discontinuance of Certain Classified Services for the 2021-22 School Year

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

BACKGROUND INFORMATION:

Because of lack of funds and/or lack of work, certain services now being provided by the District through classified employees will be discontinued as set forth in the attached Exhibit "A." The discontinuance shall be effective June 30, 2021.

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:

Reduction in classified staffing is the result of the need for elimination of specific program services and elimination of funding.

STAFF RECOMMENDATION:

Recommend conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution on Discontinuance of)
Certain Classified Services for)
the 2021-22 School Year)

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

WHEREAS, pursuant to Education Code Sections 45117 and 45308, due to the lack of work and/or lack of funds, the Board of Education of the Chula Vista Elementary School District hereby finds that it is in the best interest of the District that as of June 30, 2021, certain classified services now being provided by the District be discontinued as set forth in Exhibit "A."

NOW, THEREFORE, BE IT RESOLVED that on June 30, 2021, the equivalent of 43.42 full-time equivalent (FTE) classified positions of the District will be eliminated as set forth in Exhibit "A," attached hereto and incorporated herein by reference.

BE IT FURTHER RESOLVED that the Superintendent of the Chula Vista Elementary School District or his designee is authorized and directed to give notice of termination of employment to the affected classified employees, pursuant to District rules and regulations as well as the applicable provisions of the Education Code of the State of California, not later than sixty (60) days prior to the effective date of layoff as set forth above.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of April 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"
Elimination of Positions

JOB CLASSIFICATIONS	POSITIONS
Computer Support Technician I	0.81
Computer Support Technician II	0.14
Custodian I	7.46
Instructional Assistant	0.85
Instructional Assistant – Computer Lab	0.39
Instructional Assistant - ELL	0.10
Instructional Assistant Special Education	14.50
Library Technology Technician	0.82
Noon Duty Supervisor	3.52
School Health Clerk	1.44
Student Attendant	13.39
TOTAL	43.42

The positions named above are full-time equivalents (FTEs), and will be discontinued effective June 30, 2021.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

First Reading: Board Policy 0100.1 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Equity and Access for Every Student

_____Action **____X____Information**

BACKGROUND INFORMATION:

Board Policy (BP) 0100.1 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Equity and Access for Every Student, will focus on equity and is foundational to the overall health and success of the District and the communities we serve. The purpose of the BP is to confront and eliminate biased practices that result in predictably lower academic achievement for certain subgroups of students than for their white peers. Identifying and discontinuing practices that perpetuate disparities will increase student achievement and well-being for all students, while reducing or eliminating academic and opportunity gaps that exist between the highest and lowest performing students.

ADDITIONAL DATA:

A copy of proposed BP 0100.1 is attached. Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY AND ACCESS FOR EVERY STUDENT

The Board of Education believes that the diversity that exists among the District's community of students, staff, parents/guardians, and community members is integral to the District's vision, mission, and goals. Addressing the needs of every learner requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. 0100 – Philosophy and Goals)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

The District shall eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement and/or well-being, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations.

Additionally, the District shall proactively identify class, language, gender, and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socioeconomic backgrounds. To ensure that equity is the intentional result of District decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)
(cf. 9000 - Role of the Board – Powers and Responsibilities)
(cf. 9310 – Policy Manual)

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY AND ACCESS FOR EVERY STUDENT (continued)

The Board and the Superintendent/designee shall develop and implement policies and strategies to promote equity in District programs and activities, through measures such as the following:

1. **Routinely assessing student needs based on multiple measures disaggregated by race, gender, ethnicity, socioeconomic, and cultural backgrounds in order to enable equity-focused policy, planning, and resource allocations that align to local, state, and federal regulations and applicable Education Code.**

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. **Analyzing expenditures, and when necessary, reallocating financial and human resources in a manner that provides all students with equitable access to District programs, special education, support services, and opportunities for success through inclusive practices. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.**

(cf. 3100 - Budget)
(cf. 4113 - Assignment)
(cf. 7110 – Determining Needs)

3. **Enabling and encouraging all students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, multiple career path programs, and other student activities.**

(cf. 6143 - Courses of Study)

4. **Building a positive, collaborative, and accepting school climate that promotes rigorous student engagement, physical and emotional safety, authentic care, high expectations, and other supports for students' social and emotional well-being. Providing classroom environments that are**

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY AND ACCESS FOR EVERY STUDENT (continued)

culturally and historically responsive to students with a focus on building trust and authentic relationships. Ensuring that students who are bullied and/or victimized are supported with trauma-informed practices, counseling services, and coping strategies to foster students' resilience and agency.

