CHULA VISTA ELEMENTARY SCHOOL DISTRICT

# A G E N D A

**REGULAR MEETING – MAY 19, 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_NzhlNzdjNWQtMGE3YS00ZjA5LWIwMmYtYTcwYmM5ZjM4ZWZh%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_NTc5YTg2MWEtMWIyMC00OTQ1LTlhYWMtMDY5ODllMDcyYmEz%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a

# CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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

## AGENDA
## BOARD OF EDUCATION

Regular Meeting
May 19, 2021
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

**ORDER OF BUSINESS**

**1. OPENING PROCEDURES** *Opening Procedures*

A. Call to Order

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

C. Pledge of Allegiance

**2. APPROVE AGENDA** (Action) *Approve Agenda*

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

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

A. Presentation of Newly Hired and Promoted Employees

B. Recognition of District Winners of the 2021 CVESD**TALKS**

**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 Meeting March 16 and Regular Meeting April 14, 2021

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

C. Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the Employee Assistance Service for Education Program for the Period of July 1, 2021, Through June 30, 2022

D. Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the United States Department of Transportation Drug Testing Program for the Period of July 1, 2021, Through June 30, 2022

E. Ratify Amendment to Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2020-21 School Year

F. Ratify Memorandum of Understanding with Día de la Mujer Latina, Inc., to Subcontract Services with Chula Vista Community Collaborative for the Period of May 15, 2021 Through March 5, 2022

G. Ratify Memorandum of Understanding with South Bay Community Services to Provide Mental Health Support to Students During Hybrid Instruction for the Period of April 12 Through June 15, 2021

H. Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds for the 2021-22 School Year

I. Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank, for the "Food for Kids Backpack Program" for the 2021-22 School Year

J. Approve Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program for the Period of July 1, 2021, Through June 30, 2022

K. Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2021-22

L. Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal Year 2021-22

M. Ratify Memorandum of Understanding with California Department of Public Health for Laboratory Oversight of COVID-19 Antigen Testing at District Sites from May 20, 2021, Until 30 Days After the COVID-19 State of Emergency is Lifted

N. Ratify Renewal of Agreement with Intrado SchoolMessenger® (Also Known As Intrado Interactive Services Corporation) in the Amount of $36,570 for Website Hosting Services Provided Through the SchoolMessenger® Presence Platform for the Period of April 1, 2021, Through March 30, 2022

O. Approve Renewal of Bid No. 17/18-8 for Solid Waste and Recycling Services to Allied Waste Services, Inc., dba Republic Services of San Diego for the Period of July 1, 2021, Through June 30, 2022

P. Approve Renewal of Bid No. 18/19-7 to Diamond Jack Enterprises, Inc.; Food 4 Thought, LLC.; and Gold Star Foods for Produce Products for the Period of July 1, 2021, Through June 30, 2022

Q. Approve Renewal of Bid No. 18/19-8 to Galasso's Bakery for Bread Products for the Period of July 1, 2021, Through June 30, 2022

R. Approve Renewal of Bid No. 19/20-10 On-Site Vehicle Washing and Exterior Detail Service with Fleetwash, Inc., for the Period of July 1, 2021, Through June 30, 2022

S. Approve Renewal of Bid No. 19/20-11 for Milk, Dairy, and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc., for the Period of July 1, 2021, Through June 30, 2022

T. (1) Approve Renewal of Contract with PowerSchool Group LLC in the Amount of $251,292.44 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications; and

(2) Approve Upgrade to Enterprise Management Service to Assist with Management of *BusinessPLUS* and Addition of an Add-On to the Purchasing Module in the Amount of $101,798.21 for the Period of July 1, 2021, Through June 30, 2022

U. Approve Renewal of Customer Agreement with Frontline Technologies Group LLC dba Frontline Education in the Amount of $18,441.08 for Absence Management and Substitute Placement Services for the Period of July 1, 2021, Through June 30, 2022

V. Approve Agreement with Balfour Beatty Construction for Preconstruction and Construction Management Services for the Maxwell Transportation Bus Yard for the Period of May 20, 2021, Through Completion of the Project

W. Approve Award of Bid Package No.1 to Jackson and Blanc for Heating, Ventilating, and Air Conditioning Renovation Projects at Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools, in the Amount of $4,390,000 for the Period of May 20, 2021, Through Completion of the Project

X. Approve Change Order for an Increase in the Amount of $26,047.50 to Noble E&C, Inc., for Additional Demolition, Removal, and Replacement of Existing Accessible Curb Ramp, Accessible Drop-off Area, New Striping, and Parking Lot Accessibility Improvements for Arroyo Vista Charter School

Y. (1) Reject Bid Submitted by APR Construction, Inc., for Bid No. 20/21-5 Concrete and Grading Project as Not Responsive to the Requirements of the Bid Documents; and

(2) Approve Award of Contract for Bid No. 20/21-5 Concrete and Grading Project to CMT Engineering, Inc., in the Amount of $459,622

Z. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through April 30, 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 to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Elementary School District to Chula Vista Educators for the 2021-22 School Year

(2) Adopt Collective Negotiations Proposal from the Chula Vista Elementary School District to Chula Vista Educators for the 2021-22 School Year

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

B. Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Educators to the Chula Vista Elementary School District for the 2021-22 School Year

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

(2) Adopt Resolution Regarding Short-Term Classified Employee to Perform Specified Service for the Period of April 19 Through June 30, 2021

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

D. (1) Conduct Public Hearing on Expanded Learning Opportunities Grant Plan; and

(2) Approve Expanded Learning Opportunities Grant Plan for the 2021-22 School Year

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

E. Conduct Public Hearing on Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2021-22 School Year

F. (1) Review of the Governor's May Revise and Forecast of District's Economic Standing; and

(2) Conduct Public Hearing on the District's 2021-22 Proposed Budget

## 8. ADMINISTRATIVE ACTION ITEMS

*Administrative Action Items*

A. Approve Submission of Declaration of Need for Fully Qualified Educators for the 2021-22 School Year

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

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

A. First Reading/Possible Revision: Board Policy and Administrative Regulation 6158, Instruction, Independent Study Program

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

B. Second Reading/Adoption: Board Policy 0100.1 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Equity and Access for Every Student

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

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

None

**11. BOARD COMMUNICATIONS** *Board Communications*

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

**13. CLOSED SESSION** *Closed Session*

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

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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2021020873 for Student No. 304944

**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, JUNE 16, 2021, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Recognition of District Winners of the 2021 CVESD**TALKS**

**_____Action** **___X___Information**

**BACKGROUND INFORMATION:**

The District's 2021 CVESD**TALKS** (formerly known as CVESD Speech Contest) theme was "Peace is Possible." All students spoke to this theme.

Finals were held on three separate days for Grades 4-8 students. Four winners were selected from Grades 4, 5, and 6 (one per grade level), and one winner from Grades 7 and 8. Chula Vista Rotarians, former District educators, educational partners, and members of the community served as judges. Winners of the competition are:

| Name | Grade | School |
|---|---|---|
| Cristina Rodriguez | 4 | Allen |
| Abigail Paik | 5 | Wolf Canyon |
| Abigail Crawford | 6 | Olympic View |
| Isabel Arguelles | 7 | Discovery Charter |

First-place winners will receive $75 checks, second-place winners will receive $50 checks, and third-place winners will receive $25 checks.

A list of the school-level winners is attached.

**ADDITIONAL DATA:**

Tonight, first-place winners will be introduced and will deliver their speeches. These students will also present their CVESDTalks virtually to the Rotary Clubs of Chula Vista and other service groups.

The contest sponsors this year were the Rotary Clubs of Chula Vista: Sunrise, Noon, and Chula Vista-Eastlake. The Board thanks club members for their commitment to education and their contribution on behalf of the students of the District.

District staff creates opportunities for students to demonstrate their impressive speaking talents. This includes scheduling engagements with service clubs, senior centers, and other schools so that the merit of this program can be highlighted to nonparticipating schools.

## 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 winners.

# Chula Vista Elementary School District
## 2021 Speech Contest – School-Level Winners
## Grades 4, 5, and 6

| School | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|
| **Allen** | Cristina Rodriguez | Sidney Shatwell | |
| **Arroyo Vista Charter** | Jalen Reeves | Natalia Martin | Isabela Flores Lopez |
| **Camarena** | Isabella Vitrella | Anabella Mosley | Pia Kaleb |
| **Casillas** | | Eliana Radaskevich | Ethan Yang |
| **Chula Vista Hills** | Enelie Medina | Eva Molano | Brian McEvoy |
| **CVLCC** | Santiago Ramirez Ramirez | Maliz Crosthwaite | |
| **Clear View** | Liliana Figueroa | Aleena Kakkad | Olivia Eisele |
| **Discovery Charter** | Elizabeth Markham | Parker Wasyliw | Emilie Garcia-Fawer |
| **EastLake** | Saranya Athena Talpae | Santiago Patterson-Melendrez | Jacob Patrick Lovell |
| **Feaster Charter** | | | Isabella Villarama |
| **Halecrest** | William “Colt” McCann | Romeo Penaloza | Ashlyn Bruno |
| **Hedenkamp** | Lukas Yaomoto | Madyn King | Kayla Yaomoto |
| **Lauderbach** | Lyzeth Valles | Victoria Hernandez | |
| **Liberty** | Yvonne Gao | Lucas Yriqui | Madeline Grapilon |
| **Loma Verde** | Kayleen Silva | Camila Quineros | Cianna Selena-Anderson |
| **McMillin** | Sofia Donoghue | Claire Cruz | |
| **Mueller Charter** | Jose Plaza | Elijah Arevalo | Michelle Cobian |
| **Muraoka** | Alaeya Goosby | Sreya Bhanu | Christina Dominguez Montero |
| **Olympic View** | Darren Scott | Evan Vojtech | Abigail Crawford |
| **Otay** | | Mariana Ramos | |
| **Palomar** | | Amaya Lott | |
| **Rice** | | Ximena Barboza | Georgina Cortez |
| **Rogers** | Andrea Cordero | | Yumiko Ramirez |
| **Salt Creek** | Ylijan Tolete | | Millicent Bourne |
| **Silver Wing** | | Emiley Astorga | |
| **Tiffany** | Keira Sugapong | | Caelyn Cabrios |
| **Valle Lindo** | | | Venezia Mejia |
| **Valley Vista** | Esperanza Arancibia | | |
| **Veterans** | Gabriella Abalos | Leonardo Vazquez | Sofia Marquez |
| **Wolf Canyon** | Cadance Hall | Abigail Paik | Joel Park |

## Middle School Grades

| School | Name/Grade |
|---|---|
| **Discovery Charter** | Isabel Arguelles (7)<br>Cole Meinung (8) |
| **Mueller Charter** | Jocelynne Sustaita (7)<br>Nadia Perez Vazquez (8) |

# CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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

## MINUTES
## BOARD OF EDUCATION

Special Meeting
March 16, 2021
5 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

**ORDER OF BUSINESS**

ADOPTED

**1. OPENING PROCEDURES** *Opening Procedures*

A. Call to Order

President Reyes called the meeting to order at 5:08 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
Dr. Jeffrey Thiel, Asst. Supt., Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Dr. Escobedo led the Pledge of Allegiance.

**2. APPROVE AGENDA (Action)** *Approve Agenda*

Prior to approval of the agenda, Vice President Bishop inquired regarding discussion of the hybrid model being an information item and asked if it allows for a vote on the timeframe, as discussed at the last meeting.

Dr. Escobedo explained that since it is an information item, it does not allow for action. Vice President Bishop requested it be changed to an action item, which cannot be done, as it needs to be posted as such 24 hours prior to the meeting. Dr. Escobedo explained if the Board feels changes are necessary, another special meeting could be called or a vote scheduled at the regular meeting on April 14. Vice President Bishop stated the vote at the previous Board meeting was not to open schools and that Dr. Escobedo had said the Board could create parameters. Board Member Tamayo clarified that the vote had been to authorize transition with a check-in with the Board at the current meeting to see if steps in the Memorandum of Understanding (MOU) [with Chula Vista Educators, CVE] were being met and if the District is on a good roadmap to continue plans to reopen. He stated he wants to ensure the MOU is followed as closely as possible to avoid unfair labor practices. Vice President Bishop clarified the Board would not be able to act on the information they would hear during the meeting other than possibly set another meeting. President Reyes stated the Board can direct the Superintendent to take action within MOU parameters.

*Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS*

**3. ORAL COMMUNICATIONS** *Oral Communications*

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

President Reyes said there would be a new procedure for public comments and instead of written comments, community members would be able to participate by phone. He also explained that because it is a special Board meeting, items addressed must be on the agenda. He added callers would be heard when the item they wish to address is being discussed.

**4. APPROVE CONSENT CALENDAR** *Consent Calendar*

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

A. Approve and/or Ratify Human Resources Items A Through C **2020-21.062**

B. Authorize the District to Recruit and Hire Temporary Teachers for Hybrid Learning for Campus Support

DRAFT

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

D. Ratify Third Amendment to the Agreement with South Bay Family YMCA for the Dynamic After-School Hours Program for the Period of March 1 Through June 30, 2021

## 5. BOARD WORKSHOP

*Board Workshop*

A. Update Regarding Chula Vista Elementary School District's Preparation for the Hybrid Model and Conditions Meeting the November 13 and December 16, 2020, Memorandums of Understanding with Chula Vista Educators

Dr. Escobedo said the Board would hear from a variety of experts on how the District is preparing to reopen in a hybrid model, stressing that parents would have the option until the end of the year to stay in distance learning. He said there would be time after each speaker for questions. Dr. Escobedo introduced the presenters:

[San Diego County Office of Education] County Duty Officer/Assistant Incident Commander COVID-19 Emergency Operations and Coordinator Special Projects Bob Mueller – Mr. Mueller provided a "situation briefing," providing data on how the county is fairing and placed that information in the context of school reopening. He mentioned the county's dashboard with 13 metrics and said the county has been moving in the right direction for some time, giving a brief history of where it was a year ago. Mr. Mueller showed a map of the county with data for jurisdictions where districts have been providing full-time in-person or hybrid instruction for elementary students and showed where the District is—in the middle of the pack. He explained that in districts that have been open since September or October 2020, transmissions have been exceptionally low—lower than in the community by far. He said the county is in the Red Tier and explained how that happened. Mr. Mueller stated schools are cleared to begin reopening the following day (March 17) but must have COVID-19 safety plans posted on their website at least five days prior to reopening, saying there is no requirement for external review of the plans. He remarked the reopening window is March 17-April 6, and if a local educational agency (LEA) reopens during that time, the LEA's reopening is guaranteed regardless of the county's tier status. Mr. Mueller added that after April 6, reopening is contingent on the county's tier status and that the California Department of Public Health (CDPH) stated it will work on a phased reopening with LEAs that will be on spring break that overlap the window and prevents from reopening while eligible.

Sharp Chief Medical Officer Dr. Samer Khodor – Dr. Khodor thanked the District for the invitation to participate, said he is a parent of elementary-

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age children, and thanked educators for all they do and for their important role. He reviewed vaccines Pfizer, Moderna, and Jansen (Johnson & Johnson), explaining how they work (messenger RNA or viral vector), who are these approved for (people 18 and over), how many doses are needed of each (two for Pfizer and Moderna and one for Jansen), the time in between doses (21 days for Pfizer and 28 days for Moderna), efficacy (how well a vaccine does in clinical trials) vs. effectiveness (how well it does in real life), common side effects (sore arm, fever, headache, body aches, and fatigue), timeframe for vaccine to fully protect (two weeks after second dose), and length of protection (being studied). Dr. Khodor said all three vaccines protect very well and essentially there have been no COVID-19 hospitalizations or deaths among those fully vaccinated. He also shared vaccination statistics in the county, nation, and world and covered what fully vaccinated people can do. Dr. Khodor said we should trust the science and continue wearing masks [even after being vaccinated] and stressed that the best vaccine is the first one available. He emphasized the importance of getting vaccinated, because the longer COVID-19 spreads unchecked, the more mutations can develop; and said studies have shown reasonable if not impressive protections against most of the variants.

Associate Director of Scripps Family Medicine Residency Program Dr. Shaila Serpas – Dr. Serpas shared overall safety procedures followed at Scripps and the impacts she observes when taking care of families that reside in District boundaries. She discussed results seen in other United States schools and commented that outbreaks are generally from not following core guidance—specifically on the use of masks and keeping social distancing. Dr. Serpas shared the Scripps Residency Program's success in keeping residency participants safe and stressed the importance of overlapping core practices, as well as adding other practices such as having good ventilation, filters, and opening doors and windows. She noted her observations about the short- and long-term physical, mental, and emotional health effects of inactivity in students, such as children gaining weight, isolation and lack of social development, youngsters thinking about and attempting suicide, and increased exposure to adverse child experiences (ACEs) such as domestic violence, divorce, and neglect. Dr. Serpas said that even though these cases are happening at a state and national level, she is also seeing them in our community. She said that due to these ACEs, which now includes morbidities related to cardiovascular health, etc., as quickly as possible even in small scale, in small numbers, and hybrid it is of vital importance to think how we have been disproportionally impacting families, especially families of color and those families of frontline workers, adding that vaccine equity will lower the impact of the burden of COVID.

Assistant Professor at the University of California, San Diego, Dr. Rebecca Fielding-Miller, who leads a team as part of a partnership

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with the County of San Diego to develop wastewater and surface monitoring strategies that detect asymptomatic COVID-19 infections in schools before they become outbreaks and has been working at Castle Park and Rice – Dr. Fielding-Miller presented information related to cases per 100,000 in each age group (0-9, 10-19, 20-29, 40-49, 70-79), saying the lowest rates have been for children under 10 years of age and a nice decline continues to be seen, which she believes has to do with the shelter in place ordered by the Governor and also with the vaccination rollout. She mentioned she is keeping an eye on what is happening in other countries where a variant became the dominant strain and said a race is on in the United States to get as many people as possible vaccinated before the B11 strain takes off. Dr. Fielding-Miller said the nice thing about being in public health is that she gets to think a lot about what can be done and that she has been working with the County of San Diego and some schools in the county—including Castle Park and Rice—on a system created with an eye on equity to monitor schools constantly. She explained the system does aggregate anonymous monitoring (meaning nobody signs up for testing) that gives a general sense of what is going on in the school. It consists of 1) environmental monitoring: a robot that sits on top of the sewage cleanout to collect samples every 15 minutes; and 2) surface monitoring: teachers collecting samples by rubbing a fancy Q-tip on the ground. The samples are sent to the lab and 36 hours after they are received, the lab can alert the school if somebody is potentially shedding virus on the campus so testing can then take place in specific rooms. Dr. Fielding-Miller said the system has been in place since November and is working very well; she showed and explained data from testing results at Castle Park and at Rice.

President Reyes called a recess at 6:43 P.M. and reconvened at 6:48 P.M.

Facilities Planning, Risk Management, and Legal Services Executive Director Anthony Carlton presented information on the foundations in place for providing a safe environment for reopening. He touched on physical distancing, increased cleaning and hygiene, health monitoring and contact tracing, personal protective equipment and other safety supplies, behavioral signage, and consistent communications. Mr. Carlton also explained District testing protocols; gave details regarding District testing partnerships; and reviewed County vaccination timelines for education employees, including recent efforts to roll out the vaccine to District employees.

Dr. Tessier presented on the hybrid model and related logistics. His presentation addressed the timeline for opening in a hybrid model; included hybrid scenarios given that the County was officially in the Red Tier on the day of the meeting; and shared and explained a hybrid model sample schedule based on two cohorts of students, one attending during mornings and the second one attending during afternoons. Dr. Tessier

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also discussed plans for social-emotional learning training sessions for employees and talked about mental health support opportunities the District is exploring.

Board Members thanked the presenters for the wealth of information they provided. They also asked an assortment of questions, which were addressed by the presenters, Dr. Escobedo, Mr. Esquivel, Dr. Thiel, and/or Executive Director Chris Vickers; and made a variety of comments on the topic in general and on portions of the information presented.

There were eight original callers, with a ninth call coming in later. President Reyes increased the time to receive input from 20 to 24 minutes, and thanked callers for their patience [as they had to wait a long time to be heard].

- Special Education Teacher Jessica Howard – On concerns and questions regarding reopening.
- CVE Vice President Rosa Martinez – On wonderings and concerns regarding the transition to the hybrid model.
- Ms. Poukkula – On concerns regarding the hybrid model.
- Parent Nicole LeClair – Asking if the District is looking at going back in person full time.
- Parent Scott Anderson – Thanking the District community for working hard and asking the Board to keep politics out of school reopening decisions.
- Teacher Ruby Zamora Baker – On concerns regarding the process for reopening.
- Teacher Vanessa Braito – Stating teachers want to return to classrooms, on concerns with reopening schools this late in the school year, and suggesting a plan is developed for reopening in July.
- CVE Board Member/Teacher/Parent Lisandra Cazares de Gomez – Thanking the Board for engaging in reopening discussions and with concerns regarding several components of the reopening plan. Expressing equity concerns with the new way of addressing the Board.
- Parent Ana Arboleda – On concerns regarding students who are falling behind due to distance learning not being able to cater to individual learning styles. Suggesting comments are addressed as the meeting goes on and not at the very end.

Board Members asked for additional information and made suggestions or requests on several subjects, as follows:

- Counselors (Board Member Tamayo).
- Multisystem Inflammatory Syndrome in Children (Clerk Ugarte).
- Costs of environmental testing (Vice President Bishop).

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- Posting of school walkthrough videos (Board Member Bunker).
- Reporting of COVID-19 Prevention Program violations (Clerk Ugarte).
- Federal standardized testing waiver (Vice President Bishop).
- Plans to address learning loss (President Reyes).
- Efforts to hire additional teachers/substitutes, especially special education and dual immersion to assist with the hybrid model (Clerk Ugarte).
- Visual and Performing Arts programs schedule with equal access for all students (President Reyes).
- District's social-emotional plan (President Reyes).
- Keeping the Board apprised of any issues or delays that may arise (President Reyes).

President Reyes called for a recess at 9:23 P.M. and reconvened at 9:28 P.M.

B. Overview of the District's Budget Development Process and District Budget

Mr. Esquivel presented information regarding the District budget development process; gave an overview of the budget, General Fund revenues, and General Fund expenditures; and covered District enrollment. He explained the state budget process timeline and explained how it affects the District budget.

Mr. Esquivel covered a number of topics under each area, such as critical budget development milestones; the District's fiscal responsibility, namely to meet its fiscal obligations; state budget certifications; State School District Criteria and Standards Report; Second Interim expenditures by fund; 2020-21 General Fund budget summary including unrestricted and restricted funds; multiyear projections and major assumptions; the historical Reserve for Economic Uncertainties (REU) and state average REUs; major state K-12 Education General Fund revenue sources; cumulative retirement costs; special education expenditures; staffing surveys for a variety of District offices/departments; indirect cost rates for San Diego county districts; and enrollment statistics for District schools.

Board Members thanked Mr. Esquivel for the report, commended him and his staff for the work they do, asked questions that he addressed, and commented on a variety of areas related to the budget.

Vice President Bishop requested a presentation on COVID-19 monies—specifically how much funding the District has received and how the funds were spent. She also asked the presentation include information regarding how much more COVID-19 funds the District expects to receive and where it plans to spend it.

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## 6. ADJOURNMENT *Adjournment*

Prior to adjournment of the meeting, Vice President Bishop requested an additional special meeting to verify that the requirements discussed at the meeting were fulfilled prior to reopening. Board Member Bunker said she did not think a meeting was necessary—that a report might suffice. President Reyes said that collectively, the Board could direct the Superintendent to take action one way or the other and that the options were to set up a meeting or set up a timeline and asked if a timeline would suffice.

Vice President Bishop expressed her concerns and brought up a number of points:

- The "what ifs," such as the fact that the county is in the Red Tier but the District is not and that none of the District zip codes are below 7 cases per 1,000.
- Staff members have not necessarily received the first dose of the vaccine and at that point in time, it would be beyond the reopening.
- It should be the Board who determines if everything has been accomplished regarding preparations and decide on the yes or no vote to reopen.
- Separate from the MOU, the Board can decide it wants the effectiveness of the vaccine to kick in and that staff needs to be vaccinated prior to reopening in order to keep people safe.
- Current conditions may be the "eye of the hurricane" and spikes may be seen after Spring Break.
- People are scared out of their minds.
- Parents have a choice but teachers do not.

Additional discussion ensued, including:

- The MOU with CVE, which states District schools can reopen when the county, not the District, is in the Red Tier.
- The Board is interested in making vaccines available for its employees and has worked with the County of San Diego and with VEBA [Voluntary Employees' Beneficiary Association], but vaccination is not part of the MOU or the reopening plan.
- Integrating the requirements of the District being in the Red Tier and that employees are vaccinated before reopening constitutes changes to the MOU, which would necessitate additional bargaining.
- Following the mitigation procedures that are set up suffices to protect people. The vaccine has been offered and people have had opportunities to be vaccinated.
- Principals have signaled they are ready and only waiting for the green light to reopen.
- The District has fulfilled and exceeded most of the MOU criteria, if not all of it.

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- The safety training has been delivered to classified employees and will be provided to certificated staff members and will be ongoing.
- Many places with higher case rates have reopened in person, some of them since September.
- The District is ready to start on March 17 if the Board wishes—it will not—but it is ready to do so. As a problem solver that brings everyone to work together, the District will be able to handle and solve any concerns that may arise.
- There is a lot of anxiety, which is understandable, but the District has compassionate teachers and other staff members, and reopening can happen.
- Parents have been advocating for schools to reopen and the District needs to stop putting roadblocks.
- No reopening plan will be perfect and districts that do reopen will have to make adjustments.
- The District has done as much as it can to take precautions and make it safe for everyone.
- It is time to help students for whom distance learning is not working and for whom even 155 minutes a day of in-person instruction will make a big difference.
- Parents will have a choice to stay in distance learning if they wish.

President Reyes asked for weekly updates on where the District is regarding reopening, that the Board be included in communications to parents and schools, and that principals also communicate with their school communities. Clerk Ugarte requested to know how principals are supporting their staff members throughout the transition.

President Reyes adjourned the meeting at 10:10 p.m.

*Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS*

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

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# CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

## MINUTES
## BOARD OF EDUCATION

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

UNADOPTED

### ORDER OF BUSINESS

**1. OPENING PROCEDURES** *Opening Procedures*

A. Call to Order

President Reyes called the meeting to order at 6:11 P.M.

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk (Virtually; joined the meeting at 6:23 P.M.)
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent (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
Mrs. Nancy Teahan, Administrative Asst., Instructional Services

C. Pledge of Allegiance

Board member Bunker led the Pledge of Allegiance.

**2. APPROVE AGENDA** (Action) *Approve Agenda*

*Motion: TAMAYO, Second: BUNKER*
*Vote: Ayes: BISHOP, BUNKER, REYES, TAMAYO, Absent: UGARTE*

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

A. Recognition of 2020 California Music Educators Association Fortissimo Award Recipients

Dr. Tessier shared information about the honorees, the music programs offered at their sites, and the award they received.

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

Mr. Seligman, Ms. Pisco-Contreras, and Mr. Keehmer shared a few words and expressed thanks for being recognized.

Board Members congratulated the teachers, thanked them for their amazing work, and said students benefit from their hard work. They also mentioned—among other things—that studies show music helps develop the brain, which is evident in the performance of District students—due to the Visual and Performing Arts (VAPA) program.

Board Members also appreciated the teachers' dedication and creativity during distance learning and commented it is an honor to have them teach in the District.

Dr. Escobedo noted that Clerk Ugarte had joined the meeting.

B. Recognition of American Heart Association Heart Hero Ambassador

Dr. Tessier introduced Camarena Grade 4 Student Kalani Cruz and shared information about the District's longstanding relationship with the American Heart Association (AHA). He also introduced AHA Youth Market Director Katie Potts, who works with District schools as well as schools in other counties.

Ms. Potts said although she works with hundreds of schools in several counties, she has never met a student like Miss Cruz. She added that of the goal of $10,000 Kalani set, she has raised over $7,300 to date.

Kalani said she wants to support people with heart problems like her uncle, in whose honor she is raising money for AHA, and remarked the money helps fund research that gives people with sick hearts a chance to live a long and healthy life. She commented that she likes the Kids Heart Challenge because it gives her the opportunity to learn about being heart healthy; allows her to be a leader in her school community; and most importantly, because she is helping save lives.

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Kalani's mother explained her efforts began when her brother [Kalani's uncle] had a heart attack and Kalani decided she wanted to fundraise and that her first goal was $100. Mom said Kalani has had the same link to her campaign page, and that donations are welcome.

Board Members thanked and commended Kalani for all she has done for the community at such a young age, said they are proud of her, and commented the work she has been doing is amazing. Vice President Bishop said there are people who talk up a good game and others who actually do the work. Board Members remarked Kalani is one of a kind and she is saving lives, making a difference in the community, showing love for her uncle and family, and contributing to support a great cause. Vice President Bishop offered to contribute to her campaign. Clerk Ugarte said she realized Kalani is part of her extended family through her in-laws.

Dr. Escobedo said that Kalani epitomizes what type of child we want to see coming through the District—a great human being who cares about others. At Vice President Bishop's request, he said a link to Kalani's fundraising page will be shared, saying everyone will chip in.

C. Recognition of The Rock Church for Donation of Devices

Dr. Tessier shared that another community member has done fantastic work in helping the District's most vulnerable populations, specifically unsheltered and foster care children. He thanked Chula Vista Educators (CVE) President Susan Skala for introducing The Rock Church and some of their outreach members to the District and the Information Technology Department [for assistance with the computers].

Dr. Tessier introduced Teacher Annette Meza, who works to serve the community and advocates for youth and The Rock Church Outreach Pastor Ariel Dela Peña, who provides leadership for outreach ministries.

Ms. Meza and Mr. Dela Peña worked with the District to donate 43 computers, including desktops and laptops, for students—prioritizing foster students and unsheltered children to ensure they have the technology needed for distance learning.

The donation was organized by Ms. Meza, who acknowledged community support from Councilwoman Jill Galvez, Councilman John McCann, Bonita Optimist Club, Sweetwater Women's Club, and Bonita Kiwanis.

Mr. Dela Peña said The Rock Church is known as a "do something" church with a vision to provide hope to every person and commented that sometimes hope looks like a computer device or food drive, so that is what they do.

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Board Members thanked Ms. Meza and Mr. Dela Peña for the partnership and for their efforts to support students.

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

Dr. Tessier commended the Board for their focus on equity and equitably-based services for children to ensure there are no achievement gaps in the District. He said one of the critical aspects to understanding the decisions the District needs to make is to perform an audit. Dr. Tessier introduced Leadership Development, Equity, and Access Director Dr. Toni Faddis, who has an extensive history of equity work.

Dr. Faddis introduced four District Associate Principals (APs), who are San Diego State University Educational Leadership doctoral students Mueller Charter Dean of Students Vincent Anthony, Vista Square AP Alicia Flores, McMillin AP Araceli Ibarra-Roman, and Muraoka AP Crystal Sutton.

The group provided a presentation on the District's equity audit, which included information on where the District has been, where it is now, and where it is going along with equity audit purpose, categories, process, and conclusions. They also addressed key findings for each of the audit's six categories. Dr. Faddis said an Equity Board Policy (BP) is being developed and extended an invitation to further discuss the policy and provide input. She explained the policy has been reviewed by the Black Learners Advisory Council and during two community forums. Presenters answered a variety of questions from the Board.

An Olympic View parent expressed concerns regarding the lack of cultural sensitivity and culturally appropriate pedagogies when developing COVID protocols for hybrid learning, saying temporal thermometers shaped as guns are pointed at students' heads to check temperatures. She stated it is concerning "we" are normalizing pointing anything shaped as a gun at students' heads, especially black students such as her son. Dr. Faddis thanked the parent for her feedback.

Board Members thanked Dr. Faddis and the doctoral cohort for the presentation and the progress being made and stated this will be ongoing work. They requested to secure more input on the Equity Policy from all stakeholders, including students, teachers, classified staff, and parents and asked that mental health and social-emotional supports be a priority. Regarding the parent concern, Vice President Bishop suggested temperature be checked on the student's wrist instead of the forehead. President Reyes asked to add LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer or Questioning)

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community to the Equity Policy. Comments by the Board included the need to open up recruitment to diverse staff and community; development of a District culture that creates an atmosphere where people feel safe, included, and valued; access provided to opportunities, which is what makes people thrive and helps them succeed. Ways in which the District could attract more diverse populations as teachers and other staff was discussed.

## 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 acknowledged the School Attendance Secretaries/Health Specialists (SAS/HSs) for their work in putting together rosters over the weekend and said they went above and beyond to make the opening come through. He expressed a concern that Registered Nurses' job description does not include they have to see kids, which puts more work on the SAS/HSs, especially in the current pandemic and that he has tried to work with the District to recruit LVNs [Licensed Vocational Nurses]. Mr. Zeitler said with Classified Employees week coming up in May, it would be nice to reach out and encourage classified staff. He thanked the LCAP (Local Control and Accountability Plan) for getting the VAPA program going and growing; asked for the link to Miss Cruz's fundraising efforts for CVCEO to contribute; and addressed the donation of computer equipment, sharing information on American Futures Foundation.

