CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – JUNE 16, 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 Board will allow a limited number of community members who wish to address the Board of Education to attend the meeting in person. The meeting will also be live streamed. For access to the livestream, please click here (English) and click here (Spanish) or on the links at the bottom of this page. Persons wishing to address the Board must attend the meeting in person, complete a "Request to Be Heard" card, and submit it to the Recording Secretary before the start of the meeting. 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_MTgzZWZmNjQtZTBlZS00NGZiLTkyOWYtZjQwY2MzYzEzZDE5%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_OTAwM2RjNTMtNDZlZi00YWQ5LTgyMDYtZjg0YzVjNjJhMTU3%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2c%22IsBroadcastMeeting%22%3atrue%7d&btype=a&role=a

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

AGENDA
BOARD OF EDUCATION

Regular Meeting
June 16, 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 Students for Seven, Nine, and Thirteen Years of Perfect Attendance

C. Report on Support Provided by the City of Chula Vista for School Resource Officer Services

D. Annual Report of the Chula Vista Elementary School District Independent Citizens Oversight Committee

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 must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting. Speakers are requested to limit their remarks to three minutes. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

6. APPROVE CONSENT CALENDAR (Action)

Consent Calendar

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

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Special and Regular Meetings May 19 and Special Meeting May 27, 2021

B. Adopt Resolution Supporting People of Asian and Pacific Islander Ancestry and Condemning Harassment, Violence and Hatred Toward People of Asian and Pacific Islander Descent

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

D. Approve Purchase of Cyber/Privacy Liability Policy from Ascot Specialty for a Policy Period of July 1, 2021, Through June 30, 2022

E. Approve Purchase of Excess Workers' Compensation Policy from US Specialty Underwriters for the Period of July 1, 2021, Through June 30, 2022

F. Authorize the Possible Employment of Limited-Term Management Employees for the 2021-22 School Year

G. Authorize the Assistant Superintendent for Human Resources Services and Support to Execute Agreements with Universities and Colleges for Administrative Services and Dietician Internships; Counselor, Social Worker, Speech Pathologist, and Psychologist Internships/Practicums; Student Nursing Programs; and Student Teaching for the 2021-22 School Year

H. Approve Districtwide Preschool and Transitional Kindergarten Curriculum

I. Approve Renewal of Agreement with the Living Coast Discovery Center Foundation for Environment and Coastal Resource Preservation Educational Programs for the Period of July 1, 2021, Through June 30, 2022

J. Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs for the 2021-22 School Year

K. Approve Nonpublic, Nonsectarian School Master Contracts with ACES Academy, Aseltine School, Banyan Tree Foundations Academy, Community School of San Diego, Excelsior Academy, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, and Stein Center for Special Education and Related Services for Individuals with Exceptional Needs for the 2021-22 School Year

L. Approve Nonpublic, Nonsectarian Individual Services Agreements for the 2021-22 School Year with:

(1) Community School of San Diego for Student No. 306192; and

(2) The Institute for Effective Education for Students No. 304977, No. 305522, No. 306358, No. 374825, and No. 582230

M. Approve Agreement with Sweetwater Authority for Use of the Assembly Room at the Richard A. Reynolds Groundwater Desalination Facility for the Period of July 1, 2021, Through June 30, 2022

N. Approve Operating Agreement with the South Bay Family YMCA for the Dynamic After-School Hours Program for the 2021-22 School Year

O. Approve Facilities Use and Lease Agreement with Leonardo da Vinci Health Sciences Charter School for Use of Relocatable Classrooms and Shared Spaces at Karl H. Kellogg Elementary School for the Period of July 1, 2021, Through June 30, 2023

P. Adopt Resolution Approving the Chula Vista Elementary School District's 2021-22 Estimated Education Protection Account Expenditures

Q. (1) Authorize Designated Personnel of the Chula Vista Elementary School District to Execute Documents on Behalf of the District for Fiscal Year 2021-22; and
(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2021-22

R. Authorize Staff to Conduct Surplus/Salvage Sales via Online Auctions in Conjunction with Public Surplus, Inc., and Cal Auctions as Needed for the Period of July 1, 2021, Through June 30, 2022

S. Approve Agreement with San Diego Futures Foundation for Disposal of Obsolete Technology Equipment for the Period of July 1, 2021, Through June 30, 2022

T. Approve Renewal of Contract with Raptor Technologies, LLC, in the Amount of $28,250 for the Period of July 1, 2021, Through June 30, 2022

U. Adopt Resolution Authorizing Utilization of the Fullerton School District Request for Proposal No. 2019-04 Nutrition Services – Distribution of Frozen, Refrigerated, Processed Commodity, Snacks, and Dry Foods Products with Gold Star Foods, Inc., for the Period of July 1, 2021, Through June 30, 2022

V. Approve Contract for Services with ATEL Communications, Inc., for Phone System Maintenance for the Period of July 1, 2021, Through June 30, 2022

W. Approve Renewal of Agreement with West Interactive Services Corporation (Also Known as Intrado-Notification Services Corporation dba SchoolMessenger®) in the Amount of $37,403.75 for Notification Services Provided Through the SchoolMessenger® Application for the Period of August 28, 2021, Through August 27, 2022

X. Approve Acceptance of Work and Notice of Completion for Bid No. 20/21-22 to Noble E&C, Inc., for Administration Remodel, Lunch Structure Metal Roof and Replacement of Existing Accessible Curb Ramp, Accessible Drop-off Area, New Striping, and Parking Lot Accessibility Improvements at Arroyo Vista Charter School

Y. (1) Approve Retention Release for Bid Package No. 1: GEM Industrial Electric, Inc., for the Mae L. Feaster Charter School Sports Field;

(2) Approve Change Order to GEM Industrial Electric, Inc., for an Increase in the Amount of $13,988 on Prime Bid Package No. 1; and

(3) Approve Notice of Completion for Prime Bid Package No. 1: GEM Industrial Electric, Inc.

Z. Approve Annual Requests for Use of District Facilities from Nonprofit and Community Organizations, Clubs, and Associations, and Certain Commercial Organizations for the Period of July 1, 2021, Through June 30, 2022

AA. Accept Donation

BB. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through May 31, 2021

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 must attend the meeting in person, complete a "Request to Be Heard" card, and submit it to the Recording Secretary before the start of the meeting. Speakers 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.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2021-22 School Year

Motion:_____, Second:_____, Vote:_____

B. Adopt Name for the Otay Ranch Village 3, Escaya, Elementary School Site

Motion:_____, Second:_____, Vote:_____

C. Adopt 2021-22 Proposed Budget of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

D. Adopt Resolution of the Chula Vista Elementary School District Authorizing the Borrowing of Funds for Fiscal Year 2021-22 and the Issuance and Sale of One or More Series of 2021 Tax and Revenue Anticipation Notes Therefore, in an Amount Not to Exceed $20,000,000; Authorizing Participation in the San Diego County and School District Tax and Revenue Anticipation Note Program; and Requesting the Board of Supervisors of the County to Issue and Sell Said Notes

Motion:_____, Second:_____, Vote:_____

E. Adopt Resolution to Identify the Amount of Budget Reductions Needed in 2022-23 and to Require that a List of Budget Reductions for 2022-23 Be Included in the 2021-22 First Interim Report

Motion:_____, Second:_____, Vote:_____

F. Review Criteria and Standards for 2021-22 Budget and Authorize the Superintendent to Sign Certification

Motion:_____, Second:_____, Vote:_____

G. (1) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Stating Its Intention to Establish Community Facilities District No. 21 and to Authorize Submittal of the Levy of Special Taxes to the Qualified Electors of Community Facilities District No. 21;

(2) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Approving and Ordering the Recording of A Boundary Map of Proposed Community Facilities District No. 21 of the Chula Vista Elementary School District; and

(3) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Stating Its Intention to Incur Bonded Indebtedness in an Aggregate Principal Amount Not to Exceed Sixty Million Dollars ($60,000,000) Within Proposed Community Facilities District No. 21 of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

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

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

A. Report Calendar to Board of Education

B. Report on Virtual Academy

C. Report on School Police and Relation to Exclusionary Discipline

11. BOARD COMMUNICATIONS *Board Communications*

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

13. CLOSED SESSION *Closed Session*

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/ Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula

Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees

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

14 RECONVENE TO OPEN SESSION *Open Session*

15. ADJOURNMENT *Adjournment*

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, JULY 14, 2021, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Recognition of District Students for Seven, Nine, and Thirteen Years of Perfect Attendance

_____Action **___X___Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District wishes to recognize the following students for seven years of perfect attendance from Kindergarten through Grade 6.

Name	School
Eloise Herrera	Valle Lindo Elementary
Tadeoh Romo Leon	Chula Vista Hills Elementary
Ian Park	Heritage Elementary
Gabriel Javier Trapsi	John J. Montgomery Elementary
Christian Bailey Valcazar	Otay Elementary

The Chula Vista Elementary School District wishes to recognize the following students for nine years of perfect attendance from Kindergarten through Grade 8.

Name	School
Moises Antonio Corona Covarrubias	Mae L. Feaster Charter Middle School
Diego Moises Rivera Godinez	Chula Vista Learning Community Charter Middle School
Stacey Elise Valentin	Arroyo Vista Charter Middle School

The Chula Vista Elementary School District wishes to recognize the following student for thirteen years of perfect attendance from Kindergarten through Grade 12.

Name	School
Luis Alberto Garduno	Chula Vista Learning Community Charter High School

ADDITIONAL DATA:

Students will be invited to attend the Board Meeting in person or to participate virtually. Therefore, certificates of recognition will either be presented during the Board Meeting or will be mailed to each student.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge the students for their perfect attendance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Support Provided by the City of Chula Vista for School Resource Officer Services

_____Action **___X___Information**

BACKGROUND INFORMATION:

The District has successfully partnered with the Chula Vista Police Department (CVPD) and its School Resource Officers (SROs) Program since 1993. This comprehensive program's mission is prevention, intervention, education, and enforcement.

For decades, the CVPD has maintained a culture of community-based policing, innovative problem-solving, community engagement, and accountability. The CVPD prides itself on proactively training all officers in areas of de-escalation, implicit bias, and cross-cultural competency. The mission of the SRO Program mirrors these same tenets, as it provides leadership and a safe learning environment for the students, staff, and parents of our school communities.

ADDITIONAL DATA:

Tonight, the CVPD will highlight how it proactively supports all stakeholders at school sites by acting as a liaison between school staff, students, and families. The SROs pride themselves on building strong relationships and an overall sense of safety where students can focus on authentic learning.

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

FISCAL IMPACT/FUNDING SOURCE:

CVPD services are financed from the Local Control and Accountability Plan and the Elementary and Secondary School Emergency Relief II Fund.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Annual Report of the Chula Vista Elementary School District Independent Citizens Oversight Committee

_____Action **____X____Information**

BACKGROUND INFORMATION:

In November 2012, nearly 69 percent of voters in School Facilities Improvement District (SFID) No. 1 approved Proposition E, a $90 million general obligation bond to renovate and modernize facilities and improve technology at Chula Vista Elementary School District's (CVESD's) oldest schools. As required by the State, provisions were made for a Board-appointed independent citizens oversight committee to monitor the progress of the program. Members of the Proposition E Independent Citizens Oversight Committee (Prop E ICOC) served in an advisory capacity to the Board of Education (Board) to review general obligation bond sales and expenditures and provide an annual report to the Board.

In November 2018, local voters approved Measure VV, a $150 million general obligation bond that will provide funds to renovate and modernize facilities, upgrade security and safety infrastructure, implement energy saving measures and improve technology access within CVESD's 46 schools, the Education Services and Support Center, and Transportation Yard.

On January 23, 2019, the Board added oversight of the Measure VV general obligation bond to the scope of the already existing Prop E ICOC, subsequently renaming the Prop E ICOC as the Chula Vista Elementary School District Independent Citizens Oversight Committee (CVESD ICOC).

In March 2020, local voters approved Measure M, a $300 million general obligation bond to provide funds to improve student safety and campus security, repair schools, upgrade classroom technology, add staff housing, add a District-wide solar project, and make other improvements throughout the District. On April 22, 2020, the Board added oversight of the Measure M general obligation bond to the scope of the CVESD ICOC.

Seven citizens were appointed to the original Prop E ICOC and began their terms in September 2013. Since then, those terms have expired and been replaced by the following citizens who were appointed by the Board in the Fall of 2019 to serve on what is now the CVESD ICOC.

- Jason Hurtado-Prater (Chair), Business Community Representative
- Jolyn DePriest, Ph.D., Business Community Representative
- Gloria McKearny, Taxpayers Association Representative
- Nancy Kerwin, Senior Citizens Organization Representative
- Martha Juarez, Parent Representative Active in PTA/School Site Council
- Ben Lien, Parent Representative Active in PTA
- James L. Smyth, At-Large Representative
- Floyd Strayer, At-Large Representative

The CVESD ICOC meets a minimum of four times each fiscal year, reviews bond sales, review annual financial and performance audit, reviews expenditures to ensure they are spent as authorized under Proposition E and Measure VV, and Measure M, and provides an annual report to the Board of Education. The $90 million in Proposition E General Obligation Bond funds were fully expensed by June 30, 2020.

ADDITIONAL DATA:

Tonight, the CVESD ICOC will provide its annual report to the Board of Education. Committee Chair, Mr. Hurtado-Prater, will lead the presentation along with CVESD ICOC member, Mrs. Martha Juarez.

FISCAL IMPACT/FUNDING SOURCE:

In August, 2019, the District issued a $50 million Bond Anticipate Note (BAN) to be repaid with a Measure VV Bond issuance. The BAN was used to fund the Summer 2019 modernization of Sunnyside Elementary, the Summer 2020 modernization of Mae L. Feaster Charter School, Heating Ventilation and Air Conditioning (HVAC) upgrades at several school sites, and will be used for additional authorized improvement projects.