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups, including materials that portray similar experiences and narratives to those experienced by the children of the District. Ensuring a variety of historical perspectives, including primary and secondary sources, that reflect all student groups in a positive light. Portraying a diverse range of role models, lifestyles, and career choices for all children to aspire to. Ensuring that students are provided standards-based history/social science curriculum and ethnic studies on a regular and ongoing basis. Fostering opportunities for students to engage in visual and performing arts, health, science, language arts, and mathematics in culturally sensitive ways.

(cf. 6141 - Curriculum Development and Design)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Ensuring prevention and intervention services for all students by providing and/or collaborating with local agencies and community groups to ensure the availability and access to appropriate support services for any and every student in need of mental, physical, social, and emotional care.

Providing regular and ongoing parent and community education at site and District levels through workshops, meetings, conferences, and other networking opportunities. Soliciting meaningful collaboration and input from all stakeholder groups for guidance and governance.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6164.5 - Student Success Teams)
(cf. 6179 - Supplemental Instruction)

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY AND ACCESS FOR EVERY STUDENT (continued)

7. **Promoting the recruitment, employment, and retention of highly qualified, diverse staff that reflects the student demographics of the community and society at large. Ensuring recruitment and selection processes include a focus on equity and/or culturally responsive elements through oral interviews, performance tasks, and written narratives.**

(cf. 4131 - Professional Development)

8. **Providing District staff with ongoing, researched-based, professional learning and professional development. Assessing impact of culturally responsive instructional practices, policies, and relationships. Ensuring social justice and implicit bias training.**

9. **Conducting and reporting quarterly program evaluations that focus on equity and address the academic, cultural, and social/emotional well-being outcomes of all students on multiple measures. Developing, implementing, and measuring goals toward equity and excellence in school and District plans for student achievement, wellness, and safety.**

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of District policies and decisions in order to safeguard against disproportionate or unintentional impact regarding access to District programs, achievement, and well-being goals for any and all students.

Legal Reference:

EDUCATION CODE
200-262.4 Educational equity
52077 Local control and accountability plan
60040 Selection of instructional materials
GOVERNMENT CODE
11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY AND ACCESS FOR EVERY STUDENT

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
2301-2414 Strengthening Career and Technical Education for the 21st Century Act
6311 State plans
6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:
CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017
The School Board Role in Creating the Conditions for Student Achievement, 2017
African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016
African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016
Latino Students in California's K-12 Public Schools, 2016
Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016
Climate for Achievement Governance Brief Series, 2015
Math Misplacement, 2015
CENTER FOR URBAN EDUCATION PUBLICATIONS
Protocol for Assessing Equity-Mindedness in State Policy, 2017
WEBSITES
California School Boards Association: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Center for Urban Education: http://cue.usc.edu
Safe Schools Coalition: http://www.casafeschools.org

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Second Reading/Approve: Discovery Charter School Petition Renewal for the Period of July 1, 2021, Through June 30, 2028

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

Charter school law was enacted in California to provide increased flexibility and freedom to reinvent public education by raising standards of accountability and focusing on student performance and achievement. Throughout the United States, charters provide choice and alternatives within the public educational system through diversified instructional practices and innovative delivery systems. Charters have emerged as a key element of systemic public school reform, and the number of charter schools has increased dramatically in the state and across the country.

In 1994, the District first approved a charter school petition for Discovery Charter. This is the sixth proposed renewal of the Charter School. At its meeting of March 3, 2021, the Board held a public hearing on the petition renewal for Discovery Charter.

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:

Highlights in the current renewal include:

- Four highly qualified certificated Fine Arts teachers for the Science, Technology, Engineering, Arts, and Mathematics program.

- New Multi-Tiered System of Supports coordinator position.
- Four Pillars: Innovation, Cultural Proficiency, Access to Academic Excellence, and Building Relationships.

A copy of the proposed charter petition renewal 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:

Given Discovery Charter is already operating with the projected number of students, there will be no fiscal impact on the District.

STAFF RECOMMENDATION:

Recommend approval.

"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).