On the concern about thermometers, he remarked those were probably the only ones the District could find at the time. Mr. Zeitler also acknowledged Ann Pering and Purchasing and Warehouse staff for their efforts to obtain and distribute the Personal Protective Equipment.

Mr. Zeitler stated that he visited Allen, Silver Wing, and Sunnyside, which had great openings and acknowledged school administrators and classified staff, saying it is great to see kids back in school.

Board Member Tamayo requested the issue about the nurses be reviewed. Dr. Escobedo said he will include information in an update.

B. Chula Vista Educators

CVE President Susan Skala congratulated the hardworking VAPA teachers on their fabulous work.

She stated how nice it is to have "real" people and students on campus and thanked all the employees (classified and certificated) for the work they continue to do to make miracles happen for students. Ms. Skala

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said that all is not well, however, and shared concerns regarding the hybrid model. She brought up the point that the program adopted is for two cohorts—A and B—not a model that mixes distance learning and hybrid instruction and addressed what she considers as the District breaching the Memorandum of Understanding with CVE.

**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.

The following callers addressed the Board:

- District Parent/Employee Mr. Edward – On concerns previously stated relating gender, equity, and ethnic disparities within the District and asking questions related to plans for hiring more African American employees; to provide cultural proficiency training; the Board decision to promote two male District employees, and comments made at a District Advisory Council/District English Learner Advisory Committee meeting.
- SAS/HS Barbara Poukkula (Sunnyside) – On concerns regarding student safety and staff well-being and the added responsibilities of SAS/HSs in support of two daily schedules. She also spoke about the importance of nursing support at schools.

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

*Consent Calendar*

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

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

*Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS*

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 **2020-21.063**

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For Item 6.B.A. (New Employment, Temporary Teachers), Vice President Bishop addressed the District goal of hiring 100 new teachers, which is still ongoing. Dr. Thiel explained hiring substitutes (in long-term positions) as temporary teachers and said the District is having difficulty finding brand new teachers. Vice President Bishop asked everyone to spread the word that the District is looking for teachers, especially those with special education qualifications and Dr. Thiel added that if they speak Spanish, then even better.

Vice President Bishop also asked about not seeing counselors on the agenda. Dr. Thiel explained counselors are hired through a Memorandum of Understanding (MOU) with organizations such as South Bay Community Services and not directly by the District. Also, that they mainly serve students but are also able to serve staff members. Vice President Bishop said we are all going through shared trauma and told everyone not to be afraid to ask for help; she also stressed the importance of destigmatizing mental health and of having personal contact with those who may be experiencing mental health issues.

*Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS*

For Item 6.B.F. (Job Descriptions), President Reyes asked for specifics regarding the modifications to the Assistant Superintendent for Human Resources job description. Dr. Thiel explained revisions to the description, mentioning wording was added regarding working with the Finance Department and building positive labor relations. He also pointed out new wording that originated from work with the Equity Audit related to ensuring equity and everyone being treated fairly. President Reyes requested that gender nonconforming and Lesbian, Gay, Bisexual, Transgender and Queer or Questioning be included in the list of people who are given opportunities towards viable employment.

*Motion: REYES, Second: BISHOP, Vote: UNANIMOUS*

For Item 6.B. L. (Contractors), Vice President Bishop asked if Club Xcite serves Moderate/Severe students. Special Education Executive Director Sharon Casey said Club Xcite is a nonpublic school that serves any student with an Individualized Education Program. She explained that, in this case, the contract is part of the settlement with a student who filed for Due Process. Vice President Bishop asked if the contract is being funded with Moderate/Severe funds because it services are not connected to COVID-19, to which Ms. Casey responded in the affirmative.

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

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

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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 **2020-21.064**

E. Adopt Resolution in Recognition of School Nurses and Designating May 12, 2021, as *School Nurse Day* in the Chula Vista Elementary School District **2020-21.065**

F. Adopt Resolution in Recognition of Teachers and Designating May 12, 2021, as *Day of the Teacher* in the Chula Vista Elementary School District **2020-21.066**

G. Adopt Resolution Designating May 9-15, 2021, as *National Charter Schools Week* in the Chula Vista Elementary School District **2020-21.067**

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

Items 6.H, 6.I., and 6.J. were considered together. Board Member Tamayo said he would abstain from voting on the three items, as he works for the San Diego County Office of Education.

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

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

Vice President Bishop asked if the services are only for students in the schools listed, who funds these services, and if the District has a program to help new military families acclimate to District schools. Dr. Tessier said the program is only for the schools listed, which have the highest number of military students. He explained services include three tiers: Tier I, classroom support for classes with military students;

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Tier II, small group support, for groups with military students; and Tier III, individual support for military students. He explained the federal government funds the services, through a Department of Defense grant. Dr. Escobedo added the District has a military liaison, and military children in other District schools are also able to obtain (mental health/behavioral) services. Dr. Tessier explained the District has a great relationship with the military liaison and a robust program to assist military families to work through the different issues they face. Vice President Bishop stated an interest in enhancing the program, as military families have a hard time reacclimating to schools and she wants them to feel welcome. She also appreciated the work being done and said she would love to chat with the military coordinator to discuss ways to make the system even better.

*Motion: BISHOP, Second: BUNKER, Vote: UNANIMOUS*

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

Board Member Bunker shared concerns with naming a school after people, mentioning instances where schools had to be renamed, and suggested changing the BP to not include people's names.

Some other Board Members disagreed. Vice President Bishop said she would welcome the opportunity to name a school after a person who is creating equity in the world. Board Member Tamayo commented on not limiting the voice of the community. President Reyes stated that for people in the community who nominate family members, to engage in the nomination process is in itself a way of honoring them. Dr. Escobedo shared the process of naming the school and Vice President Bishop suggested using ranked choice voting and reading the names out loud.

*Motion: BISHOP, Second: TAMAYO, Vote: UNANIMOUS*

Q. Adopt Resolution Approving the Chula Vista Elementary School District's 2020-21 Education Protection Account Expenditures **2020-21.068**

R. Adopt Resolution to Establish a Student Activity Special Revenue Fund 08-00 **2020-21.069**



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S. Adopt Resolution to Establish Retiree Benefit Fund 71-00 **2020-21.070**

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 **2020-21.071**

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 **2020-21.072**

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 **2020-21.073**

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 **2020-21.074**

Z. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through March 31, 2021 **2020-21.075**

AA. Approve Inservice/Travel Request **2020-21.076**

President Reyes recessed the meeting at 8:34 P.M. and reconvened at 8:45 P.M.

## 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

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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

Dr. Thiel stated 43.24 full-time equivalent positions are proposed for discontinuance effective June 30, 2021 that will result in 53 employees who will be laid off or whose hours will be reduced. He explained in what positions the employees serve and the reason for the layoff. Dr. Thiel also said all of the employees will be placed on the 39-month reemployable list and have the right to return to work as positions open; this will result on many of them being placed in open and new positions prior to the start of the new school year. He added that Human Resources has worked closely with Mr. Zeitler on this process as they try to limit the ramifications of these layoffs to the least number of employees possible.

President Reyes opened the public hearing. There were no calls for this item. President Reyes closed the public hearing.

Vice President Bishop asked how many of these employees have found reassignment. Dr. Thiel explained these employees will be given notice that their services are not needed and then, based on enrollment, they will be called back for the new school year as services are needed.

(2) Adopt Resolution on Discontinuance of Certain Classified Services for the 2021-22 School Year **2020-21.077**

*Motion: BUNKER, Second: REYES, Vote: UNANIMOUS*

**8. ADMINISTRATIVE ACTION ITEMS** *Administrative Action Items*

None.

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

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

Dr. Tessier said the District is looking at equity from policy and curriculum levels, to eradicate institutional biases of any kind and to proactively identify any class, language, gender, practice, and policy institutional barriers that negatively impact student learning. He added

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the Board Policy (BP) will help analyze expenditures to ensure they are equitable. Dr. Tessier said highlights of the BP include providing all students with an opportunity to access career path programs and student activities; building a positive, collaborative, and accepting school climate; and looking at curriculum and instructional materials. He mentioned that—as Dr. Faddis said—the District worked with the social justice committee, the community, and the Black Learners Advisory Council to gather input for the BP, which will continue to be gathered before the BP is brought to the Board for second reading/adoption at the May Board meeting.

Vice President Bishop stated she attended one of the input meetings and a concern was that a more robust attempt to involve parents was necessary and suggested an "all call" to parents to inform them. She mentioned the process for naming the school and said maybe it could be replicated for this effort.

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

Dr. Tessier said Discovery Charter's first petition was approved in 1994; this is the sixth proposed renewal; and at the March 3 meeting, the Board held a Public Hearing on the petition renewal. Dr. Tessier said new charter renewal language—Assembly Bill 1505—states that school districts will approve or deny charter renewals considering which of three levels, high, middle, or low performing, the school is placed. Currently, Discovery Charter is considered a high-performing school and based on this placement, the Board may consider a five- to seven-year renewal term. Because there is no financial impact to the District and the school has exemplary student academic achievement results, the District recommends a renewal term of seven years, through June 30, 2028. Principal McGaffey was available to answer questions.

*Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS*

**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

Mr. Esquivel provided a PowerPoint presentation regarding COVID-19 funding. His report included the one-time federal and state funding programs, their spending deadlines, and allowable uses. Also, the total received by the District from each program; how the funding was spent; and how much of the Second Interim General Fund revenues and restricted revenues were COVID-19 funding. Mr. Esquivel also

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provided details regarding Assembly Bill 86's In-Person Grant and Expanded Learning Opportunities Grant (state) as well as Elementary and Secondary Schools Emergency Relief II and III funds (federal). Mr. Esquivel said Dr. Tessier is working on a spending plan to bring to the May Board meeting for approval and that the plan prioritizes learning loss.

Board Members thanked Mr. Esquivel for his report, asked several questions that were answered by Mr. Esquivel and Dr. Tessier, and commented on several aspects of the funding information presented.

Board Member Bunker requested ongoing updates on the expensed and encumbered amounts. Clerk Ugarte requested a breakdown by site of how much was spent on personal protective equipment and what was distributed to sites.

## 11. BOARD COMMUNICATIONS

*Board Communications*

**Ms. Bishop:**

- Said the Board cannot thank everyone enough who worked so hard to make [the hybrid model] work in this crazy time where everyone is pulling extra duty and said she appreciates everyone.
- Commented that she met with many amazing people the previous month and wanted to forward requests or issues that she felt compelled with.
- Said one was a concern brought to her attention by a group of psychologists regarding the decrease of five psychologist days. Asked the District to add those days in the budget consideration to try to restore them. Commented the psychologists could use some extra time, as they are doing a lot with additional Individualized Educational Programs and assessments, etc.
- Stated that more internships for the psychologists is a topic that has come up in several conversations.
- Stated there are requests for more direct communication from the District, especially with COVID information. Thanked the Information Technology Department for all the updates to the website and apologized for all her requests. Expressed that in a trauma situation, there needs to be a very centralized message and when filtered through stages, the information sometimes results in people having different takeaways. Said the Parent Town Halls and posting the frequently asked questions is great, but more centralized communication would be helpful.
- Talked about COVID testing on campuses, saying it has been a long process.
- Stated that she registered one of her children for COVID testing and there are a few things with which she takes issue, one being the protection of students' information, especially as it relates to the fine print on the form parents have to sign. Read a portion of the form, which states information will be shared with the parent, District, and other primary partners as

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necessary and determined by Primary Diagnostics. Requested Primary Diagnostics is contacted so ensure information is not shared with anyone else that is not on the list and stated many parents are worried about where their children's information is going. Shared her second concern, which has to do with revoking the authorization, saying it requires notification in writing to Primary Diagnostics and to the District. Said it presents difficulty in order to withdraw from the program and asked if the process could be streamlined. Read another portion of the form that states the parent was informed of a number of things and given the opportunity to ask questions, which did not happen. Asked how the District can get the information to parents ahead of time. Regarding testing, asked if students could be tested when they are already on campus instead of parents having to make trips. (Dr. Escobedo said he will respond on some of the issues via the Board update, look into implementing some of her suggestions, and that Executive Director Anthony Carlton and Emergency Preparedness and Security Manager Dr. Sherry Stone will review her other concerns and also share some information in the update). Vice President Bishop asked that what is shared with her is also communicated to District parents, as she is speaking for them.

- Expressed that regarding the Equity Audit as part of the ongoing work, one of the things she observed that has also been brought up by others is that feedback is general and names are not allowed. Said the District would want to receive more input from stakeholders about its employees—whether they are wonderful or problematic and asked for raw data. Said it is important to start doing outreach about specifics if people want to share information. (Dr. Escobedo said there are two types of surveys—Hanover is specific to the school and he uses it for evaluative purposes for leaders. Thoughtexchange™, meant by design not to attack people, is for a different purpose. He added he will be happy to show examples of the two surveys.)
- Stated that the District not providing nurses on all the sites, as reported by a caller, is concerning. Asked if the District is prioritizing hiring of nurses as well as counselors and additional teachers. Said her goal in her position is to have, at least in the next couple of years, a psychologist, a counselor, and a nurse on every campus since these are key support staff. (Dr. Escobedo pointed out in the agenda there is a significant amount of money going to nurses. There will be an investigation to make sure the usage of these nurses is equitable from site to site.)
- Commented she is looking forward to going to campuses to see how schools are doing.

**Mrs. Bunker:**

- Said she visited Castle Park, Heritage, and Muraoka for reopening. Remarked at each site, everyone was happy and she noticed that all employees were helping greet the kids.
- Commented that she knows there are employees she does not see when she visits schools, as they are busy working, but that it was still surprising to see just how many employees work at school sites.

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- Thanked all school site employees for all they do, saying this is a great time to have Classified Staff Week, School Nurse Day, and Day of the Teacher because of reopening and because everyone has done so much to have reopening go smoothly.
- Mentioned that at the school she visited the morning of the meeting, all students were in their classrooms within nine minutes of arriving at the site. Added she believes that is faster than during pre-COVID times.
- Congratulated all employees for the work done and said she looks forward to more students returning to school.

**Dr. Reyes:**

- Welcomed students and staff who returned to schools.
- Said he knows it took a lot of effort to coordinate the reopening.
- Stated he drove by several sites and it was heartwarming to see school staff members and parents welcoming students to school with balloons, and clapping and cheering. Expressed the hope is to continue to get more students in school as the pandemic winds down.

**Mr. Tamayo:**

- Echoed Board Member Bunker's sentiments and commended all employees on a tremendous job done to pull off the return to school with minimal glitches.
- Said he has seen children walking back from school happy as well as kids eager to go to school.
- Remarked that he has heard from parents about their children waking up early because they want to go to school. Said those are the moments that make it all [the efforts] worth it.
- Remarked that everyone welcoming kids during those first days saw the smiles and the happiness from not only being able to return to school but also being able to engage in some level of normalcy.
- Expressed that he is proud of being a part of this work and thankful for the great effort.

**Ms. Ugarte:**

- Commented that she also visited sites and observed instances of egress and ingress between sessions. Said she was impressed with the organization that allows students to get to class right away.
- Remarked she is impressed with the teachers that allow students to get excited about their work and with things going on in the classroom—kids learning, happy to be learning, and excited.
- Remarked that she is also a realist and has heard things from parents and teachers and there needs to be awareness of problems and challenges in order to fix them.
- Said it is important to pay close attention to Ms. Skala's concerns and requested a meeting with Dr. Escobedo to discuss honoring contracts, avoiding contributing to divisiveness amongst staff, and helping to promote things going well and continuing to go well.

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- Asked for an update on combo classes by site and schedules so she can continue visiting schools.
- Said she had seen Hedenkamp students walking to school and also walking from school and they were happy and waved to her, which made her feel good. Commented that she also knows there is a need to continue taking care of adults in order to continue having happy students.

## 12. SUPERINTENDENT'S COMMUNICATION

*Superintendent's Communication*

**Dr. Escobedo:**

- Said the beginning [of hybrid instruction] was outstanding, very festive and very jovial and it was great to see community come together—from parents to classified employees. It was a cheerful, festive party.
- Remarked that he recently gave a presentation to the [Chula Vista] Chamber of Commerce and the silver lining to this pandemic is that people who do not have children in our school system realize how important schools are. Said business leaders and CEOs have communicated with him on how schools are really the hub of the community and how central for business and how the economy is connected. Added it puts a central focus on the importance of public education in America and that he hopes there are lessons learned that will never be forgotten.
- Commented on the importance of communication, collaboration, site and centralized communication, and how critical communication really is.
- Stated that he appreciates being a part of the amazing work working together for the best of our students and community and that he feels fortunate to be a part of this great city we call Chula Vista.
- Said Information Technology rocks.
- Addressed Mrs. Norton, saying she is counting down [to retirement] and acknowledged Mrs. Teahan, who will be her replacement. Wished them well.
- Thanked everyone for making the Board meeting also festive and focused on students and staff.

## 13. CLOSED SESSION

*Closed Session*

There was no Closed Session as posted.

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

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**14 RECONVENE TO OPEN SESSION** *Open Session*

**15. ADJOURNMENT** *Adjournment*

President Reyes adjourned the meeting at 9:52 P.M.
*Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS*

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, MAY 19, 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

Diego Briseno, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 3, $19.81 per hour, effective April 21, 2021

Monica Camacho Ortega, CNS I, 2.5 hours per day, 5 days per week, Range 12, Step 1, $14.26 per hour, effective April 19, 2021

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

Ana De Los Cabos, Library Technology Technician, 5.5 hours per day, 2 days per week, Range 25, Step 1, $19.41 per hour, effective April 13, 2021

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

Samantha Gallardo, Temporary Teacher (per Education Code Section 44920) 42 days, Class III, Step 1, salary $12,200.58, effective April 19 through June 16, 2021

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

Hernan Hernandez-Jimenez, Computer Support Technician I, 5 hours per day, 3 days per week, Range 31, Step 7, $28.80 per hour plus 2 percent, effective May 4, 2021

Lourdes Hiley, Temporary Teacher (per Education Code Section 44920) 27 days, Class V, Step 1, salary $8,532.54, effective May 10 through June 16, 2021

Lanette King, Noon Duty Supervisor, 2.5 hours per day, 5 days per week, Range 12, Step 1, $14.28 per hour plus 4 percent, effective April 28, 2021

Myrna Mendez, Temporary Teacher (per Education Code Section 44920) 27 days, Class II Step 1, salary $7,652.07, effective May 10 through June 16, 2021

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

Tricia Nguyen, Accounting Technician II, 8 hours per day, 5 days per week, Range 31, Step 1, $23.37 per hour plus 4 percent, effective May 12, 2021

Rosa Rodriguez, Temporary Teacher (per Education Code Section 44920) 50 days, Class IV, Step 1, salary $14,985.00, effective April 7 through June 16, 2021

Emma Schopler, Temporary Music Teacher (per Education Code Section 44920) 37 days, Class I, Step 1, salary $10,486.17, effective April 26 through June 16, 2021

Sonia Tamayo, CNS I, 2 hours per day, 5 days per week, Range 12, Step 4, $16.46 per hour, effective April 12, 2021

Rosario Villareal, Feaster Charter Executive Director, 8 hours per day, 5 days per week, 224 days per year, salary $757.44 per day, effective May 20, 2021

B. REEMPLOYMENT OF CLASSIFIED EMPLOYEES UNDER EDUCATION CODE SECTION 45309

Yanet Goldsmith, Computer Support Technician I, 7 hours per day, 5 days per week, Range 31, Step 7, $28.80 per hour, effective April 7, 2021

Alicia Gonzalez, Custodian I, 4.75 hours per day, 5 days per week, Range 22, Step 3, $19.81 per hour, effective April 9, 2021

Rachel Hernandez, Instructional Assistant-LSH, 5.8 hours per day, 5 days per week, Range 15, Step 7, $19.75 per hour plus 4 percent, effective April 23, 2021

Miriam Solano, Noon Duty Supervisor, 3.83 per hour, 5 days per week, Range 12, Step 2, $14.96 per hour, effective May 12, 2021

C. LEAVE OF ABSENCE

Rachel Aberasturi, Special Education Teacher, effective April 9, 2021

Jazzmine Ashley, Teacher, effective April 20, 2021

Allyn Echauri, School Psychologist, effective May 3, 2021

Emmercelle Hernandez, Special Education Teacher, effective May 10, 2021

Uilani Kala, Special Education Teacher, effective July 19, 2021

Jasmine Ko, Teacher, effective May 11, 2021

Jennifer Konnight, Teacher, effective May 26, 2021

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

Cyrene Pamittan, Permit Teacher, effective April 12, 2021

Nicole Pauu, Teacher, effective May 24, 2021

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

Andrea Rose, School Nurse, effective April 27, 2021

D. LEAVE OF ABSENCE WITHOUT PAY FOR THE 2021-22 SCHOOL YEAR FOR THE PRESIDENT OF CHULA VISTA EDUCATORS UNDER ARTICLE 27 OF THE AGREEMENT BETWEEN CHULA VISTA ELEMENTARY SCHOOL DISTRICT AND CHULA VISTA EDUCATORS

Rosa Martinez, Teacher, effective July 1, 2021

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

Employee Nos.: 2010721549, 2010921894, and 2011321484

F. JOB DESCRIPTION

Elementary Virtual School Teacher (K-6)

Expanded Learning Programs Specialist

Information Technology Communications and Web Specialist

Multi-Tiered System of Supports-Reading (MTSS-R) Coordinator

School Counselor/Social Worker

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

| | | |
|---|---|---|
| 102651 | 115334 | 115794 |
| 107545 | 115531 | 116766 |
| 111357 | 115679 | 116780 |

H. PROMOTION

Carla Gonzalez, from Accounting Technician II to Attendance Accounting Technician, 8 hours per day, 5 days per week, Range 38, Step 4, $30.36 per hour, effective May 20, 2021

John Heredia, from Safety, Environmental, and Maintenance Manager to Director of Maintenance and Operations, 8 hours per day, 5 days per week, 224 days per year, Management Range E, Step 5, $556.05 per day, effective May 20, 2021

Alejandro Landin Herrera, from Automotive Mechanic Helper to Heavy Equipment Mechanic, 8 hours per day, 5 days per week, Range 37, Step 2, $27.03 per hour, effective May 3, 2021

I. RESIGNATION

Rachel Aberasturi, Special Education Teacher, effective June 17, 2021

Ezra Andrade, Bus Driver, effective April 16, 2021

Ivonne Angulo, Student Attendant, effective May 1, 2021

Tiffany Caparas, Teacher, effective April 15, 2021

Brianna Escobar, Special Education Teacher, effective June 17, 2021

Mayanin Felix, Instructional Assistant, effective May 1, 2021

Maria Garcia, CNS I, effective April 24, 2021

Maria Gutierrez Quiroz, Instructional Assistant-Special Education, effective April 23, 2021

Shawn James, Gardener/Groundskeeper, effective April 23, 2021

Juliana Kuhn, Resource Specialist, effective June 17, 2021

Zoe Kumagai, Music Teacher, effective June 17, 2021

Stephanie Radcliff, Licensed Vocational Nurse, effective February 1, 2021

Shannon Romero, Instructional Assistant-ELL, effective April 16, 2021

Jennifer Ruiz, Resource Specialist, effective June 17, 2021

Lauren Shelton, Coordinator, effective June 26, 2021

Teresa Toth, Occupational Therapist, effective June 17, 2021

Ruth Valenzuela, Psychologist, effective June 17, 2021

J. RETIREMENT

Anna Boyd, Instructional Assistant-Special Education, effective June 2, 2021

James Easley, Music Teacher, effective June 17, 2021

Jose Francisco Escobedo, Superintendent, effective September 1, 2021

Cherie Holmes, Theater Teacher, effective April 23, 2021

Susan Rothman, Special Education Teacher, effective June 17, 2021

K. RELEASE

Employee No.: 2011521824

L. CONSULTANTS

Adams Silva & McNally LLP (ASM) will perform legal and consultant services related to general personnel/legal matters, labor relations, litigation, and business services issues. Services will be provided July 1, 2021, through June 30, 2022. Cost of services have increased $15 per hour from 2020-21, and will depend on the service provider at the following hourly rates:

| | Rates Per Hour |
|---|---|
| Partners/Of-Counsel | $265 - $285 |
| Associates | $225 - $245 |
| Paralegals/Law Clerks | $135 - $150 |

ASM may also provide on-site legal services (“Office Hours”) to address legal issues that arise in District day-to-day operations. Office Hours will consist of eight hours at District offices and include travel to and from the offices. Office Hours will be provided at a reduced hourly rate of $30 less per hour for each of the rates listed above. Costs will be paid from General, Capital, and/or other appropriate District funds.

AlvaradoSmith will perform general legal and consultant services. Services will be provided July 1, 2021, through June 30, 2022. Cost of services will depend on the service provider at the following hourly rates:

| | Rates Per Hour |
|---|---|
| Shareholder | $325 |
| Associates | $280 |
| Paralegals/Law Clerks | $140 |

Atkinson, Andelson, Loya, Rudd & Romo will perform legal and consultant services related to the District's ongoing implementation of the Project Labor Agreement (PLA). This agreement was originally approved by the Board on April 15, 2015, with the original implementation of the PLA. By law, renewal of this agreement must be approved by the Board every five years. Accordingly, this agreement is renewable by mutual agreement for up through June 30, 2026. Costs of service have not increased since 2015, except for Senior Partners whose hourly rates increased by $50 per hour, and will be as follows:

| | Rates Per Hour |
|---|---|
| Senior Partners | $400 |
| Senior Associates | $300 |
| Associates | $225 |
| Non-Legal Consultants | $200 |
| Senior Paralegals/Law Clerks | $125 |
| Paralegals/Legal Assistants | $125 |

Fees will be paid from the General Fund.

On February 10, 2021, the Board approved a contract with Banyan Tree in the amount of $5,000 to provide speech and language, occupational therapy, and behavior intervention services to students Districtwide. An amendment is required for additional services. This amendment will increase the contract by $3,000. The sum not to exceed $8,000 will be paid from Special Education-Special Day Class-Moderate/Severe funds.

Dannis Woliver Kelley will perform legal and consultant services related to special education and litigation issues. Services will be provided July 1, 2021, through June 30, 2022. Cost of services have not changed from the 2020-21 fiscal year and will be provided at the following hourly rates.

| | Rates Per Hour |
|---|---|
| Shareholders/Of-Counsel | $360 |
| Special Counsel | $295 |
| Associates | $260 |
| Law Clerks | $180 |
| Paralegals | $130 |

Fees will be paid from the General Fund.

Fagen Friedman & Fulfrost LLP will perform legal and consultant services related to general personnel/legal matters, labor relations, litigation, and business services issues. Services will be provided July 1, 2021, through June 30, 2022. Costs of service have increased from 2020-21, and will depend on the service provider at the following hourly rates:

| | Rates Per Hour |
|---|---|
| Of-Counsel | $305 |
| Partners | $270-$305 |
| Associates | $225-$255 |
| Consultants | $235-$255 |
| Law Clerks (Bar Admitted Outside of CA) | $225 |
| Paralegals/Law Clerks | $145-$225 |

FranklinCovey will provide an annual Leader In Me membership, prepaid Core 3 consultant, prepaid Lighthouse Team 3 consultant, Core 3 Implementation Coaching subscription, Core 3 Participant Guide, and student classroom materials at Olympic View. Services will commence June 30, 2021, and continue through June 30, 2022. The sum not to exceed $23,000 will be paid from Title I and Local Control and Accountability Plan funds.

Rancho Coastal Speech Therapy, Inc., is providing speech and language evaluation services. Services commenced February 1 and continue through June 30, 2021. The sum not to exceed $4,500 will be paid from Special Education Speech Services funds.

Ruhnau Clarke Architects will provide architectural design and engineering services for Americans with Disabilities Act upgrades at Lilian J. Rice and Vista Square. Services will commence May 20, 2021, through completion of the project. The cost not to exceed $15,366 will be paid from Capital funds.

Ruhnau Clarke Architects will provide architectural design and engineering services for heating and ventilating air conditioning replacements in the multipurpose room at Chula Vista Learning Community Charter. Services will commence May 20, 2021, through end of the project. The cost not to exceed $47,435 will be paid from General Obligation Bond and other Capital funds.

Stapledon Enterprises, Inc., will provide Division of the State Architect On-site Inspection Services for the solar projects at all District sites at the rate of $95 per hour. Services will commence May 20, 2021, until completion of the project. The cost will be paid from General Obligation Bond and other Capital 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.

# ELEMENTARY VIRTUAL SCHOOL TEACHER (K-6)

**JOB SUMMARY:**
Under the supervision of site and District administrators, while performing duties and tasks from the assigned school site, provides a virtual independent study educational program for pupils in Grades K, 1, 2, 3, 4, 5, 6, or a combination thereof, and assists in other school programs as assigned. Creates a flexible, virtual elementary-grade independent study program that is favorable to learning and personal growth in each individual pupil. Establishes effective rapport with pupils to motivate them to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability and to meet the adopted California state standards. Establishes good relationships with parents/guardians and other staff members. Supervises instructional aides, student teachers, and parent volunteers when applicable.

**ESSENTIAL JOB FUNCTIONS:**
- Assesses individual student's current academic proficiency to determine needs. Develops course objectives, activities, and materials based on student assessment to provide a quality, appropriate individualized independent study educational program.
- Teaches language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in an independent study program model utilizing course of study adopted by the Board of Education and aligned to the California State Standards.
- Provides virtual synchronous and asynchronous instruction based on the individual needs of students within the independent study program model.
- Plans long-range goals and rigorous tasks for students to ensure preparation for college and career.
- Instructs students in citizenship, communication skills, and other elements of the independent student program model specific in state law and administrative regulations and procedures of the District.
- Provides daily instruction to individual or groups of students.
- Develops individualized synchronous and asynchronous lesson plans and instructional materials; provides small group and one-on-one instruction to adapt the curriculum to the needs of each independent study student.
- Evaluates students' academic assignments and monitors work completion in alignment with the independent study program model.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
- Communicates with parents/guardians through a variety of methods.

- Holds individual student and parent conferences in alignment with independent study program written agreement to discuss the individual student's progress and interpret the school program.
- Translates lesson plans and student assignments into learning experiences to best utilize all time for instruction and student learning.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Creates and maintains a physical, virtual, and/or psychological learning environment to provide a safe and optimal learning environment appropriate to individual student needs.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere online or in person.
- Meets regularly with site and District administration to review independent study student work and data and assesses progress towards goals.
- Maintains professional competence through participation in in-service education activities provided by the District, school, and/or self-selected professional growth activities.
- Observes legal mandates including the maintenance and reporting of grades, independent study documentation, student work, and attendance.
- Administers standardized tests and other District-selected tests in accordance with the District testing program.
- Attends a reasonable number of meetings, parent conferences, and evening school programs that require student supervision.
- Selects and requisitions books, Instructional Assistants, instructional supplies, and maintains required inventory logs.
- Participates in curriculum development programs within the school of assignment and/or on a District level.
- Supervises students in out-of-classroom activities during the assigned workday as appropriate in an independent study program model.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Plans and coordinates the work of Instructional Assistants and other paraprofessionals.
- Attends scheduled staff meetings, IEP meetings, and other assigned meetings as required.

**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.

- **Education:**
  Bachelor's Degree, including all courses needed to meet credential requirements.

- **Highly Desired Skills:**
  - Knowledge of educational research and effective, research-based instructional practices.
  - Experience implementing the California State Standards and providing individualized instruction.
  - Experience with administration and interpretation of screening, diagnostic, and progress monitoring assessments, including working with associated online data systems.
  - Ability to develop and implement innovative and flexible programs for students.
  - Ability to evaluate student progress accurately and maintain thorough written records.
  - Demonstrated written and verbal communication.
  - Ability to balance and prioritize individualized instructional student needs and professional duties.
  - Ability to develop and meet project timelines and schedules, track progress, implement projects, and evaluate effectiveness.
  - Ability to use various technology resources as instructional tools.
  - Demonstrated punctuality, preparedness, organization, and commitment.

# EXPANDED LEARNING PROGRAMS SPECIALIST

**JOB SUMMARY:**
Under the direction of the Executive Director of Student, Family, Community, and Instruction, plans, organizes, coordinates, and oversees before- and after-school programs including After-School Education and Safety (ASES) programs.

**ESSENTIAL JOB FUNCTIONS:**
- Coordinates and oversees District's before- and after- school programs to ensure District programs comply with grant requirements.
- Oversees, prepares, and submits records and reports to comply with ASES grant documentation processes and procedures.
- Monitors budget allocations, expenditures, and financial activities and assures compliance with ASES grant and District guidelines.
- Develops, maintains, and oversees partnerships with outside organizations and subcontractors to support quality programming and enrichment opportunities.
- Establishes and maintains cooperative and effective working relationships with District staff and grant partners.
- Conducts site visits to assure appropriate program standards and grant requirements.
- Supports Coordinator of Physical Education, Health, and Wellness regarding all health and wellness initiatives.
- Leads and assists with trainings and meetings to support before- and after-school initiatives.
- Acts as a liaison between families, school, communities, and the District.
- Maintains accurate records of all activities for the purpose of reporting to the Board of Education, as well as District and state auditors.
- Performs other duties as assigned.

**ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**
- Bachelor's degree preferred.
- At least two years' experience working in a leadership position in before- and after-school programs preferred.
- Knowledge of:
  - ASES grant regulations and guidelines.
  - Principles and practices of developmentally appropriate academic, enrichment, and recreational programs.
- Ability to:
  - Communicate effectively in written and oral correspondence.
  - Analyze problems, identify alternative solutions, and implement recommendations in support of goals.

- Exercise leadership through the use of organizational and interpersonal skills.
- Establish and maintain cooperative professional working relationships.

# INFORMATION TECHNOLOGY COMMUNICATIONS AND WEB SPECIALIST

**JOB SUMMARY:**
Under the leadership of the Director of Information Technology Services and Support, the Communications and Web Specialist carries out activities that include development, programming, testing, implementation, and maintenance of school or District websites and mass communications and information technology platforms. The Specialist supports a range of District information technology initiatives and contributes to the development, oversight, and maintenance of web, expanded learning, and virtual/distance learning applications. The Specialist uses creativity and innovation to execute social media strategies; continuously researches ways to maximize digital communications technology; and assists in carrying out activities that strengthen staff members' understanding and training in communications technology. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to reflect principal job elements.

**ESSENTIAL JOB FUNCTIONS:**
- Responsible for development, maintenance, oversight, and monitoring of District/School internet presence; ensures websites and digital media channels convey an image of the District that reflects the organization's vision and values.
- Collaborates with other departments to manage District's online reputation, coordinate promotion of events and activities, and increase stakeholder engagement.
- Utilizes and keeps current with District mass notification systems (i.e. automated phone/email distribution), and related technology tools.
- Helps provide educator training and support to schools and departments on District-adopted platforms for web and digital media communications; community learning hubs that provide access to tech/internet.
- Researches, implements, and supports best practices for extended instructional learning time, virtual or distance learning; collaborates with other departments as necessary to ensure broad involvement in meeting online educational needs and initiatives.

**Website Content Management**
- Takes a lead role in the development and management of District and school websites.
- Plans, designs, and develops site content, with a consistent style and appearance.

- Uses web content management systems to analyze website usage and analytics; website accessibility compliance.
- Sets permissions for site users; carries out quality assurance checks on content and links; reports technical problems to IT support staff.

**Social Media**

- Create, monitor, and maintain District social media pages and profiles.
- Assist in publishing, sharing, re-sharing content daily (original text, images, videos).
- Moderate user-generated content and messages appropriately, based on Board policy.
- Track and analyze analytics reports to gain insight on traffic, demographics, and effectiveness; utilize this information to positively impact future outcomes.
- Performs other related duties, as assigned, for the purpose of ensuring an efficient, collaborative, and effective work environment.

**ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**

- A strong customer service attitude.

- Competency in the theory and practice of implementing and supporting computer operating systems, application software, and other information technology systems.

- Competency in the theory and practice of web programming languages, web design applications, and FTP/HTTP concepts and technologies. Knowledge of UI/UX principles, HTML, CSS.

- Interpersonal skills needed to foster effective and cooperative working relationships with technical support staff at school sites and the District office.

- Ability to effectively communicate with nontechnical staff regarding the use of their assigned computer hardware and software, to isolate and resolve problems in the operation of District technology, to document work required and work completed, and to work effectively on teams or in carrying out individually assigned tasks.

**Education and Experience**

High school diploma or equivalent is required. An Associate's or Bachelor's degree is preferred, with coursework in web programming languages, digital media, web design, and/or UI/UX principles desired. Minimum of two (2) years of experience working in communications, graphic design, marketing, or a related field. Any other combination of training and experience that would provide the required skills, knowledge, and abilities necessary for this position may be considered.

# MULTI-TIERED SYSTEM OF SUPPORTS-READING (MTSS-R) COORDINATOR

**JOB SUMMARY:**
Under the direction of the Executive Director of Student, Family, Community, and Instruction, supports capacity-building of District and schools to establish and maintain positive cultures, climates, and systems that ensure the social-emotional, behavioral, and academic success of all students.

**ESSENTIAL JOB FUNCTIONS:**
- Provides professional development and coordinates academic, behavioral, and social-emotional learning (SEL) implementation and interventions at Tier I, II, and III.
- Coordinates efforts and provides support related to Response to Intervention (RTI)/MTSS Academics, including MTSS-R.
- Functions as a curriculum and instruction specialist providing leadership in curriculum and staff development.
- Actively collaborates with the Instructional Services and Support curriculum team to ensure MTSS academics are appropriately incorporated within instructional pedagogy, units of study, and best practices.
- Collaborates with other departments and divisions in cross-departmental/ divisional projects.
- Facilitates Districtwide change efforts to support achievement for all students.
- Collaborates with and provides ongoing training and support to site-based mental health providers and other certificated/classified staff.
- Actively contributes to the District MTSS Committee to provide leadership and support for MTSS initiatives.
- Coordinates and conducts campus walkthroughs to assist staff to monitor and increase effectiveness of MTSS.
- Regularly meets and consults with school MTSS committees to support all three tiers of MTSS, including the identification and screening of students, matching students to interventions, and progress monitoring.
- Assists schools to utilize data-tracking systems to collect and analyze data to determine academic and behavioral patterns and trends.
- Acts as an authorized external reviewer and collaborates with sites on the Tiered Fidelity Inventory (TFI) and other fidelity measures to ensure that MTSS is implemented as intended to ensure success for all students.
- Maximizes effectiveness of existing partnerships and seeks new partnerships to increase mental health services for District students.
- Develops and prepares related plans, reports, and presentations including Board, state, and federal reports.
- Performs other duties as assigned.

**ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**

- Administrative Credential.
- Master's Degree.
- Multiple-Subject, or Special Education Teaching Credential or related teaching experience desired.
- Pupil Personnel Services (PPS) Credential desired.

**Knowledge, Skills, and Abilities**

- Highly knowledgeable and experienced with research-based practices of MTSS at all three tiers.
- Formal training and demonstrated successful experience prescribing and implementing a variety of evidence-based systems of academic, behavioral and SEL interventions.
- Successful experience planning and facilitating professional development and school improvement activities.
- Experience and demonstrated success with evidence-based decision making.
- Demonstrated strong interpersonal skills and positive working relationships.

# SCHOOL COUNSELOR/SOCIAL WORKER

**JOB SUMMARY:**
Under the supervision of the site administrator and direction of the Director of Multi-Tiered Systems of Support (MTSS), assumes delegated responsibility for student services at the school site. Provides onsite counseling services to students; supports social-emotional and behavioral needs; assists students with their adjustment to school and fosters healthy relationships within an MTSS framework.

**ESSENTIAL JOB FUNCTIONS:**
- Provides group and individual counseling, social skills groups, social-emotional learning (SEL), and behavioral supports within an MTSS framework.
- Acts as the school-based MTSS coach, attending District MTSS meetings and trainings and providing staff MTSS professional development and technical support.
- Actively contributes and participates in the school MTSS Committees across all three tiers.
- Collaborates with the MTSS Committee and other staff to identify students in need of Tier II and Tier III support using screening tools, student data, and referral forms.
- Uses data and input from staff to match students to appropriate behavioral and SEL interventions.
- Uses progress monitoring tools to measure the effectiveness of interventions and make decisions based on this data.
- Models Tier I SEL lessons and supports to teachers as needed.
- Participates in and contributes to the school Student Success Team (SST) and special education processes.
- Provides consultation to teachers, staff, and parents on students' behavioral and emotional needs.
- Intervenes to deescalate and redirect students in crisis.
- Conducts risk assessments and develops plans to promote students' adjustment to school.
- Assists schools to utilize School-Wide Information System (SWIS) and/or other data-tracking systems to collect and analyze data to determine behavioral patterns and trends, and increase program effectiveness.
- Facilitates the referral of students and families to community agencies for services and resources.
- Assists the site administrator in planning and conducting professional development for staff on topics such as MTSS, trauma informed care, SEL, and restorative practices.
- Coordinates extracurricular student programs (e.g., Peace Patrol, Student Council) as assigned.

- Performs other duties as assigned.

**ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**

- **Credential**:
  Pupil Personnel Service Credential with School Counseling **or** Social Worker Authorization.

- **Education**:
  Master's degree in Counseling, Marriage and Family Therapy, Psychology, Social Work, or related field.

- **Experience**:
  Two years' experience working as a school-based counselor or social worker preferred.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

**ITEM TITLE:**

Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the Employee Assistance Service for Education Program for the Period of July 1, 2021, Through June 30, 2022

**___X___ Action** **_____ Information**

**BACKGROUND INFORMATION:**

Employee Assistance Service for Education (EASE) program, which is managed by the San Diego County Schools Risk Management Joint Powers Authority (JPA) and MHN a Health Net Company™, provides services to school and college districts throughout San Diego County as well as the County Office of Education. EASE assists District employees (as well as their families), who have personal problems that negatively affect their job performance. Personal problems may stem from and include, but are not limited to, physical or mental illness; alcoholism; drug abuse; and marital, family, legal, or financial stress.

District employees have benefited from the EASE program for many years. The District wishes to enter into an agreement with the San Diego County Superintendent of Schools as the authorized agent for the JPA to continue participation in the program. The effective period of the agreement is July 1, 2021, through June 30, 2022.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

The EASE participation fee for the effective period is seventy-two cents ($0.72) per month, per monthly salaried employee, plus a two-percent surcharge for JPA general administration. The cost will be paid from the respective funding source of each eligible employee.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

**ITEM TITLE:**

Approve Agreement with the San Diego County Superintendent of Schools as the Authorized Agent for the San Diego County Schools Risk Management Joint Powers Authority for Participation in the United States Department of Transportation Drug Testing Program for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

The United States Department of Transportation (DOT), Federal Motor Carrier Safety Administration mandates all employers who require that some or all of its employees have and utilize a commercial driver's license as part of their employment to implement a controlled substance and alcohol testing program. The program must meet the requirements of the Controlled Substances and Alcohol Use and Testing Rule, Code of Federal Regulations, Title 49 Part 382.

The San Diego County Schools Risk Management Joint Powers Authority (JPA) manages a DOT program. The District falls under this mandate and wishes to enter into an agreement with the San Diego County Superintendent of Schools as the authorized agent for the JPA to participate in the JPA's DOT program. The agreement would be effective for the period of July 1, 2021, through June 30, 2022.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

The District will pay a monthly fee equal to the charges for DOT drug testing services rendered, which vary depending on the exam provided by the testing service provider, plus a two-percent surcharge for JPA general administration. The cost will be paid from the General fund.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Ratify Amendment to Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2020-21 School Year

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

The District, as part of the San Diego Regional After-School Consortium, receives funding from the California Department of Education to operate the After-School Education and Safety (ASES) Program at 20 Title I school sites. School districts are strongly encouraged to implement the ASES Program through collaborative agreements with community-based organizations.

For many years, the YMCA of San Diego County has demonstrated commitment to providing safe and nurturing after-school programs, both licensed childcare and the ASES Program. These programs, including the Safe Time for Recreation and Tutoring of Children (STRETCH), support academic achievement, offer opportunities for cultural and artistic enrichment, and provide organized recreational opportunities.

On July 15, 2020, the Board approved a Memorandum of Agreement (MOA) with the YMCA of San Diego County for continued operation of STRETCH during the 2020-21 school year at the 20 sites listed below.

- Castle Park
- Chula Vista Learning Community Charter
- Hazel Goes Cook
- Mae L. Feaster Charter
- Myrtle S. Finney
- Harborside
- Hilltop Drive
- Juarez-Lincoln
- J. Calvin Lauderbach
- Loma Verde
- Los Altos
- John J. Montgomery
- Robert L. Mueller Charter
- Otay
- Palomar
- Lilian J. Rice
- Fred H. Rohr
- Silver Wing
- Valle Lindo
- Vista Square

**ADDITIONAL DATA:**

The District and YMCA mutually agreed to supplement the ASES funding with an additional amount not to exceed $138,000 to cover Distance Learning Support Program expenses that exceed the ASES funding awards at Castle Park, Cook, Loma Verde, Los Altos, Otay, Rice, and Valle Lindo sites.

The YMCA shall submit separate monthly services for ASES funding expenses and non-ASES funding expenses.

A copy of the MOA is available for review in the Office of the Executive Director of Student, Family, Community, and Instruction Services and Support.

**FISCAL IMPACT/FUNDING SOURCE:**

The total cost to supplement the original MOA will not exceed $138,000 and will be paid from federal or state COVID-19 Response funding.

**STAFF RECOMMENDATION:**

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Ratify Memorandum of Understanding with Día de la Mujer Latina, Inc., to Subcontract Services with Chula Vista Community Collaborative for the Period of May 15, 2021 Through March 5, 2022

**____X____ Action** **_____ Information**

**BACKGROUND INFORMATION:**

Día de la Mujer Latina, Inc., (DML) is an organization whose mission is to promote healthy behaviors within the underserved Latino community. DML received funding for COVID-19 response efforts as well as clinical trial and vaccine participation and education toward the implementation, management, and physical infrastructure of this culturally tailored program which is the Telehealth Community Navigation Digital Health Center (Center). The Center will launch in five cities, expanding the opportunity to deploy many bilingual Promotores/Community Health Workers for virtual outreach to vulnerable populations during this unprecedented time.

DML is seeking to subcontract services with Chula Vista Community Collaborative (CVCC) to comply with the following: COVID-19 education and navigation, vaccines and/or the advancement of clinical trials in underrepresented minority populations via a launch of the Center in San Diego. A Memorandum of Understanding (MOU) was developed with the District on behalf of the CVCC.

**ADDITIONAL DATA:**

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:**

The total compensation paid to CVCC by DML will not exceed $22,272 for services rendered of encounter calls/texts navigated by the Promotores/Community Health Workers.

**STAFF RECOMMENDATION:**

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Ratify Memorandum of Understanding with South Bay Community Services to Provide Mental Health Support to Students During Hybrid Instruction for the Period of April 12 Through June 15, 2021

**____X____ Action** **_____ Information**

**BACKGROUND INFORMATION:**

South Bay Community Services (SBCS) will hire, train, and supervise Master's-level staff to provide mental health services. Staff will offer services to students consisting of individual, small group, and family counseling; and actively interact with students during ingress and egress to ensure smooth transition. SBCS mental health providers will participate in school site meetings to discuss students and/or program needs. Additionally, SBCS mental health providers will participate in regular communication with site principals, school psychologists, teachers, and other school support staff. SBCS and the District will maintain required client documentation and paperwork. Mental health services will be provided Monday through Thursday at school sites between the hours of 7:30 AM to 4:00 PM.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

The total compensation paid to SBCS will not exceed $149,400 for services rendered from April 12 through June 15, 2021. Total compensation will be paid from the General Fund and/or Coronavirus Aid, Relief and Economic Security Act funding.

**STAFF RECOMMENDATION:**

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Approve Medi-Cal Collaborative's Recommendations for Use of Medi-Cal Funds for the 2021-22 School Year

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On July 16, 1996, the Board approved a contract with the California School Boards Association to prepare and submit reimbursement claims for qualifying services provided to Medi-Cal eligible students. Shortly after approval, a local collaborative group was formed to set priorities for reinvestment of such funds. This group, the Medi-Cal Collaborative, includes administrators, certificated and/or classified staff, and other representatives of the community.

The intent of the Local Educational Agency (LEA) Medi-Cal Billing Option is outlined in Education Code Section 8800 et seq. School districts applying for and administering Healthy Start, and similar operational grants and programs utilize the LEA Medi-Cal Billing Option as a mechanism to generate new funds to sustain and expand these services. A wide range of health and social services for targeted children through consortia and collaboration are permissible as called for in the Education Code.

Reimbursements must be used to supplement and not supplant existing state and federal funding.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

The unprecedented times caused by the worldwide pandemic limiting in-person direct health services, and with reimbursement withheld by the Department of Health Care Services for previous years' Cost and Reimbursement Comparison Schedule (CRCS) Audits, the estimated beginning balance for the 2021-22 school year is approximately $32,898. Due to this situation, the Medi-Cal Collaborative has agreed to use part of the Medi-Cal reserve to partially support specific requests for funding. The current Medi-Cal reserve amounts to $316,692, bringing the total available to $349,590; however, an estimated $54,590 is pending to be paid to Paradigm Healthcare, the District's vendor for the LEA Medi-Cal Billing Option, for the remainder of 2020-21, further reducing available funds. The Medi-Cal Collaborative is submitting the following recommendation for the allocation of funds:

| | |
|---|---|
| Family Resource Centers | $100,000 |
| Special Education Providers' Group: | 80,000 |
| Occupational Therapists, Speech Therapists, Psychologists, Nurses | |
| Administrative/Clerical Support | 25,000 |
| Salary (25%) = $23,555.22 | |
| Office supplies/equipment, and other misc. costs = $1,444.78 | |
| Reserve | 90,000 |
| Estimated pending vendor invoices | 54,590 |
| **TOTAL** | **$349,590** |

The Medi-Cal Collaborative also recommends that if additional funds are received before the end of the school year, that these are offered to the Family Resource Centers to increase the amount hereby authorized.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Service and Support

**ITEM TITLE:**

Approve Memorandum of Understanding with the Jacobs & Cushman San Diego Food Bank, for the "Food for Kids Backpack Program" for the 2021-22 School Year

**____X____Action** **_____Information**

**BACKGROUIND INFORMATION:**

The "Food for Kids Backpack Program" was established in 2006. This program supplies a weekend's worth of food to chronically hungry elementary school students from low-income households. Eligible students are those at-risk for food instability over the weekend when free school meals are unavailable.

The District warehouse serves as the distribution hub for the "Food for Kids Backpack Program." Each Friday afternoon, participating students are discreetly given a bag of food which is tucked into their backpacks. Each bag contains enough food to sustain the students through the weekend.

When a school staff member identifies a student who displays signs of chronic hunger, a referral form is sent to the Jacobs & Cushman San Diego Food Bank and the student's parents are sent a permission slip to enroll the student in the program.

Schools above the 80% Free and Reduced-Price Meal are given priority to participate once they complete the application process. Due to increased food insecurities (because of the COVID-19 pandemic), four additional school sites now participate in this worthwhile initiative. The following 10 school sites currently participate: Mae L. Feaster Charter, Harborside, Juarez-Lincoln, J. Calvin Lauderbach, John J. Montgomery, Otay, Palomar, Lillian J. Rice, Fred. H. Rohr, and Vista Square.

**ADDITIONAL DATA:**

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

## FISCAL IMPACT/FUNDING SOURCE:

Funding for the “Food for Kids Backpack Program” is secured through the San Diego Food Bank.

## STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Approve Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program for the Period of July 1, 2021, Through June 30, 2022

**__X__ Action** **_____ Information**

**BACKGROUND INFORMATION:**

The District previously contracted with the County of San Diego, Health and Human Services Agency (HHSA), for its School-Based Medi-Cal Administrative Activities (SMAA) program. In August 2018, HHSA merged its SMAA program with the HHSA, Region 9 Local Educational Consortium (LEC). Per Welfare and Institutions Code 14132.47 (California SMAA Manual Chapter 9), districts may only contract for SMAA administration with the regional LEC or a local county Local Government Agency (LGA). In October 2018, the Board approved an agreement for the transition of services to the Region 9 LEC.

**ADDITIONAL DATA:**

The Region 9 LEC has continued to provide services related to the administration and support of the District's SMAA Program. Under the agreement, Region 9 LEC's numerous responsibilities and services will remain the same.

**FISCAL IMPACT/FUNDING SOURCE:**

Region 9 LEC's fees for the indicated services are as follows:

- State Random Moment Time Survey (RMTS) Software Platform Fee. RMTS is the method used by the state to gauge time spent by participants on reimbursable activities. The LEC will charge the District for its share of the state RMTS Software Platform Fee through a third-party administrator, as follows:

| Fiscal Year (FY) Quarter | Quarterly Participant Rate |
|---|---|
| FY Q1: July - September | $0.67/participant/quarter |
| FY Q2: October - December | $1.34/participant/quarter |
| FY Q3: January - March | $1.34/participant/quarter |
| FY Q4: April - June | $1.34/participant/quarter |

- Region 9 LEC fees. The LEC will charge the District an amount equal to 4.5 percent fee per quarterly claim of the federal share of cost received by the LEC on behalf of the District.

These fees have not increased since the original transition was approved by the Board in October 2018.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Adopt Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies for Fiscal Year 2021-22

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

Certain District funds may experience negative cash balances during fiscal year 2021-22 in order to meet ongoing operational expenses. Such deficits are usually temporary in nature, but a positive fund balance needs to be maintained by a temporary transfer of monies from other fund(s). Staff is recommending Board adoption of the attached resolution for fiscal year 2021-22. This will expedite the processing of transfers without a negative impact on services.

Education Code Section 42603 allows for the temporary transfer of monies between funds for the payment of obligations so long as the transfer is repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred.

**ADDITIONAL DATA:**

Supporting documentation is available for review in the Office of the Deputy Superintendent.

**FISCAL IMPACT/FUNDING SOURCE:**

All transfers initiated in fiscal year 2021-22 will be repaid in accordance with the provisions of Education Code Section 42603.

**STAFF RECOMMENDATION:**

Recommend adoption.

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

**RESOLUTION NO. _____**

Resolution to Establish Temporary )
Interfund Transfers of Special or )
Restricted Fund Monies for Fiscal )
Year 2021-22 )

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

WHEREAS, the Governing Board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation to be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District, in accordance with the provisions of Education Code Section 42603, authorizes for fiscal year 2021-22 the temporary transfer of monies between District funds provided that all transfers are approved by the Superintendent or his designee.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 19th day of May 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 Requesting Temporary Transfer of Funds for Fiscal Year 2021-22

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

In the past, the District participated in the San Diego County Tax and Revenue Anticipation Notes (TRANs) Program to meet its General fund cash operational commitments. At this time, the District's anticipated cash projection, including projected one-time Federal and State COVID-19 response funding, for fiscal year 2021-22 does not warrant participation in the TRANs Program. However, it is possible that the District may experience temporary cash deficits due to the irregular timing of property tax revenue receipts, State revenue apportionments, or COVID-19 response funding receipts during the year. Adopting the attached Resolution will authorize the County Treasurer of San Diego to make a temporary transfer of funds available to the District in order to protect against cash deficits. The District may request funds in an amount not to exceed 85 percent of estimated secured taxes to be accrued for fiscal year 2021-22. The District has not requested funds from the County for many years, but we have determined it is prudent to have alternate cash options available.

**ADDITIONAL DATA:**

Supporting documentation is available for review in the Office of the Deputy Superintendent.

**FISCAL IMPACT/FUNDING SOURCE:**

This resolution will enable the District to protect against temporary cash deficits by requesting a temporary transfer of funds from the County Treasurer if all other funds are exhausted. If funds are accessed, interest will be charged on the temporary transfer at the current rate being earned by county funds.

**STAFF RECOMMENDATION:**

Recommend adoption.

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

**RESOLUTION NO. _____**

| *COUNTY OFFICE USE ONLY* | | |
|---|---|---|
| Date of Transfer | Amount of Transfer | Available Balance |
| _____ | $_____ | $_____ |
| _____ | $_____ | $_____ |
| _____ | $_____ | $_____ |
| _____ | $_____ | $_____ |
| _____ | $_____ | $_____ |

Resolution Requesting )
Temporary Transfer of Funds )
for Fiscal Year 2021-22 )

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

WHEREAS, the California Constitution, Article XVI, Section 6, and Education Code Sections 42620 or 85220 provide that the County Treasurer shall have the power and it shall be his duty to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for operational purposes by any district whose funds are in his custody and are paid out solely through his office; such temporary transfer of funds shall be made only upon resolution adopted by the Governing Board of the county to make such temporary transfer; such temporary transfer of funds shall not exceed 85 percent of taxes accruing to the district, shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year, and shall be replaced from the taxes accruing to such district before any other obligation of the district is met from such taxes; and

WHEREAS, on June 16, 2021, the Board of Education of the Chula Vista Elementary School District will adopt a final budget for this District for fiscal year 2021-22 pursuant to the provisions of Education Code Section 42127 or 70901, and taxes accruing to the District for said fiscal year are estimated to be $116,368,061; and

WHEREAS, taxes accrued to this District during fiscal year 2020-21 are estimated at $116,413,833; and

WHEREAS, it is necessary to provide funds for meeting obligations incurred for maintenance purposes by this District.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED pursuant to the provisions of the California Constitution, Article XVI, Section 6, and Education Code Section 42620 or 85220 as follows:

1. The Board of Supervisors of the County of San Diego is requested to direct the County Treasurer of San Diego to make a temporary transfer from the funds in his custody to this District during fiscal year 2021-22 to meet obligations incurred for operational purposes in the amount of:

   (a) $19,782,570 for the period from July 1 until August 31 not to exceed 17 percent of the authorized limit.

   (b) $98,912,852 after August 31 but not to exceed a total of 85 percent of taxes accruing to the District. This amount represents the total available temporary transfer approved by the Board of Education for fiscal year 2021-22 inclusive of the 17 percent shown in (a) above.

2. If directed by the Board of Supervisors, funds will be transferred to this District by the County Treasurer of San Diego in sums as requested by the District Superintendent and certified by him to be necessary to provide funds for meeting the obligations incurred for maintenance purposes by the District not to exceed the maximum amount herein specified, provided the Treasurer determines that funds in his custody are available for such transfers.

3. The Secretary to this Board is directed to file a copy of this resolution with the Board of Supervisors, the County Superintendent of Schools, the County Auditor and Controller, and the County Treasurer-Tax Collector.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 19th day of May 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:**

Ratify Memorandum of Understanding with California Department of Public Health for Laboratory Oversight of COVID-19 Antigen Testing at District Sites from May 20, 2021, Until 30 Days After the COVID-19 State of Emergency is Lifted

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On April 27, 2021, the Board of Education approved the consultant services of Rachel Sweigart for oversight and logistical support on COVID-19 related matter (contact tracing, testing, safety mitigation, etc.), and Maxim Healthcare Staffing Services and RO Health to provide bi-weekly COVID-19 antigen testing at District sites as part of the District's efforts to provide a safe return to in-person learning for students. Abbott BinaxNOW antigen tests used for the bi-weekly testing are provided to the District by the California Department of Public Health (CDPH) free of charge.

The CDPH is now requesting that the District enter into a Memorandum of Understanding (MOU) with CDPH under which it will supervise and oversee laboratory testing of collected samples. CDPH has also contracted with and pays for Primary Diagnostics, Inc., (Primary) which will provide patient registration services and laboratory and medical records data collection, management, storage, and reporting services. The District is responsible for staffing and direct oversight of testing personnel at District sites, and ensuring that testing personnel meet the training and competency requirements established by the CDPH.

**ADDITIONAL DATA:**

A copy of the MOU is available for review in the Office of the Deputy Superintendent.

**FISCAL IMPACT/FUNDING SOURCE:**

No additional costs are projected from the MOU with CDPH. The County of San Diego, Health and Human Services Department will be responsible for the cost of providing the District with the Abbott BinaxNOW test kits and the services of Primary, with the exception of the Primary onboarding fee of $15,000, which is part of a separate District contract with Primary approved by the Board on April 14, 2021. The CDPH will pay for all the antigen test-related laboratory operations through Primary.

The District will bear its own cost in providing testing services to the District community, including the consulting services of Ms. Sweigart, Maxim, and RO Health. The estimated cost of those consulting services is $714,080, paid from COVID-19 Relief funds as approved at the April 14, 2021 Board meeting.

**STAFF RECOMMENDATION:**

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Ratify Renewal of Agreement with Intrado SchoolMessenger® (Also Known As Intrado Interactive Services Corporation) in the Amount of $36,570 for Website Hosting Services Provided Through the SchoolMessenger® Presence Platform for the Period of April 1, 2021, Through March 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

The District has successfully used SchoolMessenger® since 2017 to effectively manage online communications applications for the support of District and school websites. SchoolMessenger® Presence includes website design services and an award-winning content management system that encompasses the critical technological components and services needed to effectively engage the school community. The platform includes hosting, online tools, implementation, support, and maintenance. The websites are compliant with Americans with Disabilities Act requirements. Presence is a different service and a separate contract than the communications service provided to our District for automated calls, text, and email communications also provided by SchoolMessenger®.

Board approval is requested to renew the services provided by Intrado SchoolMessenger® for the support of the school web sites.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

The cost for SchoolMessenger® Presence website services for 2021-22 remains the same as for 2020-21 at $36,570 and will be paid from the General fund.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Bid No. 17/18-8 for Solid Waste and Recycling Services to Allied Waste Services, Inc., dba Republic Services of San Diego for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On May 30,2018, the Board awarded Bid No. 17/18-8 to Republic Services of San Diego (Republic) for Solid Waste and Recycling Services. Renewal will allow the District to use this bid for services that include the collection, transfer, transport, recycling processing, and disposal of all eligible recyclables, yard waste, and solid waste that are generated and placed for collection at all District sites. This will be the first renewal allowable under the contract.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

Republic has imposed a three (3) percent increase on services that Republic states is due to rising costs in labor and operating expenses associated with the disposal and processing of trash and recyclable items. The annual cost for services in the 2019-20 school year was $234,026. The cost for services in the 2020-21 school year through March 31, 2021, is $162,468. The monthly costs may increase or decrease depending on the service needs of the District. Costs of service will be paid from District General funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Bid No. 18/19-7 to Diamond Jack Enterprises, Inc.; Food 4 Thought, LLC.; and Gold Star Foods for Produce Products for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On May 8, 2019, the Board of Education awarded Bid No. 18/19-7 for Produce Products, and on May 27, 2020, renewed the contract for an additional term. The bid was awarded in two sections, Section A (Fresh and Prepared Fruits and Vegetables) - awarded to Diamond Jack Enterprises, Inc., and Gold Star Foods; and Section B (Farm to School, California Grown Fruits) - awarded to Food 4 Thought, LLC. The awarded vendors have successfully met the delivery and service needs of the District by providing the fruits and vegetables requested on this contract. This is the second renewal allowable under this contract.

The Child Nutrition Services (CNS) Department will place orders to fulfill fruit and vegetable product needs as part of the District's National School Lunch and School Breakfast Programs. In addition, the District's produce needs may be subsidized by the United States Department of Agriculture (USDA) Fresh Fruit And Vegetables Ordering Receipt System (FFAVORS) program, which is run by each state.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

During the 2019-20 school year, the CNS Department spent $238,791 on produce products. Through April 19, 2021, the CNS Department has spent $2,288. For the 2021-22 school year, Food 4 Thought, LLC, has imposed a one (1) percent

increase; Gold Star Foods has imposed a 2.51% increase; and Diamond Jack Enterprises, Inc., has imposed a five (5) percent increase. All produce products delivered under this contract will be paid from Child Nutrition Services funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Bid No. 18/19-8 to Galasso's Bakery for Bread Products for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On May 8, 2019, the Board of Education awarded Bid No. 18/19-8 for Bread Products to Galasso's Bakery, and renewed the contract on May 27, 2020. During the initial and subsequent renewal term of the contract, Galasso's Bakery has satisfactorily provided the products as requested under this contract. The Child Nutrition Services (CNS) Department will place daily orders, excluding Wednesdays, to fulfill bread product needs as part of the District's National School Lunch and School Breakfast Programs. This is the second renewal term allowable under this contract.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

Galasso's Bakery has imposed a five (5) percent increase on all items for the 2021-22 term. During the 2019-20 school year, the CNS Department spent $75,263 on bread products. Through April 19, 2021, the CNS Department has not purchased any bread products. All bread products (Hoagie Rolls, Hamburger Buns, Hot Dog Buns, and Dinner Rolls) delivered under this contract will be paid from Child Nutrition Services funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Bid No. 19/20-10 On-Site Vehicle Washing and Exterior Detail Service with Fleetwash, Inc., for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On March 4, 2020, the Board of Education awarded Bid No. 19/20-10 to Fleetwash, Inc. (Fleetwash), for on-site vehicle washing and exterior detail service. Fleetwash will wash the exterior of the Districts buses and fleet vehicles, which include light and medium duty trucks and other specialty vehicles owned by the District. In addition, the District requested bids on exterior detailing for District-operated vehicles and buses to remove oxidation and prepare surfaces for paint (color matching) and or clear coat protection applications. The District currently has 183 vehicles in service that will be covered under the contract, which also covers any additional vehicles that may be added to the fleet.

**ADDITIONAL DATA:**

Detailed copies of bid documents and contractor rankings are available for review in the Office of the Deputy Superintendent.

**FISCAL IMPACT/FUNDING SOURCE:**

Fleetwash has agreed to hold pricing as originally bid. Services for the 2021-22 term will be performed on a monthly basis through direction and coordination with the District's Transportation Department. In 2019-20, the cost of service with Fleetwash was $25,668.50. Through April 20, 2021, the cost of service has been $24,453.81. Additional exterior detail services will be arranged as needed. Funding for services provided by Fleetwash will be paid through District Transportation funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Bid No. 19/20-11 for Milk, Dairy, and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc., for the Period of July 1, 2021, Through June 30, 2022

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

On June 17, 2020, the Board of Education approved award of Bid No. 19/20-11 for Milk, Dairy, and Juice Products to Driftwood Dairy, Inc., and Hollandia Dairy, Inc. This is the first renewal term allowed under the contract.