In August, 2020, the District issued a $60 million General Obligation Bond Issuance (Series A) under Measure M. The $60 million Series A issuance is primarily being used to fund the District wide Solar Project and HVAC upgrades at various schools in the District.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

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

ORDER OF BUSINESS

UNADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

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

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk
Mrs. Leslie Ray Bunker, Member
Mr. Francisco Tamayo, Member (Arrived at 5:03 P.M.)

Members Absent:
None.

Others Present:
Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent (Virtually)
Dr. Jeffrey Thiel, Asst. Supt., Human Resources (Virtually)
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Clerk Ugarte led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

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

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.

None.

President Reyes acknowledged Board Member Tamayo's arrival at 5:03 p.m.

4. CLOSED SESSION

Closed Session

President Reyes adjourned to closed session at 5:04 P.M. in accordance with the following:

Government Code Section 54957: Public Employee Appointment:

- Assistant Superintendent, Human Resources Services and Support

5. RECONVENE TO OPEN SESSION

Open Session

President Reyes reconvened to open session at 6:03 P.M. with all Board Members present; Vice President Bishop was present virtually.

President Reyes announced that in closed session, the Board interviewed a candidate for Human Resources Assistant Superintendent and approved unanimously the appointment of Jason Romero to the position.

Motion: UGARTE, Second: TAMAYO, Vote: UNANIMOUS

President Reyes welcomed and congratulated Mr. Romero.

6. ADJOURNMENT

Adjournment

President Reyes adjourned the meeting at 6:04 P.M.

Motion: REYES, Second: UGARTE, Vote: UNANIMOUS

UNADOPTED

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

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MINUTES
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

UNADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Reyes called the meeting to order at 6:14 P.M.

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk
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, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Board Member Tamayo led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

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

Presentations/ Awards

A. Presentation of Newly Hired and Promoted Employees

Dr. Thiel welcomed Jason Romero, whom the Board approved as the Assistant Superintendent for Human Resources. Mr. Romero said this is a dream come true and that he looks forward to getting to know the community, staff, students, and stakeholders. He thanked the Board and Dr. Escobedo for their trust.

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

Dr. Tessier shared he looks forward to this [CVESD**TALKS**] every year when we can focus on exceptional orators. He said the theme for this year's CVESD**TALKS** was "Peace is Possible." He introduced first place winners, who presented their speeches:

- Grade 4 – Cristina Rodriguez (Allen)
- Grade 5 – Abigail Paik (Wolf Canyon)
- Grade 6 – Abigail Crawford (Olympic View)
- Middle School – Isabel Arguelles (Discovery Charter)

Board Members thanked the students for their amazing speeches and were impressed with the ability of the students to communicate and how this reflects quality teaching and collaboration with parents. They said the speeches touched the lives and hearts of all those listening, allowed for self-reflection, and that change starts inside of us, through self-reflection. Dr. Tessier thanked Chula Vista Rotary Clubs for their financial support for CVESD**TALKS** and said students will present their speeches to all service groups in Chula Vista so they can continue to spread their message of peace. It was requested to have the speeches available on the website, social media, newsletters, sent to parents, throughout the District, and YouTube Channel.

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 emphasized the speeches were awe-inspiring and said students did a great job. Mr. Zeitler expressed his congratulations to the students. He congratulated classified employees on Classified Employees Week and said he appreciates all the work they have done over this trying year.

DRAFTED

In response to Dr. Escobedo's retirement on the agenda, Mr. Zeitler thanked him for the great direction over the years and for their work together. He shared there have been many of improvements, such as bringing VAPA [Visual and Performing Arts] back. He said he appreciates Dr. Escobedo's hard work, time, and effort; wished him the best in his new job with NCUST [National Center for Urban School Transformation]; and thanked him for his service. Mr. Zeitler asked the Board to act quickly on hiring someone [superintendent] and said he would like to get together with the Board to discuss how to move forward to get someone qualified to move the District in to the next century. He expressed appreciation for the Board and all they have done keeping things together.

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala extended CVE's appreciation to the classified staff and for their hard work. She congratulated new CVE leadership:

President Rosi Martinez
Vice President Courtney Green
Secretary Kris Hidalgo
Treasurer Richard Reyes
State Council Representative Vanessa Braito

Ms. Skala thanked all the people who ran [for office] and said she appreciates the work done to move CVE's agenda forward.

Ms. Skala brought up an issue regarding payment of per diem rate to two special education teachers at Feaster [Charter] and asked it be resolved.

She shared a concern related to a discrepancy with the substitute pay rate and asked the substitutes be paid the $283 per day as a good gesture.

Ms. Skala said VAPA teachers need a single-subject credential or a special authorization in the area they teach and to get it, they can take a test or take coursework. Since the VAPA program is valued, she asked the District to cover the cost of the coursework or the test.

Board Member Tamayo asked Dr. Escobedo for an update on the two Feaster teachers and the substitute [pay] rate in the Friday update.

UNADOPTED

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.

None.

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. Section J, 6.C., 6.D., 6. M., and 6.N.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

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 **2020-21.078**

Vice President Bishop asked to pull section J as a point of personal privilege, saying Ms. Cherie Holmes, who is retiring, was the VAPA teacher when Vice President Bishop's son was at Rosebank. Vice President Bishop said Ms. Holmes was an amazing teacher who brought sunshine wherever she went and wished her well in retirement.

Motion: BISHOP, Second: BUNKER, Vote: UNANIMOUS

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

ADOPTED

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

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

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 **2020.21-079**

L. Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal Year 2021-22 **2020.21-080**

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

Vice President Bishop shared her understanding that the company would send text notifications when the testing was going to take place, which did not happen. She said texting is a great way to communicate with families and that she would like to have the company text families when testing is going to take place on campuses.

UNADOPTED

Motion: BISHOP, Second: REYES, Vote: UNANIMOUS

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

Vice President Bishop suggested the use of topic sentences for school messages sent via SchoolMessenger®. Based on parent feedback, knowing the topic will allow parents to listen to messages that apply to them. She requested the suggestion relayed to the company [Intrado] to see if this is possible.

Motion: BISHOP, Second: UGARTE, Vote: UNANIMOUS

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

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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 **2020-21.081**

AA. Approve Inservice/Travel Request **2020-21.082**

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

SUPPORTED

Dr. Thiel shared the District has requested to sunshine seven articles, update the E-1 attachment on Nurse Assignment Procedures, and create a new attachment for the Psychologist Salary Schedule. He requested the District adopt this proposal.

President Reyes opened the public hearing. There were no callers. President Reyes closed the public hearing.

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

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

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

Dr. Thiel stated CVE is requesting to sunshine five articles. He said after the public hearing there is no action needed.

President Reyes opened the public hearing. There were no callers. President Reyes closed the public hearing.

C. (1) Conduct Public Hearing Regarding Short-Term Employee; and **2020-21.083**

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

Dr. Thiel said some short-term classified employee clerical assistance is needed to help with completion of specialized tasks during the busy end-of-year time in Payroll. He thanked Mr. Zeitler for his assistance and understanding regarding this need.

President Reyes opened the public hearing. There were no callers. President Reyes closed the public hearing.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

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

Dr. Tessier said the District received input from stakeholders in developing the Expanded Learning Opportunities (ELO) Grant as a result of Assembly Bill (AB) 86 COVID response. He shared there are three important things to note: (1) the District's portion of AB 86 of the Grant is approximately $14,700,000; (2) there is a

UNADOPTED

one-year expenditure timeline to expend these funds by August 31, 2022; and (3) the legislature and law stipulate we can use input from the LCAP [Local Control and Accountability Plan] input process.

Dr. Tessier reviewed the District's plan for providing supplemental instruction; strategies to assist students, including those identified as needing academic, social-emotional, and other supports; and extended learning time opportunities. He shared that one of those opportunities will be for 90 Grades 4-6 students in foster care or those experiencing homelessness to participate in a one-week Junior Achievement summer session where they will learn about financial literacy and career opportunity development.

To accelerate progress to close learning gaps, Dr. Tessier said the District will hire additional staff, including intervention impact teachers, who will work full-time with children. He also spoke on training opportunities for school staff and integrated student supports.

Board Members thanked Dr. Tessier for the presentation and commented on the information provided. They asked questions that were answered by Dr. Tessier and Dr. Thiel. Trustees Bunker and Tamayo requested the postings be clear about the grant funding and that the positions may not be ongoing if the grant does not continue. Trustee Tamayo also requested the right structures at the site level and District level be in place for the positions [new positions under the grant] so that the focus is on engaging students. He also asked that the language about procedures be as clear as possible. Clerk Ugarte echoes Trustees Bunker and Tamayo regarding the grant funding information being included in the posting. Clerk Ugarte asked for an update on exactly what the intervention impact teacher position entails.

President Reyes opened the public hearing. There were no callers. President Reyes closed the public hearing.

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

Motion: TAMAYO, Second: REYES, Vote: UNANIMOUS

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

Dr. Tessier said it was a distinct pleasure to share how the District will utilize supplemental and concentration monies through the Local Control Funding Formula to implement a new three-year Local Control

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and Accountability Plan (LCAP). He reviewed the District's profile, Instructional Focus Statement, and Shared Vision. Dr. Tessier said the LCAP was designed to help support students who are English Learners, Foster Youth, and Low Income. He highlighted top themes from the Thoughtexchange engagement process and the breakdown of participation that show the community and staff value VAPA [Visual and Performing Arts] and support the MTSS [Multi-Tiered System of Support] program. Dr. Tessier said he met and received input from District committees, CVCEO and CVE leaders, and parent and student focus groups from ten of the District's highest needs schools. He also listed and explained the LCAP goals for 2021-22.

Board Members thanked Dr. Tessier for his presentation. Board Member Tamayo asked how support would be provided to students. Dr. Tessier said the ELO Grant includes one MTSS full-time coordinator for support of social-emotional needs, an increase in psychologist time, intervention teachers to focus on assisting students; and teacher collaboration time through the VAPA structure to focus on specific achievement data and assembling small groups for intervention and one-on-one work. Board Member Tamayo emphasized ensuring the achievement gap starts to close for students who are not at grade level and said he would appreciate any resources included in the LCAP to achieve this goal. Vice President Bishop asked if there is any change in the approach to providing VAPA and Dr. Tessier responded the plan is to stay the course. Vice President Bishop said the VAPA program is amazing and mentioned that Physical Education (P.E.) is mixed in with the arts. She stated she supports having P.E. and arts, but is concerned that schools with a high obesity rate many times focus more on P.E. Vice President Bishop said arts education is one of the great supports for social-emotional learning. She also mentioned that not knowing if year-by-year site funding will continue creates stress and asked that in the future, the VAPA program is centralized and fully funded by the District and equity is ensured. Vice President Bishop said every school should have P.E. and arts. She shared a concern regarding the contract with the Chula Vista Police Department [for School Resource Officers]. Some members of the BIPOC [Black, Indigenous, and people of color] communities have less than great relationships with police officers and their presence on campus makes some feel less safe. Vice President Bishop suggested a better use of funds would be to have more counselors, psychologists, and services in general. She thanked Dr. Tessier for his outreach and hard work and for a thorough and complete presentation.

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

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Mr. Esquivel provided a review of the 2021-22 Governor's May Revise, released May 14, 2021. He presented a PowerPoint that covered the Governor's California for All Kids Plan, the impact of the May Revise on the District's 2021-22 estimated funding; summary of the 2020-21 General Fund Budget; 2020-21 unrestricted revenue and expenditure changes; 2021-22 Proposed Budget and multiyear assumptions through 2023-24; potential budget reductions; and other items that impact the budget, such as attendance, pension cost, special education expenditures, and unemployment costs. Mr. Esquivel also addressed the minimum reserve requirement and what the District is watching, such as the Legislative response to the Governor's May Revise.

Board Members thanked Mr. Esquivel for the presentation and asked questions. They expressed appreciation for the budget information on what it means locally (versus state level) and discussed ADA [average daily attendance].

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

President Reyes opened the public hearing. There were no callers. President Reyes closed the public hearing.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

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

Dr. Thiel said that on an annual basis, the District asks the Board to approve a declaration of need for fully qualified educators, which the state provides as a way for districts to address the current shortage. He added the District successfully recruits educators in all areas except special education and sometimes CLAD/BCLAD. He explained the declaration allows the District to work with universities to hire teachers who are in the process of fulfilling the credential requirements and also to hire experienced teachers from other states while they meet the more rigorous California requirements. Dr. Thiel said that, as a result of a recent state audit, the District discovered that approximately 40 VAPA and/or P.E. teachers need either a supplementary authorization or a single subject credential. He added the District is working closely with the San Diego County Office of Education and those teachers will be placed on a permit for the upcoming year while they pursue the appropriate credential. The VAPA/P.E. teachers have been informed and the District will pay for their permit application for this year.

APPROVED

Vice President Bishop verified this was the $100 to cover the stop gap and asked if the District is able to address covering the cost for the VAPA teachers to take the coursework to become fully qualified. Dr. Thiel said it would need additional Board action. When teachers are getting additional coursework, it is applied to the salary schedule and it moves them up on the salary schedule. Dr. Escobedo reminded everyone this item is to approve the submission of declaration of need.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

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

Dr. Tessier said this [Board Policy and Administrative Regulation] will help to facilitate the creation of the virtual academy through the independent study umbrella. Board Member Tamayo asked if the Policy Review Committee had time to review it. Board Member Bunker said the policy is very good.

Motion: BUNKER, Second: UGARTE, Vote: UNANIMOUS

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

Dr. Tessier said this is a new Board Policy to ensure equity for the success of every student in the District. He added Dr. Toni Faddis has done extensive outreach to the community, going through the consultation process, and meeting with stakeholder groups.

The following caller addressed the Board:

- Mr. Brian Dooley – On concerns about the need for the Board Policy.