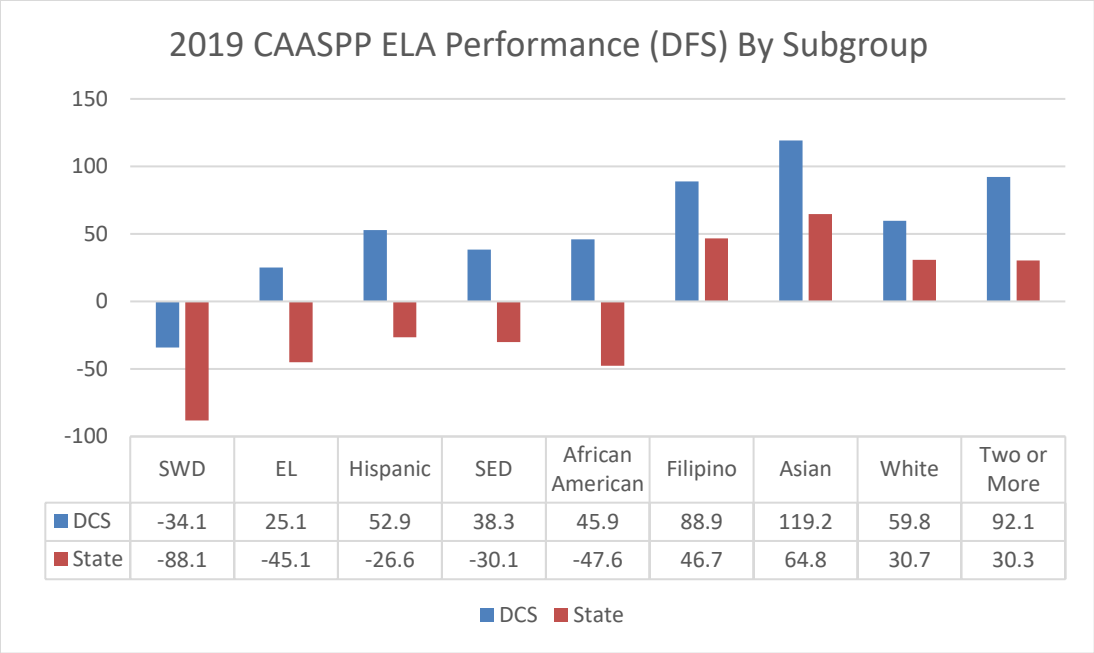
Consistent with the CDE's determination, DCS is, accordingly, a high performing school entitled to renewal of its Charter under Education Code Section 47607(c).

DCS SHOULD BE GRANTED A SEVEN-YEAR CHARTER TERM

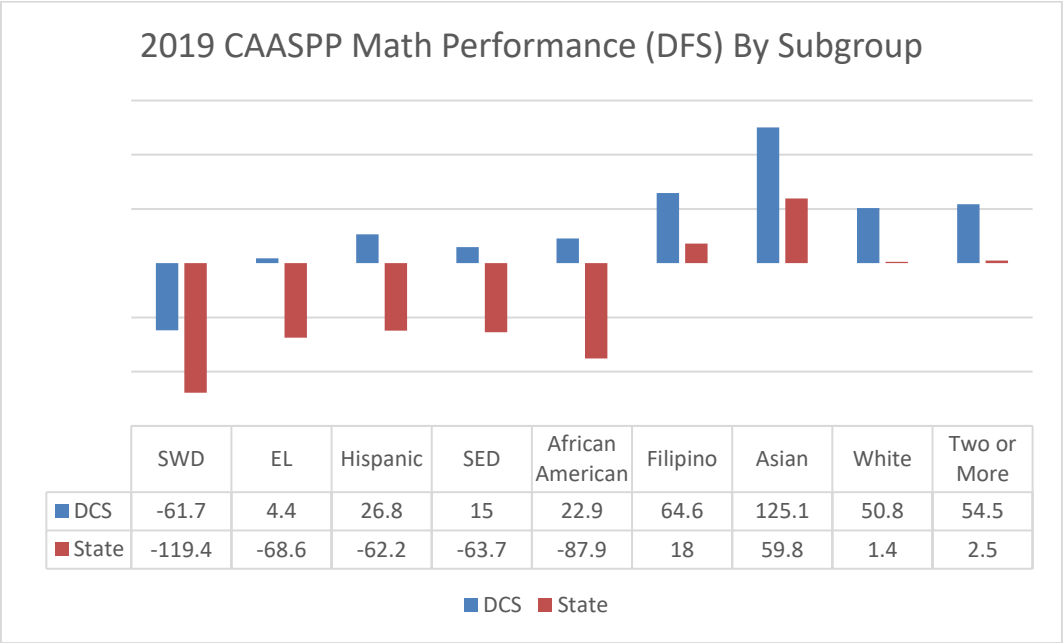
Section 47607(c)(2)(E) provides that "[t]he chartering authority that granted the charter [of a high performing charter school] may renew a charter for a period of between five and seven years." **DCS submits that a seven-year charter term is appropriate here**.

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.

***

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.