The bid had a total of nineteen (19) line items and was awarded by line to the lowest responsive, responsible bidder. The Child Nutrition Services (CNS) Department will place orders to fulfill the nutritional needs of our students as part of the District's National School Lunch and School Breakfast Programs.

**ADDITIONAL DATA:**

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

**FISCAL IMPACT/FUNDING SOURCE:**

Through April 19, 2021, the CNS Department has spent $448,868 for all milk, dairy, and juice products. For the 2021-22 school year, Driftwood Dairy, Inc., will not impose any increases; and Hollandia Dairy, Inc., has imposed an overall 5.52% increase on costs. All milk, dairy, and juice products delivered under this contract will be paid from Child Nutrition Services funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

(1) Approve Renewal of Contract with PowerSchool Group LLC in the Amount of $251,292.44 for Maintenance Services Related to *eSchoolPLUS* and *BusinessPLUS* Applications; and

(2) Approve Upgrade to Enterprise Management Service to Assist with Management of *BusinessPLUS* and Addition of an Add-On to the Purchasing Module in the Amount of $101,798.21 for the Period of July 1, 2021, Through June 30, 2022

**__X__ Action** **_____ Information**

**BACKGROUND INFORMATION:**

The District has successfully used PowerSchool Group LLC (PowerSchool) (formerly known as SunGard K12 Public Sector) since 1988 primarily to maintain student data for *eSchoolPLUS,* the District's student information system (SIS), as well as the data and processes for *BusinessPLUS*, the District's financial and human resource system that includes payroll and personnel, purchasing, budgeting, inventory, finance (Accounts Payable, Accounts Receivable, General Ledger), and financial reporting.

District staff anticipates maintaining the PowerSchool *BusinessPLUS*, *eSchoolPLUS* SIS application for attendance, enrollment, discipline, student health alerts, system integration, security, staff assignments, and for related State and Federal reporting for the 2021-22 school year.

The Enterprise Management Service ("EMS") upgrade is a comprehensive solution that manages and maintains the on-premise environment of the *BusinessPLUS* application while allowing users to retain complete ownership, control, access, flexibility, and integration capability. The EMS includes environment monitoring of hardware and software, software update service, offsite data backup and environment refresh/restoration, disaster recovery, infrastructure support, Structured Query Language (SQL) server database optimization and performance tuning, security advisory service, and Secured Socket Layer (SSL) certificate administration. In addition, the add-on to the Purchasing Module (known as PunchOut) will help streamline the purchasing process by allowing users to

shop directly on a previously-approved vendor's website using negotiated pricing and catalogs. PunchOut integrates the suppliers' website with the District's *BusinessPLUS* purchasing module.

## ADDITIONAL DATA:

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

## FISCAL IMPACT/FUNDING SOURCE:

The total cost for *eSchoolPLUS* and *BusinessPlus* maintenance service for 2020-21 was $243,973.23. The cost for the 2021-22 renewal will be $251,292.44.

The cost for the 2021-22 EMS Upgrade and add-on to the purchasing module is $101,798.21, of which $40,102.77 represents the one-time start-up costs and $61,695.44 represents the annual ongoing fees beginning July 1, 2021.

The combined 2021-22 cost for the *eSchoolPLUS and BusinessPLUS Renewal,* EMS Upgrade, and PunchOut will be $353,090.65 and will be paid from General funds.

## STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Renewal of Customer Agreement with Frontline Technologies Group LLC dba Frontline Education in the Amount of $18,441.08 for Absence Management and Substitute Placement Services for the Period of July 1, 2021, Through June 30, 2022

**__X__ Action** **_____ Information**

**BACKGROUND INFORMATION:**

The Absence Management reporting system provided by Frontline Technologies Group LLC (Frontline) has been fully integrated in the Chula Vista Elementary School District (District) since 1997. Through this product the District has been able to manage employee absences and ensure that qualified substitutes are present when necessary.

Staff are able to report absences over the phone or online at any time. The Absence Management reporting system allows District departments and school sites to know who is absent and who will be subbing for the absent staff. This system also gives instant access to reports that can be tailored to the department and/or school site needs. Board approval is requested to renew the services provided by Frontline.

**ADDITIONAL DATA:**

Additional information is available for review in the Office of the Director of Information Technology and Instruction.

**FISCAL IMPACT/FUNDING SOURCE:**

The 2020-21 cost for Frontline services was $17,588.06. The cost for 2021-22 will be $18,441.08 and paid from the General fund.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Agreement with Balfour Beatty Construction for Preconstruction and Construction Management Services for Maxwell Transportation Bus Yard for the Period of May 20, 2021, Through Completion of the Project

**_____X_____Action _____Information**

**BACKGROUND INFORMATION:**

On March 8, 2019, a Request for Qualifications (RFQ) for as-needed Preconstruction and Construction Management Services was made available. On April 11, 2019, Statements of Qualifications (SOQ) were received from eight firms. The six top-scoring firms were scheduled for an interview on May 15, 2019. Balfour Beatty Construction was selected based on their SOQ and Interview scores to be used as one of the top firms on future projects. Balfour Beatty Construction has agreed to continue the same fee structure as the past new construction projects with no increase on trade contractors' fees or general conditions costs.

Balfour Beatty Construction will provide preconstruction and construction management services for Maxwell Transportation Bus Yard.

**ADDITIONAL DATA:**

Copies of RFPs and SOQs are available for review in the Office of the Deputy Superintendent.

**FISCAL IMPACT/FUNDING SOURCE:**

Balfour Beatty Construction will charge a basic construction management fee of three and one-half percent (3.5%) for the reasonable and necessary bid construction costs and general condition costs incurred in connection with the project. Funding will be provided from General Obligation Bond and other Capital funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Award of Bid Package No.1 to Jackson and Blanc for Heating, Ventilating, and Air Conditioning Renovation Projects at Hazel Goes Cook, Thurgood Marshall, and Greg Rogers Elementary Schools, and Arroyo Vista and Chula Vista Learning Community Charter Schools in the Amount of $4,390,000 for the Period of May 20, 2021, Through Completion of the Project

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

Bid Package No. 1 was prepared for Heating, Ventilating, and Air Conditioning (HVAC) Renovation Projects and Demolition for Arroyo Vista and Chula Vista Learning Community (CVLCC) Charter Schools, and Hazel Goes Cook (Cook), Thurgood Marshall (Marshall), and Greg Rogers (Rogers) Elementary Schools.

The District advertised the bid package by publishing on March 19 and March 26, 2021, a Notice Inviting Bids in The Star News, a newspaper of general circulation; and emailing it to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Four (4) contractors submitted bids at the bid opening on April 22, 2021. However, one (1) contractor, M.A. Stevens Construction, Inc., was relieved from its bid pursuant to Public Contract Code Section 5100 et seq. because a mathematical error made their bid different from what the bidder intended. Results of the bid are provided in the following chart.

| Name of Contractor | Bid Amount |
|---|---|
| **Jackson and Blanc** | **$4,390,000.00** |
| Able Heating and Air Conditioning, Inc. | $4,429,977.00 |
| Straight Line General Contractors, Inc. | $5,238,258.00 |

Prior to the bid opening, it was determined the award of a contract would be based on the following method of determining the lowest bid: the lowest bid shall be the lowest bid price on the Total Bid Amount, with consideration of the prices on the

additive or deductive items. In each case, the lowest responsive, responsible bidder was determined based on the total bid, for comparative purposes. In the event a Bid is deemed non-responsive or duly withdrawn by the respective contractor, the next lowest bid will be substituted.

Based on the foregoing, District staff have determined that Jackson and Blanc is the lowest responsive, responsible bidder, and recommend that the Board of Education award the contract for HVAC Renovations Project at Arroyo Vista, Cook, CVLCC, Marshall, and Rogers to Jackson and Blanc.

**ADDITIONAL DATA**:

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

**FISCAL IMPACT/FUNDING SOURCE:**

Funding will be provided from General Obligation Bond and other Capital funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

Approve Change Order for an Increase in the Amount of $26,047.50 to Noble E&C, Inc., for Additional Demolition, Removal, and Replacement of Existing Accessible Curb Ramp, Accessible Drop-off Area, New Striping, and Parking Lot Accessibility Improvements for Arroyo Vista Charter School

**___X___ Action** **_____ Information**

**BACKGROUND INFORMATION:**

On October 14, 2020, the Board of Education approved award of Bid No. 20/21-2 to Noble E&C, Inc., for administration remodel and new lunch structure metal roof. After award of contract and further review of site conditions by Division of State Architect's Field Engineer, it was determined the path of travel for the disabled was not in compliance with Americans with Disabilities Act (ADA) standards.

At the request of District staff, additional funds are required for additional demolition, removal, and replacement of the existing accessible curb ramp, accessible drop-off area, new striping, and parking lot accessibility improvements.

**ADDITIONAL DATA**:

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

**FISCAL IMPACT/FUNDING SOURCE:**

The cost of this project will be adjusted from $108,400 to $134,447.50 and will be paid from Arroyo Vista Charter funds.

**STAFF RECOMMENDATION:**

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

(1) Reject Bid Submitted by APR Construction, Inc., for Bid No. 20/21-5 Concrete and Grading Project as Not Responsive to the Requirements of the Bid Documents; and

(2) Approve Award of Contract for Bid No. 20/21-5 Concrete and Grading Project to CMT Engineering, Inc., in the Amount of $459,622

**__X__ Action _____ Information**

**BACKGROUND INFORMATION:**

On February 26 and March 5, 2021, the Chula Vista Elementary School District (District) advertised Bid No. 20/21-5 Concrete and Grading Project (Project) in The Star News, a newspaper of general circulation. The District also emailed the Notice Inviting Bids for the Project to construction trade journals and to contractors that perform this type of work and that are on the list of contractors compiled by the District.

The purpose of the Project is to repair, replace, and/or install new concrete work as needed to mitigate safety hazards, implement Americans with Disabilities Act upgrades, implement water-usage reductions, and add concrete areas required as a result of changes in educational uses. The Project provides for specific work to be done at Ella B. Allen (Allen), Enrique Camarena (Camarena), Joseph Casillas (Casillas), Castle Park, Chula Vista Hills, Clear View, Hazel Goes Cook (Cook), Eastlake, Finney, Halecrest, Harborside, Anne & William Hedenkamp (Hedenkamp), Heritage, Hilltop Drive (Hilltop), Juarez-Lincoln, Karl H. Kellogg (Kellogg), J. Calvin Lauderbach (Lauderbach), Loma Verde, Los Altos, Thurgood Marshall (Marshall), John J. Montgomery (Montgomery), Saburo Muraoka (Muraoka), Olympic View, Otay, Palomar, Parkview, Lilian J. Rice (Rice), Greg Rogers (Rogers), Fred H. Rohr (Rohr), Rosebank, Salt Creek, Silver Wing, Sunnyside, Tiffany, Valle Lindo, Valley Vista, Veterans, Vista Square, and Wolf Canyon Elementary Schools, and Chula Vista Learning Community, Arroyo Vista, Mae L. Feaster (Feaster), and Robert L. Mueller Charter Schools, and the Education Service and Support Center (ESSC).

The bid documents for the Project require that each bidder: (i) provide separate prices for portions of the work to be performed at Finney, Silver Wing, Palomar, and the ESSC; and (ii) set forth in a "Pricing Matrix" the per-unit prices for the certain components of the work. The Bid Documents further provide that the award of the contract for the Project will be based on the bid prices for the work at Finney, Silver Wing, Palomar Elementary Schools, and the ESSC, added to the total of the per-unit prices determined based on quantities of work specified in the Bid Documents.

On Friday, March 19, 2021, the District received and opened bids for the Concrete and Grading Project. The District received bids for the Project from seven (7) contractors, as follows:

| No. | Bidder Name | Bid Amount |
|---|---|---|
| 1. | APR Construction, Inc. | $ 348,276.25 |
| 2. | **CMT Engineering, Inc.** | **$ 459,622.00** |
| 3. | LC Paving & Sealing, Inc. | $ 535,374.00 |
| 4. | A.B. Hashmi, Inc. | $ 550,225.00 |
| 5. | RGC General Engineering, Inc. | $ 582,582.00 |
| 6. | De La Fuente Construction, Inc. | $ 664,972.00 |
| 7. | Gem Industrial Electrical, Inc. | $ 879,000.00 |

As indicated in the table above, APR Construction, Inc. (APR) appeared to have submitted the lowest total bid price for the Project. However, the separate bid prices (whether in words or numbers) did not add up to the total bid amount that APR specified in its bid. In addition, APR marked its bid as being subject to an addendum to the Bid Documents that the District never issued, and APR failed to include unit prices in its Pricing Matrix.

District legal counsel has advised that it is not permissible in accordance with applicable law and court decisions for the Board of Education to waive the errors in APR's bid, because it would give APR an advantage that is not available to other bidders. That is because, if APR had requested that the District allow APR to withdraw its bid, the request would have satisfied statutory requirements and APR could have withdrawn its bid without sacrificing its bid bond. To now waive the error in the APR bid would provide an advantage to APR that other bidders did not receive.

For the foregoing reasons, District staff requests that Board of Education: (i) reject the bid submitted by APR because it is not responsive to the requirements of the Bid Documents; and (ii) award the contract for Bid

No. 20/21-5 to CMT Engineering, Inc., as the most responsive, responsible bidder with the lowest total bid after rejection of the APR bid.

**ADDITIONAL DATA:**

Copies of the Bid Documents for the Project and the bids for the Project received by the District 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) Reject the bid submitted by APR Construction; and

(ii) Approve award contract for Bid No. 20/21-5 to CMT Engineering, Inc.

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 April 30, 2021

**____X____Action** **_____Information**

**BACKGROUND INFORMATION AND FISCAL IMPACT:**

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

| | | |
|---|---|---|
| i. | Purchase Orders: 21004832-21005523 | $37,906,741.71 |
| ii. | Alternative Revolving Cash: None | $ 0.00 |
| iii. | Commercial Warrants: 327129-328051 | $ 9,480,489.10 |
| | Cafeteria Warrants: 00007339-00007377 | $ 964,039.59 |
| iv. | Payroll Warrants: Series 10 13317121-13317729; N-2782964-2786491 | $18,264,592.20 |
| v. | Revolving Cash Checks: 009291-009373 | $ 7,831.51 |

**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.

## INSERVICE/TRAVEL REQUESTS

| Individual | Event | Destination | From | To | Est'd Cost | Funding | CVESD Location |
|---|---|---|---|---|---|---|---|
| Faddis, T | Wallace Network Activities | Long Beach, CA | 05/20/21 | 05/20/21 | $0 | N/A | Inst. Service & Support |
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*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 to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Elementary School District to Chula Vista Educators for the 2021-22 School Year

(2) Adopt Collective Negotiations Proposal from the Chula Vista Elementary School District to Chula Vista Educators for the 2021-22 School Year

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

**BACKGROUND INFORMATION**:

A public hearing is required to receive input from the public on the Initial Collective Negotiations Proposal (Initial Proposal) from the Chula Vista Elementary School District to Chula Vista Educators for the 2021-22 school year to address the District's interest in initiating negotiations. The District reserves the right to amend, delete, modify, or update its proposal until a complete agreement is reached.

**ADDITIONAL DATA:**

A copy of the Initial Proposal is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**STAFF RECOMMENDATION:**

Recommend conduct public hearing and adoption.

**Initial Proposal from the Chula Vista Elementary School District**
**to the Chula Vista Educators**
**May 2021**

Consistent with the relevant provisions of the Educational Employment Relations Act (Government Code section 3540 *et seq*.), the Chula Vista Elementary School District ("District") sunshines the following articles for collective bargaining with the Chula Vista Educators ("Association" or "CVE").

| Article # | Article | Sunshine Proposal |
|---|---|---|
| 1 | Agreement | Current Contract Language |
| **2** | **Recognition** | **Open to update with new memberships into the bargaining unit.** |
| 3 | Definitions | Current Contract Language |
| 4 | Organizational Security | Current Contract Language |
| 5 | District Rights | Current Contract Language |
| 6 | Consultation | Current Contract Language |
| 7 | Grievance Procedure | Current Contract Language |
| **8** | **Hours** | **Open to update language regarding mandated professional development and to incorporate MOU on Teacher Collaboration.** |
| 9 | Calendar | Current Contract Language |
| 10 | Class Size | Current Contract Language |
| 11 | Summer School Intersession/ESY/ Extended Day | Current Contract Language |
| 12 | VACANT | Current Contract Language |
| **13** | **Peer Assistance and Peer Review (PAR)** | **Open to update contract language to align with PAR Procedures Handbook** |
| 14 | Safety | Current Contract Language |
| 15 | Sick Leave | Current Contract Language |
| 16 | Health Rehabilitation Leave | Current Contract Language |
| 17 | Personal Necessity/Compelling Personal Importance Leave | Current Contract Language |
| 18 | Bereavement Leave | Current Contract Language |
| 19 | Childbearing Leave | Current Contract Language |
| 20 | Childrearing Leave | Current Contract Language |
| 21 | Long Term Leave | Current Contract Language |
| 22 | Family Care Leave | Current Contract Language |
| 23 | Judicial Leave/Jury Duty Stipend | Current Contract Language |
| 24 | Industrial Accident and Illness Leave | Current Contract Language |
| 25 | Sabbatical Leave | Current Contract Language |

| Article # | Article | Sunshine Proposal |
|---|---|---|
| 26 | Inservice Leave | Current Contract Language |
| 27 | Leave for the President of the Association | Current Contract Language |
| 28 | Leave for Designated Employee | Current Contract Language |
| 29 | Professional Activities Leave | Current Contract Language |
| 30 | Leave for Public Office | Current Contract Language |
| 31 | Leave for Elected Official | Current Contract Language |
| 32 | Military Leave | Current Contract Language |
| 33 | Transfer | Current Contract Language |
| 34 | New School Staffing | Current Contract Language |
| **35** | **Evaluation** | **Open to revise the Districts evaluation process.** |
| 36 | Complaint Procedures | Current Contract Language |
| 37 | Personnel Files | Current Contract Language |
| 38 | Employees Discipline | Current Contract Language |
| 39 | Half-time Employment | Current Contract Language |
| 40 | Part-Time Program Support Employees | Current Contract Language |
| 41 | Personal Property | Current Contract Language |
| 42 | Mileage | Current Contract Language |
| 43 | Nondiscrimination | Current Contract Language |
| 44 | Liaison Committee | Current Contract Language |
| 45 | Camp | Current Contract Language |
| 46 | Assignment of Pupils to Classes | Current Contract Language |
| 47 | Special Education | Current Contract Language |
| 48 | Board Policy Handbook | Current Contract Language |
| 49 | Service Record | Current Contract Language |
| 50 | VACANT | Current Contract Language |
| **51** | **Health** | **Open to consider possible adjustment in health benefits.** |
| **52** | **Wages** | **Open to consider possible adjustment in wages and total compensation.** |
| 53 | No Strike-No Lockout | Current Contract Language |
| 54 | Catastrophic Leave Bank | Current Contract Language |
| 55 | Teacher Induction (BTSA) | Current Contract Language |
| 56 | Completion of Negotiations | Current Contract Language |
| 57 | Savings | Current Contract Language |
| 58 | Meeting and Negotiations | CVESD wishes to open this article in order to adjust dates. |
| **59** | **Duration** | **Open to adjust dates.** |
| **E-1** | **Nurse Assignment Procedures** | **Open to update nurse** |

| Article # | Article | Sunshine Proposal |
|---|---|---|
| | | **assignment procedures.** |
| **F-7** | **Psychologist Salary Schedule** | **New attachment of psychologist salary schedule needs to be added.** |

**The District reserves the right to add to, delete from, amend, or modify its proposal during the meeting and negotiation process, to address related articles and to correct grammatical and typographical errors throughout the entire contract.**

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

**ITEM TITLE**:

Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Educators to the Chula Vista Elementary School District for the 2021-22 School Year

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

**BACKGROUND INFORMATION**:

A public hearing is required to receive input on the Initial Collective Negotiations Proposal (Initial Proposal) from the Chula Vista Educators to the Chula Vista Elementary School District for the 2021-22 school year.

**ADDITIONAL DATA:**

A copy of the Initial Proposal is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**STAFF RECOMMENDATION:**

Recommend conduct public hearing.

**Initial Proposal from the Chula Vista Educators**
**to the Chula Vista Elementary School District**
**May 2021**

## CHULA VISTA EDUCATORS

## Sunshine May 2021

**Article 33 Transfer:** Ensure fair and transparent transfer and reassignment procedures in order to maintain site and/or grade level continuity whenever possible.

**Article 47 Special Education:** Ensure integrity of current and future SPED programs and address workload concerns.

**Article 50 Vacant:** Create new article to address Psychologist Unit Modification to ensure that our psychologists are fairly represented

**Article 51 Health:** Ensure quality instruction now and for the future by securing competitive benefits to attract and retain the best educators for our students.

**Article 52 Wages:** Ensure quality instruction now and for the future by securing competitive salaries to attract and retain the best educators for our students.

Susan Skala May 7, 2021

Susan Skala

President, Chula Vista Educators

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

**ITEM TITLE:**

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

(2) Adopt Resolution Regarding Short-Term Classified Employee to Perform Specified Service for the Period of April 19 Through June 30, 2021

**__X__ Action** **_____ Information**

**BACKGROUND INFORMATION:**

Education Code Section 45103, subdivision (d)(2), authorizes the District to employ short-term classified employees to provide service to the District that, upon its completion or completion of similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board of Education, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify its ending date. The ending date may be shortened or extended by the Board but shall not exceed 75 percent (195 working days) of the school year.

The District has a need for one short-term classified employee to provide assistance to Payroll in the form of clerical support for the completion of specialized tasks during certain payroll periods. These situations arise when there are high volumes of extra payment transactions required in order to pay stipends, out-of-class pay, and inservice hours to certificated and classified bargaining units.

**ADDITIONAL DATA:**

The short-term classified employee is needed for eight hours per day, five days per week, starting on April 19 and ending on June 30, 2021. This service or similar service will not be extended or needed on a continuing basis.

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

**FISCAL IMPACT/FUNDING SOURCE:**

The amount not to exceed $12,000 will be paid from federal or state COVID-19 response funding.

**STAFF RECOMMENDATION:**

Recommend conduct public hearing and adoption.

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

**RESOLUTION NO. _____**

Resolution Regarding Short-Term Classified)
Classified Employee to Perform a Specified )
Service for the Period of April 19, 2021, )
Through June 30, 2021 )

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

WHEREAS, pursuant to Education Code Section 45103, the Board of Education of the Chula Vista Elementary School District may employ short-term classified employees to provide service to the District that, upon the completion of that service or similar service, will not be extended or needed on a continuing basis. Prior to employing a short-term classified employee, the Board, at a regularly scheduled meeting, must specify the service to be performed by the employee and certify the ending date of that service. The ending date may be shortened or extended by the Board, but shall not exceed 75 percent (195 working days) of the school year; and

WHEREAS, the District has a need for one short-term classified employees to provide support to Payroll in the form of clerical support for the completion of specialized tasks. The short-term classified employee is needed for eight hours per day, five days per week, starting on April 19 and ending on June 30, 2021. This service or similar service will not be extended or needed on a continuing basis.

NOW, THEREFORE, BE IT RESOLVED that short-term classified employee shall be employed to provide the above-noted support during payroll periods containing high volumes of extra payment transactions required to pay stipends, out of class pay, and in-service hours to certificated and classified bargaining units.

BE IT FURTHER RESOLVED and certified that the short-term classified employee shall be employed for eight hours per day, five days per week, starting on April 19, and ending on June 30, 2021.

BE IT FURTHER RESOLVED that the Board hereby authorizes the Superintendent or designee to take such action necessary to implement this resolution.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 19th day of May 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:**

(1) Conduct Public Hearing on Expanded Learning Opportunities Grant Plan; and

(2) Approve Expanded Learning Opportunities Grant Plan for the 2021-22 School Year

**____X____ Action** **_____ Information**

**BACKGROUND INFORMATION:**

The state allocated the District approximately $14,700,000 to support students as they return to in-person instruction through the Expanded Learning Opportunities (ELO) Grant (Assembly Bill 86). The state allows local education agencies to utilize Local Control and Accountability Plan (LCAP) input data along with other stakeholder input data to formulate this plan that has a deadline of August 31, 2022, to expend the funds.

The District has supplied a plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports. The plan will explain how the District will use the funds it receives through the ELO Grant to implement a learning recovery program for at least the students included in one or more of the following groups: Low-income, English Learners, Foster Youth, Homeless, and Students with Disabilities.

**ADDITIONAL DATA:**

The District worked closely with stakeholder input groups including student and parent focus groups, parent leadership, Chula Vista Classified Employees Organization, Chula Vista Educators, District Advisory Council/District English Learner Advisory Committee, Black Learner Advisory Council, District leadership, and Parent-Teacher Associations to gather input for the LCAP that has also informed the ELO Grant.

Tonight, staff will present an overview on the Expanded Learning Opportunities Grant Plan for school year 2021-22, which is attached as “Exhibit A.” The Board will also hold a public hearing.

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 District's preliminary allocation of ELO funding is anticipated to be $14,700,000.

## STAFF RECOMMENDATION:

Recommend approval.

"EXHIBIT A"

# Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Chula Vista Elementary School District | Matthew Tessier, Ed.D.<br>Assistant Superintendent | matthew.tessier@cvesd.org<br>619-425-9600 ext. 1462 |

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Chula Vista Elementary School District has a distinct history of strong partnerships and collaboration efforts with stakeholder groups. These collaborative efforts provided strong insight and input into the development of the Expanded Learning Opportunities Grant Plan. Stakeholder input was gathered through a variety of methods including through the use of the ThoughtExchange process, ongoing collection of teacher survey data, working with bargaining units included Chula Vista Educators (CVE) and the Chula Vista Classified Employees Organization (CVCEO), equity groups and committees including the newly formed Black Learners Advisory Committee and PTA, and the overall LCAP development process which includes meeting with parent and student groups as well as the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC).

A description of how students will be identified and the needs of students will be assessed.

Each child is an individual of great worth; therefore, the Chula Vista Elementary School District has developed a plan to ensure that every child in its communities will be able to be served through the Expanded Learning Opportunities Grant Plan. All student groups will be reviewed for support, including those who are low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year and other students identified by certificated staff.

The use of local assessment data will be used to identify academic skill areas to be addressed; these assessments will include the i-Ready Diagnostic Math Assessment administered to students in Grades K-6 (three times per year), the Achieve3000 LevelSet for reading

administered in Grades 2-6 (three times per year), and the Smarty Ants Reading Assessment administered in Grades K-2 (three times per year). Additionally, Board-adopted curriculum materials, district-created assessments, site-based assessment tools, and individual reading inventories may be considered for additional identification of skill gaps and need for support. Furthermore, the Hanover Survey is given to students and will be a measure used to identify additional needs for student support. Site-based staff will identify student needs based on the specific demands of their local community and through the use of SWIS as needed. Chronic absenteeism data, school attendance data, and behavioral data will also be considered. Ongoing monitoring of student outcomes and student needs will be fundamental in determining the success of the plan and identifying any possible need to pivot as the year progresses.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

When students in the Chula Vista Elementary School District are identified for supplemental instruction and support, parents and guardians will be notified through the appropriate methods of communication. These may include, but are not limited to: school messenger in multiple languages, written communication in multiple languages, text messaging, verbal communication, use of the district and individual school webpages, social media, and more. Administrators and teachers may also reach out individually to parents and guardians as needed.

A description of the LEA's plan to provide supplemental instruction and support.

The Chula Vista Elementary School District (CVESD) has developed a robust plan to provide supplemental instruction and support to its students. CVESD will extend instructional learning time and accelerate progress to close learning gaps by offering after school programs such as the Extended Day Program which serves students in Grades 3-6 in math and ELA, as well as the Read to Succeed Program targeting students in need of reading foundational skills support in Grades K-2. The school year will also be extended to offer learning sessions over the Fall, Winter, and Spring breaks; during the summer, the Junior Achievement program will be an opportunity provided to students in need. Furthermore, both certificated and classified staff will be supported through educator training in the areas of academics, equity, and social justice. Supplemental curriculum materials will also be developed. Integrated student supports will be a crucial part of supporting students thus the CVESD will employ staff to support each school site including full-time counselors and a psychologist at every school site. A focus on mental health and providing MTSS counselors is another core component of the plan. English Learner instructional assistance will be provided at all schools sites. Ensuring students have access to technology remains a key focus and the CVESD plan includes support to ensure students have access to Broadband/WiFi; the information technology department will also be enhanced to ensure strong support is provided to students, teachers, and families.

# Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|---|---|---|
| Extending instructional learning time | $577,000.00 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | $6,511,938.45 | |
| Integrated student supports to address other barriers to learning | $5,325,475.00 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | $0.00 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | $0.00 | |
| Additional academic services for students | $1,041,500.00 | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | $1,320,775.20 | |
| Total Funds to implement the Strategies | $14,776,688 | |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Chula Vista Elementary School District will be coordinating the Expanded Learning Opportunity Grant funds with the other federal Elementary and Secondary School Emergency Relief Funds by utilizing them within Year 1 of an overall 3 year plan. The scope of the plan

will be implemented to address learning loss and accelerate student progress. ELO Grant funds will be expended in the first year of CVESD's plan. This will include the implementation of an Impact Teacher at each school site during year 1, as well as mental health support and psychologists, and additional plan components described earlier within this document.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.*mailto:lcff@cde.ca.gov

# Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- "Supplemental instruction" means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- "Support" means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
    a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
    b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
    c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

**Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

# Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

**A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

**A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

**A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

**A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

# Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

Conduct Public Hearing on Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2021-22 School Year

**_____Action** **___X___Information**

**BACKGROUND INFORMATION:**

As part of California's school funding formula that was enacted in 2013—the Local Control Funding Formula (LCFF)—districts are required to prepare (or revise) a Local Control and Accountability Plan (LCAP) on an annual basis. The LCAP must align with the annual budget; contain certain elements; and be developed in consultation with teachers, principals, administrators, other school personnel, parents, and students.

The Board must also conduct a public hearing to solicit recommendations and comments of community members regarding the specific actions and expenditures proposed for inclusion in the LCAP update.

**ADDITIONAL DATA:**

Tonight, staff will present an overview on the updated District LCAP for school year 2021-22, which is attached as "Exhibit A." The Board will also hold the required public hearing.

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 LCAP addresses the minimum proportionality percentage of 13.62 percent. It allocates approximately $26,047,038 to the District for supplemental and concentration funds provided for students who are English Learners, Low Income, and Foster Youth.

**STAFF RECOMMENDATION:**

Recommend conduct public hearing.

"EXHIBIT A"

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Students in the Chula Vista Elementary School District experience a rigorous 21st Century learning environment that is rooted in effective teaching practices and high-quality instruction. Our mission is to nurture every child's imagination, intellect, and sense of inquiry. Working collaboratively, we tap a collective intelligence rich with the spirit and creativity necessary for students to become difference makers. Located in southern San Diego County, the District's 42 District Schools and 5 dependent Charter Schools serve approximately 30,000 students, primarily in grades Pre K-6. Our schools serve a vibrant, diverse community that features a blend of residential areas, recreational facilities, open space, and light industry.

OUR SHARED VISION:
The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning for all our children. Our children are high-achieving innovative thinkers. They are multiliterate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness. We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, culture, and experiences, and is linked with the world outside of the classroom. Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community. The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff. The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

OUR SHARED VALUES:
Equality:

We believe each child is an individual of great worth entitled to develop to his or her full potential. All children can and will learn, and deserve equal access to a quality education.

Equity:
We believe there is no significant difference in educational outcomes based on race, gender, or economic status. Solutions, resources, programs, services and support are applied in a manner which develops the full potential of each child.

Accountability:
We value and recognize individuals who assume responsibility for and demonstrate commitment and dedication to serving the interests of all children.

Ethical Responsibility:
We value each individual who practices, teaches and serves as a role model of dignity, respect, honesty, integrity, and trust.

Diversity:
We seek, encourage, and respect each individual's contributions and value a multicultural perspective.

Teamwork:
We believe that families are the primary role models for our children. We are committed to teamwork and collaboration to provide maximum services for students, staff, and community. This partnership among families, community, and schools is the foundation of our children's educational success.

Innovation:
We are committed to challenging the status quo and embracing a technological world.

Excellence:
We are committed to high standards of performance throughout the District and continuously seek and utilize new knowledge and skills.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES FROM LAST YEAR:

The Chula Vista Elementary School District (CVESD), in collaboration with stakeholders, including the San Diego County Office of Education's (SDCOE) support team, was able to reduce the suspension rate for our homeless student population and our children are no longer in the RED for suspension rate. The SDCOE root cause analysis, targeted support from our district social workers (DSW), and the creation and analysis of live time reports created by the Information Technology (IT) Department, have supported increased access to social

emotional supports and access to classroom instruction. Suspension rate declined 2.8% for our homeless student population based on the 2019 CA School Dashboard resulting with 0.9% being suspended at least once.