Vice President Bishop congratulated the committee that put together the parent outreach led by Dr. Faddis and said the first two meetings were not well attended, but the other two enjoyed improved attendance. She commented there was a lot of input and support from parents for this [policy] and she is very happy to vote on this Board Policy.

Motion: UGARTE, Second: TAMAYO, Vote: UNANIMOUS

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

None.

UNADOPTED

11. BOARD COMMUNICATIONS

Board Communications

Ms. Bishop:

- Said that she, along with Board Member Bunker, attended the virtual Delegate Assembly meeting. There was a lot of information and it was fantastic. She looks forward to checking in with Board Member Bunker and sharing thoughts.
- Asked when the naming of the school will take place. (In June).
- Shared her office hours are the first Friday of each month and that she encourages anyone to join. Indicated that, under her profile on the website are links to regular office hours (group session) and for making individual appointments.
- Asked the District communicates to parents when we intend to open school July 21. Asked (on behalf of parents) why we have a different start date than Sweetwater. Dr. Escobedo explained we try to align dates as close as we can with Sweetwater, however, the calendars are negotiated with the unions.
- Communicated requests from parents to have hands-on learning when school reopens.
- Remarked that she talked with a fantastic parent who has children in the DI [Dual Immersion] program and who would like to have DI support groups at school in order to collaborate and understand the needs of other DI parents. Said she would like the District to support this parent group like we do with other parent groups.
- Commented that she spoke with LGBTQ+ teachers/staff members who asked for supports as the District starts to address welcoming schools. Added it needs to be made clear schools are welcoming places for LGBTQ+ staff. Said there is concern regarding the culture and it is tough to not feel supported by fellow staff. Asked to make sure there is strong direction from the top to create this culture of inclusivity.
- Asked for a report on the hiring process to be presented on May 27. President Reyes asked for clarification: hiring process for principals and above.
- Requested follow-up on the five psychologist days that were pulled and if those are being considered for reinstatement. Dr. Escobedo said this is a negotiated issue and typically discussed during closed session.

Mrs. Bunker:

- Wished a happy Classified Employees Week and thanked the employees for all the work they do especially this year with all the changes to their jobs. Said they really stepped up to help students.
- Said she is happy the CNS director orders from farm to school and getting food grown in California.
- Thanked and congratulated the students who presented speeches; added they are strong, thoughtful girls and will be strong, thoughtful women.

APPROVED

Dr. Reyes:

- Recognized, acknowledged, celebrated, and thanked classified staff. Said he has seen first-hand for many years the incredible job they do every day supporting students, parents, teachers, schools, and the District. Commented they often go unnoticed but do wonders for schools and students. Thanked them for all they do and for their genuine care.
- Said promotions are coming up and he would like preschools and schools to engage stakeholders to make sure the promotions are meaningful. Remarked it has been a tough year for students and it would be wonderful to have meaningful promotions.
- Stated the Equity Board Policy had been adopted and said four amazing students had given their speeches earlier in the meeting. Said they spoke about love, peace, acceptance, willingness to change, seeing within our own hearts and opening our hearts and minds to step outside boundaries and our comfort zone to get to know someone different than us and that all goes hand in hand with equity. Remarked we need to have everything the students talked about, those words from those voices make a difference, and we are in this business because of them and for them. Appreciated that an equity plan was approved and that it talks about our District and what we believe in–that every student and staff member feel valued, accepted, acknowledged, and respected.
- Echoed other colleagues about Dr. Escobedo's retirement, who has been in the District for 11 successful years, the average number of years for a superintendent is less than five years. Emphasized the District has been on the news, recognized in San Diego, and internationally, which begins with leadership to bring everyone together for a common vision.

Mr. Tamayo:

- Wished a happy Classified Employees Week and thanked employees for their hard work during this difficult time. Said sometimes classified employees are in the background, but that does not mean they are not doing great work. Added their work is critical for the system to function correctly and that classified staff have been a tremendous support to our students.
- Acknowledged the approval of Dr. Escobedo's retirement and commended him for his leadership throughout 11 years in the District. Remarked that according to data, he has been the longest serving superintendent, at least in the last three or four decades, for Chula Vista [Elementary School District].

Ms. Ugarte:

- Congratulated Dr. Escobedo on his new endeavor.
- Acknowledged classified staff and shared we cannot do our job without the support of classified staff. Said their work does not go unnoticed and she appreciates everything they do.

UNAPPROVED

- Remarked Day of the Teacher was last week and thanked and acknowledged teachers, nurses, school psychologists for their work.
- Encouraged staff to keep going and hang on during this last stretch of the school year. Said everyone needs to rejuvenate and take care of themselves and take the break they need to be able to give their best to students. Thanked classified staff and teachers.

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Shared it has been a privilege to be Superintendent of this amazing District. Said one of his proud moments was last week, when the state superintendent called this a model district in the nation. Remarked that is due to our work as a team.
- Commented that hearing the kids [tonight] speak are moments he will never forget. Said he is a big baseball fan; loves the Yankees; and feels like Lou Gehrig, the luckiest man in the world because of all the students who have been touched and transformed. Commented that the number one reason people move here is because of the schools and that we have and will continue to revitalize the economic engine of this city because of what we provide. Stated it is the safest place to live because of the type of spirit we project – the peace, the welcoming, and teaching the whole child.
- He thanked the Board for their support.

13. CLOSED SESSION

Closed Session

President Reyes adjourned to closed session at 9:12 P.M. in accordance with the following:

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

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

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

UNADOPTED

14 RECONVENE TO OPEN SESSION *Open Session*

President Reyes reconvened to open session at 9:45 P.M. with all Board Members present.

Clerk Ugarte announced that, in closed session, the Board:

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2021020873 for Student No. 304944.

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

15. ADJOURNMENT *Adjournment*

President Reyes adjourned the meeting at 9:45 P.M.

Motion: TAMAYO, Second: BISHOP, 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, JUNE 16, 2021, AT 6 P.M.

UNADOPTED

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
May 27, 2021
5 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

UNADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

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

B. Roll Call

Dr. Eduardo Reyes, President
Ms. Kate Bishop, Vice President (Virtually)
Ms. Lucy Ugarte, Clerk
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., Innovation and Instruction (Virtually)
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education
Mrs. Nancy Teahan, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Board Member Bunker led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: UGARTE, Second: TAMAYO, 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.

None.

4. APPROVE CONSENT CALENDAR (Action)

Consent Calendar

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

Prior to approval of the Consent Calendar, President Reyes pulled Item 4.A., Section H for discussion and separate action.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

A. Approve and/or Ratify Human Resources Items A Through H **2020-21.084**

Board Member Tamayo noted an agreement to bring Vincent Pompei, Ed.D., back [for the new school year]. He said the amount for the previous agreement with Dr. Pompei had to be modified for additional services and motioned to amend the agreement to increase the "Not to Exceed" amount from $20,000 to $30,000.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

5. BOARD WORKSHOP

Board Workshop

A. Review of a School District Governing Board's:

(1) Role and Responsibilities; and

Dr. Escobedo said it was a pleasure and honor to introduce District Counsel Mr. Peter Fagen, from Fagen Friedman and Fulfrost LLP. He said Mr. Fagen has served the District for over a decade in a variety of areas.

UNADOPTED

Mr. Fagen thanked Dr. Escobedo and the Board for the opportunity to present and said facilitating governance workshops is one of the things he most enjoys doing, adding the point is to help the leadership team and Board be the best they can be. Mr. Fagen commented he started working with the District in 2006; has seen many transitions; and the District has consistently been the jewel in the South Bay, a district with an excellent reputation that does great work with the students it serves. Also that success stems in part from a highly functioning leadership team—the Board and Superintendent—and commented that anytime there is a change in the members of that group, the dynamics change.

Mr. Fagen listed a series of handouts—free legal advice—for Board Members' reference: two documents on Navigating the Brown Act, California Public Records Act (PRA), one on Assembly Bill 992 (social media activity), and a Communication Guide. He then began his interactive presentation by engaging the Board with two questions: Why they wanted to become a Board Member and how they would describe the best boss they ever had. All the Board Members shared their answers.

After asking how many bosses a superintendent has, Mr. Fagen explained a superintendent only has one boss—the governing board as a group. He emphasized that a governance board can only legally act through its majority at a duly noticed and appropriately agendized meeting, said no individual board member has any power to do anything other than attend meetings and try to convince at least two other colleagues to their point of view. Once the boss (the board), acts through its majority, it has spoken to their one employee (the superintendent); a district has many employees but they all work for the superintendent and only the superintendent works for the board. Mr. Fagen referred to each of the characteristics of a good boss that Board Members mentioned; reflected on how it may be difficult for a board as a whole to fulfill some of them, and said it is good for board members to try to emulate those characteristics in their relationship with the superintendent. He said the way board members interact with superintendents has a lot to do with how the community perceives the governing board (as a group) and asked Board Members how they want to be perceived (as a Board, not individually). He explained it is important to conduct business in a way that enhances the public's trust, so they will want to send their children to District schools instead of choosing one of the other options available (charters, private schools, or home schooling).

Mr. Fagen described the role of the superintendent and the partnership of the board president and superintendent. A governing board's role is to, among other things, set the vision; hire, support,

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and hold accountable the superintendent; ensure fiscal health; and monitor student performance. Labor negotiations, personnel decisions, and handling complaints and concerns are not part of a governing board's job. Responding to a question from President Reyes, Mr. Fagen gave examples of how board members' involvement in labor negotiations can undercut the negotiations team's work. Regarding personnel decisions, it was emphasized the superintendent is who hires, fires, promotes, and disciplines employees, although the decision is presented to the board for final approval. A governing board is the appellate body, and as such, board members cannot be involved in the hiring process.

Mr. Fagen also spoke about the "no surprises rule," saying board members receive meeting documentation ahead of time, so they should review it and alert the superintendent about any questions they will ask, so staff has a chance to prepare. Other topics discussed were board members' activity at school sites, their conduct, and communications. Vice President Bishop asked for clarification regarding board members being allowed to express personal opinions and discuss issues they wish to advocate for. Mr. Fagen said board members can express their opinions but cautioned that discussing items that without duly noticing and appropriately agendizing them may violate the open meetings law. This is because doing so deprives the public from observing discussion and participating, through limited public comment, on issues or items that are of interest to them. To add issues/items to the agenda, board members should approach the superintendent or board president. In answer to a question from President Reyes, Mr. Fagen said addition of items to the agenda follows board policy or governance protocols.

Mr. Fagen talked about open, honest, and direct communications, which are key to maintaining levels of trust and having a high functioning leadership team.

- Board members should respect each other, be honest, and maintain confidentiality (as required by law); doing so creates trust. Board members may not necessarily agree but they understand their colleagues and know they can express their opinions [in closed session] because they know the discussion will remain confidential.
- A board takes collective responsibility for its performance—whether a vote is unanimous or not—once a decision is made, the board has spoken.
- When approached by members of the public who expect an issue resolved, board members should thank them and acknowledge the issue, but not promise anything other than to pass it along to the appropriate personnel. Board members

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should not promise anything because they individually have no power to fulfill the promise—the full Board has to agree, which may not happen.
- It is important for board members who are sharing an opinion that differs from the board's opinion to make it clear they are not speaking on behalf of the board.
- Confidential information should never be released.
- Members of the public may not understand the procedure or substance of items of discussion, so board members need to be patient with them.
- Express disagreement with a position before the position is adopted and within meetings.

Mr. Fagen remarked that board members run for office as individuals but once elected, there is a change. After elected officials take the oath of office, they represent and owe a duty to act in the best interest of the entire community and their fiduciary duty is to all stakeholders, not to a particular constituency. He emphasized the importance of trust, which is the result of understanding and respect and said boards can function effectively despite disagreements when different viewpoints are respected.

President Reyes recessed the meeting at 6:30 P.M. and reconvened at 6:41 P.M.

(2) Role in Hiring the District Superintendent

Mr. Fagen pointed out that hiring a superintendent is the most important decision a board will make, as the superintendent is their one employee. He shared two important steps in the process, to:

- Create a task force (two board members) to drive the work and handle minutiae in order to avoid needing a board meeting every time there is a question.
- Identify the administrative/clerical support person.

There are many ways to approach hiring process and one of them is to use a search firm. There are different types of search firms—some are public agencies such as county offices of education who have groups that conduct searches. Other ones are private executive search firms. If going that route, the two-person task force should spend time investigating the search firms, looking at their references, success rates, and guarantees offered. A decision the board will make is whether the search will be local, statewide, or national.

Mr. Fagen noted that another way of hiring a superintendent is for the board to appoint an in-house candidate who has been groomed for the job and has the appropriate experience.

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Once the board hires a search firm, there is information to secure from it:

- A timeline – Can be adjusted but the community will need to know what timeline the board is looking for.
- The stakeholder engagement process – What will the firm do to engage the community.
- How the process will be communicated – There will be a lot of interest in the process and the community will want updates. Does the search firm prepare the communications or leave it to the board? If the search firm, will the task force or the full board review the communications?
- The process for keeping the board informed of process.

Board Member Bunker asked what a reasonable length of time for hiring a superintendent—between three to four months, longer if the pool of candidates is not the best. Mr. Fagen said an option is to hire an interim superintendent, typically a retired superintendent or a current cabinet member who knows how things run in the district. He pointed out the current cabinet member may or may not be a candidate. The board can be clear with the person whether he or she will be considered for the job. Hiring an interim superintendent may turn out to be an on-the-job interview.

Board Member Tamayo asked if there is a time limit regarding having an interim superintendent. Mr. Fagen said he is not aware of a legal one but there retired superintendents have limitations on how long they can work or earn. He explained it is better not to wait too long to hire a permanent superintendent, in order to have a stable leadership group. It is good having an interim person too long—for example for a year—as it does not promote stability and may lead to a lot of uncertainty.