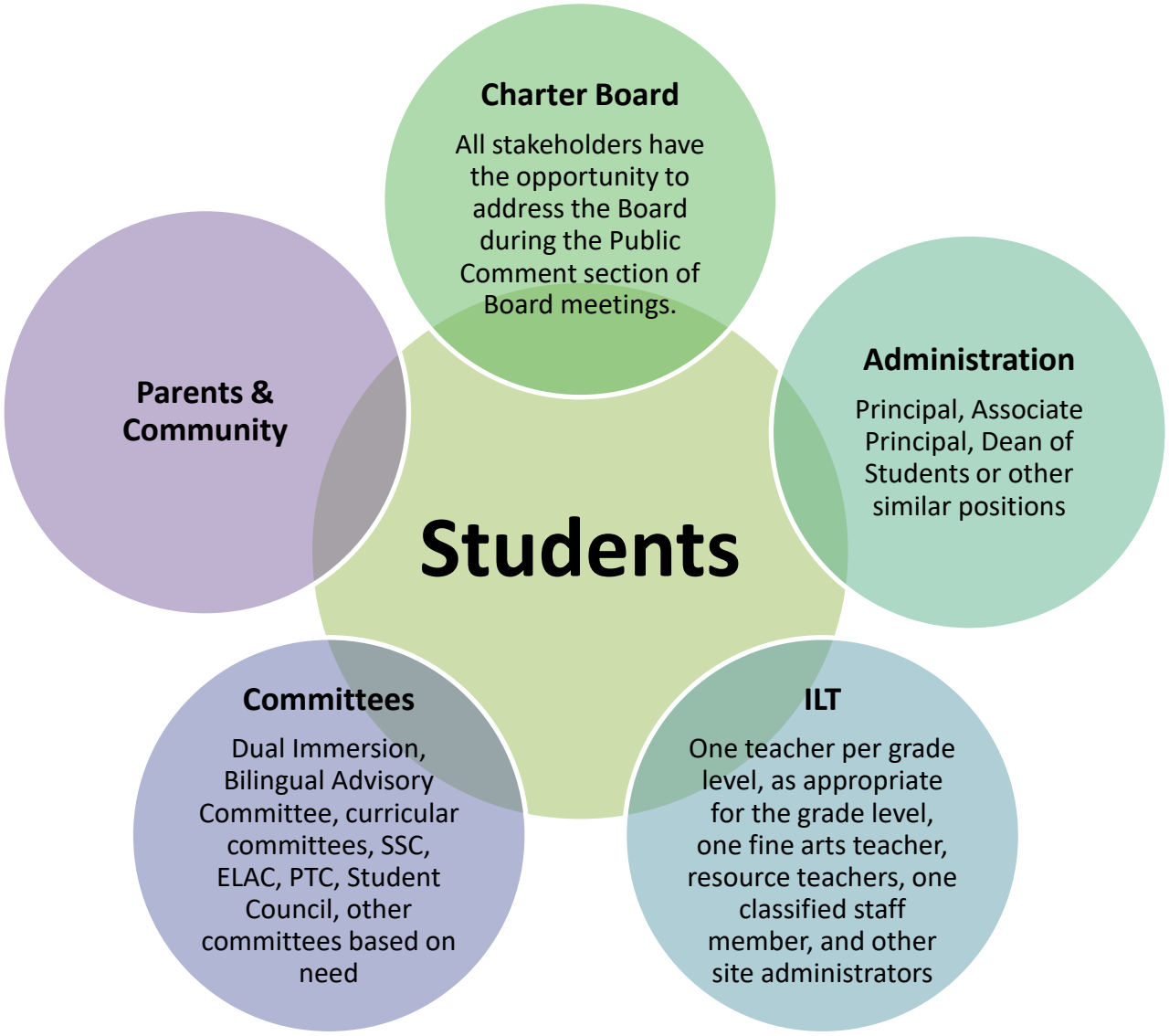
Section 4 – Instructional Leadership Team

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:

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.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Report on the 2019 Novel Coronavirus (COVID-19) Response Funding

_____Action **____X____Information**

BACKGROUND INFORMATION:

On March 13, 2020, a national emergency was declared in response to the 2019 Novel Coronavirus (COVID-19) pandemic. On February 24, 2021, the COVID-19 national emergency was extended past March 1, 2021.

In response to the COVID-19 pandemic, the United States Federal Government and State of California approved COVID-19 emergency response funding. The Federal response funding began on March 27, 2020, with the Coronavirus Aid, Relief, and Economic Security (CARES) Act, followed on December 27, 2020, with the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) Act, and then on March 11, 2021, the American Rescue Plan was approved. The State of California response funding began on March 30, 2020, with two COVID-19 emergency response bills and then followed up on March 5, 2021, with two additional grants: the Assembly Bill 86 (AB86) In-person Grant and the AB86 Expanded Learning Opportunities Grant.

ADDITIONAL DATA:

Tonight, District staff will report on the Federal and State COVID-19 Response Funding. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District will be using the COVID-19 Response Funding to provide relief to address the impact COVID-19 has had and continues to have on the District's students, staff, and school community.

STAFF RECOMMENDATION:

This is an information item.