Additional successes within the CVESD is the mathematics improvement for our English Learners (EL) and Socioeconomically Disadvantaged student groups. Our intentional focus to eradicate the achievement gap for our ELs helped us realize a movement from ORANGE to YELLOW in mathematics on the 2019 California Dashboard. Socioeconomically disadvantaged students increased a positive 4.1 points, moving from ORANGE to GREEN on the mathematics indicator. The District overall maintained a positive 2.0 points on the mathematics indicator falling just 0.1 points below standard for all students.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

OVERALL CURRENT 20-21 DATA

In CVESD, current local data is analyzed regularly in order to identify areas of need and action. As of Spring 2021, the following local data has been reviewed:

READING

SMARTY ANTS
Beginning with the 2020-21 school year, CVESD students in Kindergarten-2nd Grade, were administered the Smarty Ants Back to School Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 10% of all students in Grades K-2 were meeting the end of year reading expectations. 8% of Foster Youth, 7% of English Learners, 7% of Socioeconomically Disadvantaged students, 3% of Homeless Youth, and 11% of African American students were meeting the end of year reading expectations on the beginning of year Smarty Ants assessment.

At mid-year, 17% of all students in Grades K-2 were meeting the end of year reading expectations. 20% of Foster Youth, 12% of English Learners, 12% of Socioeconomically Disadvantaged students, 4% of Homeless Youth, and 20% of African American students were meeting the end of year reading expectations on the Mid-Year Smarty Ants assessment.

At the end of the 2020-21 school year, ENTER HERE% of K-2 students met the end of year reading expectations.

ACHIEVE3000 LEVELSET
Students in Grades 3-6 (including 2nd grade when appropriate) complete the Achieve 3000 LevelSet three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 34% of students were meeting the end of year expectations. 3% of Foster Youth, 6% of English Learners, 21% of Socioeconomically Disadvantaged students, 10% of Homeless Youth, and 35% of African American students were meeting the end of year reading expectations on the beginning of year LevelSet assessment.

At mid-year, 46% of students were meeting the end of year reading expectations. 7% of Foster Youth, 10% of English Learners, 31% of Socioeconomically Disadvantaged students, 14% of Homeless Youth, and 47% of African American students were meeting the end of year reading expectations on the Mid-Year LevelSet assessment.

At the end of the 2020-21 school year, ENTER HERE% of students met the end of year reading expectations.

MATH
Beginning with the 2020-21 school year, all CVESD students (Kindergarten through Grade 6), were administered the i-Ready Diagnostic Assessment three times per year (Beginning, Mid, and End of Year).

At the beginning of the year, 14% of students were meeting the end of year expectations. 14% of Foster Youth, 13% of English Learners, 10% of Socioeconomically Disadvantaged students, 7% of Homeless Youth, and 14% of African American students were meeting the end of year reading expectations on the beginning of year i-Ready assessment.

At mid-year, 23% of students were meeting the end of year expectations. 7% of Foster Youth, 16% of English Learners, 15% of Socioeconomically Disadvantaged students, 8% of Homeless Youth, and 22% of African American students were meeting the end of year reading expectations on the Mid-Year i-Ready assessment.

At the end of the 2020-21 school year, ENTER HERE% of K-6 students met the end of year expectations.

AREAS IN NEED OF IMPROVEMENT:

In CVESD, it is apparent that our Foster Youth (FY) need additional support. Our FY currently are RED on the 2019 California Dashboard for suspension rate, increasing 2% for a total of 6.5% suspended at least once out of 124 students. Additionally, FY are in the ORANGE category with english language arts (ELA) achievement. According to the 2019 California Dashboard, of our 31 students who tested in ELA, a decline of 11.9 points occurred that places our FY at 49.5 points below the standard met criteria in ELA.

Finally, our homeless children are currently RED on the 2019 California Dashboard chronic absenteeism indicator. Of the 195 students in CVESD academic year of 2018-19, 40% were chronically absent, which represents an increase of 5.2%. While the chronic absenteeism indicator was not generated on the 2020 Dashboard, internal reports display homeless students at 25% during the 2019-20 school year. In 2020-21, ENTER.

CVESD allocated hundreds of thousands of dollars to support our FY and homeless children through the LCAP and Title I funding. The district has a robust DSW program that ensures all of our FY and homeless children have direct support from a caring social worker. DSWs supervise interns that provide additional support to our most vulnerable students. Five Family Resource Centers (FRC) receive funding to support families of FY and homeless children attain housing vouchers, meal assistance, transportation assistance, medical assistance, and

social services like counseling and immigration support. As mentioned above, robust, live time reports have been created by the IT Department to support the daily monitoring of FY and homeless suspension rates, absenteeism rates, and academic progress.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

One key aspect of the CVESD LCAP includes the integration of Visual and Performing Arts (VAPA) at each school site. The CVESD Board has committed a substantial allocation of LCAP funds to ensure students in every CVESD school have access to dance, art, music, and other performing arts experiences, supporting a 'whole child' education. We know that historically underrepresented children do not have access to VAPA because of a lack of funds in the home and we are committed to changing that reality. Regardless of your family income reality, you will receive a world-class VAPA education in our schools. An added benefit to the VAPA programs at CVESD schools is that while students are engaged in VAPA experiences, teachers have grade level collaboration that supports data analysis and planning for our EL, FY, Homeless, and LI children.

An additional key aspect of the CVESD LCAP is the focus on Social-emotional learning (SEL) in each school. The implementation of Sanford Harmony curriculum, on a daily basis, and the hiring of a Director of Multi-Tiered Systems of Supports (MTSS) has helped support all children but particularly children who have experienced trauma. The feedback that stakeholders have provided us throughout the year and during the LCAP input process solidifies our thinking that this focus was the right support to provide our students and is the right focus to continue in the subsequent year's LCAP.

A final key aspect of the LCAP is our focus on 21st Century, strengths, interests, values, and career exploration 'Station' field trip experiences for 4th, 5th, and 6th grade students. Parents and students shared with CVESD staff that these hands on, outside of the brick and mortar schoolhouse engagements are critical to the student's educational experience. Our EL, FY, Homeless, and LI students from the top ten highest unduplicated count schools had additional trips to CVESD Stations, including the Innovation Station, Energy Station, Hydro Station, and the newly created Health Station. Similar to VAPA, we understand that career exposure opportunities are typically reserved for more affluent communities and we are committed to changing that paradigm. The partnerships that CVESD has with Qualcomm, Chula Vista Libraries, SDG&E (San Diego Gas and Electric), IBEW (International Brotherhood of Electrical Workers), NECA (National Electrical Contractors Association), Sweetwater Authority, Otay Water District, and the EATC (Elite Athlete Training Center) are world-class and have the potential to transform our student's thinking about 'what they can be' in the workforce.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CVESD does not have any schools that require comprehensive support and improvement.
However, two schools within the LEA, Harborside and Lauderbach will be provided ATSI (Additional Targeted Support and Improvement) support.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Assistant Superintendent of Innovation and Instruction provides direct support to Harborside and Lauderbach with the development of the SPSA (School Plan for Student Achievement). This support includes data analysis, classroom visitation feedback, and budget priority support.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Assistant Superintendent of Innovation and Instruction provides direct support to Harborside and Lauderbach.
This support includes but is not limited to six to eight site visits per year, support with site improvement plans, and principal coaching throughout the year with instructional leadership, organizational leadership, and cultural leadership.
Additional coaching support is provided on an 'as-needed' basis that can include daily interactions to support improved student outcomes.
Lastly, both Harborside and Lauderbach collaborate with a cohort of schools comprised of six-seven peer sites that provide site-based feedback around quality indicators and professional learning community initiatives.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Chula Vista Elementary School District is proud of the long history of partnerships and the inclusion of stakeholder input within the LCAP. The data gathering process was expanded this year due to the fact that this LCAP document is a new three year plan. Below are the stakeholders and specific dates that each group collaboratively planned and provided input to inform CVESD's LCAP.

Thoughtexchange: Engagement process conducted from March 10, 2021 through April 2, 2021. 2,456 participants provided input towards the District LCAP, sharing 2,109 thoughts.

Student focus groups: 10 of CVESD's highest needs schools, with the highest percentage of unduplicated students, participated in face to face input gathering sessions. Focus groups of students from these schools provided invaluable information about their educational experience and what they want to see continue and done differently with the new iteration of the LCAP.
Lauderbach - March 11, 2021
Montgomery - March 9, 2021
Vista Square - March 5, 2021
Harborside - March 18, 2021
Castle Park - March 16, 2021
Otay - March 17, 2021
Los Altos - March 3, 2021
Rice - March 4, 2021
Rohr - March 4, 2021
Kellogg - March 17, 2021

Parent focus groups: 10 of CVESD's highest needs schools, with the highest percentage of unduplicated students, participated in face to face input gathering sessions. Focus groups of parents from these schools provided invaluable information about their child's and/or children's educational experience and what they want to see continue and done differently with the new iteration of the LCAP.
Lauderbach - March 11, 2021
Montgomery - March 9, 2021
Vista Square - March 5, 2021
Harborside - March 18, 2021
Castle Park - March 16, 2021
Otay - March 17, 2021
Los Altos - March 3, 2021
Rice - March 4, 2021
Rohr - March 4, 2021
Kellogg - March 17, 2021

Chula Vista Educators (CVE): CVE, who represents our certificated employees, has been a partner with the LCAP process throughout the year. Below are dates that CVE collaborated with District staff to provide input and updates to the LCAP.
January 21, 2021, March 10, 2021, and April 20, 2021.

Chula Vista Classified Employees Organization (CVCEO): CVCEO, who represents our classified employees, has been a partner with the LCAP process throughout the year. Below are dates that CVCEO collaborated with District staff to provide input and updates to the LCAP.
March 16, 2021, and April 14, 2021.

CVESD Principals/Administrators:
February 24, 2021
March 9, 2021

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC):
February 26, 2021
March 9, 2021

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) Executive Board, Parent Leadership Committee, Black Learners Advisory Committee (B-LAC), and the Chula Vista Council of PTAs:
January 27, 2021
February 2, 2021
February 4, 2021
February 24, 2021
February 26, 2021
March 2, 2021

A summary of the feedback provided by specific stakeholder groups.

A plethora of feedback was provided by a wide range of stakeholders within the CVESD community. The summary of specific feedback is provided below in a numbered format that displays the top three themes that were derived from each stakeholder group.

Student focus groups (10 schools)
1 - Maintain VAPA program
2 - Physical wellness/nutrition
3 - More hands-on STEM and field trips (Stations)

Parent focus groups (10 schools)
1 - Maintain VAPA program
2 - Maintain smaller class sizes
3 - Physical wellness/nutrition

CVESD administrators
1 - Safety
2 - Mental health and social emotional learning
3 - Distance learning supports

Thoughtexchange (inlcudes B-LAC, PTA, DAC/DELAC Executive Board)
1 - Maintain smaller class sizes
2 - Maintain VAPA program
3 - Academic and mental health supports for engagement

DAC/DELAC
1 - Academic and mental health supports for engagement
2 - Maintain VAPA program
3 - Mental health and social emotional learning

CVCEO
1 - Increased technology and resources
2 - Maintain smaller class sizes
3 - Mental health and social emotional learning

CVE
1 - Maintain smaller class sizes
2 - Mental health and social emotional learning
3 - Maintain VAPA program

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Through the input process, it is clear that our learning community has a deep appreciation for visual and performing arts(VAPA) integration at CVESD schools. The added benefit of teacher collaboration, as a result of VAPA, was communicated by our teaching staff. We also believe that the continued focus on social-emotional learning (SEL) needs to occur because of an increase in the number of students experiencing trauma and our rising homeless population. Our student population was adamant that they would like to see field trips (Stations) continue and want more of them throughout the school year. CVESD feels comfortable moving goals and actions and services forward for another three year plan because of the positive impacts they are having on student achievement and the positive feedback we have received from our entire learning community.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

The Chula Vista Elementary School District is committed to eradicating any and all achievement gaps that exists between different groups of students. Systems data results still point to an achievement gap between our children learning English as a second language (EL) and non-ELs. Additionally, attendance, suspension, and achievement data for our foster children and homeless children are not at the same success rates as our children who are not in the foster care system or unsheltered. Lastly, as a result of a district wide equity audit, it is imperative that CVESD intentionally focuses on children who have been historically discriminated against and underrepresented in society.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard suspension rate indicator | 2019 Foster Youth suspension rate - 6.5% | | | | Foster Youth suspension rate - 3.5% |
| California Dashboard suspension rate indicator | 2019 Students with disabilities suspension rate - 1.9% | | | | Students with disabilities suspension rate - 0.4% |
| California Dashboard suspension rate indicator | 2019 All students suspension rate - 0.7% | | | | All students suspension rate - 0.4% |
| District expulsion rate | 0% of students are expelled | | | | 0% of students are expelled |
| Hanover survey student results - student connectedness | Baseline determined in Fall of 2021 | | | | Outcome determined in Fall of 2021 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Thoughtexchange survey rooms for DAC/DELAC, BLAC, parent leaders, LGBTQ+ communities | No survey rooms currently exist | | | | DAC/DELAC, BLAC, parent leaders, LGBTQ+ communities each have survey rooms for input to improve equity outcomes for students. |
| Degree to which teachers are appropriately assigned and credentialed in subject areas. | 100% highly qualified teachers | | | | 100% highly qualified teachers |
| School Facilities maintained in good repair | 100% of school sites have good" or "exemplary" on Facilities evaluation. | | | | 100% of school sites have good" or "exemplary" on Facilities evaluation. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Translation/interpretation staff to assist the district and school sites. | Employ a 1.0 FTE district communications supervisor for Spanish language document, presentation, and audio support. | $121,753.00 | No |
| **2** | School readiness program at 6 sites per quarter for a total of 24 sites a year. | Employ 4 instructional assistants, 6 noon duty supervisors, and a .4 FTE coordinator. | $271,093.00 | Yes |
| **3** | Parent Liaison | Support community needs of EL, LI, FY, and HM families. | $56,847.00 | Yes |
| **4** | Increase academic and social emotional | Employ 3.5 FTE associate principals at four highest unduplicated count schools. | $482,872.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | support for Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. | | | |
| **5** | Speech, Language and Pathology (SLP) pay differential. | Provide pay differential for SLPs with initial placement on the salary schedule to recruit and retain the highest caliber employees. | $1,164,440.00 | Yes |
| **6** | Speech, Language, and Pathology and Resource Specialist Program teacher recruitment. | Employ 7 SLP and 5 RSP teachers to support student IEP services. | $1,426,627.00 | Yes |
| **7** | Special Education teacher pay differential. | Allow up to 20 years of service credit on the salary schedule for special education teachers to recruit and retain the highest caliber employees. | $301,468.00 | Yes |
| **8** | Student Attendant (SA) pay differential. | Provide pay differential for SAs that will increase pay by a range of two on salary schedule. | $574,697.00 | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | The district will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, it is apparent that social, emotional, and physical well being is of utmost importance to our community. A return to face to face instruction is also a defining reason why an increase in social, emotional, and physical supports is imperative to include in the LCAP.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard chronic absenteeism indicator | 2019 6.7% district chronic absenteeism rate | | | | 3.7% district chronic absenteeism rate |
| California Dashboard chronic absenteeism indicator | 2019 40% homeless student chronic absenteeism rate | | | | 10% homeless student chronic absenteeism rate |
| California Dashboard chronic absenteeism indicator | 2019 6.3% African-American chronic absenteeism rate | | | | 3.3% African-American chronic absenteeism rate |
| California Dashboard chronic absenteeism indicator | 2019 11.8% Students with disabilities chronic absenteeism rate | | | | 8.8% Students with disabilities chronic absenteeism rate |
| California Dashboard chronic absenteeism indicator | 2019 12.9% Foster youth chronic absenteeism rate | | | | 9.9% Foster youth chronic absenteeism rate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard chronic absenteeism indicator | 2019 8.1% Hispanic chronic absenteeism rate | | | | 5.1% Hispanic chronic absenteeism rate |
| California Dashboard chronic absenteeism indicator | 2019 9.4% Low income chronic absenteeism rate | | | | 6.4% Low income chronic absenteeism rate |
| Maintain high level of parental involvement in district and school advisory groups as measured by attendance and participation via ELAC, DELAC, SAC, DAC, Coffee Chats, Special Events and School Site Council. | 100% of district and school governance committees are compliant. | | | | 100% of district and school governance committees are compliant. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Employ 4 district social workers. | Provide social work support to all schools, targeting support for at risk students with a focus on homeless, foster, BIPOC, and LGBTQ students. | $515,710.00 | Yes |
| **2** | Employ 4 part time instructional assistants. | Provide Parent Intervention Program (PIP) targeted at Pre-K children who are not school ready due to social, emotional circumstances. | $66,648.00 | Yes |
| **3** | Increase School Attendance Secretary/Health Specialists hours at each school site. | Improve staffing ratios for support staff to increase attendance for EL, FY, HM,LI, BIPOC, and LGBTQ students. | $782,560.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4** | Employ 16.3 FTE school psychologists. | School psychologist support for all students social and emotional health, with a focus on EL, FY, HM,LI, BIPOC, and LGBTQ students. | $2,162,060.00 | Yes |
| **5** | K - 3 class size reduction. | Ensure class sizes in Kindergarten through 3rd grade are lower than State requirements to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students. | $2,827,402.00 | Yes |
| **6** | 4 - 6 class size reduction. | Ensure class sizes in 4th through 6th grade are lower than contract limits to enable teacher intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students. | $2,215,293.00 | Yes |
| **7** | Employ a Director of Multi-Tiered Systems of Support. | 1.0 FTE LCAP funded Director of MTSS will lead the implementation and support of site MTSS initiatives. | $182,784.00 | Yes |
| **8** | Contract with Chula Vista Police Department. | Execute contract with CVPD, School Resource Officer team, including the Homeless Outreach Team (HOT) to support homeless youth. | $454,691.00 | Yes |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

Based on input from stakeholder input groups including DAC/DELAC, B-LAC, PTA, certificated and classified staff, and administrative staff, CVESD's VAPA program continues to be a pillar of excellence in the educational portfolio that children experience. The ability for teachers to utilize collaboration time when students are engaged in VAPA affords them the opportunity to analyze child specific data and plan meaningful, engaging lessons that support an eradication of the achievement gap. Additionally, small group and one on one interventions are planned during the collaboration time that is made possible with VAPA, ensuring each child's success in the classroom.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard English Language Arts indicator | 2019 all students DFS - 26.9 points above | | | | 56.9 points above DFS |
| California Dashboard English Language Arts indicator | 2019 Foster youth DFS - 49.5 points below | | | | 19.5 points below DFS |
| California Dashboard Mathematics indicator | 2019 all students DFS - 0.1 points below | | | | 30.1 points above DFS |
| California Dashboard Mathematics indicator | 2019 African-American DFS - 14.8 points below | | | | 15.2 points above DFS |
| California Dashboard Mathematics indicator | 2019 English learner DFS - 23.7 points below | | | | 6.3 points above DFS |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard Mathematics indicator | 2019 Foster youth DFS - 62.9 points below | | | | 32.9 points below DFS |
| California Dashboard Mathematics indicator | 2019 Homeless DFS - 58.2 points below | | | | 28.2 points below DFS |
| California Dashboard Mathematics indicator | 2019 Students with disabilities DFS - 79.1 points below | | | | 49.1 points below DFS |
| Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level) | 2021 ELPAC baseline (% of students advancing one ELPAC level) | | | | 2021 baseline plus 15% (5% increase per year) |
| Percentage of English Learners reclassified each year | 2021 reclassification baseline - 6% (477 students) | | | | 21% (2021 baseline with 5% increase per year) |
| Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs:<br>*PE Schedules<br>*VAPA Schedules | 100% of students have access to VAPA and PE during teacher collaboration time | | | | 100% of students have access to VAPA and PE during teacher collaboration time |
| Smarty Ants - % of K-2 students meeting end of year grade | Baseline determined in June 2021 | | | | Baseline data plus 3% per year |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| level reading expectations | | | | | |
| Achieve 300 - % of 3-6 students meeting end of year grade level reading expectations | Baseline determined in June 2021 | | | | Baseline data plus 3% per year |
| iReady - % of K-6 students meeting end of year grade level mathematics expectations | Baseline determined in June 2021 | | | | Baseline data plus 3% per year |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Visual and Performing Arts (VAPA) materials. | Provide VAPA curriculum, materials, and support to successfully implement site programs. | $10,000.00 | No |
| **2** | Library support staffing ratios. | Increase site allocations for library clerks/technicians to support literacy instruction (5 - 7.5 additional hours per site per week). | $345,067.00 | Yes |
| **3** | Employ 6.0 FTE Technology Equipment Technician staff. | Technology Equipment Technician support staff to assist schools with hardware, software, and infrastructure support for technology integration. | $629,848.00 | No |
| **4** | Employ VAPA teachers to support instruction and teacher collaboration. | VAPA experiences for students and teacher collaboration with an emphasis on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. | $7,033,481.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5** | Site specific needs funding. | Utilize LCAP funding to support site specific needs as determined by State and Local data metrics. | $4,421,697.00 | Yes |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 5 | |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 13.62%% | $26,047,038 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions and services that have been funded by Supplemental and Concentration dollars have been allocated as a result of stakeholder input, data analysis and reviewing best practices within the district. Additionally, through the review of research, and our demonstrated success in improving student achievement for unduplicated pupils, it is our belief that the actions and services are the most effective use of funds in meeting the needs of our unduplicated student population.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As a result of CVESD's 58.74 % unduplicated count for Low Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2021-22 school year. The total allocation of supplemental and concentration grant funds for the 2021-22 school year is $26,047,038. These funds will be utilized Districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as Low Income, English Learner, and/or Foster Youth. Services for the 2021 - 2022 academic year include the following to best support the academic, social, emotional, and physical health of our most vulnerable student populations:

*Execute a contract with the Chula Vista Police Department (CVPD) and the Homeless Outreach Team (HOT) to support Foster Youth and Homeless students.

*Reemploy a Director of Multi-Tiered Systems of Support (MTSS) that will create student behavior and academic supports, especially for our students of poverty and foster youth.

*Ensure class size remains below contractual maximums for grades K-3 in order to support social emotional needs of students to maximize learning by employing additional teachers to reduce class size in grade K-3.

*Ensure class size remains below contractual maximums for grades 4-6 in order to support social emotional needs of students to maximize learning by employing additional teachers to reduce class size in grade 4-6.

CVESD will provide increased or improved services for LI, FY, and EL students through the LCAP. The increased services are at least equal to the 13.62% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, Hanover customer satisfaction surveys,, etc.

*Reemploy four instructional assistants to support children and family through the PIP program.

*Reemploy four Social Workers to support the needs of Foster Youth and to increase the amount of time in which social emotional needs of unduplicated students are being met.

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

***Goal Analysis:***

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $26,047,038.00 | | | | $26,047,038.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $23,826,189.00 | $2,220,849.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners | Translation/interpretation staff to assist the district and school sites. | $121,753.00 | | | | $121,753.00 |
| 1 | 2 | English Learners<br>Foster Youth<br>Low Income | School readiness program at 6 sites per quarter for a total of 24 sites a year. | $271,093.00 | | | | $271,093.00 |
| 1 | 3 | English Learners<br>Foster Youth<br>Low Income | Parent Liaison | $56,847.00 | | | | $56,847.00 |
| 1 | 4 | English Learners<br>Foster Youth<br>Low Income | Increase academic and social emotional support for Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. | $482,872.00 | | | | $482,872.00 |
| 1 | 5 | English Learners<br>Foster Youth<br>Low Income | Speech, Language and Pathology (SLP) pay differential. | $1,164,440.00 | | | | $1,164,440.00 |
| 1 | 6 | English Learners<br>Foster Youth<br>Low Income | Speech, Language, and Pathology and Resource Specialist Program teacher recruitment. | $1,426,627.00 | | | | $1,426,627.00 |
| 1 | 7 | English Learners<br>Foster Youth<br>Low Income | Special Education teacher pay differential. | $301,468.00 | | | | $301,468.00 |
| 1 | 8 | Students with Disabilities | Student Attendant (SA) pay differential. | $574,697.00 | | | | $574,697.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 1 | English Learners<br>Foster Youth<br>Low Income | Employ 4 district social workers. | $515,710.00 | | | | $515,710.00 |
| 2 | 2 | English Learners<br>Foster Youth<br>Low Income | Employ 4 part time instructional assistants. | $66,648.00 | | | | $66,648.00 |
| 2 | 3 | English Learners<br>Foster Youth<br>Low Income | Increase School Attendance Secretary/Health Specialists hours at each school site. | $782,560.00 | | | | $782,560.00 |
| 2 | 4 | English Learners<br>Foster Youth<br>Low Income | Employ 16.3 FTE school psychologists. | $2,162,060.00 | | | | $2,162,060.00 |
| 2 | 5 | English Learners<br>Foster Youth<br>Low Income | K - 3 class size reduction. | $2,827,402.00 | | | | $2,827,402.00 |
| 2 | 6 | English Learners<br>Foster Youth<br>Low Income | 4 - 6 class size reduction. | $2,215,293.00 | | | | $2,215,293.00 |
| 2 | 7 | English Learners<br>Foster Youth<br>Low Income | Employ a Director of Multi-Tiered Systems of Support. | $182,784.00 | | | | $182,784.00 |
| 2 | 8 | Low Income | Contract with Chula Vista Police Department. | $454,691.00 | | | | $454,691.00 |
| 3 | 1 | All | Visual and Performing Arts (VAPA) materials. | $10,000.00 | | | | $10,000.00 |
| 3 | 2 | English Learners<br>Foster Youth<br>Low Income | Library support staffing ratios. | $345,067.00 | | | | $345,067.00 |
| 3 | 3 | All | Employ 6.0 FTE Technology Equipment Technician staff. | $629,848.00 | | | | $629,848.00 |
| 3 | 4 | English Learners<br>Foster Youth<br>Low Income | Employ VAPA teachers to support instruction and teacher collaboration. | $7,033,481.00 | | | | $7,033,481.00 |
| 3 | 5 | English Learners<br>Foster Youth<br>Low Income | Site specific needs funding. | $4,421,697.00 | | | | $4,421,697.00 |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $24,710,740.00 | $24,710,740.00 |
| **LEA-wide Total:** | $24,227,868.00 | $24,227,868.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $482,872.00 | $482,872.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **1** | **2** | School readiness program at 6 sites per quarter for a total of 24 sites a year. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: 24 school sites | $271,093.00 | $271,093.00 |
| **1** | **3** | Parent Liaison | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $56,847.00 | $56,847.00 |
| **1** | **4** | Increase academic and social emotional support for Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students. | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Lauderbach, Vista Square, Harborside, Rice | $482,872.00 | $482,872.00 |
| **1** | **5** | Speech, Language and Pathology (SLP) pay differential. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,164,440.00 | $1,164,440.00 |
| **1** | **6** | Speech, Language, and Pathology and Resource Specialist Program teacher recruitment. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,426,627.00 | $1,426,627.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 7 | Special Education teacher pay differential. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $301,468.00 | $301,468.00 |
| 2 | 1 | Employ 4 district social workers. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $515,710.00 | $515,710.00 |
| 2 | 2 | Employ 4 part time instructional assistants. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preschool | $66,648.00 | $66,648.00 |
| 2 | 3 | Increase School Attendance Secretary/Health Specialists hours at each school site. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $782,560.00 | $782,560.00 |
| 2 | 4 | Employ 16.3 FTE school psychologists. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,162,060.00 | $2,162,060.00 |
| 2 | 5 | K - 3 class size reduction. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,827,402.00 | $2,827,402.00 |
| 2 | 6 | 4 - 6 class size reduction. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,215,293.00 | $2,215,293.00 |
| 2 | 7 | Employ a Director of Multi-Tiered Systems of Support. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $182,784.00 | $182,784.00 |
| 2 | 8 | Contract with Chula Vista Police Department. | LEA-wide | Low Income | All Schools | $454,691.00 | $454,691.00 |
| 3 | 2 | Library support staffing ratios. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $345,067.00 | $345,067.00 |
| 3 | 4 | Employ VAPA teachers to support instruction and teacher collaboration. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $7,033,481.00 | $7,033,481.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 3 | 5 | Site specific needs funding. | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,421,697.00 | $4,421,697.00 |

## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

**ITEM TITLE:**

(1) Review of the Governor's May Revise and Forecast of District's Economic Standing; and

(2) Conduct Public Hearing on the District's 2021-22 Proposed Budget

**_____Action** **____X____Information**

**BACKGROUND INFORMATION:**

Attached is an analysis of the Chula Vista Elementary School District's (District) Proposed Budget for 2021-22, and the estimated year-end revenues and expenditures for 2020-21. Because the Governor's Revised Budget Proposal (May Revise) was not available in time to use as a basis for the Districts' 2021-22 Proposed Budget, the District's 2021-22 Proposed Budget is based on the Governor's Budget Proposal from January 2021. The May Revise was expected to be released on May 14, 2021. Listed below are the major education budget items included in the Governor's January Budget Proposal that are included in the District's 2021-22 Proposed Budget.

- Local Control Funding Formula (LCFF) - $2 billion was proposed to fund a 3.84 percent cost-of-living (COLA) adjustment to the 2021-22 LCFF funding for school districts and charter schools. This COLA is inclusive of the 2.31% 2020-21 unfunded COLA and the 1.5% estimated 2021-22 COLA.

- Special Education – The Governor's proposal also includes a $300 million ongoing funding for Special Education Early Intervention Preschool Grant. The estimated per pupil rate for this funding is $5,900, which equates to an estimated $3.3M for the District and is included in the District's 2021-22 revenue projections as ongoing funding.

The District will review the Governor's May Revise and make the necessary revisions to the 2021-22 Proposed Budget based on the Governor's May Revise at the June 16, 2021, Board meeting.

The District's 2020-21 General Fund ending balance is projected to be $58,402,239 and the Reserve for Economic Uncertainties (REU) is expected to be $38,507,108, which is an increase in the REU of $3,334,137 since the Second Interim Budget and represents a 12.3% REU. The District's 2021-22 General Fund ending balance is expected to be $40,356,328, and the REU is expected to be $39,221,328, an increase in the REU of $714,220 from 2020-21 and represents a 11.6% REU. The 2021-22 11.6% REU is accomplished by including approximately $2 million in budget reductions for the 2021-22 year and $3.5 million in budget reductions in 2022-23 and an additional $3 million in budget reductions in the 2023-24 year.

Average Daily Attendance (ADA) for 2021-22 is projected at 22,436 and represents the same ADA used in the 2020-21 school year. As a reminder, the 2020-21 ADA of 22,436 was based on the District's 2019-20 Second Principal (P2) attendance report filed by the District with the State on February 13, 2020. Due to the COVID-19 pandemic, the State allowed school districts to use a February 2020 P2 ADA date instead of the usual April 2020 date. Additionally, for 2021-22, the State is allowing school districts to use the greater of 2020-21 ADA or 2021-22 ADA. As a result, the District is able to use the same ADA in 2021-22 as used in 2020-21. For fiscal year 2022-23, the District is reducing projected ADA by 775 due to the enrollment decline realized during the 2020-21 fiscal year. For the fiscal year 2023-24, the District will estimate no additional ADA change from 2022-23 ADA. ADA growth or decline is recognized after each State attendance reporting period and will be adjusted in future years as ADA is recognized.

A detailed analysis of major changes to revenues and expenditures for the General Fund Programs is provided on the following pages. All Other Funds of the District, including Charter Schools financial data are included on page 10 herein under "Other Funds Narrative" and on pages 7-20 on the Annual Financial and Budget Report. The budget information consists of the following major sections on the Annual Financial and Budget Report.


| | Pages |
|---|---|
| Summary of General Fund Programs | 1 |
| General Fund Unrestricted Programs | 2 – 4 |
| Restricted Programs | 5 – 6 |
| Other Funds | 7 – 20 |
| General Fund Cash Flow Projections | 21 – 23 |

**ADDITIONAL DATA:**

Per Education code 42127, commencing with budgets adopted for 2015-16, districts that propose budgets that include a combined assigned and unassigned ending balance in excess of the minimum recommended Reserve for Economic Uncertainties (REU) must provide the following information for public review and discussion:

- Minimum recommended REU.
- The combined assigned and unassigned ending balance that is in excess of the minimum REU.
- A statement of reasons that substantiates the need for an assigned and unassigned ending fund balance that is in excess of the minimum recommended REU.

District staff will present the required information at the May 19, 2021, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

2020-21 General Fund

Unrestricted Revenues

Revenues have increased by $234,631 since the District's Second Interim Budget report (referenced on page 3 of the Summary of Unrestricted Revenues section). Following are the major changes affecting Unrestricted Revenues.

1. LCFF $ <45,280>

   The decrease is caused by prior year LCFF adjustments.

2. Federal Revenues $ 250,000

   The increase is caused by receipt of prior year Federal Impact Aid funding.

3. Local Revenues $ 26,438

   Increase in interest revenue of $50,000 and equipment sales of $21,500 accounted for the major increase in this category which was slightly offset due to a decrease in the Charter School chargebacks of <$55,518>.

Unrestricted Expenditures

Unrestricted expenditures decreased by <$4,338,707> from the 2020-21 Second Interim Budget to the 2020-21 Estimated Actuals Report. The primary reason for the expenditure decrease is the estimated <$2.4 million> decrease in 2020-21 LCFF school site Local Control and Accountability Plan (LCAP) costs and School Site Control expenditures that are projected to be carried over and spent in the 2021-22 school year site budget. The decreases in 2020-21 expenditures are summarized below by the major objects of the most significant of these changes:

1. Certificated Salaries $ <596,762>

   The majority of the decrease is due to the <$308,455> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2021-22 school year. Additional causes of the decrease are due to a reduction of <$110,812> caused by unfilled vacant positions, <$60,686> replacement of psychologist positions at lower salary steps, and a decrease of $<30,000> in substitute costs.