Board Member Tamayo said he knows some boards have appointed a superintendent without going through the process and asked if the option is available. Mr. Fagen said some boards have appointed an employee without conducting a search and other boards have selected an internal candidate after the person goes through the search process. Both are viable options.

Mr. Fagen said he would be happy to assist the Board with any questions. Said that while his company is not a search firm, it has helped boards go through search processes tailored to their needs.

B. Overview of the Ralph M. Brown Act

Mr. Fagen said the Brown Act is [California's] open meetings law. The intent behind the law is for school district business to be conducted

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openly, in front of the public in order to provide meaningful access to members of the public. The law applies to legislative bodies and since governing boards are legislative bodies, they are specifically governed. The law is designed [to require] that public business is conducted in public and provides members of the public the opportunity to participate on a limited basis by addressing the board before or during discussion of items. The presumption is that discussion is held in open [session] with three limited exceptions when closed [session] is allowed—when the discussion involves privacy, strategy, or security. Mr. Fagen clarified that board meetings are not public forums, they are meetings where the board conducts district business and public involvement is limited.

Mr. Fagen asked Board Members what a meeting is. After hearing a couple of answers, he read the legal definition—a meeting occurs whenever the majority of the board gathers at the same time and place to hear, discuss, or deliberate [or take action] upon any item within the subject matter jurisdiction of the board or district. This language is restrictive that means three board members are not allowed to be together anywhere where they can hear the same thing if it has anything to do with education. There are some exceptions to this rule, for example individual contacts, public conferences (e.g., the California School Boards Association's annual conference), other local agency meetings (e.g., a city council meeting), and social gatherings. Regarding social gatherings, he said if there is a quorum, board members have to be careful not to be seen standing around together to avoid even the appearance of impropriety.

The open meetings law does not allow serial meetings. There is a type of serial meeting that consists of a "personal intermediary," someone who talks with one board member, then another, and then another and shares the information received from one board member with another one. There is an exception, what Mr. Fagen calls the "superintendent's exception," when the superintendent has separate conversations with board members to answer questions and provide information regarding an item that may come before the board. This exception is allowed if the superintendent does not communicate to board members the comments or positions of other board members. It is important the superintendent does not share, because board members need to go to board meetings with open minds, and have the right to try to convince their fellow board members' to their point of view. Furthermore, members of the public have the right to observe the board deliberating on the items on the agenda and if the board has already made up its mind, they are deprived of that right.

Mr. Fagen explained there are different types of meetings and there are certain requirements for each. Special board meetings have a shortened timeline for posting of the agenda—24 hours instead of the 72 hours for regular meetings. Special meetings are scheduled for

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special reasons and public comments are limited to items on the agenda. Meeting agendas need to be posted online and in an accessible place; they must include enough information for members of the public to determine they are interest in any of them. Board Bylaw 9322 was referenced as being the guide on how to add items to the agenda.

Mr. Fagen spoke about impermissible serial meetings. These can be in a "daisy chain" format, where A speaks with B, B speaks to C, and C speaks D about a topic that will be presented to the Board. Only two people have spoken to each other but you four have discussed and deliberated, which is a violation of the law. Another format is "hub and spoke," where A speaks with B, with C, and with D separately and shares all the information he is receiving with each of them.

Mr. Fagen addressed today's virtual world and its technology, saying the Brown Act was created before the iPhone, and email, text messages, websites, and social media. The law has adapted and been expanded and the same rules regarding impermissible serial meetings apply to communications via email, websites and blogs, texting, and social media. "Daisy chain" and "hub and spoke" situations via email or text are considered impermissible meetings and could result in law violations. Mr. Fagen mentioned "sunshine week," during which media outlets request different types of documents (e.g., the first 20 and the last 20 emails that superintendents received every month) and then write a series of articles regarding what they found. This is a fishing expedition that may expose things that are inappropriate. Mr. Fagen cautioned about receiving texts or emails during board meetings; these may violate the intent of the law if they relate to items on the agenda because the public cannot see those communications that are taking place during deliberation. He said it would not surprise him to see public records requests from the media such as "all email and text communications with board members starting one hour before and ending one hour after board meeting, regardless of topic." President Reyes asked how to address the fact that board members cannot avoid receiving communications. Mr. Fagen said board members might want to turn off their electronic devices during the meeting and even make an announcement to that effect, which would shield them from potential problems.

Assembly Bill 992, a temporary law was discussed that went into effect January 2021 and will last until January 2026 and relaxes prohibitions on social media. The law allows board members to engage in social media to answer questions, provide information to the public, or solicit information from the public regarding a matter within the board's jurisdiction as long as the majority of the board does not use social media to discuss the business within the board's jurisdiction among themselves. The law specifically prohibits the use of emoji, like, and

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dislike reactions to board members' posts on social media. At President Reyes's questions, Mr. Fagen clarified the prohibition is limited to items that are within the subject matter jurisdiction of the board, not to personal items. Also, that board members should not comment on third-party posts regarding topics that fall within the board's subject matter jurisdictions, as there is the possibility of starting a serial meeting. To a question from President Reyes regarding board members who are running for reelection, Mr. Fagen responded that they can provide information and even endorse another candidate; also that campaign laws are different and may not align and that this law does not override anyone's ability to make an endorsement. A last thing Mr. Fagen remarked is that the relaxation within the law states that the social media must be accessible to the public free of charge and members of the public cannot be blocked, except by the social media platform for violating rules. At Vice President Bishop's questions, he clarified board members can block people from their personal sites but cannot block anyone from their public facing sites.

School boards may not prohibit public criticism, only control the amount of time you give the public to comment—and you have to be fair regardless of the content of the comments. Mr. Fagen discussed board responses to public comments and the rule of no action or discussion on matters not on the agenda. He said board members should refrain from engaging with the public on matters not on the agenda. He stated they may refer the matter to staff, ask staff to place the matter on a future agenda and/or report back to them on the matter, ask a clarification question, make a brief announcement or make a brief report on their own activities.

Regarding closed session, Mr. Fagen emphasized everything must be done in public unless they fall under one of three areas privacy, strategy, and security. He listed common sense matters that can be discussed in closed session after being specifically listed: personnel matters (privacy), pending litigation (strategy), student matters (privacy), negotiations and collective bargaining (strategy), real property negotiations (strategy), security matters (security). Mr. Fagen said that after the City of Bell fiasco, the Legislature stepped in and tightened up closed session requirements. On a side note, he said the Legislature made changes to the PRA and public agencies cannot just tell a requester their request is to broad; it shifts the burden to the agency, who needs to meet with the requester and help them figure out what it is they are asking for and then provide it to them. Action or approval of agreements must be reported unless the final approval rests with another party. Agreements become public record once approved and signed by the board, except if the agreement has been approved but not signed by the other party. Mr. Fagen mentioned a number of items that do not need reporting out such as labor negotiations agreements and some student matters. He emphasized the importance of maintaining

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confidentiality regarding any closed session discussion. Mr. Fagen stated the law is very clear in prohibiting board members, even after they leave the board, from disclosing anything confidential discussed in closed session. This also applies not only to board members but also to anyone who participates in closed session. Ramifications for confidentiality or Brown Act violations are that board members may be personally liable the remedies or consequences include removal from office, being subject to a civil lawsuit, injunctive relief through a court, criminal liability, and written and verbal censure by the majority of the board. Another ramification of Brown Act violations may be the invalidation of actions taken in items not appropriately agendized; if this happens the board will have the opportunity to redo it correctly. Board members may be held personally liable and prosecuted if they see an actions being taken that violate the law and do not stop it.

The California PRA is a strong policy in favor of disclosure to the public and any writing, including emails and text messages communicated via district or personal devices, related to school district business are public records. Mr. Fagen said board members should enter into these virtual exchanges of information with the thought that someone could request to see them. He encouraged them to communicate in such a way that if the exchanges come to light, they serve to enhance the public trust in district leadership instead of detract from it.

Documents taken to a board meeting, if shared with the majority of the board, become public documents and copies must be available to share with the public.

Board Members thanked Mr. Fagen for the refresher and for the updates regarding new laws. President Reyes said it is always good to have information on new rules. Mr. Fagen thanked the Board again for the opportunity to present.

President Reyes called for a recess at 7:58 p.m. and reconvened the meeting at 8:10 p.m.

C. Review of the Chula Vista Elementary School District's Hiring Process

Dr. Escobedo said he would share the District's administrator selection process. He referred to a book, "Who [The A Method for Hiring]," from which the District used specific aspects to focus on hiring "A" players, who are people who have the ability to outproduce, outthink, or outperform most people by almost 200 percent. The focus of adding some of these simple strategies was to enhance the potential to make the best hire possible. Dr. Escobedo said it is well known how hiring the cost of bad hires is difficult, knowing how much someone who does not pan out, whether a principal, teacher, psychologist, can affect student achievement and decrease morale. He said management experts state

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that most traditional hiring systems have a 50 percent chance of getting it right or wrong and the specific process he will share increases the percentage of success to closer to 85 percent.

Dr. Escobedo explained having a network of referrals is critical—referrals from recruiters, other principals, other superintendents, and universities is very important. He also showed the confidential recommendation form, important because recommendation letters are not always accurate and the form takes the accuracy to a higher level.

Dr. Escobedo detailed the method:

- District positions are posted on the website, on the statewide EDJOIN job search engine, and sometimes on EdCal, part of ACSA's network.
- At the same time that the job is posted, surveys are conducted with staff and community (English and Spanish) on the attributes of the new leader, what they would like to see. Those characteristics are matched to the questions asked during the interview.
- Once the job is posted and applications are received, the District looks at competencies, track record (with people jumping from district to district in a short period of time presents a red flag), alignment to culture, and their passion for the job.
- Human Resources processes and reviews all applications: Resume, letter of intent, written exercise, letters of recommendation.
- Applicants are then asked to submit an online video focusing on their background, their passion to serve students, and interest in the District. Answering a question from Dr. Reyes, Dr. Escobedo said the video is required for positions of principal and above.
- Human Resources and the Superintendent work together to review all submitted information and choose down to five to eight applicants, who are invited to interview. Dr. Escobedo reviews the application, looks at past successes and tried to find out why they changed job and why they want to come here, especially if it is a lateral move. Sometimes the information cannot be ascertained from the packet, so Dr. Escobedo makes pre-interview calls asking applicants about their career goals, what interest them professionally, how their last five bosses will rate their performance.
- The school or department then identifies key members for the interview panel. Two certificated staff members, two classified, two parents/community members. Also a current principal is invited, one of the Executive Directors, and a Human Resources staff member (usually a Director or the Assistant Superintendent).
- During the interview process, the applicants: Are provided a short period of time to review the questions, prepare a PowerPoint on something they are passionate about, complete a performance exercise, and answer questions from the panel. The panel then ranks the candidates and chooses the top three candidates for the next level of interviews.

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- Cabinet then interviews the three candidates. Questions are focused specifically to the sites, e.g., dual immersion, special education, etc.
- Each Cabinet member then provides a recommendation to Dr. Escobedo. After reviewing all information provided, he makes the final decision and it has happened that a finalist is not identified and the decision is made to go through the process again.
- If a finalist is identified, before he recommends the hiring to the Board, Dr. Escobedo engages on a last, critical step, the reference check. He listed a number of questions he asks, such as the context with which they worked together, the person's biggest strengths and areas for improvement, how they rate their overall performance on a scale of 1-10, what were some of the person's struggles on the job.
- The last step is the Board interview and approval or denial.

Clerk Ugarte asked who creates the questions, how do those differ from the questions a panel would ask, and requested some examples. The District creates the questions—a principal scorecard with competencies, from which the questions are developed; and example: "How would you strategize with your School Site Council in approving or implement this instructional strategy? He explained all the questions are formulated and some come from the survey, for example if there is a need for a strong collaborator.

Vice President Bishop thanked Dr. Escobedo for the presentation. Asked if the surveys are just to create the things the District is looking for in a potential candidate. Dr. Escobedo said it may be two-fold, for an example, if a school needs a more seasoned principal, he looks at the survey [results] and tries to match one of the existing principals to the characteristics (since he has the ability of moving an principals). Also serve to cater some of the questions to the specific needs of the school. Vice President Bishop referred to Dr. Escobedo's comment about the school culture and asked if the District is discouraging applicants out of state applicants. Dr. Escobedo clarified that it depends on the position, for example for the Human Resources [Assistant Superintendent] position, he wanted to stay within California due to the laws and because people from other states may interact with their bargaining units very differently than in California. She asked regarding the original pool of applicants. Dr. Escobedo picks the original pool and if there are more than eight, he makes the pre-interview calls. Vice President Bishop asked if Dr. Escobedo picks the panel of stakeholders; he said he does for Cabinet positions only and invites the union presidents to participate. He clarified he is only part of the final interview. Vice President Bishop thanked him for the answers and that there are some amazing people in the District, so the hiring process is working. Dr. Escobedo said he would be happy to have more conversations on how to improve the process.

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President Reyes acknowledged Vice President Bishop. She requested a presentation at the June 16 Board meeting by San Diego State University's Dr. Mohammed Abdi on behalf of Community Advocates for Just and Moral Governance regarding police on school campuses. Vice President Bishop also shared three concerns from parents who would like to participate in the Virtual Academy. 1) Friday is the deadline for signing up and parents are confused about how it will look; 2) It is not similar enough to distance learning; and 3) Individualized Education Programs will not be able to be followed within the model. She also read a note on behalf of Chula Vista Council of PTAs President Marina Beltran asking the Board of Education to reach out to community through parent/teacher surveys, small meeting discussions with parent leadership groups (including the PTA), and public comments for input in what parents and teachers would like to see in a new superintendent. She commented that Ms. Beltran's request goes along with what is already being done in the District when hiring upper management.

6. ADJOURNMENT

Adjournment

President Reyes adjourned the meeting at 8:38 P.M.