2. Classified Salaries $ <159,363>

   The majority cause of the decrease is due to the decrease of <$174,493> in substitute costs for various classified positions.

3. Employee Benefits $ <422,861>

   The decreased cost in employee benefits is directly related to the changes in Personnel costs.

4. Books and Supplies $ <1,682,490>

   The majority of the decrease is due to the <$1,769,793> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2021-22 school year and decrease of <$158,683> in supplies. These decreases were slightly offset by an increase of $285,303 in Educational Technology supplies due to a reclassification from Services and Operating Expenses category.

5. Services and Other Operating Expenses $ <1,533,808>

   The majority of the decrease in this category are due to a <$770,000> reclassification of budgeted Dynamic After-School Hours (DASH) Program costs and <$458,104> decrease in Student Behavior Support Program serving special education moderate-severe students to the restricted one-time Federal Coronavirus stimulus funds. Additional causes of the decrease relate to a reduction of <$285,303> in Educational Technology costs due to a

reclassification to the Book and Supplies category and <$171,092> estimated decrease in LCFF LCAP site fund expenditures that are projected to be carried over to the 2021-22 school year.

Unrestricted Other Financing Sources/Uses

Contribution $<1,113,673>

The <$1,113,673> decrease in contributions from the Unrestricted General Fund is primarily due to a decrease in the unrestricted contribution to the Restricted Special Education program from $32,654,863 to $31,541,190. The major causes of the decrease are due to a <$422,822> decrease in classified and certificated substitute costs; a <$284,574> decrease in certificated and classified staffing costs due to partial year vacant positions; a <$126,319> reduction in cost to the Davila Day School for deaf or hard of hearing services; and <$80,000> reduction in independent contractor costs for occupational therapy costs.

Restricted Funds

As part of the State and Federal governmental response to provide economic support to school districts during the COVID-19 pandemic, one-time restricted funding increased. The Federal and State one-time restricted funding provides funds for school districts to address the impact of COVID-19 on elementary and secondary schools for allowable costs incurred after March 13, 2020. The restricted one-time COVID-19 response funds will be recognized as revenues and expenditures for the 2020-21 and 2021-22 fiscal years in accordance with State and Federal guidelines and requirements and are noted in the Restricted Program section of the Annual Financial and Budget Report on pages 5 and 6.

During the First and Second Interim Budget reporting periods, Restricted General Fund program revenues and expenditures are budgeted as revenue and expense neutral, thus having no impact on the District's General Fund ending balance. At the 2020-21 Estimated Actuals, the District can better estimate whether certain Restricted grant funds will not be fully spent in 2020-21 and estimate which restricted funds will have carryover funds for the 2021-22 District Budget. Listed below are the largest of the $16,557,257 of Restricted fund balances projected to be carried over to the 2021-22 school year.

Federal

Medi-Cal Billing $ 290,023

State

| | |
|---|---|
| AB 86 Expanded Learning Opportunities Grant | $ 14,776,688 |
| Restricted Lottery | 968,464 |
| SB117 COVID-19 LEA Response Funds | 369,420 |
| Classified School Employee Professional Development | 148,571 |
| | $16,263,143 |

Fund Balance and Reserve for Economic Uncertainty (REU)

The total projected General Fund ending balance for 2020-21 is estimated at $58,402,239. The 2020-21 REU is estimated at $38,507,108, which provides a 12.3% reserve and meets the State's recommended minimum of 3% for the District.

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

1. Nonspendable (Inventory/Revolving Cash) $ 835,000

   Estimated cash value of $700,000 in warehouse inventory at June 30, 2021, and $135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Restricted Fund Balances $ 16,557,257

   Represents restricted grants that will be carried over to the 2021-22 school year to be spent in accordance with Federal, State, and Local requirements. The largest restricted balances of $14,776,688 is for the AB86 Expanded Learning Opportunities Grant, $968,464 for Restricted Lottery, and $369,420 for State COVID-19 Local Education Agency (LEA) Response Fund.

3. Unrestricted Assigned for Site Funds/School Gifts/Donations $ 2,502,874

   This represents $2,352,874 in LCFF LCAP Site funds and Site Control allocations projected to be carried over to 2021-22, and $150,000 of school gifts/donations that can only be spent by schools.

4. Reserve for Economic Uncertainties $ 38,507,108

2021-22 General Fund

Unrestricted Revenues

Unrestricted Revenues are projected to increase by $6,074,868 from 2020-21. Listed below are the major assumptions used in calculating the 2021-22 Proposed Budget Revenues.

1. LCFF $ 7,116,484

   The major cause of this increase is due to the 2021-22 LCFF COLA of 3.84%. The increase is partially reduced by the 0.75% decrease in the 3-year average unduplicated pupil percentage factored in the LCFF calculation.

2. Federal Revenues $ <1,187,036>

   The receipt of prior year one-time Impact Aid Funding and Medi-Cal Administrative Activities (MAA) funds in 2020-21 accounted for the decrease in this category.

3. Other State Revenues $ <82,457>

   The majority cause of the decrease is due to the receipt of prior year one-time lottery funds in 2020-21.

4. Local Revenues $ 227,877

   The majority of the change in this category is due to the increase of $416,962 in projected Charter Schools chargeback, increase in Transportation Services Study Trips of $200,000, School Gift account funding of $150,000, and Leases and Rentals of $97,500. These were partially offset by the projected decrease in interest revenue of <$222,338>, and K-12 Schools E-rate Program funding of <$350,000>.

Unrestricted Expenditures

Unrestricted 2021-22 expenditures are projected to increase by $9,389,927 from 2020-21. The following assumptions are used in the development of expenditures for 2021-22:

1. For 2021-22, certificated salary costs are based on the actual step changes and projected class increases. Classified salaries are based on the actual step changes.

2. As a condition of LCFF funding for the Grade Span Adjustment of 10.4% to the LCFF Base Grant, a maximum Kindergarten through Grade 3 (K-3) site average of 24 students is required. The District meets the K-3 ratio of 24:1.

3. Supplemental and Concentration Grants funding of $26,047,038 is included in the Unrestricted expenditures.

4. A 5% increase for health insurance premiums beginning January 1, 2022, is factored into healthcare costs.

5. The required Routine Restricted Maintenance reserve is 3% of total expenditures.

6. Budget reductions of approximately $2 million are included in the 2021-22 Budget.

Unrestricted Other Financing Sources and Uses Increase

Contributions $ <746,352>

The change in this category is primarily due to the change in the 2021-22 Unrestricted General Fund contribution to Special Education by a decrease of <$1,164,081>. The decrease was offset by the contribution increase of $417,729 to the Routine Restricted Maintenance Account.

Fund Balance and Reserve for Economic Uncertainty

The total projected ending balance for 2021-22 is estimated at $40,356,328. The REU is estimated at $39,221,328, which is 11.6% and meets the State's recommended minimum of 3% for the District and is an increase of $714,220 compared to the 2020-21 Estimated Actuals REU. In addition to the $2 million budget reductions in 2021-22, the District multi-year projections include estimated budget reductions of $3.5 million in 2022-23 and an additional $3 million in budget reductions in the 2023-24 year. Also included in the ending balance are accounts for the following designated items:

1. Nonspendable (Inventory/ Revolving Cash) $ 835,000

   Estimated cash value of $700,000 in warehouse inventory at June 30, 2022, and $135,000 in revolving cash fund for issuance of reimbursement checks or advances.

2. Unrestricted Assigned for School Gifts $ 300,000

   This represents school gifts/donations that can only be spent by schools.

3. Reserve for Economic Uncertainties $ 39,221,328

Multiyear Projections

The Board of Education must certify that the District will have the necessary resources to meet its financial obligations for the current year as well as two subsequent years. The estimated revenues, expenditures, and ending balances are summarized below.

| | | 2022-23 | 2023-24 |
|---|---|---|---|
| 1. | ADA | 21,661 | 21,661 |
| 2. | Revenues/Sources | $295,426,246 | $301,933,643 |
| 3. | Expenditures/Uses | $304,468,865 | $310,158,641 |
| | Net Increase/<Decrease> | $<9,042,619> | $ <8,224,998> |
| 4. | Beginning Balance | $ 40,356,328 | $ 31,313,709 |
| 5. | Ending Balance | $ 31,313,709 | $ 23,088,711 |
| 6. | Designations | $<1,135,000> | $ <1,135,000> |
| 7. | Reserve for Economic Uncertainties | $ 30,178,709 | $ 21,953,711 |
| | REU Percentage | 9.91% | 7.08% |
| | Criteria and Standards Minimum Reserve (3%) | $ 9,134,066 | $ 9,304,759 |

Listed below are some of the major assumptions in the Multiyear Projections for fiscal years 2022-23 and 2023-24.

- LCFF Cost of Living Adjustment (COLAs)
  - 2022-23: 2.98%
  - 2023-24: 3.05%

  Based on Department of Finance estimates.

- Average Daily Attendance (ADA) Estimates
  - 2021-22: 22,436
  - 2022-23: 21,661, a <775> ADA decline from 2021-22.
  - 2023-24: 21,661. No change from 2022-23.
- Certificated salary cost increases are based on a 2.5% step and class increase, less fifteen retirees, while classified salaries are based on a 1.75% step increase.
- 5% increase in Health Care cost.
- Proposed Budget reductions
  - 2021-22: $2.0 million
  - 2022-23: $3.5 million
  - 2023-24: $3.0 million

After further analysis of the May Revise or the final State Budget, these assumptions may be changed.

Other Funds Narrative

This narrative describes significant changes that have occurred in the Other Funds between the 2020-21 Second Interim Budget and the 2020-21 Estimated Actuals Budget at year-end as well as between the 2020-21 Estimated Actuals Budget and the 2021-22 Proposed Budget. The attached pages detail these budgets by fund in order to provide an overall financial summary of District operations not conducted through the General Fund.

Building Fund – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue and expenditure estimates for the 2021-22 Proposed Budget are not expected to materially change from the 2020-21 Estimated Actuals Budget.

Bond Building Fund (Measure VV) – Revenue estimates for the 2020-21 Estimated Actuals Budget are expected to increase by $100,000 from the 2020-21 Second Interim Budget mainly due to increase in interest income. Expenditure estimates are expected to decrease by <$872,415> mainly due to a decrease in projected construction costs for roof replacement projects. Revenue estimates for the 2021-22 Proposed Budget are expected to decrease by <$300,000> from the 2020-21 Estimated Actuals Budget, as less interest is expected. Expenditure estimates are expected to decrease by <$14,434,202> due to the completion of the summer 2020 modernization project during 2020-21 at Mae L. Feaster Charter School and HVAC and roof replacement projects.

Bond Building Fund (Measure M) – Revenue estimates for the 2020-21 Estimated Actuals Budget are expected to increase by $100,000 from the 2020-21 Second Interim Budget mainly due to increase in interest income. Expenditure estimates are not expected to materially change from the 2020-21 Second Interim Budget. Revenue estimates for 2021-22 Proposed Budget are expected to decrease by <$50,460,581> from the 2020-21 Estimated Actuals Budget as no additional bond issuance is expected for Measure M in 2021-22. Expenditure estimates are expected to increase by $36,304,949 mainly due to the cost related to the construction of the Districtwide Solar Power System and HVAC projects.

Developers' Fee-Capital Improvement Fund – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue estimates for 2021-22 Proposed Budget are expected to decrease by <$664,000> as developer fees are expected to decrease from those received in 2020-21. Expenditure estimates are expected to decrease by <$1,390,369> due to the completion of projects in the 2020-21 school year.

State School Facilities Fund-SB 50 Modernization – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue and expenditure estimates for the 2021-22 Proposed Budget are expected to decrease by <$19,958,160> from the 2020-21 Estimated Actuals Budget as no State new school construction funding is expected in 2021-22.

Pupil Transportation Equipment Fund – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue estimates for the 2021-22 Proposed Budget are expected to decrease by <$3,298,270> from the 2020-21 Estimated Actuals Budget, as no additional electric bus grant programs are expected in 2021-22. Expenditures are expected to decrease by <$3,305,490> mainly due to the purchase for 10 electric school buses, with electric bus grant funding, in 2020-21 which is not expected in 2021-22.

Cafeteria Account – Revenue projections for the 2020-21 Estimated Actuals are not expected to materially change from the 2020-21 Second Interim Budget. Expenditure estimated for the 2020-21 Estimated Actual Budget are expected to decrease by <$293,794> primarily due to a decrease in food costs attributed to an increase in federal subsidized food products and a decrease in food waste. Proposed 2021-22 revenues are expected to decrease by <$2,655,000> as we project a transition from the fully reimbursed COVID-19 meal distribution program back a standard in-person meal distribution program. Expenditures are expected to increase by $1,173,745 primarily due to increased food costs as we project a transition to a standard in-person meal distribution program.

Charter Schools Fund (Arroyo Vista Charter, Chula Vista Learning Community Charter [CVLCC], Discovery Charter, Mae L. Feaster Charter, and Robert L. Mueller Charter) – Revenue estimates for the 2020-21 Estimated Actuals are expected to increase by $2,737,365 primarily due to the increase in State Revenue of $2,232,549 attributed to the AB86 Expanded Learning Opportunities grant of $2,013,587 and a $646,672 LCFF revenue increase resulting from an increase in Mueller ADA. Expenditure for 2020-21 estimates are expected to decrease by <$2,127,180> primarily due to a decrease in supplies and materials of <$1,675,396> and a decrease in services and other operating expenses of <$648,552>. Revenues estimates for the 2021-22 Proposed Budget are expected to increase by $1,794,172 from the 2020-21 Estimated Actuals primarily due to the COLA increase in the LCFF funding formula resulting in projected increase of $2,582,937 which was partially offset by a decrease in Federal revenues of <$1,162,088>. 2021-22 expenditures estimates are expected to increase by $11,142,217 primarily due to increases in personnel costs of $5,886,413, increase in supplies and materials of $5,475,452, increase in services and other operating expenses of $596,869 and an increase in the chargeback costs of $436,685. These increases were partially offset by a decrease in sites, buildings, and equipment costs of <$1,253,327>.

Child Development Fund – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue and expenditure estimates for the 2021-22 Proposed Budget are not expected to materially change from the 2020-21 Estimated Actuals Budget.

Student Activity Special Revenue Fund- Governmental Accounting Standards Board (GASB) issued Statement No. 84 (GASB84) requiring State and local government agencies record Associated Student Body (ASB) activities as a governmental fund by June 30, 2021. The ASB funds were previously reported as a trust fund and not included in the Second Interim Budget governmental funds. Estimated Actual Revenues for 2020-21 are estimated at $50,000 and estimated 2020-21 expenditures are estimated at $170,000. Revenue estimates for the 2021-22 Proposed Budget are expected to increase by $1,550,000 from the 2020-21 Estimated Actuals Budget as more student fundraising activities are expected during the 2021-22 school year. Expenditure estimates are expected to increase by $2,023,112 as more student activities are expected during 2021-22 school year.

Self-Insurance Fund - Revenue estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Expenditure estimates for the 2020-21 Estimated Actuals Budget are expected to decrease by <$403,473> mainly due to decrease in employee workers' compensation claims. Revenue estimates for the 2021-22 Proposed are not expected to materially change from the 2020-21 Estimated Actuals. Expenditure estimates are expected to increase by $842,000 mainly to anticipated increase in employee workers' compensation claims.

Community Facilities District Capital Projects Fund – Revenues estimates for the 2020-21 Estimated Actuals Budget are expected to increase by $695,710 from the 2020-21 Second Interim Budget primarily due to increase in special tax prepayment and special tax collections. Expenditure estimates are not expected to materially change from the 2020-21 Second Interim Budget. Revenue estimates for the 2021-22 Proposed Budget are expected to decrease by <$22,341,464> from the 2020-21 Estimated Actuals Budget primarily due to no new State school construction funding expected in 2021-22 and no special tax prepayment is anticipated. Expenditure estimates for 2021-22 are expected to increase by $16,630,602 from the Estimated Actuals Budget mainly due to construction costs associated with construction of school 47 at the Otay Ranch Village 3 site and the projected purchase of a school site in the Otay Ranch Village 2 development area.

Community Facilities District Debt Service Fund – Revenue and expenditure estimates for the 2020-21 Estimated Actuals Budget are not expected to materially change from the 2020-21 Second Interim Budget. Revenue and expenditure estimates for the 2021-22 Proposed Budget are expected to increase by $388,016

from the 2020-21 Estimated Actuals Budget due to increase in debt service payments with the issuance of the 2020 Certificates of Participation. The Debt Service funds are transferred in from the Community Facilities District Capital Projects Fund.

Retiree Benefit Fund – Governmental Accounting Standards Board (GASB) issued Statement No. 84 (GASB84) requiring State and local government agencies record the Retiree Benefit Fund activities as a governmental fund by June 30, 2021. The Retiree Benefit Fund was established to record transactions related to the District retirees' health benefits plan. Funds were previously reported as a trust fund through the California Employers' Retiree Benefit Trust (CERBT) and not included in the Second Interim Budget governmental funds. Estimated Actual Revenues for 2020-21 are estimated at $930,000 and estimated 2020-21 expenditures are estimated at $1,068,000. Revenue and expenditure estimates for the 2021-22 Proposed Budget are not expected to materially change from the 2020-21 Estimated Actuals Budget.

## STAFF RECOMMENDATION:

Recommend conduct public hearing.

# Chula Vista Elementary School District
# Annual Financial and Budget Report
# Fiscal Year 2021-22

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

| Description | 2020-21 Revised Budget* | 2020-21 Second Interim Budget | 2020-21 Estimated Actuals Budget | 2021-22 Proposed Budget |
|---|---|---|---|---|
| A. Revenues | $307,574,180 | $310,350,604 | $327,329,363 | $319,823,502 |
| B. Expenditures | 324,272,399 | 318,220,252 | 312,954,743 | 338,021,228 |
| C. Excess (Deficiency) of Revenues over Expenditures | (16,698,219) | (7,869,648) | 14,374,620 | (18,197,726) |
| D. Other Financing Sources/Uses | 97,472 | 151,815 | 151,815 | 151,815 |
| E. Net Increase (Decrease) in Fund Balance | (16,600,747) | (7,717,833) | 14,526,435 | (18,045,911) |
| F. Fund Balance, Reserves | | | | |
| 1. Beginning Balance as of July 1 | 42,528,057 | 43,875,804 | 43,875,804 | 58,402,239 |
| 2. Net Ending Balance | $25,927,310 | $36,157,971 | $58,402,239 | $40,356,328 |

*Approved by the Board of Education August 12, 2020

**General Fund**

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

| Description | 2020-21 Revised Budget* | 2020-21 Second Interim Budget | 2020-21 Estimated Actuals Budget | 2021-22 Proposed Budget |
|---|---|---|---|---|
| A. Revenues | $231,827,298 | $232,829,672 | $233,064,303 | $239,139,171 |
| B. Expenditures | 202,432,024 | 196,091,311 | 191,752,604 | 201,142,531 |
| C. Excess (Deficiency) of Revenues over Expenditures | 29,395,274 | 36,738,361 | 41,311,699 | 37,996,640 |
| D. Other Financing Sources/Uses | | | | |
| 1. Proceeds for Capital Leases | 97,472 | 151,815 | 151,815 | 151,815 |
| 2. Contributions to Special Education and Maintenance | (43,912,922) | (41,497,134) | (40,383,461) | (39,637,109) |
| | (43,815,450) | (41,345,319) | (40,231,646) | (39,485,294) |
| E. Net Increase (Decrease) in Fund Balance | (14,420,176) | (4,606,958) | 1,080,053 | (1,488,654) |
| F. Fund Balance, Reserves | | | | |
| 1. Beginning Balance as of July 1 | 40,347,486 | 40,764,929 | 40,764,929 | 41,844,982 |
| 2. Net Ending Balance | 25,927,310 | 36,157,971 | 41,844,982 | 40,356,328 |
| a. Revolving Cash Fund | 135,000 | 135,000 | 135,000 | 135,000 |
| b. Stores | 700,000 | 700,000 | 700,000 | 700,000 |
| c. Reserve for Economic Uncertainties | 24,792,310 | 35,172,971 | 38,507,108 | 39,221,328 |
| d. Designated for LCAP/Site Funds | 0 | 0 | 2,352,874 | 0 |
| e. Designated for Donations/School Gifts | 300,000 | 150,000 | 150,000 | 300,000 |
| Total Fund Balance, Reserves | $25,927,310 | $36,157,971 | $41,844,982 | $40,356,328 |
| **District Reserve for Economic Uncertainties** | **7.65% = $24,792,310** | **11.05% = $35,172,971** | **12.30% = $38,507,108** | **11.60% = $39,221,328** |
| **Minimum 3% Reserve** | **3% = $9,728,172** | **3% = $9,546,608** | **3% = $9,388,642** | **3% = $10,140,637** |

*Approved by the Board of Education August 12, 2020

**General Fund**
**Summary of Unrestricted Revenues**

| | 2020-21 Revised Budget* | 2020-21 Second Interim Budget | 2020-21 Estimated Actuals Budget | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Student Factors | | | | |
| K-6 ADA (funded) | 22,435 | 22,436 | 22,436 | 22,436 |
| Revenues | | | | |
| 1. LCFF Sources | $213,220,690 | $212,817,746 | $212,772,466 | $219,888,950 |
| 2. Federal Revenues | | | | |
| a. Impact Aid (PL874) | $500,000 | $911,962 | $1,161,962 | $625,000 |
| b. U.S. Wildlife Reserve | 9,133 | 8,074 | 8,074 | 8,000 |
| c. Medi-Cal Administrative Activities/Other Federal | 600,000 | 1,000,000 | 1,000,000 | 350,000 |
| Total Federal Revenues | $1,109,133 | $1,920,036 | $2,170,036 | $983,000 |
| 3. Other State Revenues | | | | |
| a. Mandated Block Grant | $721,516 | $721,516 | $721,516 | $706,955 |
| b. Lottery-unrestricted | 3,582,972 | 3,455,665 | 3,445,837 | 3,391,242 |
| c. STAR/CELDT Testing | 50,000 | 50,000 | 63,301 | 50,000 |
| Total State Revenues | $4,354,488 | $4,227,181 | $4,230,654 | $4,148,197 |
| 4. Other Local Revenues | | | | |
| a. Sale of Equipment/Supplies/Other | 30,000 | 10,000 | 31,500 | 30,000 |
| b. Transportation Services Study Trips | 200,000 | 0 | 0 | 200,000 |
| c. Leases & Rentals | 310,000 | 290,000 | 301,000 | 398,500 |
| d. Interest | 420,000 | 848,138 | 898,138 | 675,800 |
| e. Nonresident Tuition | 1,000 | 0 | 0 | 1,000 |
| f. Interagency | 11,224,643 | 11,692,178 | 11,636,660 | 12,054,830 |
| g. Student Teaching | 20,000 | 10,000 | 14,800 | 20,000 |
| h. Other In-lieu Tax | 6,544 | 6,544 | 6,544 | 6,544 |
| i. All Other Local | 630,800 | 857,849 | 852,505 | 432,350 |
| j. School Gifts/United Way | 300,000 | 150,000 | 150,000 | 300,000 |
| Total Local Revenues | $13,142,987 | $13,864,709 | $13,891,147 | $14,119,024 |
| Total Revenues | $231,827,298 | $232,829,672 | $233,064,303 | $239,139,171 |

*Approved by the Board of Education August 12, 2020

**General Fund**
**Summary of Unrestricted**
**Expenditures by Object Code**

| State Object Code | Description | 2020-21 Revised Budget* | 2020-21 Second Interim @ 01-31-21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|---|
| Expenditures | | | | | |
| 1000 | Certificated Salaries | $108,709,522 | $106,413,720 | $105,816,958 | $107,099,260 |
| 2000 | Classified Salaries | 29,612,617 | 27,778,653 | 27,619,290 | 28,225,449 |
| 3000 | Employee Benefits | 44,553,303 | 44,007,302 | 43,584,441 | 48,019,121 |
| 4000 | Books and Supplies | 5,437,824 | 4,900,367 | 3,217,877 | 4,922,794 |
| 5000 | Services & Other Operating Expenses | 16,389,184 | 15,487,820 | 13,954,012 | 16,445,768 |
| 6000 | Capital Outlay | 166,976 | 154,475 | 160,849 | 172,134 |
| 7000 | Other Outgo/Uses | (2,437,402) | (2,651,026) | (2,600,823) | (3,741,995) |
| | Total Expenditures | $202,432,024 | $196,091,311 | $191,752,604 | $201,142,531 |

* Approved by the Board of Education August 12, 2020

**Chula Vista Elementary School District**
**Summary: General Fund Restricted Programs**
**2020-21 Estimated Actual and 2021-22 Propose Budget**

| Program | 2020-21 Adopted Rev Budget | 2020-21 Adopted Exp Budget | 2020-21 Beginning Fund Balance | 2020-21 Est. Revenue at Est. Act | 2020-21 Est. Expense at Est. Act | 2021-22 Proposed Rev Budget | 2021-22 Proposed Exp Budget |
|---|---|---|---|---|---|---|---|
| **LCFF SOURCES** | | | | | | | |
| Special Education | $ 1,678,484 | $ 1,678,484 | | $ 1,787,394 | $ 1,787,394 | $ 1,787,394 | $ 1,787,394 |
| TOTAL LCFF SOURCES | $ 1,678,484 | $ 1,678,484 | $ 0 | $ 1,787,394 | $ 1,787,394 | $ 1,787,394 | $ 1,787,394 |
| **FEDERAL** | | | | | | | |
| Title I - Federal Compensatory Education | $ 6,634,611 | $ 6,634,611 | | $ 5,752,965 | $ 5,752,965 | $ 6,831,814 | $ 6,831,814 |
| Elementary and Secondary School Emergency Relief (ESSER) | 4,319,795 | 4,319,795 | (33,503) | 4,484,688 | 4,451,185 | 0 | 0 |
| Elementary and Secondary School Emergency Relief (ESSER II) | | | | 3,004,163 | 3,004,163 | 16,503,388 | 16,503,388 |
| Governor's Emergency Education Relief (GEER) | 1,755,403 | 1,755,403 | | 1,755,403 | 1,755,403 | 0 | 0 |
| Coronavirus Relief Fund (CRF): Special Education | 5,657,051 | 5,657,051 | | 5,657,051 | 5,657,051 | 0 | 0 |
| Coronavirus Relief Fund (CRF): Unduplicated Count | 7,665,917 | 7,665,917 | | 7,665,917 | 7,665,917 | 0 | 0 |
| Coronavirus Relief Fund (CRF): LCFF | 1,477,861 | 1,477,861 | | 1,477,861 | 1,477,861 | 0 | 0 |
| SPED, Local Assistance | 5,006,374 | 5,006,374 | | 5,012,785 | 5,012,785 | 5,012,785 | 5,012,785 |
| SPED, Preschool Grant | 830,572 | 830,572 | | 830,572 | 830,572 | 830,572 | 830,572 |
| SPED, Local Assistance, Private School ISPs | 30,854 | 30,854 | | 24,443 | 24,443 | 24,443 | 24,443 |
| Federal Preschool Grant | 268,569 | 268,569 | | 268,569 | 268,569 | 268,569 | 268,569 |
| Federal IDEA Mental Health Local Entitlement | 333,718 | 333,718 | | 335,487 | 335,487 | 341,566 | 341,566 |
| Federal Preschool Staff Development | 3,038 | 3,038 | | 4,836 | 4,836 | 3,093 | 3,093 |
| Title II - Teacher Quality | 829,102 | 829,102 | | 558,812 | 558,812 | 1,196,101 | 1,196,101 |
| Title IV - Student Support and Academic Enrichment | 687,747 | 687,747 | | 536,487 | 536,487 | 629,856 | 629,856 |
| Title III - Ed of LEP (EIEP/Bilingual Programs) | 702,349 | 702,349 | | 735,935 | 735,935 | 820,594 | 820,594 |
| Medi-Cal Billing | | 824,275 | 938,881 | 22,443 | 671,300 | 0 | 290,023 |
| Medi-Cal Target Case Management - Fam Res Ctr | | 27,104 | 39,360 | 4,090 | 39,360 | 0 | 4,090 |
| Mathematics/Reading AB 466 (One Time) | 3,903 | 3,903 | | 0 | 0 | 3,903 | 3,903 |
| DoDEA MCASP | | | | 109,336 | 109,336 | 258,750 | 258,750 |
| TOTAL FEDERAL PROGRAMS | $ 36,206,864 | $ 37,058,243 | $ 944,738 | $ 38,241,843 | $ 38,892,467 | $ 32,725,434 | $ 33,019,547 |
| **STATE** | | | | | | | |
| Classified Sch. Employee Professional Development | $ 0 | $ 148,571 | $ 148,571 | $ 0 | $ 0 | $ 0 | $ 148,571 |
| COVID-19 LEA Response Fund | | 390,507 | 390,507 | 0 | 21,087 | 0 | 369,420 |
| Coronavirus Relief Fund (CRF): Prop 98 | 1,814,133 | 1,814,133 | | 1,814,133 | 1,814,133 | 0 | 0 |
| AB86 In-Person Instruction Grant | | | | 676,626 | 676,626 | 5,950,128 | 5,950,128 |
| AB86 Expanded Learning Opportunities Grant | | | | 13,307,419 | 0 | 0 | 13,307,419 |
| AB86 Expanded Learning Opportunities Grant: Paraprofessional Staff | | | | 1,469,269 | 0 | 0 | 1,469,269 |
| Lottery/Restricted | 1,264,578 | 1,360,354 | 925,032 | 1,071,801 | 1,028,369 | 1,071,801 | 2,040,265 |
| Low Performing Students Block Grant | - | 694,337 | 702,027 | 0 | 702,027 | 0 | 0 |
| Special Ed: Mental Health Related Services (formerly res. 6512) | 1,844,963 | 1,844,963 | | 1,799,357 | 1,799,357 | 1,831,964 | 1,831,964 |
| STRS On-Behalf Pension Contribution | 12,752,882 | 12,752,882 | | 13,420,638 | 13,420,638 | 14,061,134 | 14,061,134 |
| TOTAL STATE PROGRAMS | $ 17,676,556 | $ 19,005,747 | $2,166,137 | $ 33,559,243 | $ 19,462,237 | $ 22,915,027 | $ 39,178,170 |
| **LOCAL** | | | | | | | |
| Special Education | $ 15,669,409 | $ 15,669,409 | | $ 15,521,270 | $ 15,521,270 | $ 18,879,926 | $ 18,879,926 |
| Special Education - Low Incidence | 438,113 | 438,113 | | 428,537 | 428,537 | 428,537 | 428,537 |
| After School Learning & Safe Neighborhoods | 3,700,109 | 3,700,109 | | 3,700,110 | 3,700,110 | 3,365,041 | 3,365,041 |
| California Children Services | 0 | 0 | | 0 | 0 | 215 | 215 |
| CTC Paraprof Teacher Training Repayment Acct | 9,093 | 9,093 | | 0 | 0 | 9,093 | 9,093 |
| Even Start/Schools Support | 1,485 | 1,485 | | 0 | 0 | 1,485 | 1,485 |
| Even Start/Schools Support/Coaching Project | 1,447 | 1,447 | | 0 | 0 | 1,447 | 1,447 |
| Microsoft CA Government Entities Settlement | 361 | 361 | | 0 | 0 | 361 | 361 |
| CA Family Resource Assn. | 5,864 | 5,864 | | 26,346 | 26,346 | 0 | 0 |
| FRC Kaiser Hospital Foundation | 0 | 0 | | 0 | 0 | 0 | 0 |
| Be There San Diego | 0 | 0 | | 203,728 | 203,728 | 0 | 0 |
| Children's Partnership | 0 | 0 | | 0 | 0 | 0 | 0 |
| University of Miami / FRC | 0 | 0 | | 0 | 0 | (0) | (0) |
| FRC Census 2020 - City of CV | 0 | 0 | | 0 | 0 | 0 | 0 |
| FRC Census 2020 - United Way | 0 | 0 | | 33,866 | 33,866 | 0 | 0 |
| FRC NALEO | 0 | 0 | | 16,090 | 16,090 | 0 | 0 |
| San Diego Foundation - Vonnie McMillin Fndtn | 11,373 | 11,373 | | 35 | 35 | 23,491 | 23,491 |
| Inter-Generational Games - Olympic Training Center | 1,831 | 1,831 | | 0 | 0 | 1,830 | 1,830 |
| San Diego Unified Port District | 13,760 | 13,760 | | 10,000 | 10,000 | 13,760 | 13,760 |
| Sweetwater Authority | 1,514 | 1,514 | | 0 | 0 | 1,532 | 1,532 |