Motion: TAMAYO, Second: UGARTE, Vote: UNANIMOUS

Francisco Escobedo, Ed.D., Secretary

Lucy Ugarte, Clerk

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Adopt Resolution Supporting People of Asian and Pacific Islander Ancestry and Condemning Harassment, Violence and Hatred Toward People of Asian and Pacific Islander Descent

____X____Action **_____Information**

BACKGROUND INFORMATION:

More than 6,600 anti-Asian and hate incidents have been reported in the year since the pandemic arrived in the United States, according to Stop AAPI Hate, a nonprofit group that tracks incidents of hate and discrimination against Asian Americans and Pacific Islanders (AAPI) in the United States. These bias-motivated incidents against the AAPI community include harassment, property damage, and violence because of the stigma around the geographic origins of COVID-19.

ADDITIONAL DATA:

Asian Americans are the fastest growing racial or ethnic group in the United States, growing 81 percent from 2000-2019. California has the highest Asian population in the United States, approximately 6.2 million citizens. In Chula Vista, Asian Americans, Native Hawaiians, and Pacific Islanders make up 16.95 percent of the city's population. The Chula Vista Elementary School District is home to more than 3,390 students of Asian, Native Hawaiian, or Filipino descent, accounting for 11.56 percent of the student body. Filipinos make up the largest percentage of this group, at 9.04 percent, or 2,642 students.

Prominent Asian Americans in our community include Tom Hom, the first Asian American and minority elected to San Diego City Council, and current San Diego Mayor Todd Gloria, who is also of Asian descent. Saburo Muraoka Elementary School in Chula Vista is the first public school in San Diego County to be named after a Japanese American. Mr. Muraoka was a farming businessman who lived in Chula Vista for three decades. He succeeded in his trade even after spending time in an internment camp for Japanese Americans following the attack on Pearl Harbor.

Tonight, a resolution is being put forth for adoption as a way of demonstrating District support for the AAPI community and making a stand against any type of violence against people of Asian descent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Supporting People of Asian and Pacific Islander Ancestry and Condemning Harassment, Violence, and Hatred Toward People of Asian and Pacific Islander Descent

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

WHEREAS, basic human decency requires a respect and acceptance for people of all backgrounds, and the motto of the United States of America is "E pluribus unum," meaning "Out of many one"; and

WHEREAS, America's professed values include a commitment to liberty, equality, and justice for all — values the country has often failed to reach but should never stop striving to attain; and

WHEREAS, America's diversity is a source of strength and prosperity and California's vibrant communities benefit from cultural contributions made by people of every ancestry; and

WHEREAS, California is home to the largest population of Asian Americans, a group that has enriched the state in countless and invaluable ways; and

WHEREAS, people of Asian and Pacific Islander descent have suffered intense discrimination since California's earliest days, including, but not limited to, the inhumane policies and treatment toward Chinese immigrants in the goldmining era, the Chinese Exclusion Act, the persecution of Filipino American workers, and the internment of Japanese Americans during World War II; and

WHEREAS, that discrimination continues today in the repugnant form of terroristic violence against Asian Americans and Pacific Islanders; and a climate where Asian Americans and people of Asian and Pacific Islander descent are being othered, targeted, scapegoated and killed because of their race; and

WHEREAS, in many school districts, fear of violence and harassment has been identified as a factor in low rates of return to in-person instruction among Asian American students; and

WHEREAS, schools must avoid the "model minority" myth that promotes the stereotype that the AAPI community is a monolithic group, a stereotype that invisibilizes the economic, academic, and social struggles of our diverse communities; and

WHEREAS, our values of inclusiveness, humanity, and respect demand that we support students of Asian and Pacific Islander ancestry and the larger Asian American and Pacific Islander community in this moment of national strife and at all times;

NOW, THEREFORE BE IT RESOLVED that the Chula Vista Elementary School District condemns hatred, xenophobia, harassment, and violence towards people of Asian and Pacific Islander ancestry and commits to creating a supportive, inclusive culture that fully embraces students, staff, and families of Asian and Pacific Islander descent; and

BE IT FURTHER RESOLVED that the Chula Vista Elementary School District will continue to commit resources to educate its employees and identify resources to ensure curriculum and equity trainings are inclusive of Asian American and Pacific Islander communities.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through I

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Haileigh Johnson, Temporary Teacher (per Education Code Section 44920) 24 days, Class I, Step 1, salary $6,801.84, effective May 13 through June 16, 2021

Moraima Silahua, School Secretary, 8 hours per day, 5 days per week, Range 30, Step 1, $21.79 per hour plus 4 percent, effective July 7, 2021

B. LEAVE OF ABSENCE

Andre Antenorcruz, Psychologist, effective June 1, 2021

Jazzmine Ashley, Teacher, effective July 19, 2021

Miranda Olea, School Attendance Secretary/Health Specialist, effective July 7, 2021

Felicia Olivares, Teacher, effective June 7, 2021

Magdalena Toral, Teacher, effective June 1, 2021

Meghan Whitney, LSH Specialist-Lead, effective July 19, 2021

C. EXTENSION OF LEAVE OF ABSENCE

Tasia Padilla, Teacher, effective July 19, 2021

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

116761

E. PROMOTION

Valeria Abitia, from School Health Clerk to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 1, $21.79 per hour plus 4 percent, effective July 7, 2021

Ana De Leon, from Instructional Assistant-ELL/School Health Clerk to Instructional Assistant-ELL/Library Technology Technician, 7.45 hours per day, 5 days per week, Range 25, Step 3, $21.34 per hour, effective July 21, 2021

Andrew Falconer, from Resource Specialist to Multi-Tiered System of Supports Coordinator, 8 hours per day, 5 days per week, 224 days per year, Management Range I, Step 1, $508.90, effective July 1, 2021

Marc Keehmer, from Music Teacher to Coordinator of Visual and Performing Arts, 8 hours per day, 5 days per week, Management Range I, Step 1, $508.90 per day, effective July 1, 2021

Valerie Llamas, from Human Resources Technician III (Sub Desk) to Human Resources Technician IV (Sub Desk), 8 hours per day, 5 days per week, Range 28, Step 6, $26.30 per hour plus 4 percent, effective July 1, 2021

Danny Pasawongse, from Director of Information Technology Services and Support to Senior Director of Information Technology Services and Support, 8 hours per day, 5 days per week, 224 days per year, $702.41 per day effective July 1, 2021

F. JOB DESCRIPTION

Child Nutrition Services Program Supervisor

Senior Director of Information Technology Services and Support

G. RESIGNATION

Vilma Barrales, Special Education Teacher, effective June 17, 2021

Alicia Began, Nurse, effective June 17, 2021

Logan Five, Resource Specialist, effective June 17, 2021

Jasmine Garibay, Special Education Teacher, effective June 17, 2021

Cinthya Hernandez Saucedo, Psychologist, effective June 17, 2021

Manuel Infante, Permit Teacher, effective June 17, 2021

Preston Lujan, Teacher, effective June 17, 2021

Kristy Mattheus, Noon Duty Supervisor, effective June 16, 2021

Norma Meza Lopez, Special Education Teacher, effective June 16, 2021

Vanessa Parra, Instructional Assistant-Special Education, effective June 16, 2021

Alexis Rodriguez, Instructional Assistant-ELL, effective June 16, 2021

Andrea Rodriguez, Student Attendant, effective June 3, 2021

H. APPROVAL OF ANNUAL STEP AND/OR CLASS FOR ALL ELIGIBLE CERTIFICATED, CLASSIFIED, AND NONREPRESENTED EMPLOYEES FOR 2021-22 SCHOOL YEAR

I. CONSULTANTS

Amplify Education Inc., will provide professional development using Core Knowledge Language Arts second edition Skills Initial Training in Foundational Skills Instruction to K-2 teachers at Montgomery. Services will commence June 17 through June 30, 2021. The sum not to exceed $12,165.84 will be paid from Title I funds.

ARC of San Diego will provide services including, but not limited to, cleaning the interior of District buses. ARC employees include many adults with disabilities who are assigned to the District to clean the interior of buses and provides opportunities for adults with disabilities to take on work responsibilities. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $4,404.04 per month will be paid from Transportation funds.

Center for Organizational Responsibility and Advancement will provide keynote speaker Dr. Luke Wood for the District Leadership Kickoff. Services will be provided July 16, 2021. The sum not to exceed $4,000 will be paid from Instructional Services Administration funds.

Renew agreement with Facilitron for a facilities use cost recovery program. Services will commence July 1, 2021, through June 31, 2022. All start-up costs and staff training are included in the flat rate 10% commission charged by Facilitron on recovered facility use fees. These fees will vary from year-

to-year depending on each year's facility rental revenue. Commission fees will be recovered through an administrative charge added to facility use rental fees, which is projected to result in zero cost to the District for this program.

Fulcrum Management Solutions, Inc., will support the increase of stakeholder engagement throughout the school year with Local Control and Accountability Plan process, as well as other community input sessions. Services will commence October 1, 2021, and will continue through September 30, 2024.. The sum not to exceed $113,490 will be paid from Expanded Learning Opportunities Grant funds.

HUB International of California Insurance Services, Inc., will conduct formal market searches and provide consultation services for property and casualty insurance, workers' compensation, and other insurance issues. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $15,000 will be paid from District Administration/Risk Management funds.

Larry Alvarado Training Solutions will provide CPR training to Transportation Department employees. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $2,000 will be paid from Transportation funds.

Pandr Design Co. is providing professional development on art education to Los Altos teachers. Services are being provided June 16, 2021. The sum not to exceed $4,000 will be paid from Title I funds.

Rupe Consulting Services, LLC, will provide consulting services and assist the District in filing all related applications, documents, and support with the Universal Services Administrative Company, Schools and Libraries Division, E-Rate Funding Program. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $19,000 will be paid from the General Fund.

San Diego County Superintendent of Schools will provide Equity Consciousness Training and coaching to Rogers equity team and staff. This training involves learning, exploring, and leading through issues of equity in the community. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $6,500 will be paid from Title I funds.

Skills Struck, LLC will provide student platform access, teacher platform and tools, and customer support, professional development, and teacher training for five District schools. Services will commence July 1, 2021, and continue through July 1, 2022. The sum not to exceed $50,000 will be paid from Expanded Learning Opportunities Grant funds.

Special District Financing and Administration (SDFA) will provide consulting services related to the District's various debt financings, mitigation agreements, developer fee studies, tax roll services, and additional related services as needed, including but not limited to, monitoring delinquencies, preparing reports, and disclosure and disseminating services. Services will commence July 1, 2021, and continue through June 30, 2022. Cost of services will depend on the service provided, at the following hourly rates:

	Hourly Rates 2021-22
Principal	$160
Senior Associate	$125
Associate	$ 90
Support Staff	$ 50

Costs will be paid from Community Facilities District, Capital, and/or other appropriate District funds.

Stapledon Enterprises, Inc. will provide division of the state architect inspection services on an as-needed basis for multiple District sites at the rate of $95 per hour. Services will commence July 1, 2021, and continue through June 30, 2022. The cost will be paid from General Obligation Bond and/or Capital funds.

Strata-G.I.S. Solutions will provide comprehensive geo-spatial data and analysis, maintenance data management, facilities management, master planning and growth management assistance to the Facilities and Planning Department. Services will commence July 1, 2021, and continue through June 30, 2022. The sum not to exceed $86,400 will be paid from Maintenance funds.

The Hanover Research Council, LLC will conduct a research study/survey and data analysis for the District as well as provide access to online archives of best-practice research. Services will commence September 16, 2021, and continue through September 15, 2024. The sum not to exceed $115,900 will be paid from Expanded Learning Opportunities Grant funds.

On October 14, 2020, the Board approved a contract with Vincent Pompei, Ed.D., in the amount of $10,000 to provide professional development for District school leaders, staff, and parents on embracing family diversity; creating LGBTQ-inclusive schools; preventing bias-based bullying and gender stereotyping; and supporting transgender expansive students. On February 10, 2021, the Board approved an amendment to increase the contract of $10,000. An amendment to the contract is again required for additional services. This amendment will increase the contract by $3,000. The sum not to exceed $23,000 will be from paid District Administration 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.

CHILD NUTRITION SERVICES PROGRAM SUPERVISOR

JOB SUMMARY:
Under the general direction of the Child Nutrition Director, plans, organizes, and manages essential aspects of the District Child Nutrition program. Supervises and evaluates assigned personnel; committed to teamwork, collaboration, and cross-training to provide optimum services for student, staff, and community.

ESSENTIAL JOB FUNCTIONS:
- Provides guidance to Child Nutrition Services (CNS) staff, CNS supervisors and appropriate District staff.
- Conducts evaluations with CNS Director for CNS Supervisors and CNS staff.
- Assists and coordinates the work of the CNS Supervisors.
- Evaluates and recommends improvements in practices and procedures to maximize effectiveness with Child Nutrition operations, staffing, purchasing and warehouse.
- Helps prepare various Child Nutrition and warehouse reports and documents.
- Assists CNS Director in collaborating with other District departments as required to support District goals in conjunction with Child Nutrition.
- May serve on various District committees as a representative of CNS.
- Trains and provides technical support for CNS personnel, in preparing, serving and storing food, washing and cleaning of all kitchen equipment to meet sanitation requirements and be consistent with District, state and federal regulations related to CNS.
- Plans, organizes, and directs food preparation at sites, central preparation kitchens, and/or the bakery. At times, may clean dishes, cook, and store food and perform day-to-day tasks at sites.
- Estimates number of meals and orders food items for sites.
- Develops systems that reduce food cost and increase quality and variety of food.
- Provides input to site supervisors for CNS employee selection and evaluation purposes.
- Develops, prepares, and maintains written reports, District forms, and other related administrative paperwork for the purpose of measuring program status at sites.
- Travels to sites to provide training, technical assistance and hands-on support for the purpose of evaluating program effectiveness on a regular basis.
- Provides input to CNS for the purpose of establishing standard operating procedures.
- Assists in the creation of agendas for meetings, conducts meetings, and evaluates the success of meetings for the purpose of measuring program effectiveness.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Prior work-related experience with increasing levels of responsibility including supervision of personnel and projects.
- Knowledge of the proper methods of preparing, cooking and storing food, health and safety rules and regulations pertaining to the food service industry, methods of preparing food in large quantities to provide quality food items to students and staff, and large-scale ordering for multiple sites utilizing computer applications.

- Ability to organize work groups to complete jobs efficiently and in a timely manner and effectively supervise the work of several groups; prepare program plans to enhance operations and improve services to clients; effectively interpret policies, procedures, and laws and analyze data and draw logical conclusion; work effectively both independently and as a team member; ability to communicate effectively orally and in writing and to establish and maintain effective relations with staff and public; communicate and interact effectively and professionally under pressure.

EDUCATION AND EXPERIENCE:

- Any combination of equivalent to a bachelor's degree in nutrition, business administration, or related field and two years increasing responsibility experience in the administration of a school district food and nutrition program.

CERTIFICATIONS/LICENSES:

- Current Food Handlers Card and valid California Driver's License required.
- Food Service Manager's Training Certification from the County Department of Health.

SENIOR DIRECTOR OF INFORMATION TECHNOLOGY SERVICES AND SUPPORT

JOB SUMMARY:

Under the general direction of Superintendent/Deputy Superintendent, provides leadership for the Information Technology Department to meet District goals and policies as they relate to the technical infrastructure, student and administrative software, and computer systems. Responsible for District organization and implementation of all District technology systems including those used for student information, business, human resources, and student systems; voice and data networks; support of all District computers and peripherals; advanced technologies including SIF Systems Interoperability Framework (SIF), and the District web presence and portal technology solutions. Ensures that the District and its schools, departments, parents, students, and community as well as county, state, and federal agencies are provided with consistent and reliable access to District information; oversees the preparation of all E-Rate applications; makes recommendations to District executive staff on emerging technologies; approves technology purchases; and chairs all District committees associated with technology.

ESSENTIAL JOB FUNCTIONS:

- Provides leadership for the Information Technology Department in optimizing the use of all District resources through the use of technology; makes recommendations to executive staff on emerging technologies; and informs senior management of potential problems and presents solutions.
- Provides leadership and management skills within the Information Technology Department, including the evaluation and supervision of staff assigned to the Information Technology Department.
- Assures the security and validity of District information and networks through the development of cybersecurity procedures as well as backup and recovery methods; provides recommendations on best practices on cybersecurity for school sites and District office personnel.
- Identifies effective technology-based programs that support improved student achievement; and works with administrators and school personnel to implement these programs.
- Provides leadership for the evaluation, selection, and use of computer programs to improve instruction and raise student achievement.
- Develops and implements a resource acquisition and management strategy for needed capital and operational investment in IT infrastructure and services; develop and cultivate strategic relationships with internal and external partners to assure optimum system and end-user performance; evaluate, learn and implement new technology and train department and/or school staff in its proper use.

- Develops, tests, monitors, and maintains computer systems related to attendance, enrollment, purchasing, business, finance, child nutrition, and other applications.
- Communicates with other administrators, personnel, outside organizations and vendors to coordinate activities and programs to solve issues and conflicts and exchange information.
- Directs and manages acquisition and maintenance of the District's servers, hardware, software, Storage Area Network (SAN) data storage, and network architecture/infrastructure.
- Identifies, transfers, consolidates, and integrates new and legacy technologies into an enterprise infrastructure platform.
- Analyzes all formal technology proposals submitted from all levels within the District and makes recommendations to the appropriate decision-making body; and develops, reviews, and monitors project management standards for new and ongoing information technology systems.
- Manages the development, preparation, and issuance of policies and procedures relating to network operations, security, and controls.
- Maintains an awareness of technological innovation and promote the effective and efficient utilization of a wide variety of equipment as it relates to technological advances and standards.
- Serves as technical resource for all District personnel and develops and implements long-term strategic plans.
- Ensures the District and its schools, departments, parents, students, and community, as well as county, state, and federal agencies are provided with consistent and reliable access to District information.
- Develops, reviews, and updates Districtwide technology system specifications, bids, and requests for proposals to ensure that technical requirements and standards are met consistently; evaluates productivity and satisfaction standards for all administrative systems.
- Oversees the District's network, data, and technology operations and activities.
- Develops and monitors annual budgets for the maintenance, operation, and support of District computing systems and services.
- Directs all activities of the Information Technology Department, assures the resolution of problems, and conducts ongoing evaluation of customer satisfaction.
- Attends and participates in a variety of meetings, workshops, conferences, and trainings to maintain current knowledge of emerging technological trends.
- Manages physical resources related to technical infrastructure, network and application security, and administrative computer systems including central computer systems, personal microcomputers, data communications equipment, and the District's telephone systems.
- Supports the preparation of state and federal reporting as dictated by local, state, and federal mandates including California Longitudinal Pupil Achievement Data System (CALPADS).

- Ensures compliance with applicable laws, codes, rules, and regulations.
- Maintains confidentiality of sensitive and privileged information.
- Performs other duties as required.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- License: Valid Class C California Driver's License and evidence of insurability.

- Ability to plan, organize, control, and administer the District's network, data, and technology support operations; analyze and develop work methods, procedures, and schedules; coordinate and implement a broad information technology and infrastructure management program for a school district; and work with school site management and teachers to provide appropriate technology for students and staff.

- Knowledge of server/database integration including Microsoft SQL and experience with query and reporting tools; troubleshoot and resolve firewall configuration and performance issues; analyze situations accurately and adopt an effective course of action; develop and implement long-term strategic plans; and serve as technical resource for all District personnel.

- Evaluate user needs and advise accordingly regarding software and hardware configurations; evaluate and assimilate data in order to prepare clear, comprehensive reports and make sound recommendations; assure compliance with applicable laws, codes, rules, and regulations; train, supervise, and evaluate personnel; develop and prepare budgets; and monitor and control expenditures.

- Maintain current knowledge of technological advances in the field; establish and maintain cooperative and effective working relationships with others; communicate effectively both orally and in writing in English; and operate a computer and assigned software.

- Knowledge of principles and practices relating to the management, administration, and design of a large multi-platform local and wide area computer network; principles and techniques of systems and network design and analysis; data recovery and security planning; database design and management using Microsoft SQL; customer service design, organization, and operation; Internet and Intranet development standards; strategic planning and project management; applicable rules, laws, codes, and regulations; school district information and records management, including document imaging; principles and procedures of contract administration; firewall system design and implementation; principles and practices of data security; network server systems; budget preparation and control; oral and written communication skills including public speaking techniques; computer operating systems including Windows Server; and computer software including PowerSchool, BusinessPlus, ESchoolPlus, Cybersoft

PrimeroEdge, and Microsoft School Data Sync (SDS), Class Teams, and Microsoft Azure Single Sign On (SSO), Office 365/Microsoft Exchange, Microsoft Active Directory, and SharePoint.

- Knowledge of principles and practices of data analytics and data integration using advanced tools, such as Microsoft Power BI, Power Apps, and Flow.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Purchase of Cyber/Privacy Liability Policy from Ascot Specialty for a Policy Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District has been working to ensure it maintains the appropriate insurance coverage for any event that occurs. With an increase of technology being utilized in our schools and District office, new risks have emerged that present an opportunity for loss. The District worked with its HUB International insurance brokers to quote an insurance policy to cover the District from losses related to cyber, privacy, and media liability. This policy with Ascot Specialty will replace the current cyber liability insurance that will expire on June 30, 2021.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the Cyber/Privacy Liability Policy is $34,010.55 and will be paid through the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Purchase of Excess Workers' Compensation Policy from US Specialty Underwriters for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

Beginning July 1, 2021, the Chula Vista Elementary School District will renew its Excess Workers' Compensation policy with US Specialty Underwriters. The District has maintained self-insured status with the State of California for more than 15 years and retains losses up to $1,000,000. The District has purchased excess coverage for catastrophic losses to ensure it is able to meet its financial obligations if a loss occurs. During the coming policy period, the District will maintain its excess workers' compensation coverage at $25,000,000.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the Excess Workers' Compensation policy is $192,939 and will be paid through the Workers' Compensation Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Authorize the Possible Employment of Limited-Term Management Employees for the 2021-22 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Throughout each school year, the District encounters the need to hire limited-term employees to fill in for management positions that come up when administrators retire or resign (while the hiring process is ongoing), or when they are on extended leaves of absence. Securing previous authorization allows enhanced efficiency in placing a temporary administrator to ensure the continuity of the school or department environment.

ADDITIONAL DATA:

A list of possible limited-term management employees 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 each limited-term management employee a daily rate based on the Management Salary Schedule.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Authorize the Assistant Superintendent for Human Resources Services and Support to Execute Agreements with Universities and Colleges for Administrative Services and Dietician Internships; Counselor, Social Worker, Speech Pathologist, and Psychologist Internships/Practicums; Student Nursing Programs; and Student Teaching for the 2021-22 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

Throughout the school year, the District receives many requests from universities and colleges to enter into agreements for internships, practicums, and other programs for administrative services, dietician, counselor, social worker, speech pathologist, psychologist, and nursing students and for student teaching. These agreements allow the District to provide field experiences within school facilities for qualified students enrolled in higher-learning institutions.

ADDITIONAL DATA:

Copies of agreements are available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

Based on the terms of each of the agreements with the universities and colleges, payments to the District can range up to $250 per semester per university/college student.

STAFF RECOMMENDATION:

Recommend authorization.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Districtwide Preschool and Transitional Kindergarten Curriculum

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In January 2021, the District began the evaluation process for the adoption of new Preschool and Transitional Kindergarten (TK) curriculum. The Early Childhood Education Department is in need of new curriculum as the current curriculum is no longer being published.

A curriculum committee was formed with both District representation and Chula Vista Educators (CVE) member representation. The committee consisted of four Permit Preschool Teachers, three TK Teachers, one Kindergarten Teacher, one Special Education (SpEd) Preschool Teacher, CVE President, Senior Director of Early Childhood Education, Director of Instructional Services, Early Childhood Education Program Manager, and both Early Childhood Education Coordinators.

The committee met on four different occasions: March 9 and 17, April 23, and May 7. During these meetings non-negotiables were determined, presentations from vendors provided, and consensus reached amongst the groups for adopting the curriculum presented to the different grade levels. The curriculum that was chosen is aligned to the following criteria:

- Must be in English and Spanish
- Research-based and aligned to foundations
- Evidence-based practices
- Culturally sensitive
- Social-Emotional component embedded
- Authentic literature (transadaptation)
- Digital platform for parents, teachers, and students

ADDITIONAL DATA:

As required by the California Department of Education, different curriculum should be purchased for Preschool and TK. Following are the recommended curriculum:

- *PreK On My Way* by Scholastic for both General Education and SpEd classes (bilingual program for general education).
- *TK Ready to Advance* by Benchmark for all TK classes (English and Spanish to accommodate Dual Immersion programs).

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

FISCAL IMPACT/FUNDING SOURCE:

The total cost for each program is provided in the following chart:

Program	Cost	Funding Source
General Education Prerschool	$96,563.49	Child Development funds
SpEd Preschool	$62,832.71	General Fund inclusive of COVID-19 response funds
TK	$88,909.65	General Fund inclusive of COVID-19 response funds

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Renewal of Agreement with the Living Coast Discovery Center Foundation for Environment and Coastal Resource Preservation Educational Programs for the Period of July 1, 2021, Through June 30, 2022

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The Living Coast Discovery Center Foundation operates the Living Coast Discovery Center (LCDC) located at 1000 Gunpowder Point Drive, Chula Vista. LCDC is equipped with classrooms, aquariums, a wide variety of flora and fauna, indoor and outdoor displays, and has limited access to trails within the Sweetwater Marsh National Wildlife Refuge. Chula Vista Elementary School District (District) has regularly utilized the center (previously known as the Chula Vista Nature Center) to provide educational programs about the environment and coastal resource preservation.

The LCDC Foundation will provide the District with the use of a designated on-site classroom, instructional assistance (LCDC staff or registered volunteers), on-site equipment such as audio/video components, and use of the indoor and outdoor display areas, auditorium, greenhouse, and trails. Annually, over 7,000 District students visit the LCDC. The current agreement will expire on June 30, 2021.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Cost for the period of July 1, 2021, through June 30, 2022, will be $55,000 per year and will be paid from Capital Facilities funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Authorize Agreements with Independent Contractors and Nonpublic Agencies to Provide Educationally Related Services for Students with Exceptional Needs for the 2021-22 School Year

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

Direct services (e.g., Speech Language Pathologists) are provided by independent contractors and nonpublic agencies (NPAs) only when the District is unable to provide those services with contracted District personnel.

The Department of Special Education and Instruction Services and Support wishes to execute contracts with the independent contractors and NPAs to provide educationally related services to students with exceptional needs during the 2021-22 school year.

ADDITIONAL DATA:

The attached Exhibit "A" provides a list of contractors that District staff anticipates will be needed to provide services during the 2021-22 school year.

The Department of Special Education and Instruction Services and Support anticipates the need to establish contracts with additional independent contractors and NPAs for 2021-22. However, those independent contractors and NPAs are still going through the approval and rate negotiation process with the San Diego County Office of Education. Therefore, those contracts will be submitted for Board approval at a later date. Additionally, if a contract is projected to exceed the approved amount, an amended contract will be submitted to the Board for approval.

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 estimated cost for these services for the 2021-22 school year is $5,438,150 and will be paid from Special Education monies and the General Fund.

STAFF RECOMMENDATION:

Recommend authorization.