**Chula Vista Elementary School District**
**Summary: General Fund Restricted Programs**
**2020-21 Estimated Actual and 2021-22 Propose Budget**

| Program | 2020-21 Adopted Rev Budget | 2020-21 Adopted Exp Budget | 2020-21 Beginning Fund Balance | 2020-21 Est. Revenue at Est. Act | 2020-21 Est. Expense at Est. Act | 2021-22 Proposed Rev Budget | 2021-22 Proposed Exp Budget |
|---|---|---|---|---|---|---|---|
| Girard Foundation Grant | 13,399 | 13,399 | | 0 | 0 | 13,407 | 13,407 |
| EL Improvement Collaborative | 4,897 | 4,897 | | 0 | 0 | 4,897 | 4,897 |
| San Diego Foundation Teacher's Fund - Various Sites | 11,160 | 11,160 | | 0 | 0 | 11,160 | 11,160 |
| Wells Fargo Donation - District | 1,189 | 1,189 | | 0 | 0 | 1,189 | 1,189 |
| CV Comm Collaborative Community Project | 0 | 0 | | 29,410 | 29,410 | 29,410 | 29,410 |
| Midway Magic | 1,790 | 1,790 | | 0 | 0 | 1,790 | 1,790 |
| OASIS Tutoring Program | 3,733 | 3,733 | | 0 | 0 | 3,733 | 3,733 |
| Speech Contest B of A | 1,050 | 1,050 | | 0 | 0 | 1,050 | 1,050 |
| San Diego County Intergrntnl Prgm - Otay/Early Int. | 1,221 | 1,221 | | 0 | 0 | 1,221 | 1,221 |
| General Mills Foundation | 34 | 34 | | 0 | 0 | 34 | 34 |
| Ball Foundation - District | 15,952 | 15,952 | | 0 | 0 | 15,952 | 15,952 |
| Day of the Child / FRC | 0 | 0 | | 10,218 | 10,218 | 0 | 0 |
| National Foundation For Autism Research | 2,694 | 2,694 | | 0 | 0 | 2,694 | 2,694 |
| EISS Implementation Grant | 107 | 107 | | 0 | 0 | 107 | 107 |
| CDBG/City of CV - Child Advocate - Fam Res Ctrs | 0 | 0 | | 0 | 0 | 0 | 0 |
| South Bay Community Services - SBCS/FRC | 0 | 0 | | 4,544 | 4,544 | 0 | 0 |
| EastLake Educational Foundation | 0 | 0 | | 11,194 | 11,194 | 11,194 | 11,194 |
| Professional Development Institutes (PDI) | 914 | 914 | | 0 | 0 | 914 | 914 |
| CV Comm Collaborative/Fam Res Ctrs (CVCC/FRC) | 0 | 0 | | 37,422 | 37,422 | 34,543 | 34,543 |
| SD Association of Government/FRC | 0 | 0 | | 5,048 | 5,048 | 0 | 0 |
| SUHSD - Support | 0 | 0 | | 5,784 | 5,784 | (0) | (0) |
| Poison Control/FRC | 0 | 0 | | 5,836 | 5,836 | 5,836 | 5,836 |
| Chargers Champion - Hilltop Drive School | 374 | 374 | | 0 | 0 | 374 | 374 |
| SUHSD - Healthy Eating Active Comm (HEAC) | 686 | 686 | | 0 | 0 | 686 | 686 |
| Wells Fargo Foundation | 729 | 729 | | 0 | 0 | 729 | 729 |
| Even Start/Toyota Family Literacy Prgm | 61 | 61 | | 0 | 0 | 61 | 61 |
| Microsoft Technology Voucher | 0 | 0 | | 27,836 | 27,836 | 0 | 0 |
| District Intramural Sports | 8,209 | 8,209 | | 1,701 | 1,701 | 6,209 | 6,209 |
| Quality Preschool Initiative (QPI) | 0 | 0 | | 226,262 | 226,262 | 226,262 | 226,262 |
| HHSA/CPPW Healthy Schools Grant | 21 | 21 | | 0 | 0 | 21 | 21 |
| Center for Civic Engagement | 127 | 127 | | 0 | 0 | 127 | 127 |
| Kaiser Foundation Hospitals | 5,261 | 5,261 | | 0 | 0 | 5,266 | 5,266 |
| First 5 Live Well San Diego | 83,952 | 83,952 | | 0 | 0 | 0 | 0 |
| Project Cal-Well | 69,738 | 69,738 | | 11,647 | 11,647 | 64,479 | 64,479 |
| HomeTown Grant | 1,163 | 1,163 | | 686 | 686 | 476 | 476 |
| UCSD - CREATE | 23,792 | 23,792 | | 476 | 476 | 23,339 | 23,339 |
| University Principal Preparation Initiative (Wallace Foundation) | 0 | 0 | | 27,567 | 27,567 | 0 | 0 |
| Living Coast Discovery Center | 39 | 39 | | 0 | 0 | 39 | 39 |
| TedX Chula Vista | 0 | 0 | | 577 | 577 | 2,023 | 2,023 |
| Kaiser Foundation - Otay | 921 | 921 | | 56 | 56 | 871 | 871 |
| CA Coast Credit Union | | | | 1,400 | 1,400 | 0 | 0 |
| Sanford Harmony | 76,000 | 76,000 | | 19,579 | 19,579 | 58,736 | 58,736 |
| Special Olympics | 906 | 906 | | 0 | 0 | 929 | 929 |
| Literacy for Life | 500 | 500 | | 0 | 0 | 0 | 0 |
| Classroom of the Future Fndtn | | | | 40,000 | 40,000 | 0 | 0 |
| Kaiser-Inner Explorer | | | | 24,000 | 24,000 | 0 | 0 |
| SDCOE Health Ed Framework | | | | 4,850 | 4,850 | 0 | 0 |
| Inspired by Music | | | | 505 | 505 | (0) | (0) |
| COVID-19 Community Response | | | | 240,000 | 240,000 | 0 | 0 |
| TOTAL LOCAL PROGRAMS | $ 20,184,978 | $ 20,184,978 | $ 0 | $ 20,676,580 | $ 20,676,580 | $ 23,256,476 | $ 23,256,476 |
| **OTHER FINANCING SOURCES/USES** | | | | | | | |
| Special Education | $ 34,562,922 | $ 34,562,922 | | $ 31,541,190 | $ 31,541,190 | $ 30,377,109 | $ 30,377,109 |
| Restricted Maintenance Account | 9,350,000 | 9,350,000 | | 8,842,271 | 8,842,271 | 9,260,000 | 9,260,000 |
| TOTAL OTHER FINANCING SOURCES/USE | $ 43,912,922 | $ 43,912,922 | $ 0 | $ 40,383,461 | $ 40,383,461 | $ 39,637,109 | $ 39,637,109 |
| GRAND TOTAL CATEGORICAL PROGRAMS | $ 119,659,804 | $ 121,840,374 | 3,110,875 | $ 134,648,521 | $ 121,202,139 | $ 120,321,440 | $ 136,878,696 |

## Building Fund (21-09)

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $0 | $0 | $0 | $0 |
| Revenue | | | | |
| Interest | $0 | $0 | $0 | $0 |
| Transfer from CVLCC for High School Lease Payment | $447,000 | $447,000 | $447,000 | $446,250 |
| Transfer from Feaster for Middle School Lease Payment | 142,912 | 142,912 | 142,912 | 143,787 |
| Total Revenue | $589,912 | $589,912 | $589,912 | $590,037 |
| Total Beginning Balance & Revenue | $589,912 | $589,912 | $589,912 | $590,037 |
| Expenditures | | | | |
| Sites, Buildings & Equipment | $0 | $0 | $0 | $0 |
| Lease Payments-CVLCC High School | $447,000 | $447,000 | $447,000 | $446,250 |
| Lease Payments-Feaster Middle School | 142,912 | 142,912 | 142,912 | 143,787 |
| Total Expenditures & Other Outgo | $589,912 | $589,912 | $589,912 | $590,037 |
| Total Ending Balance, June 30 | $0 | $0 | $0 | $0 |

## Bond Building Fund - Measure VV (21-33)

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $41,991,322 | $40,174,986 | $40,174,986 | $13,020,392 |
| Revenue | | | | |
| Interest | $300,000 | $300,000 | $400,000 | $100,000 |
| Total Revenue | $300,000 | $300,000 | $400,000 | $100,000 |
| Total Beginning Balance & Revenue | $42,291,322 | $40,474,986 | $40,574,986 | $13,120,392 |
| Expenditures | | | | |
| Supplies | $0 | $865,421 | $866,422 | $476,500 |
| Services & Other Expenses | 0 | 115,135 | 112,753 | 0 |
| Sites, Buildings & Equipment | 28,809,991 | 27,446,453 | 26,575,419 | $12,643,892 |
| Total Expenditures & Other Outgo | $28,809,991 | $28,427,009 | $27,554,594 | $13,120,392 |
| Total Ending Balance, June 30 | $13,481,331 | $12,047,977 | $13,020,392 | $0 |

## Bond Building Fund - Measure M (21-37)

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $0 | $0 | $0 | $45,039,640 |
| Revenue | | | | |
| G.O. Bond Series A proceeds | $0 | $50,000,000 | $50,000,000 | $0 |
| G.O. Bond Series A premium | 0 | 360,581 | 360,581 | 0 |
| Interest | 0 | 300,000 | 400,000 | 300,000 |
| Total Revenue | $0 | 50,660,581 | 50,760,581 | 300,000 |
| Total Beginning Balance & Revenue | $0 | $50,660,581 | $50,760,581 | $45,339,640 |
| Expenditures | | | | |
| Services & Other Expenses | $0 | $720,941 | $720,941 | $0 |
| Sites, Buildings & Equipment | 0 | 5,000,000 | 5,000,000 | 42,025,890 |
| Total Expenditures & Other Outgo | $0 | $5,720,941 | $5,720,941 | $42,025,890 |
| Total Ending Balance, June 30 | $0 | $44,939,640 | $45,039,640 | $3,313,750 |

## Developers' Fees - Capital Improvement Fund (25-18)

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $7,170,073 | $7,889,895 | $7,889,895 | $8,268,934 |
| Revenue | | | | |
| CEC Electric Bus Grant - Charging Station | $562,806 | $562,806 | $414,000 | $0 |
| Developer Fees | 150,000 | 500,000 | 600,000 | 350,000 |
| Interest | 100,000 | 100,000 | 100,000 | 100,000 |
| Redevelopment Funds | 800,000 | 1,100,000 | 1,100,000 | 1,100,000 |
| Total Revenue | $1,612,806 | $2,262,806 | $2,214,000 | $1,550,000 |
| Total Beginning Balance & Revenue | $8,782,879 | $10,152,701 | $10,103,895 | $9,818,934 |
| Expenditures | | | | |
| Supplies & Materials | $0 | $713,579 | $687,014 | $0 |
| Services & Other Expenses | 50,000 | 136,698 | 172,385 | 57,000 |
| Sites, Buildings & Equipment | 873,745 | 980,074 | 975,562 | 387,592 |
| Total Expenditures | $923,745 | $1,830,351 | $1,834,961 | $444,592 |
| Ending Balance | $7,859,134 | $8,322,350 | $8,268,934 | $9,374,342 |
| Designated for Redevelopment | $3,953,665 | $4,012,740 | $3,859,324 | $4,618,405 |
| Designated for School Mitigation | 3,905,469 | 4,309,610 | 4,409,610 | 4,755,937 |
| Total Ending Balance, June 30 | $7,859,134 | $8,322,350 | $8,268,934 | $9,374,342 |

## State School Facilities Fund-SB 50 Modernization/New Construction (35-00)

The State School Facilities Fund was opened in May 1999 in order to separately account for all revenues and expenditures under the Leroy F. Greene Facilities Act of 1988 (SB 50), which established a new state program for school facilities construction and modernization. In January 2021, the District received $19.9M from the State School Facilities Program as partial reimbursement of the Saburo Muraoka Elementary construction cost and the funds were transferred to the CFD Capital Projects fund 49-00.

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $0 | $0 | $0 | $0 |
| Revenue | | | | |
| State - School Facility Program | $0 | $19,958,160 | $19,958,160 | $0 |
| Total Revenue | $0 | $19,958,160 | $19,958,160 | $0 |
| Total Beginning Balance & Revenue | $0 | $19,958,160 | $19,958,160 | $0 |
| Expenditures | | | | |
| Transfer To CFD Fund (49-00) | $0 | $19,958,160 | $19,958,160 | $0 |
| Total Expenditures | $0 | $19,958,160 | $19,958,160 | $0 |
| Total Ending Balance, June 30 | $0 | $0 | $0 | $0 |

## Pupil Transportation Equipment Fund (15-00)

In May 2000, the Pupil Transportation Equipment Fund was established to budget for the replacement of school buses and the purchase of buses needed to accommodate growth in the District. It is the intention that this fund receive revenue transfers from the General Fund so that sufficient funds are available as the need arises for new bus purchases. No transfers were made from 2008-09 through 2012-13. The District transferred $220,000 to purchase three mid-size buses in 2013-14. In 2014-15, $400,000 was transferred to purchase two mid-size buses. In 2015-16, $400,000 was transferred to purchased two 78-passenger buses and two 84-passenger buses. In 2016-17, $400,000 was transferred to purchase three 84-passenger buses and one mid-size wheelchair capable bus. In 2017-18, $400,000 was transferred to purchase one mid-size wheelchair capable bus and two small wheelchair capable buses. No transfer was made during 2018-19 through 2019-20. In August 2019, the District was awarded $3,877,270 from the California Energy Commission's School Bus Replacement Program grant. $3.2M of the grant will be used for the purchase of ten (10) 60-passenger wheelchair capable electric buses. As of February 2021, all 10 electric buses have been received by the District. No transfer is planned for 2021-22.

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $355,486 | $357,282 | $357,282 | $227,062 |
| Revenue | | | | |
| CEC Electric Bus Grant Project | $3,296,270 | $3,296,270 | $3,296,270 | $0 |
| Local Revenue - Interest | 6,000 | 4,000 | 4,000 | 2,000 |
| Total Revenue | $3,302,270 | $3,300,270 | $3,300,270 | $2,000 |
| Total Beginning Balance & Revenue | $3,657,756 | $3,657,552 | $3,657,552 | $229,062 |
| Expenditures | | | | |
| Supplies | $0 | $0 | $0 | $125,000 |
| Services & Other Operating Expenses | $0 | $2,700 | $2,700 | $0 |
| Sites, Buildings & Equipment | 3,427,790 | 3,427,790 | 3,427,790 | 0 |
| Total Expenditures | $3,427,790 | $3,430,490 | $3,430,490 | $125,000 |
| Total Ending Balance, June 30 | $229,966 | $227,062 | $227,062 | $104,062 |

## Cafeteria Account (13-00)

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

| | 2020-21 Revised Budget* | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $1,406,651 | $2,315,921 | $2,315,921 | $7,805,491 |
| Revenue | | | | |
| Federal | $10,000,000 | $15,000,000 | $15,000,000 | $12,500,000 |
| State | 975,000 | 1,150,000 | 1,150,000 | 975,000 |
| Local | 1,900,000 | 50,000 | 30,000 | 50,000 |
| Total Revenue | $12,875,000 | $16,200,000 | $16,180,000 | $13,525,000 |
| Total Beginning Balance & Revenue | $14,281,651 | $18,515,921 | $18,495,921 | $21,330,491 |
| Expenditures | | | | |
| Classified Salaries | $4,541,724 | $4,332,364 | $4,327,563 | $4,413,796 |
| Employee Benefits | 1,756,980 | 1,743,423 | 1,690,704 | 1,849,977 |
| Supplies & Materials | 5,324,300 | 3,995,200 | 3,764,600 | 4,961,300 |
| Services & Other Expenses | 138,557 | 122,924 | 108,374 | 178,024 |
| Capital Outlay | 310,000 | 570,000 | 580,000 | 180,000 |
| Other Outgo | 241,828 | 220,313 | 219,189 | 281,078 |
| Total Expenditures | $12,313,389 | $10,984,224 | $10,690,430 | $11,864,175 |
| Ending Balance | $1,968,262 | $7,531,697 | $7,805,491 | $9,466,316 |
| Stores | $150,000 | $150,000 | $150,000 | $150,000 |
| Restricted | 1,818,262 | 7,381,697 | 7,655,491 | 9,316,316 |
| Total Ending Balance, June 30 | $1,968,262 | $7,531,697 | $7,805,491 | $9,466,316 |

*Approved by the Board of Education August 12, 2020

## Child Development Fund (12-06)

The Child Development program includes the State Preschool classrooms located at Cook, Finney, Harborside, Juarez-Lincoln, Kellogg, Lauderbach, Loma Verde, Montgomery, Mueller Charter, Olympic View, Otay, Rice, Rogers, Rohr, Valle Lindo, and Vista Square. Cook, Lauderbach and Vista Square has two classrooms and the other sites have single classrooms. The sites run both a morning and afternoon session. In FY 2021-22, there will be 38 state preschool sessions with slots available for 888 students, ages 3-5.

| | 2020-21 Revised Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $769,892 | $769,892 | $769,892 | $769,892 |
| Revenue | | | | |
| State | $4,925,870 | $4,820,611 | $4,767,690 | $4,887,234 |
| Local | 18,000 | 15,000 | 15,000 | 15,000 |
| Total Revenue | $4,943,870 | 4,835,611 | 4,782,690 | 4,902,234 |
| Total Beginning Balance & Revenue | $5,713,762 | $5,605,503 | $5,552,582 | $5,672,126 |
| Expenditures | | | | |
| Certificated Salaries | $2,342,281 | $2,161,230 | $2,133,580 | $2,244,157 |
| Classified Salaries | 889,544 | 884,174 | 859,126 | 929,438 |
| Employee Benefits | 1,194,625 | 1,160,246 | 1,171,837 | 1,304,362 |
| Supplies & Materials | 220,000 | 491,000 | 491,000 | 220,000 |
| Services & Other Expenses | 149,210 | 44,687 | 44,687 | 105,077 |
| Other Outgo | 148,210 | 94,274 | 82,460 | 99,200 |
| Total Expenditures | $4,943,870 | $4,835,611 | $4,782,690 | $4,902,234 |
| Total Ending Balance, June 30 | $769,892 | $769,892 | $769,892 | $769,892 |

## Charter Schools Fund (09-00)

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

| | 2020-21 Revised Budget * | 2020-21 Second Interim @ 01-31-21 | 2020-21 Estimated Actuals @ 03-31-21 | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $19,556,100 | $20,440,493 | $20,440,493 | $24,730,348 |
| Revenue | | | | |
| Federal | $7,411,768 | $7,434,016 | $7,765,554 | $6,603,466 |
| State: LCFF | 57,259,134 | 57,201,302 | 57,848,034 | 60,430,971 |
| Lottery | 1,285,226 | 1,174,220 | 1,174,220 | 1,238,002 |
| Other State | 3,474,691 | 4,973,657 | 7,206,206 | 7,260,792 |
| Other Local | 660,837 | 749,988 | 276,534 | 531,489 |
| Total Revenue | 70,091,656 | 71,533,183 | 74,270,548 | 76,064,720 |
| Total Beginning Balance & Revenue | $89,647,756 | $91,973,676 | $94,711,041 | $100,795,068 |
| Expenditures | | | | |
| Certificated Salaries | $28,329,281 | $27,487,979 | $27,568,559 | $30,224,784 |
| Classified Salaries | 6,173,988 | 5,237,971 | 5,169,601 | 6,309,671 |
| Employee Benefits | 13,358,651 | 13,033,323 | 13,232,448 | 15,322,566 |
| Supplies & Materials | 8,176,228 | 6,991,051 | 5,315,655 | 10,791,107 |
| Services & Other Operating Expenses | 15,219,910 | 17,439,136 | 16,790,584 | 17,824,138 |
| Sites, Buildings & Equipment | 450,000 | 1,328,500 | 1,313,933 | 60,606 |
| Other Outgo - Transfer to Fund B for Debt Service, Spec Ed ADA | 589,913 | 589,913 | 589,913 | 590,038 |
| Total Expenditures | $72,297,971 | $72,107,873 | $69,980,693 | $81,122,910 |
| Ending Balance, June 30 | $17,349,785 | $19,865,803 | $24,730,348 | $19,672,158 |
| Designated for Revolving Cash Fund | 10,000 | 10,000 | 10,000 | 10,000 |
| Restricted Designated Minimum Reserve | 4,620,284 | 4,626,901 | 4,507,106 | 4,080,121 |
| Undesignated Reserve | 12,719,501 | 15,228,902 | 20,213,242 | 15,582,037 |
| Total Ending Balance | 17,349,785 | 19,865,803 | 24,730,348 | 19,672,158 |

*Approved By the Board of Education August 12, 2020

**Student Activity Special Revenue Fund (08-00)**

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 identifies that Associated Student Body (ASB) activities as non-fiduciary and should be reported in the District's governmental fund beginning in SY 2020-21. The Student Activity Special Revenue Fund accounts for the transactions associated with student fundraising activities and the expending of those funds to promote the general welfare, morale, and educational experiences of the student body. The Student Actvity funds were previously accounted for is a special trust fund.

| | | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|
| Beginning Balance, July 1 | | $828,539 | $708,539 |
| Revenue | | | |
| Other Local | | $50,000 | $1,600,000 |
| Total Revenue | | $50,000 | $1,600,000 |
| Total Beginning Balance & Revenue | | $878,539 | $2,308,539 |
| Expenditures | | | |
| Supplies | | $53,000 | $923,416 |
| Services & Other Expenses Energy Assessment | | 117,000 | 1,269,696 |
| Total Expenditures & Other Outgo | | $170,000 | $2,193,112 |
| Total Ending Balance, June 30 | | $708,539 | $115,427 |

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 identifies that Associated Student Body (ASB) activities as non-fiduciary and should be reported in the District's governmental fund by the 2020-21 school year,

## Self Insurance Fund (67-00)

The Worker's Compensation Insurance Fund (Fund 67-30) is used to pay employee workers' compensation claims that are a result of injuries suffered while working. The District is self-insured for workers' compensation. The District pays a rate per $100 of each employee's salary as premiums. For FY 2013-14 through 2016-17 the rate was $2.00 per $100 and $1.50 per $100 for 2017-18 through 2019-20. For FY 2020-21 and 2021-22, the rate is $1.00 per $100.

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $14,766,998 | $14,875,363 | $14,875,363 | $14,935,363 |
| Revenue | | | | |
| Local Revenue | $2,200,000 | $2,200,000 | $2,200,000 | $2,200,000 |
| Local Revenue - Interest | 200,000 | 175,000 | 170,000 | 170,000 |
| Total Revenue | $2,400,000 | $2,375,000 | $2,370,000 | $2,370,000 |
| Total Beginning Balance & Revenue | $17,166,998 | $17,250,363 | $17,245,363 | $17,305,363 |
| Expenditures | | | | |
| Services & Other Operating Expenses | $3,258,449 | $2,713,473 | $2,310,000 | $3,152,000 |
| Total Expenditures | $3,258,449 | $2,713,473 | $2,310,000 | $3,152,000 |
| Ending Balance | $13,908,549 | $14,536,890 | $14,935,363 | $14,153,363 |
| Reserve for Medical & Compensation Contingencies and Retiree Benefits | 13,908,549 | 14,536,890 | 14,935,363 | 14,153,363 |
| Total Ending Balance, June 30 | $13,908,549 | $14,536,890 | $14,935,363 | $14,153,363 |

## Community Facilities District Capital Projects Fund (49-00)

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $72,436,356 | $75,554,682 | $75,554,682 | $81,893,350 |
| Revenue | | | | |
| Special Tax Collections | $19,300,000 | $19,900,000 | $19,900,000 | $19,900,000 |
| Delinquent Collections | 175,000 | 190,000 | 190,000 | 190,000 |
| EastLake Developer Fees | 5,000 | 5,000 | 5,000 | 5,000 |
| Special Tax Prepayments | 0 | 1,687,594 | 2,383,304 | 0 |
| Interest | 500,000 | 600,000 | 600,000 | 600,000 |
| Transfer In from School Facilities Fund | 0 | 19,958,160 | 19,958,160 | 0 |
| Total Revenue | $19,980,000 | $42,340,754 | $43,036,464 | $20,695,000 |
| Total Beginning Balance & Revenue | $92,416,356 | $117,895,436 | $118,591,146 | $102,588,350 |
| Expenditures | | | | |
| Supplies & Materials | $641,919 | $344,779 | $344,784 | $750,000 |
| Services & Other Expenses | 205,597 | 277,570 | 276,261 | 205,597 |
| Sites, Buildings & Equipment Other | 49,252,914 | 21,786,561 | 21,787,871 | 37,695,905 |
| Transfers to CFD Debt Service Fund (52-00) | 14,288,880 | 14,288,880 | 14,288,880 | 14,676,896 |
| Total Expenditures | $64,389,310 | $36,697,790 | $36,697,796 | $53,328,398 |
| Ending Balance | $28,027,046 | $81,197,646 | $81,893,350 | $49,259,952 |
| Designated for School No. 47 | $0 | $29,796,793 | $29,796,793 | $2,212,888 |
| Designated for CFD Debt Service Payments and School Construction | 28,027,046 | 51,400,853 | 52,096,557 | 47,047,064 |
| Total Ending Balance, June 30 | $28,027,046 | $81,197,646 | $81,893,350 | $49,259,952 |
| Outstanding COP Obligations, July 1 | $147,525,000 | $147,525,000 | $147,525,000 | $138,715,000 |
| Annual Principal Retired | (8,810,000) | (8,810,000) | (8,810,000) | (9,645,000) |
| Outstanding Obligations, June 30 | $138,715,000 | $138,715,000 | $138,715,000 | $129,070,000 |

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

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

| | 2020-21 Adopted Budget | 2020-21 Second Interim @ 1/31/21 | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|---|
| Beginning Balance, July 1 | $0 | $0 | $0 | $0 |
| Revenue | | | | |
| Transfers from CFD Capital Projects Fund (49-00) for Debt Service | $14,288,880 | $14,288,880 | $14,288,880 | $14,676,896 |
| Total Revenue | $14,288,880 | $14,288,880 | $14,288,880 | $14,676,896 |
| Total Beginning Balance & Revenue | $14,288,880 | $14,288,880 | $14,288,880 | $14,676,896 |
| Expenditures | | | | |
| COPs/Bond Principal Payment | $8,810,000 | $8,810,000 | $8,810,000 | $9,645,000 |
| COPs/Bond Interest Expense | 5,478,880 | 5,478,880 | 5,478,880 | 5,031,896 |
| Total Expenditures | $14,288,880 | $14,288,880 | $14,288,880 | $14,676,896 |
| Total Ending Balance, June 30 | $0 | $0 | $0 | $0 |

**Retiree Benefit Fund (71-00)**

The Retiree Benefit Fund 71-00 was established to record transactions related to Chula Vista Elementary School District's Retiree Benefits Plan which is administered by the California Public Employees Retirement System (CalPERS) through the California Employer's Retiree Benefit Trust (CERBT). This trust fund exists primarily to account separately for amounts held in trust from irrevocable contributions or disbursements for employees' retirement health benefit. Beginning SY 2020-21, the Governmental Accounting Standards Board Statement No. 84 (GASB 84), Fiduciary Activities, required District's to identify and report for fiduciary activities in fund 71-00.

| | | 2020-21 Estimated Actuals @ Year End | 2021-22 Proposed Budget |
|---|---|---|---|
| Beginning Balance, July 1 | | $16,481,681 | $16,343,681 |
| Revenue | | | |
| Net Increase in the Fair Value of Investments | Governmental Accounting Standards Board Statement No. 84 (GASB 84), Fiduciary Activities, required District's to identify and report for fiduciary activities in fund 71-00 by the 2020-21 school year. | $930,000 | $930,000 |
| Total Revenue | | $930,000 | $930,000 |
| Total Beginning Balance & Revenue | | $17,411,681 | $17,273,681 |
| Expenditures | | | |
| Other Operating Expense | | $1,068,000 | $1,068,000 |
| Total Expenditures | | $1,068,000 | $1,068,000 |
| Total Ending Balance, June 30 | | $16,343,681 | $16,205,681 |

**2020-21 Cash Flow**
**General Fund + Categorical Programs**

| | Jul-20 (Actual) | Aug-20 (Actual) | Sept-20 (Actual) | Oct-20 (Actual) | Nov-20 (Actual) | Dec-20 (Actual) | Jan-21 (Actual) | Feb-21 (Actual) | Mar-21 (Actual) | April-21 (Actual) | May-21 (Estimated) | June-21 (Estimated) | ANNUAL TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning Cash Balance | $ 28,780,428 | $ 25,676,393 | $ 33,068,851 | $ 46,614,635 | $ 37,211,689 | $ 21,862,792 | $ 52,543,057 | $ 35,038,641 | $ 24,242,453 | $ 37,010,756 | $ 41,013,782 | $ 46,558,658 | $ 28,780,428 |
| LCFF - State Aid Apportionment | 4,963,825 | 4,963,825 | 8,934,885 | 8,934,885 | 8,934,885 | 8,934,885 | 8,934,885 | 4,534,781 | 2,220,601 | 2,138,165 | 2,110,401 | - | 65,606,023 |
| Property Taxes | 702,878 | 1,553,382 | 1,451,438 | 2,223,516 | 6,336,815 | 33,012,712 | 16,227,727 | 4,152,726 | 3,494,635 | 24,159,608 | 15,722,315 | 3,417,894 | 112,455,646 |
| EPA Tax Initiative | - | - | 7,392,387 | - | - | 7,392,387 | - | - | 5,204,874 | - | - | 6,484,769 | 26,474,417 |
| RDA Residual Balance & CRD | - | - | - | - | - | - | 1,493,268 | - | - | - | - | 2,464,919 | 3,958,187 |
| Charter in-Lieu Taxes | - | (1,556,396) | (3,112,793) | (2,075,195) | (2,075,195) | (2,161,719) | (2,161,719) | (2,161,719) | (3,905,264) | (1,952,632) | (2,047,138) | (2,047,138) | (25,256,908) |
| Special Education Prop Tax Xfer | - | - | - | - | - | - | - | 994,329 | - | - | - | 714,958 | 1,709,287 |
| Special Education | - | - | - | - | - | - | - | - | - | - | 173,965 | 89,210 | 263,175 |
| Federal Impact Aid | - | - | - | - | 471,962 | - | - | 705,873 | - | - | - | (15,873) | 1,161,962 |
| Title I | - | - | - | - | - | 2,283,814 | - | - | - | 439,990 | - | - | 2,723,804 |
| Title II | - | - | - | - | - | - | 268,795 | - | - | - | 139,552 | - | 408,347 |
| Title III | - | - | - | 185,900 | - | - | 373,067 | - | - | - | - | - | 558,967 |
| Title IV | - | - | - | - | - | - | - | - | - | 56,491 | - | - | 56,491 |
| ESSER I | - | - | 1,114,949 | - | - | - | 740,204 | - | - | 1,146,420 | - | - | 3,001,573 |
| ESSER II | | - | - | - | - | - | - | - | - | - | 1,950,755 | - | 1,950,755 |
| Other Federal | - | 31,923 | 14,800,829 | - | 258,445 | 438,851 | - | 525,214 | 421,443 | 27,888 | - | 1,059,714 | 17,564,307 |
| Lottery | - | - | - | - | - | - | 1,232,516 | - | 1,218,391 | - | - | 1,191,103 | 3,642,010 |
| Mandated Block Grant | - | - | - | - | 721,516 | - | - | - | - | - | - | - | 721,516 |
| In-Person Instruction Grant | - | - | - | - | - | - | - | - | - | - | 3,487,765 | - | 3,487,765 |
| Expanded Learning Opportunities Grant | - | - | - | - | - | - | - | - | - | - | 7,388,344 | - | 7,388,344 |
| Other State | - | - | 1,814,133 | - | 899,678 | - | - | - | - | - | 449,840 | - | 3,163,651 |
| ASES Pass Through | - | - | - | - | - | - | 2,187,277 | - | - | - | - | - | 2,187,277 |
| PA Special Ed Pass Through | 755,386 | 767,786 | 1,360,851 | 1,360,851 | 1,360,851 | 1,360,851 | 1,360,851 | 728,655 | 356,809 | 343,563 | 339,102 | - | 10,095,556 |
| Other Local | 72,812 | 943,945 | 1,334,439 | 1,036,839 | 1,032,062 | 961,805 | 1,242,503 | 1,277,119 | 2,044,536 | 1,013,418 | 799,301 | 885,853 | 12,644,632 |
| 2019/20 Deferral | 14,950,006 | 4,658,402 | 1,018,278 | 4,832,407 | 522,988 | 71,793 | 103,633 | 21,824 | - | 124,347 | - | 325,508 | 26,629,186 |
| TRANs / Temporary Transfers | - | 20,199,110 | - | - | - | - | - | - | - | - | - | - | 20,199,110 |
| Temporary Transfers/DTDF | - | - | - | - | - | - | - | 1,021,954 | - | - | - | - | 1,021,954 |
| Treasury Loan/Cross Year TRANs | - | - | - | - | - | - | - | | 24,938,289 | - | - | - | 24,938,289 |
| Other Revenue/Cash Inflows | 607,793 | 345,191 | 1,400,853 | 719,672 | 110,745 | 1,426,392 | 1,307,348 | 803,934 | 815,710 | 847,460 | 501,522 | 501,522 | 9,388,142 |
| Total Revenues | $ 22,052,700 | $ 31,907,168 | $ 37,510,249 | $ 17,218,875 | $ 18,574,752 | $ 53,721,771 | $ 33,310,355 | $ 12,604,690 | $ 36,810,024 | $ 28,344,718 | $ 31,015,724 | $ 15,072,439 | $ 338,143,465 |
| Total Revenue and Beg. Bal. | $ 50,833,128 | $ 57,583,561 | $ 70,579,100 | $ 63,833,510 | $ 55,786,441 | $ 75,584,563 | $ 85,853,412 | $ 47,643,331 | $ 61,052,477 | $ 65,355,474 | $ 72,029,506 | $ 61,631,097 | $ 366,923,893 |
| Salaries & Benefits | $ 17,510,250 | $ 20,528,736 | $ 21,156,623 | $ 21,793,279 | $ 20,810,954 | $ 20,367,893 | $ 20,269,938 | $ 20,460,686 | $ 20,545,423 | $ 20,638,683 | $ 20,811,368 | $ 20,567,391 | $ 245,461,224 |
| Commercial Warrant Exp | 2,305,142 | 3,495,099 | 2,029,519 | 2,149,897 | 10,880,592 | 2,631,261 | 10,257,491 | 2,775,867 | 3,363,744 | 3,170,640 | 4,629,638 | 6,013,629 | 53,702,519 |
| TRANs Repayment | - | - | - | - | - | - | 20,260,000 | - | - | - | - | - | 20,260,000 |
| Temporary Transfers/DTDF | - | - | - | - | 2,148,669 | - | - | - | - | - | - | - | 2,148,669 |
| Other Cash Outflows | 5,341,343 | 490,875 | 778,323 | 2,678,645 | 83,434 | 42,352 | 27,342 | 164,325 | 132,554 | 532,369 | 29,842 | - | 10,301,404 |
| Total Expenditures | $ 25,156,735 | $ 24,514,710 | $ 23,964,465 | $ 26,621,821 | $ 33,923,649 | $ 23,041,506 | $ 50,814,771 | $ 23,400,878 | $ 24,041,721 | $ 24,341,692 | $ 25,470,848 | $ 26,581,020 | $ 331,873,816 |
| ENDING CASH BALANCE | $ 25,676,393 | $ 33,068,851 | $ 46,614,635 | $ 37,211,689 | $ 21,862,792 | $ 52,543,057 | $ 35,038,641 | $ 24,242,453 | $ 37,010,756 | $ 41,013,782 | $ 46,558,658 | $ 35,050,077 | $ 35,050,077 |