EXHIBIT "A"
Independent Contractors and NPAs

Contractor	Type of Service	Not to Exceed
AcademiCognitive	Neuropsychology	$ 17,500
Access Behavior	Behavior Support	$ 10,000
Alliance for African Assistance	Translation and Interpretation	$ 5,000
Applied Neuro	Neuropsychology	$ 10,500
Banyan Tree	Tutorial	$ 5,000
Brain Learning	Neuropsychology	$ 40,000
Club Xcite	Tutorial	$ 17,000
Coast Music Therapy	Music Therapy	$ 16,500
Coastal Speech	Speech	$ 570,000
Connect4Kids	Psychology	$ 33,400
Deaf Community Services	Translation and Interpretation	$ 5,000
Dyslexia Training Institute	Tutorial	$ 6,500
Education Based Services	Speech	$1,230,000
Jill Weckerly	Neuropsychology	$ 10,500
Kids In Harmony	Psychology	$ 7,000
KIDS Therapy	Occupational Therapy (OT)	$ 5,000
La Jolla LearningWorks	Tutorial	$ 20,000
Main Street Optometry	Vision	$ 10,000
Marjorie Block	Occupational Therapy	$ 3,000
Maxim	Nursing	$ 925,350
ProCare Therapy	Nursing	$ 95,550
Professional Tutors of America	Tutorial	$ 10,000
Psychology 360	Psychology	$ 15,000
PT In Motion	Physical Therapy (PT)	$ 60,000
Ro Health	Nursing	$ 321,750
San Diego BrainWorks	Psychology	$ 26,000
San Diego Center for Vision	Vision	$ 5,000
So Cal AAC Therapy	Augmentative Communication	$ 11,600
Soliant Health	Speech, OT, PT	$ 731,000
Specialized Therapy Services	Speech and OT	$ 15,000
Speech Tree	Speech	$ 5,000
SPOT Kids	Speech and OT	$ 255,000
STAR Academy	Tutorial	$ 8,500
Stepping Stones	Speech and OT	$ 383,000
Synapse Audiology	Audiology	$ 14,000
TERI	Speech	$ 10,000
Total Vision	Vision	$ 10,000
University of California, San Diego	Medical Consultation	$ 10,000
Verbal Behavior Associates	Behavior Support	$ 500,000
Vocal T.R.A.C.K.	Speech	$ 4,500

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Nonpublic, Nonsectarian School Master Contracts with ACES Academy, Aseltine School, Banyan Tree Foundations Academy, Community School of San Diego, Excelsior Academy, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, and Stein Center for Special Education and Related Services for Individuals with Exceptional Needs for the 2021-22 School Year

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

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

1. An eligible pupil is one for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP, or a student moving from another school district with an existing IEP.

2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.

3. The NPS must be certified by the State Department of Education.

The Department of Special Education and Instruction Services and Support complies with the provisions listed above and anticipates it may establish master contracts with ACES Academy, Aseltine School, Banyan Tree Foundations Academy, Community School of San Diego, Excelsior Academy, The Institute for Effective Education, New Bridge School, San Diego Center for Children Academy, Sierra School of San Diego, Springall Academy, and Stein Center.

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

ADDITIONAL DATA:

The Department of Special Education and Instruction Services and Support may need to establish contracts with additional nonpublic schools for the 2021-22 school year. Those contracts will be submitted for Board approval at a later date.

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

FISCAL IMPACT/FUNDING SOURCE:

Schedule of per diem rate for each NPS:

School	Estimated Daily Rate
ACES Academy	$330.00
Aseltine School	$250.00
Banyan Tree Foundations Academy	$330.00
Community School of San Diego	$278.98 - $340.69
Excelsior Academy	$205.00
The Institute for Effective Education	$255.00 - $350.00
New Bridge School	$190.00
San Diego Center for Children Academy	$250.00
Sierra School of San Diego	$230.00
Springall Academy	$300.00
Stein Center	$300.00

Funding will be provided from Special Education monies and the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Nonpublic, Nonsectarian Individual Services Agreements for the 2021-22 School Year with:

(1) Community School of San Diego for Student No. 306192; and

(2) The Institute for Effective Education for Students No. 304977, No. 305522, No. 306358, No. 374825, and No. 582230

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

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

1. An eligible pupil is one for whom an Individualized Education Program (IEP) Team determines that there are no other appropriate public school programs available that meet the pupil's needs as specified by the IEP, or a student moving from another school district with an existing IEP.

2. Each placement is made through a contract between the placing local education agency and the appropriate NPS/agency.

3. The NPS must be certified by the California Department of Education.

The Department of Special Education and Instruction Services and Support complies with the provisions listed above and wishes to contract with Community School of San Diego (SD) and The Institute for Effective Education for the 2021-22 school year.

IEP Teams met to review placements for the students listed above. At that time, public education settings such as Special Day Classes for students who are seriously emotionally disturbed or severely handicapped were considered. However, it was the recommendation of the teams that the students listed above could not function in a public school setting even with the support of one-on-one attendants. Therefore, NPS settings were deemed the most appropriate educational placements.

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:

Estimated costs for the above-mentioned students to attend NPS are provided in the following chart:

School	Student Number	Number of Days	Daily Rate	Related Services
Community School of SD	514347	210	$340.69	
The Institute for Effective Education (Mission Valley Academy)	304977	210	$255.00	Intensive Individual Services at $150 per day; Counseling at $100 per hour
The Institute for Effective Education (Children's Workshop)	305522 306358 374825 582230	210	$350.00	Intensive Individual Services at $150 per day; Counseling at $100 per hour

Special Education Funding (Assembly Bill 602)	$ 26,146.92
Special Education Average Daily Attendance Local Control Funding Formula	59,496.00
Other General Fund Revenues	490,951.98
Estimated Total Revenues	**$ 576,594.90**

Summary:

Total cost for six students attending NPS listed is:

Community School of SD	$ 71,544.90
The Institute for Effective Education	505,050.00
Estimated Total Expenditure	**$ 576,594.90**

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Agreement with Sweetwater Authority for Use of the Assembly Room at the Richard A. Reynolds Groundwater Desalination Facility for the Period of July 1, 2021, Through June 30, 2022

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

In September 2015, the District engaged staff members from Qualcomm and the Chula Vista Public Library to discuss creating an innovative partnership that would focus on the four C's of 21st Century learning: Critical Thinking, Communication, Collaboration, and Creativity. As a result of creative thinking and discussions, the Innovation Station, inspired by Qualcomm's Thinkabit Lab, was launched in early August 2016.

In February 2018, the District engaged staff members from San Diego Gas and Electric, the International Brotherhood of Electrical Workers, and the Chula Vista Public Library to replicate the Innovation Station with a Clean Energy economic sector experience. As a result, the Energy Station was unveiled in July 2018.

Similarly, in March 2018, the District engaged staff members from Sweetwater Authority and Otay Water District to replicate the Innovation Station and Energy Station with another Energy, Construction, and Utilities economic priority sector experience. This partnership resulted in the opening of the Hydro Station in April 2019 at the Richard A. Reynolds Groundwater Desalination Facility.

At the Hydro Station, classes are led by a District Innovation Teacher who facilitates student learning that addresses real-world challenges in this economic priority sector using the Engineering Design Process. During the World of Work portion of the experience, students explore and learn about their strengths and interests, with a focus on using the RIASEC model (six categories of occupations: realistic, investigative, artistic, social, enterprising, and conventional.) Students' awareness of careers in this sector are expanded through career exploration activities. As a result, students walk away with a broader knowledge of careers that align with their strengths, interests, and values.

ADDITIONAL DATA:

In the interest of workforce investment, and paving the way for school success and high-paying recession-proof careers for Chula Vista residents, Sweetwater Authority and the District wish to cooperate to provide a versatile access point for Science, Technology, Engineering, and Math activities. Sweetwater Authority has an assembly room located on its Richard A. Reynolds Groundwater Desalination Facility, which the District would like to continue to utilize for the Hydro Station; an agreement has been developed for this purpose.

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

FISCAL IMPACT/FUNDING SOURCE:

Sweetwater Authority will provide, at its own cost and expense, the assembly room. The estimated cost for one District Innovation Teacher for the 2021-22 school year is approximately $90,108 and will be paid from Title IV funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Operating Agreement with the South Bay Family YMCA for the Dynamic After-School Hours Program for the 2021-22 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

For many years, South Bay Family YMCA has demonstrated great commitment to children by providing safe and nurturing after-school programs that support academic achievement, offer opportunities for cultural and artistic enrichment, and provide organized recreational opportunities. South Bay Family YMCA has operated the Dynamic After-School Hours (DASH) Program in the District with great success since October 1999 and is prepared to continue for the 2021-22 school year.

ADDITIONAL DATA:

South Bay Family YMCA will provide DASH, a structured sports and recreation program, at the following 26 sites:

- Ella B. Allen
- Arroyo Vista Charter
- Enrique S. Camarena
- Joseph Casillas
- Chula Vista Hills
- Clear View
- Discovery Charter
- EastLake
- Halecrest
- Anne and William Hedenkamp
- Heritage
- Karl H. Kellogg
- Liberty
- Thurgood Marshall
- Corky McMillin
- Saburo Muraoka
- Olympic View
- Parkview
- Greg Rogers
- Rosebank
- Salt Creek
- Sunnyside
- Burton C. Tiffany
- Valley Vista
- Veterans
- Wolf Canyon

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

FISCAL IMPACT/FUNDING SOURCE:

The total cost to operate the DASH Program for the 2021-22 school year will be $924,000 and will be paid from the General Fund inclusive of COVID-19 response funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Facilities Use and Lease Agreement with Leonardo da Vinci Health Sciences Charter School for Use of Relocatable Classrooms and Shared Spaces at Karl H. Kellogg Elementary School for the Period of July 1, 2021, Through June 30, 2023

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

On August 14, 2012, the Board of Education ratified a Facilities Use and Lease Agreement with Leonardo da Vinci Health Sciences Charter School (LDVHSCS) for use of District facilities at Kellogg Elementary School (Kellogg) in accordance with Proposition 39. On June 21, 2017, and April 17, 2019, the Board approved additional two-year agreements, the most recent of which expires on June 30, 2021. The District provided LDVHSCS with 16 classrooms and restroom facilities at Kellogg. Arrangements also include shared use of the eating areas/lunch shelter, kitchen, playground, field, library, computer lab, multipurpose room, lounge, and parking lot.

LDVHSCS is requesting a new agreement for the same space as under the current agreement. The District is willing to enter into a new agreement for the period of July 1, 2021, through June 30, 2023.

ADDITIONAL DATA:

A copy of the new agreement is available for review in the Office of the Deputy Superintedent.

FISCAL IMPACT/FUNDING SOURCE:

All costs of utilities and costs associated with maintenance and repair of District property used by LDVHSCS will be paid by LDVHSCS. LDVHSCS will pay the District 3% of its revenue in exchange for its occupancy and use of the site and facilities, and a lease amount of $20.02 per square foot, which is an increase of $2.56 or 14.7% per square foot over the prior lease agreement.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Approving the Chula Vista Elementary School District's 2021-22 Estimated Education Protection Account Expenditures

____X____Action **_____Information**

BACKGROUND INFORMATION:

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

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

The attached Resolution includes 2021-22 estimated EPA expenditures based on an established formula. EPA apportionments will be certified late in fiscal year 2021-22. The District must post on its website an accounting of funds received from the EPA and how funds will be spent. The District's annual independent financial and compliance audit must also verify that EPA funds were properly disbursed and expended.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

A copy of the District's estimated EPA expenditures through June 30, 2022, is attached as Exhibit "A" to the resolution.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Approving the Chula)
Vista Elementary School District's)
2021-22 Estimated Education)
Protection Account Expenditures)

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

WHEREAS, California voters approved Proposition 30 on November 6, 2012; and Proposition 55 on November 8, 2016.

WHEREAS, Proposition 30 added Article XIII, Section 36, to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of California Constitution effective November 8, 2016 and commencing on January 1, 2018.

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

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

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

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

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

WHEREAS, a school district, charter school, community college district, or county office of education shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

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

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

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

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

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

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

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

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

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

_____
Secretary to the Board of Education

EXHIBIT "A"
2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2022
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Sources	8010-8099	25,040,452.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		25,040,452.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	25,040,452.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		25,040,452.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Authorize Designated Personnel of the Chula Vista Elementary School District to Execute Documents on Behalf of the District for Fiscal Year 2021-22; and

(2) Adopt Resolutions Authorizing Designated Agents of the Chula Vista Elementary School District to Act on Behalf of the District for Fiscal Year 2021-22

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

In accordance with various sections of the Education Code dealing with business matters, the Board of Education may authorize certain District personnel to execute documents on behalf of the District. Following is a list of specific documents and appropriate personnel recommended for authorization for fiscal year 2021-22.

(a)	Personnel authorized to sign for property purchased from the State Education Agency.	Francisco Escobedo Oscar Esquivel
(b)	Personnel authorized to sign Purchase Orders, Cafeteria Deposits, Certifications of Advance of Funds, Requisitions on County Auditor for Warrants on Trust Funds, Wire Transfers, and Checks on the Cafeteria Account, Camp and Welfare Fund Account, Clearing Account, Health Insurance, Student Organizations, and Workers' Compensation Insurance.	Francisco Escobedo Oscar Esquivel
(c)	Personnel authorized to enter into contracts for public projects up to $175,000 under California Public Contract Code Section 22030 Subject to California Uniform Public Construction Cost Accounting Act Procedures	Francisco Escobedo Oscar Esquivel

	(PCC Sections 22001/22032) Pursuant to Resolution No. 2015-16.56	
(d)	Personnel authorized to enter into *emergency* contracts under California Public Contract Code Section 22030 Subject to California Uniform Public Construction Cost Accounting Act Procedures (PCC Section 22035/22050) Pursuant to Resolution No. 2015-16.56 and must report on the contract to the Board at each subsequent meeting until the contract is complete.	Francisco Escobedo Oscar Esquivel

It is requested that the Board of Education adopt the following series of resolutions designating authorized agents of the District for fiscal year 2021-22.