**2021-22 Cash Flow**
**General Fund + Categorical Programs**

| | Jul-21 (Estimated) | Aug-21 (Estimated) | Sept-21 (Estimated) | Oct-21 (Estimated) | Nov-21 (Estimated) | Dec-21 (Estimated) | Jan-22 (Estimated) | Feb-22 (Estimated) | Mar-22 (Estimated) | April-22 (Estimated) | May-22 (Estimated) | June-22 (Estimated) | ANNUAL TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning Cash Balance | $ 35,050,077 | $ 18,705,286 | $ 17,603,135 | $ 12,921,154 | $ 4,642,500 | $ 2,206,084 | $ 29,193,492 | $ 32,343,381 | $ 43,154,733 | $ 34,901,094 | $ 34,776,671 | $ 26,511,953 | $ 35,050,077 |
| LCFF - State Aid Apportionment | 5,478,728 | 5,478,728 | 9,861,711 | 9,861,711 | 9,861,711 | 9,861,711 | 9,861,711 | 5,101,552 | 2,498,138 | 2,405,399 | 2,374,165 | - | 72,645,265 |
| Property Taxes | 702,592 | 1,552,750 | 1,450,847 | 2,222,611 | 6,334,236 | 32,999,275 | 16,221,122 | 4,151,036 | 3,493,213 | 24,149,774 | 15,715,916 | 3,416,503 | 112,409,875 |
| EPA Tax Initiative | - | - | 5,402,333 | - | - | 5,402,333 | - | - | 5,402,333 | - | - | 5,402,333 | 21,609,332 |
| RDA Residual Balance & CRD | - | - | - | - | - | - | 1,187,456 | - | - | - | - | 2,770,731 | 3,958,187 |
| Charter in-Lieu Taxes | - | (1,660,173) | (3,320,347) | (2,213,564) | (2,213,564) | (2,213,564) | (2,213,564) | (2,213,564) | (3,873,739) | (1,936,869) | (1,936,869) | (1,936,869) | (25,732,686) |
| Special Education Prop Tax Xfer | - | - | - | - | - | - | - | 994,329 | - | - | - | 714,958 | 1,709,287 |
| Special Education | - | - | - | - | - | - | - | - | - | - | 177,117 | 90,827 | 267,944 |
| Federal Impact Aid | - | - | - | - | 253,861 | - | - | 379,677 | - | - | - | (8,538) | 625,000 |
| Title I | - | - | - | - | - | 2,169,623 | - | - | - | 417,990 | - | - | 2,587,613 |
| Title II | - | - | - | - | - | - | 268,795 | - | - | - | 139,552 | - | 408,347 |
| Title III | - | - | - | 185,900 | - | - | 373,067 | - | - | - | - | - | 558,967 |
| Title IV | - | - | - | - | - | - | - | - | - | 56,491 | - | - | 56,491 |
| ESSER I | 1,300,567 | - | - | 181,597 | - | - | - | - | - | - | - | - | 1,482,164 |
| ESSER II | - | - | 4,876,888 | - | - | 4,876,888 | - | - | 4,876,888 | - | - | 2,926,132 | 17,556,796 |
| Other Federal | - | 8,000 | - | - | 77,534 | - | - | 157,564 | - | - | - | 114,902 | 358,000 |
| Lottery | - | - | - | - | - | - | 1,212,988 | - | 1,166,480 | - | - | 1,180,999 | 3,560,467 |
| Mandated Block Grant | - | - | - | - | 706,955 | - | - | - | - | - | - | - | 706,955 |
| In-Person Instruction Grant | - | 3,138,989 | - | - | - | - | - | - | - | - | - | - | 3,138,989 |
| Expanded Learning Opportunities Grant | - | 7,388,344 | - | - | - | - | - | - | - | - | - | - | 7,388,344 |
| Other State | - | - | - | - | 915,981 | - | - | - | - | - | 457,991 | - | 1,373,972 |
| ASES Pass Through | - | - | - | - | - | - | - | - | 1,989,205 | - | - | - | 1,989,205 |
| PA Special Ed Pass Through | 914,453 | 916,007 | 1,647,414 | 1,647,414 | 1,647,414 | 1,647,414 | 1,647,414 | 956,084 | 468,177 | 450,797 | 444,943 | - | 12,387,531 |
| Other Local | 29,390 | 758,783 | 1,332,234 | 1,047,194 | 978,144 | 890,155 | 1,018,293 | 1,176,154 | 1,532,778 | 805,300 | 758,645 | 793,690 | 11,120,760 |
| 2020/21 Deferral | 14,419,808 | 12,360,299 | 6,287,291 | 11,620,115 | 5,434,536 | 72,312 | 101,465 | 4,836 | - | 66,457 | - | 587,806 | 50,954,925 |
| TRANs Principal Amounts | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Temporary Transfers/DTDF | - | - | - | - | 3,000,000 | - | - | - | - | - | - | - | 3,000,000 |
| Treasury Loan/Cross Year TRANs | - | - | - | - | - | - | - | 25,000,000 | - | - | - | - | 25,000,000 |
| Other Revenue/Cash Inflows | - | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,981 | 521,977 | 5,741,787 |
| Total Revenues | $ 22,845,538 | $ 30,463,708 | $ 28,060,352 | $ 25,074,959 | $ 27,518,789 | $ 56,228,128 | $ 30,200,728 | $ 36,229,649 | $ 18,075,454 | $ 26,937,320 | $ 18,653,441 | $ 16,575,451 | $ 336,863,517 |
| Total Revenue and Beg. Bal. | $ 57,895,615 | $ 49,168,994 | $ 45,663,487 | $ 37,996,113 | $ 32,161,289 | $ 58,434,212 | $ 59,394,220 | $ 68,573,030 | $ 61,230,187 | $ 61,838,414 | $ 53,430,112 | $ 43,087,404 | $ 371,913,594 |
| Salaries & Benefits | $ 21,409,080 | $ 21,861,879 | $ 22,340,934 | $ 21,822,652 | $ 21,928,236 | $ 21,929,416 | $ 22,010,043 | $ 21,930,599 | $ 22,515,368 | $ 22,357,220 | $ 22,361,632 | $ 22,099,481 | $ 264,566,540 |
| Commercial Warrant Exp | 5,528,588 | 4,599,379 | 5,297,191 | 6,427,918 | 4,209,271 | 4,311,304 | 5,040,796 | 3,392,302 | 3,767,011 | 4,659,544 | 4,512,132 | 6,870,121 | 58,615,557 |
| TRANs Repayment | 6,263,108 | 5,010,486 | 5,010,486 | 5,010,486 | 3,757,865 | | - | | - | | - | | 25,052,431 |
| Temporary Transfers/DTDF | - | - | - | - | - | 3,000,000 | | - | - | - | - | - | 3,000,000 |
| Other Cash Outflows | 5,989,553 | 94,115 | 93,722 | 92,557 | 59,833 | - | - | 95,396 | 46,714 | 44,979 | 44,395 | - | 6,561,264 |
| Total Expenditures | $ 39,190,329 | $ 31,565,859 | $ 32,742,333 | $ 33,353,613 | $ 29,955,205 | $ 29,240,720 | $ 27,050,839 | $ 25,418,297 | $ 26,329,093 | $ 27,061,743 | $ 26,918,159 | $ 28,969,602 | $ 357,795,792 |
| ENDING CASH BALANCE | $ 18,705,286 | $ 17,603,135 | $ 12,921,154 | $ 4,642,500 | $ 2,206,084 | $ 29,193,492 | $ 32,343,381 | $ 43,154,733 | $ 34,901,094 | $ 34,776,671 | $ 26,511,953 | $ 14,117,802 | $ 14,117,802 |

**2022-23 Cash Flow**
**General Fund + Categorical Programs**

| | Jul-22 (Estimated) | Aug-22 (Estimated) | Sept-22 (Estimated) | Oct-22 (Estimated) | Nov-22 (Estimated) | Dec-22 (Estimated) | Jan-23 (Estimated) | Feb-23 (Estimated) | Mar-23 (Estimated) | April-23 (Estimated) | May-23 (Estimated) | June-23 (Estimated) | ANNUAL TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning Cash Balance | $ 14,117,802 | $ 25,094,097 | $ 17,041,738 | $ 11,460,454 | $ 7,360,869 | $ 4,884,235 | $ 32,090,177 | $ 12,871,079 | $ 37,632,585 | $ 26,370,099 | $ 28,775,765 | $ 22,970,157 | $ 14,117,802 |
| LCFF - State Aid Apportionment | 5,460,755 | 5,460,755 | 9,829,359 | 9,829,359 | 9,829,359 | 9,829,359 | 9,829,359 | 5,084,814 | 2,489,943 | 2,397,508 | 2,366,377 | - | 72,406,947 |
| Property Taxes | 702,592 | 1,552,750 | 1,450,847 | 2,222,611 | 6,334,236 | 32,999,275 | 16,221,122 | 4,151,036 | 3,493,213 | 24,149,774 | 15,715,916 | 3,416,503 | 112,409,875 |
| EPA Tax Initiative | - | - | 5,215,697 | - | - | 5,215,697 | - | - | 5,215,697 | - | - | 5,215,695 | 20,862,786 |
| RDA Residual Balance & CRD | - | - | - | - | - | - | 1,187,456 | - | - | - | - | 2,770,731 | 3,958,187 |
| Charter in-Lieu Taxes | - | (1,704,564) | (3,409,128) | (2,272,752) | (2,272,752) | (2,272,752) | (2,272,752) | (2,272,752) | (3,977,315) | (1,988,657) | (1,988,657) | (1,988,657) | (26,420,738) |
| Special Education Prop Tax Xfer | - | - | - | - | - | - | - | 994,329 | - | - | - | 714,958 | 1,709,287 |
| Special Education | - | - | - | - | - | - | - | - | - | - | 177,117 | 90,827 | 267,944 |
| Federal Impact Aid | - | - | - | - | 253,861 | - | - | 379,677 | - | - | - | (8,538) | 625,000 |
| Title I | - | - | - | - | - | 2,169,623 | - | - | - | 417,990 | - | - | 2,587,613 |
| Title II | - | - | - | - | - | - | 268,795 | - | - | - | 139,552 | - | 408,347 |
| Title III | - | - | - | 185,900 | - | - | 373,067 | - | - | - | - | - | 558,967 |
| Title IV | - | - | - | - | - | - | - | - | - | 56,491 | - | - | 56,491 |
| Other Federal | - | 8,000 | - | - | 77,534 | - | - | 157,564 | - | - | - | 114,902 | 358,000 |
| Lottery | - | - | - | - | - | - | 1,212,988 | - | 1,166,480 | - | - | 1,180,999 | 3,560,467 |
| Mandated Block Grant | - | - | - | - | 706,955 | - | - | - | - | - | - | - | 706,955 |
| Other State | - | - | - | - | 915,981 | - | - | - | - | - | 457,991 | - | 1,373,972 |
| ASES Pass Through | - | - | - | - | - | - | - | - | 1,989,205 | - | - | - | 1,989,205 |
| PA Special Ed Pass Through | 914,453 | 916,007 | 1,647,414 | 1,647,414 | 1,647,414 | 1,647,414 | 1,647,414 | 956,084 | 468,177 | 450,797 | 444,943 | - | 12,387,531 |
| Other Local | 29,390 | 758,783 | 1,332,234 | 1,047,194 | 978,144 | 890,155 | 1,018,293 | 1,176,154 | 1,532,778 | 805,300 | 758,645 | 793,690 | 11,120,760 |
| 2021/22 Deferral | 16,368,823 | 13,525,946 | 7,758,092 | 12,723,029 | 6,183,740 | 73,622 | 101,465 | 3,093 | - | 66,457 | - | 534,576 | 57,338,843 |
| TRANs Principal Amounts | 25,000,000 | - | - | - | - | - | - | - | - | - | - | - | 25,000,000 |
| Treasury Loan/Cross Year TRANs | - | - | - | - | - | - | - | 37,000,000 | | - | - | - | 37,000,000 |
| Other Revenue/Cash Inflows | | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,421 | 532,417 | 5,856,627 |
| Total Revenues | $ 48,476,013 | $ 21,050,098 | $ 24,356,936 | $ 25,915,176 | $ 25,186,893 | $ 51,084,814 | $ 30,119,628 | $ 48,162,420 | $ 12,910,599 | $ 26,888,081 | $ 18,604,305 | $ 13,368,103 | $ 346,123,066 |
| Total Revenue and Beg. Bal. | $ 62,593,815 | $ 46,144,195 | $ 41,398,674 | $ 37,375,630 | $ 32,547,762 | $ 55,969,049 | $ 62,209,805 | $ 61,033,499 | $ 50,543,184 | $ 53,258,180 | $ 47,380,070 | $ 36,338,260 | $ 360,240,868 |
| Salaries & Benefits | $ 21,141,187 | $ 21,564,538 | $ 22,037,078 | $ 21,525,845 | $ 21,629,993 | $ 21,631,156 | $ 21,710,686 | $ 21,632,323 | $ 22,209,139 | $ 22,053,142 | $ 22,057,494 | $ 21,798,908 | $ 260,991,489 |
| Commercial Warrant Exp | 2,882,352 | 2,397,905 | 2,761,712 | 3,351,221 | 2,194,521 | 2,247,716 | 2,628,040 | 1,768,591 | 1,963,946 | 2,429,273 | 2,352,419 | 3,581,766 | 30,559,462 |
| TRANs Repayment | 6,250,000 | 5,000,000 | 5,000,000 | 5,000,000 | 3,750,000 | - | 25,000,000 | - | - | | - | | 50,000,000 |
| Interfund Transfer | | - | - | - | - | - | - | - | - | - | - | - | - |
| Temporary Transfers/DTDF | - | - | - | - | - | - | | - | - | - | - | - | - |
| Other Cash Outflows | 7,226,179 | 140,014 | 139,430 | 137,695 | 89,013 | - | - | - | - | - | - | - | 7,732,331 |
| Total Expenditures | $ 37,499,718 | $ 29,102,457 | $ 29,938,220 | $ 30,014,761 | $ 27,663,527 | $ 23,878,872 | $ 49,338,726 | $ 23,400,914 | $ 24,173,085 | $ 24,482,415 | $ 24,409,913 | $ 25,380,674 | $ 349,283,282 |
| ENDING CASH BALANCE | $ 25,094,097 | $ 17,041,738 | $ 11,460,454 | $ 7,360,869 | $ 4,884,235 | $ 32,090,177 | $ 12,871,079 | $ 37,632,585 | $ 26,370,099 | $ 28,775,765 | $ 22,970,157 | $ 10,957,586 | $ 10,957,586 |

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

**ITEM TITLE:**

Approve Submission of Declaration of Need for Fully Qualified Educators for the 2021-22 School Year

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

California has provided a means for school districts to authorize emergency teaching or specialist permits, pursuant to California Education Code § 44300. The General Education Limited Assignment Teaching Permit ("GELAP") in particular, allows fully credentialed teachers to teach outside of their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. To obtain this permit, the District must file a Declaration of Need for Fully Qualified Educators with the California Commission on Teacher Credentialing ("CTC").

The District has been unable to successfully recruit and retain Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") teachers; Cross-cultural, Language, and Academic ("CLAD") teachers who hold English Learner ("EL") authorizations; and special education teachers. As a result, certain teachers will require GELAPs to work in those assignments. In order to allow the District to hire these teachers, the Board of Education is required to approve a Declaration of Need for Fully Qualified Educators.

In addition, following a recent audit, the District discovered that approximately 40 Visual and Performing Arts (VAPA) Music, Visual Arts, Theater, and Physical Education teachers who are fully credentialed require authorization to work outside of the scope of their current credential(s). The District has worked closely with the San Diego County Office of Education regarding the audit result. The San Diego County Office of Education, which monitors District teacher credentialing, has advised the District to pursue GELAPs for the above-noted VAPA teachers. In order to allow the District to apply for this GELAP for VAPA teachers, the Board of Education is required to approve an annual Declaration of Need for Fully Qualified Educators.

Through its action, the Board hereby approves the attached Declaration of Need for Fully Qualified Educators, CTC form CL-500. Further, administration is

directed to take all steps necessary to implement the attached Declaration of Need for Fully Qualified Educators and staff all above-noted teaching positions.

**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 approval.

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

*Email:* credentials@ctc.ca.gov
*Website:* www.ctc.ca.gov

# DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: _____

**FOR SERVICE IN A SCHOOL DISTRICT**

Name of District: Chula Vista Elementary School District  District CDS Code: 680230-00000

Name of County: San Diego  County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 19 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***
With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

| Margaret Myers | | Director of Human Resources |
|---|---|---|
| *Name* | *Signature* | *Title* |
| 619-427-3271 | 619-425-5600 | |
| *Fax Number* | *Telephone Number* | *Date* |

84 East J Street, Chula Vista, CA 91910
*Mailing Address*

margaret.myers.cvesd.org
*EMail Address*

**FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY**

Name of County _____  County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____  County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

| *Name* | *Signature* | *Title* |
|---|---|---|
| *Fax Number* | *Telephone Number* | *Date* |
| *Mailing Address* | | |
| *EMail Address* | | |

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

## AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| **Type of Emergency Permit** | **Estimated Number Needed** |
|---|---|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 10 |
| Bilingual Authorization (applicant already holds teaching credential) | 10 |
| List target language(s) for bilingual authorization: Spanish | |
| Resource Specialist | 5 |
| Teacher Librarian Services | 0 |

## LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|---|---|
| Multiple Subject | 10 |
| Single Subject | 40 |
| Special Education | 10 |
| TOTAL | 60 |

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes ☐ No ☑

If no, explain. We do not have a district intern program at this time.

Does your agency participate in a Commission-approved college or university internship program? Yes ☑ No ☐

If yes, how many interns do you expect to have this year? 7

If yes, list each college or university with which you participate in an internship program.

San Diego State University, University of San Diego, National University, Brandman University, Azusa Pacific University, Point Loma Nazarene University, and California State University-Los Angeles

If no, explain why you do not participate in an internship program.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

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

**____X____Action** **_____Information**

**BACKGROUND INFORMATION:**

Board Policy (BP) and Administrative Regulation (AR) 6158, Instruction, Independent Study Program, are being revised to enhance the compliance and options of independent study. Previously, the District only provided independent study alternatives to students who were anticipating a limited absence from school. During the COVID-19 pandemic, the District transitioned to a virtual learning experience to mitigate the spread of disease.

Based on interest from parents and the community, the District is expanding the BP and AR to allow for alternative independent study models including the formation of a virtual school.

**ADDITIONAL DATA:**

Tonight, staff will present an overview on the proposed revisions to BP and AR 6158.

Copies of the proposed revisions to BP and AR 6158 are attached. Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**STAFF RECOMMENDATION:**

Recommend revision.

Instruction

**INDEPENDENT STUDY PROGRAM**

**The Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a challenging experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.**

**The Superintendent/designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.**

**A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)**

**Parents/guardians of students who are interested in independent study shall contact the Superintendent/designee. The Superintendent/designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the District's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.**

~~Students between the ages of 6 and 18 years are subject to compulsory, full-time education. Under provisions of Chapter 3 and Education Code 48400, students shall attend public school full time. It is in the best interest of students to attend school the entire school year (180 days) without interruption unless for illness.~~

~~Independent study is designed to provide assignments related to regular class instruction to accommodate family and student needs when the student cannot attend school. The purpose of an Independent Study Program is twofold: it provides the student with class work while away from campus, and it gives the District financial credit for instructional guidance and review of the student's independent work. The Board strongly encourages regular school attendance; study is not intended as an alternative to regular school attendance. Excessive use of independent study may result in a student's falling behind academically.~~

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

**Written Agreements**

The Independent Study Program operates pursuant to a voluntary written agreement between the student, the parents/guardians of the student, the student's teacher or designated representative, and a school administrator. ~~This independent study agreement must be arranged in advance of the student's absence.~~

**The Superintendent/designee shall ensure that a written agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. (Education Code 51747, 51749.5)**

**The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be for no more than one quarter for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent/designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.**

**An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses five assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.**

**Student and Teacher Synchronous Instruction**

**The District will establish an appropriate schedule of synchronous instruction in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of synchronous instruction (small group, one-on-one, etc.) needed for the student to be successful in the program.**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

**Missing synchronous instruction with the assigned teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.**

~~The Independent Study Program provides students with an opportunity to perform teacher-assigned study tasks while away from the campus for five or more days.~~

~~Work is due upon the student's return to the classroom. Under extraordinary circumstances, the Superintendent or designee may extend the period of time between the date an assignment is made and the date by which the student must complete the assigned work for a period not to exceed six weeks, pursuant to a written request with justification.~~

~~The Superintendent or designee shall be responsible for developing procedures pursuant to this policy.~~

**Home-Based Independent Study**

**The Superintendent/designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows synchronous instruction and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the District's classroom instruction.**

**Program Evaluation**

**The Superintendent/designee shall annually report to the Board the number of District students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who promote/graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

Legal Reference:

EDUCATION CODE
**41976.2 Independent study programs**
**42238 Revenue limits**
**42238.05 Local control funding formula; average daily attendance**
**44865 Qualifications for home teachers**
**46300-46307.1 Methods for computing average daily attendance**
**48204 Residency requirements for school attendance**
**48206.3 Home or hospital instruction; student with temporary disabilities**
48340 Improvement of pupil attendance
51745-51749.3 Independent study programs
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
**19819 State Audit Compliance**

Management Resources:

CDE PUBLICATIONS
Independent Study Operations Manual, 2000 edition
WEB SITES
California Consortium for Independent Study: http://www.ccis.org
California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

Policy
Adopted: 11/13/90
Revised: 11/15/05
Revised: 07/24/07
Revised:

Instruction

**INDEPENDENT STUDY PROGRAM**

~~The Governing Board authorizes independent study as a short-term voluntary instructional strategy to assist students in reaching curriculum objectives.~~

**Educational opportunities offered through independent study may include, but are not limited to those listed in Education Code 51745. The District will develop and implement a program consistent with Education Code that provides synchronous and asynchronous instruction providing independent study to meet the needs of our students and community.**

**In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.**

**Equivalency**

The District's independent study option must be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the District's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to the other students in the school **and shall have equal rights and privileges. (5 CCR 11700, 11701.5)**

**No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)**

**Eligibility for Independent Study**

**The Superintendent/designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent/designee may consider the parent/guardian's level of commitment to assist the student.** ~~A principal or designee may approve independent study to provide students with class work while away from campus for periods of five days or more.~~ Independent

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

study entails a commitment by both the parent/guardian and the student. Independent study shall be offered only to students who can be successful working independently

**A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within District boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)**

**For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)**

**A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)**

**Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for high school diploma by Education Code 51225.3 or the Board. (Education Code 46300.1, 46300.4)**

**No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)**

**Written Agreement** ~~Course Outlines and Agreements~~

An independent study **written** agreement shall be **developed and implemented** ~~executed~~ for each ~~participating~~ student **participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

**The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.**

The **independent study** agreement **for each participating student also shall** ~~should~~ include**, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)**

1. The manner, time, frequency, and location for submitting the student's assignments and for reporting his/her progress.

2. The **objectives and** method**s of study for the student's work and the methods** by which the student's work will be evaluated.

3. The specific resources, including materials and staff, which will be made available to the student.

4. **A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study.**

5. The duration of the independent study agreement**, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.** ~~shall be for a minimum of five consecutive school days. Education Code Section 46300(e).~~

6. A statement of appropriate measures of academic accomplishment by the student upon completion.

7. **A statement that independent study is an optional educational alternative in which no student may be required to participate.**

~~8. To foster each student's success in independent study, the Board recommends that the independent study period be limited to two weeks. When circumstances justify a longer time, the school may extend the maximum length of an agreement to a period not to exceed six weeks.~~

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

8. When a student fails to complete an independent study agreement, the **District** ~~school~~ may deny future independent study.

**9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.**

**10. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.**

**The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.**

~~Each written agreement shall be signed by the student, the parent/guardian of the student, the certificated employee designated as responsible for the general supervision of the agreement, and other persons who have direct responsibility for providing assistance to the student.~~

**Monitoring Student Progress**

**The independent study administrator and/or assigned teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:**

1. **A letter to the student and parent/guardian.**
2. **A meeting between the student, parent/guardian and the teacher.**
3. **Initiate meeting with Student Success Team or Multi-Tiered System of Supports.**
4. **A meeting between the student and the independent study administrator, including the parent/guardian.**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

5. **An increase in the amount of time the student works under direct supervision.**

**When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent/designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.**

**A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)**

**Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.**

**Assignment and Responsibilities of Independent Study Teacher**

**Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)**

**The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the District, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the District enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)**

**The Superintendent/designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

**Records**

**The Superintendent/designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)**

1. **A copy of the Board Policy, Administrative Regulation, and other procedures related to independent study.**

2. **A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in Grades K-8 and the course credits attempted by and awarded to students in Grades 9-12.**

3. **A file of all agreements, with representative samples of each student's work products bearing the assigned teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teachers.**

4. **As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teachers, and reviewed by the assigned teacher if they are two different persons.**

**The Superintendent/designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.**

**The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)**

Procedures for Implementing Independent Study **in the Event of Illness, Short-Term Disability or Travel Only**

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

1. Participation in the independent study program is voluntary on the part of bargaining unit members. The District may designate a resource person to assist teachers or to carry out teacher responsibilities in the event the classroom teacher chooses not to participate. If the resource person is a member of the bargaining unit, services will be provided on a voluntary basis.

2. Responsibility for managing independent study agreements will be delegated to one person at each site. Typically, this person is responsible for maintenance of normal attendance records.

3. When a teacher or the school office becomes aware of a proposed independent study, the School Attendance Secretary/Health Specialist will complete the top portion of the independent study agreement and forward it to the appropriate classroom teacher or designated resource person.

4. The School Attendance Secretary/Health Specialist will maintain a log of the agreements issued and the number of students involved so that the completed agreements can be filed in a timely manner.

5. The School Attendance Secretary/Health Specialist will obtain required signatures of the student, parent/guardian, teacher (or designated resource person), and principal (or designee) prior to the independent study term.

6. Upon completion of the agreement, the School Attendance Secretary/Health Specialist in the school office will adjust the Attendance Report to reflect the number of days completed.

7. The school will retain one copy of the agreement in the student's file (cum). One copy of the agreement will be sent to the Business Office (attendance accounting), and one copy will be given to the student.

Completion of the Independent Study Agreement **in the Event of Illness, Short-Term Disability or Travel Only**

1. The agreement is self-explanatory. Information regarding the type of agreement, objectives, and method of evaluation are completed by checking the appropriate boxes. The specific details of the study assignment(s) and/or task(s) to be performed by the student will be written on, or attached to, the agreement by the teacher. An assignment sheet may also be attached to the agreement, if necessary and/or desired.

Instruction

**INDEPENDENT STUDY PROGRAM** (continued)

2. Assignments are due upon the student's return to school. The required work will be verified either by the classroom teacher or the designated resource person.

3. The amount of time required to perform or complete the off-campus assignment shall equal or exceed the required daily instructional minutes for the student (Kindergarten, 200 minutes; Grades 1-3, 280 minutes; Grades 4-6, 300 minutes.)

   The amount of work performed must correlate to these minimums for each day of absence. (Work performed over several days may be prorated; e.g., three days of work completed during a five-day agreement would be recorded as three days of completed independent study and two days of incomplete independent study.) The student and parent/guardian are responsible for verifying time requirements.

4. Following verification of assignment completion, the teacher will retain the completed assignment, a sample, or samples of completed student work. The agreement will be returned to the office.

5. School shall be allocated 50 percent of revenues generated through this program. Expenditures of these funds shall be determined at the school site with consultation of the school staff.

Regulation
Approved: 11/13/90
Reviewed: 10/18/05
Reviewed: 05/15/07
Reviewed:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

**ITEM TITLE:**

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

**_____Action** **____X____Information**

**BACKGROUND INFORMATION:**

At its meeting on April 14, 2021, the Board held a first reading on Board Policy (BP) 0100.1 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Equity and Access for Every Student. The BP focuses on equity and is foundational to the overall health and success of the District and the communities it serves. The purpose of the BP is to confront and eliminate biased practices that result in predictably lower academic achievement for certain target groups of students. 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:**

Copies of the proposed revisions to BP 0100.1 are attached. Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**STAFF RECOMMENDATION:**

Recommend adoption.

**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 and racism of any kind, including implicit or unintentional biases and prejudices that negatively impact ~~affect~~ student academic achievement, ~~and/or~~ social-emotional well-being, and access to opportunities, and will eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations.**

**Additionally, the District shall proactively identify classisms, 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 culturally responsive and culturally proficient decisions using an evidence-based equity framework ~~with a deliberate awareness of~~ to remove the 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, parents/guardians, or staff.**

***(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 how schools are meeting 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 development decisions. Quarterly results will be reviewed at each school site with School Site Council and the English Learner Advisory Council to determine adjustments and/or next steps ~~allocations~~ that align to the Single Plan for Student Achievement and Safe School Plans. The Board shall annually review each site's data and make recommendations to address any systemic equity issues~~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 via the Local Control and Accountability Plan 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~~ highly qualified, diverse administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; and equal care of facilities~~; and community resources or partnerships~~.**

3. **Provide access and opportunity by empowering and encouraging diverse populations of students to enroll in, participate in, and successfully complete A-G and Advanced Placement courses with a grade of C or higher. Provide equitable access to all student activities, programs, as well as ensure alignment with Title IX regulations.**

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

**Philosophy-Goals-Objectives and Comprehensive Plans**

**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

4. ~~**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.**~~**Cultivating and sustaining a positive school climate that promotes and celebrates diverse student engagement, social-emotional safety, and inclusivity. Ongoing monitoring of the school culture that promotes diversity is outlined in the Safe Schools Plan.**

***(cf. 6143 - Courses of Study)***

5. **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 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.**

6. **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)***

7. **Ensuring prevention and intervention services for all students by providing and/or collaborating with local agencies and community groups to provide timely and quality ~~ensure the availability and~~ access to**

**Philosophy-Goals-Objectives and Comprehensive Plans**

**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

**appropriate support services that improve outcomes for children, families, and the greater community ~~for any and every student in need of mental, physical, social, and emotional care~~.**

**Providing all District employees with annual,~~regular and~~ ongoing and mandatory training and professional development about culturally responsive instruction and culturally proficient practices. Develop and implement a protocol that addresses intentional and unintentional discriminatory microaggressions.~~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.~~**

**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 that ensures access and justice.**

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

**8. 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. Ensuring processes that welcome, onboard, and check in with employees regarding their experiences on a regular and on-going basis.**

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

**9. 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.**

**Philosophy-Goals-Objectives and Comprehensive Plans**

**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

**10. 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~~annually 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**
**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**

## Philosophy-Goals-Objectives and Comprehensive Plans

## EQUITY AND ACCESS FOR EVERY STUDENT (continued)

**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**