(a)	Resolution Authorizing Designated Agents to Act on Behalf of the District to Sign Federal and State Applications and Reports for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel Jason Romero Matthew Tessier
(b)	Resolution Authorizing Designated Agents to File an Application and to Sign Program Assurances Under Public Law 81-874 for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel Jason Romero Matthew Tessier
(c)	Resolution Authorizing Designated Agents to Enter into Contracts with the Child Development Division, California Department of Education, for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel Jason Romero Matthew Tessier
(d)	Resolution Designating Authorized Agents to Issue Duplicate Warrants for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel
(e)	Resolution Designating Authorized Agents to Receive Mail and Pick Up Warrants at the San Diego County Office of Education for Fiscal Year 2021-22.	Oscar Esquivel Theresa Villanueva Esperanza Carrasco Bernadette Faustino
(f)	Resolution Designating Authorized Agents to Sign Payroll Payment Orders for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel

(g)	Resolution Designating Authorized Agents to Sign School Orders (Commercial Warrants), Contracts, and Grant Applications for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel Matthew Tessier
(h)	Resolution Designating Revolving Cash Fund and Alternative Revolving Cash Fund Custodian and Designating Authorized Agents to Sign Checks for Fiscal Year 2021-22.	Francisco Escobedo Oscar Esquivel

ADDITIONAL DATA:

Copies of resolutions are attached.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend authorization and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to Act on Behalf of the District to Sign)
Federal and State Applications and Reports)
for Fiscal Year 2021-22)

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

IT IS RESOLVED AND ORDERED that:

Francisco Escobedo
Oscar Esquivel
Jason Romero
Matthew Tessier

are hereby authorized to execute applications for and on behalf of the Chula Vista Elementary School District, a public entity established under the laws of the State of California, and to file them in the Office of Emergency Services for the purpose of obtaining certain federal financial assistance under Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988 and/or state financial assistance under the Natural Disaster Assistance Act.

IT IS FURTHER RESOLVED that the Chula Vista Elementary School District, a public entity established under the laws of the State of California, hereby authorizes its agents to provide to the State Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to File an Application and to Sign Program)
Assurances Under Public Law 81-874 for)
Fiscal Year 2021-22)

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

BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District authorizes the following persons who are listed below as representatives of the District to file an application for school assistance in federally affected areas and to sign program assurances under Public Law 81-874 for fiscal year 2021-22:

Francisco Escobedo
Oscar Esquivel
Jason Romero
Matthew Tessier

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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 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

RESOLUTION NO. _____

Resolution Authorizing Designated Agents)
to Enter Into Contracts with the Child)
Development Division, California Department)
of Education, for Fiscal Year 2021-22)

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

BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District authorizes the following persons to enter into contracts with the Child Development Division, California Department of Education, for fiscal year 2021-22 and that the persons who are listed below are authorized to sign the transactions for the Board of Education:

Francisco Escobedo
Oscar Esquivel
Jason Romero
Matthew Tessier

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

RESOLUTION NO. _____

Resolution Designating Authorized)
Agents to Issue Duplicate Warrants)
for Fiscal Year 2021-22)

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

WHEREAS, Government Code Section 29802 places a six-month time limit on all warrants from the date of original issuance; and

WHEREAS, if the original warrant has not been cashed in that time period, it is necessary to file a Petition for Issuance of New Warrant in Lieu of Voided Warrant with the Auditor of the County of San Diego.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District authorizes the following persons to issue duplicate warrants for fiscal year 2021-22:

Francisco Escobedo
Oscar Esquivel

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

RESOLUTION NO. _____

Resolution Designating Authorized Agents)
to Receive Mail and Pick Up Warrants at)
the San Diego County Office of Education)
for Fiscal Year 2021-22)

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

IT IS RESOLVED AND ORDERED that:

The authorized agent to receive mail from the Accounting Section for fiscal year 2021-22 is Oscar Esquivel, Deputy Superintendent; and

The authorized persons to pick up warrants from the San Diego County Office of Education (other than the mail addressee) for fiscal year 2021-22 are Theresa Villanueva, Director of Fiscal Services and Support; Esperanza Carrasco, Payroll Manager; Bernadette Faustino, Accounting Manager, and Paula Rians, Payroll Supervisor. Additional authorized persons include delivery drivers Miguel Huezo, Raymond Reyes, Alexis Robles, and Jose Verduzco; and payroll employees Seply Tjindra and Elsa Verdin.

Mail	Hold	Consortium	
☐	☒	☐	Monthly payroll warrants each and every month.
☐	☒	☐	Daily/Hourly payroll warrants each and every month.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions to the foregoing list of authorized persons shall be submitted in writing by Oscar Esquivel, Deputy Superintendent, to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
Oscar Esquivel	N/A
Theresa Villanueva	N/A
Bernadette Faustino	N/A

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
Esperanza Carrasco	N/A
Paula Rians	N/A
Seply Tjindra	N/A
Miguel Huezo	N/A
Raymond Reyes	N/A
Alexis Robles	N/A
Elsa Verdin	N/A
Jose Antonio Verduzco	N/A

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized)
Agents to Sign Payroll Payment)
Orders for the Fiscal Year 2021-22)

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

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100, et seq., Chapter 8, Division 4, Title I of the Government Code, the following persons be and are hereby designated for fiscal year 2021-22 to ascertain and certify that each employee of the Chula Vista Elementary School District has taken the oath of allegiance:

Francisco Escobedo
Oscar Esquivel
Jason Romero
Matthew Tessier

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
Francisco Escobedo	
Oscar Esquivel	
Jason Romero	
Matthew Tessier	

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Authorized Agents to)
Sign School Orders (Commercial Warrants),)
Contracts, and Grant Applications for Fiscal)
Year 2021-22)

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

IT IS RESOLVED AND ORDERED that pursuant to the provisions of Education Code Section 42632 or 85232:

Francisco Escobedo
Oscar Esquivel
Jason Romero
Matthew Tessier

are hereby authorized to sign school orders (commercial warrants), contracts, and grant applications for fiscal year 2021-22 in the name of the Chula Vista Elementary School District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

Manual Signatures of Authorized Persons	Facsimile Signatures (if applicable)
Francisco Escobedo	
Oscar Esquivel	
Jason Romero	
Matthew Tessier	

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Designating Revolving)
Cash Fund and Alternative Revolving)
Cash Fund Custodian and Designating)
Authorized Agents to Sign Checks for)
Fiscal Year 2021-22)

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

WHEREAS, the expeditious purchase of services and/or materials makes it necessary that a Revolving Cash Fund and an Alternative Revolving Cash Fund be established for use by the Chief Accounting Officer of the District; and

WHEREAS, the Revolving Cash Fund and the Alternative Revolving Cash Fund were approved by the County Superintendent of Schools pursuant to Education Code Section 42800; and

WHEREAS, Oscar Esquivel is the Chief Accounting Officer of the Chula Vista Elementary School District and accepts the Revolving Cash Fund and the Alternative Revolving Cash fund as being in good order and fully reconciled to his satisfaction.

IT IS RESOLVED AND ORDERED that:

Francisco Escobedo
Oscar Esquivel

are authorized to sign checks on the Revolving Cash Fund and the Alternative Revolving Cash Fund for fiscal year 2021-22 for and on behalf of the Chula Vista Elementary School District.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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

Manual Signatures of Authorized Persons	Facsimile Signatures
Francisco Escobedo	
Oscar Esquivel	

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Authorize Staff to Conduct Surplus/Salvage Sales Via Online Auctions in Conjunction with Public Surplus, Inc., and Cal Auctions as Needed for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

Under the provisions of Education Code Sections 17545 and 17546, the Governing Board of any school district may sell any personal property belonging to the district if the property is not required for school purposes.

For the 2021-22 school year, staff is requesting an annual authorization to dispose of surplus furniture and non-technology equipment. Sales would take place via an online auction conducted through the Public Surplus, Inc., or Cal Auctions' websites. Public notification of active auctions will be provided through postings at District school sites, the ESSC, and a direct link to Public Surplus, Inc., or Cal Auction on the District's website. The online auctions will enable the District to reach large numbers of buyers and will provide higher return on the sales of equipment.

In addition, the District requests approval from the Board to dispose of property by means of a private sale or by sending it to the local landfill, without advertising, when the value of the item(s) is less than $2,500 or the cost to arrange a sale renders it of insufficient value.

To defray landfill costs under Education Code Section 17546(c), the District may also donate property to a charitable organization when the property is valued under $2,500.

ADDITIONAL DATA:

Additional information regarding the auctions, sales, or donations that take place are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Public Surplus, Inc., will provide auction services at no charge to the District. Cal Auction will charge a percentage of the sale which will be determined on the product being auctioned. Proceeds generated from sales, auctions, or recycling reimbursements will be deposited to the General fund. Surplus Sales for the 2020-21 school year through May 31, 2021, generated $31,612.09 from items auctioned.

STAFF RECOMMENDATION:

Recommend authorization and approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Agreement with San Diego Futures Foundation for Disposal of Obsolete Technology Equipment for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

San Diego Futures Foundation (SDFF) is a non-profit organization that offers to collect and dispose of outdated computer/technology related equipment at no cost. SDFF will also shred, at no cost, all hard drives and provide a Certificate of Destruction. In return for collecting the outdated computer/technology related equipment, SDFF commits to donating refurbished desktop computers for the benefit of the Chula Vista Elementary School District (District).

For each 400 items of outdated District computer/technology related equipment collected by SDFF, SDFF will commit to donating 40 refurbished desktop computers each school year for the benefit of the District. If 250 items of outdated computer/technology related equipment are collected by SDFF, 25 refurbished desktop computers will be provided for benefit of the District. At a minimum, SDFF will donate refurbished desktop computers for the benefit of CVESD equal to at least 10% of the number of outdated computer/technology related equipment items.

ADDITIONAL DATA:

The Agreement and additional information are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District is not expected to incur costs for disposal of the outdated computer/technology related equipment.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Contract with Raptor Technologies, LLC, in the Amount of $28,250 for the Period of August 1, 2021, Through July 31, 2022

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

On July 11, 2018, the Board authorized the Chula Vista Elementary School District (District) to utilize the General Services Administration (GSA) Federal Supply Service Schedule 84, Security, Contract Number GS-07F-127BA with Raptor Technologies, LLC (Raptor) pursuant to Public Contract Code 20111, to procure equipment and services related to the District's visitor identification and management system through Raptor.

Raptor 6 system visitor identification and management program tracks all Registered Sexual Offenders in the United States and alerts District/building administration when and if a Registered Sexual Offender attempts to gain entry. The Raptor 6 system is used at all school locations and the Education Services and Support Center. Robust in application, this system enables administrators to gain a better understanding of who is attempting to gain access to District sites, as well as to track those visitors and volunteers who routinely visit their buildings.

The GSA contract is renewable annually through 2023. The District is recommending the contract be renewed for the 2021-22 school year.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The estimated annual expense for the 2021-22 funding year is $28,250 and will be paid from the General Fund. The 2020-21 rate was $27,000.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the Fullerton School District Request for Proposal No. 2019-04 Nutrition Services - Distribution of Frozen, Refrigerated, Processed Commodity, Snacks, and Dry Foods Products with Gold Star Foods, Inc., for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

On June 4, 2019, the Fullerton School District (FSD) Board awarded Request for Proposal (RFP) No. 2019-04 to Gold Star Foods, Inc., (Gold Star) for Frozen, Refrigerated, Processed Commodity, Snacks, and Dry Foods. The contract was renewed by FSD Board of Trustees on June 9, 2020, and again on May 11, 2021, for a third term to cover the 2021-22 school year.

FSD solicited proposals for this RFP, reviewed and graded each proposal submitted. Pricing was the most heavily weighted portion of the proposal, but not the only determining factor. Through the review process it was determined by the FSD that the proposal submitted by Gold Star had the most aggressive pricing and best met the needs of the school district.

The Chula Vista Elementary School District (District) is eligible to utilize this bid per Public Contract Code Sections 20118 and 20652. This bid will be used to purchase frozen and refrigerated food products, processed commodity, snacks, and dry food products for the District's Child Nutrition Services Program on an as-needed basis.

ADDITIONAL DATA:

Copies of the Fullerton School District's proposal documents are available for review in the Office of the Deputy Superintendent. Gold Star is not imposing any increases based on the Consumer Price Index (CPI) for the 2021-22 term. If necessary, price increases will be imposed once manufacturers have issued the final 2021-22 pricing.

FISCAL IMPACT/FUNDING SOURCE:

As of May 14, 2021, the District has spent $2,577,044 under the current contract with Gold Star. The annual cost for 2021-22 will be determined by the orders placed during the school year. Funding will be provided by Child Nutrition Services, Cafeteria Account.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing)
Utilization of the Fullerton School)
District Request for Proposal)
No. 2019-04 for Frozen, Refrigerated,)
Processed Commodity, Snacks, and)
Dry Foods to Gold Star Foods, Inc.,)
for the Period of July 1, 2021,)
Through July 31, 2022)

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

WHEREAS, the Fullerton School District (FSD) has conducted a cooperative bid process that allows the Chula Vista Elementary School District (CVESD) to utilize its Requests for Proposals No. 2019-04 for Frozen, Refrigerated, Processed Commodity, Snacks and Dry foods, which allows CVESD to purchase or contract under the bid at the same prices and upon the same terms and conditions as the FSD pursuant to Sections 20118 and 20652 of the Public Contract Code of California; and

WHEREAS, Gold Star Foods, Inc. agrees to provide Frozen, Refrigerated, Processed Commodity, Snacks and Dry Food products for the CVESD per the terms and conditions as FSD; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract for the above items and services in order to meet the needs of the District; and

WHEREAS, the FSD waived its right to require other districts to draw warrants for such purchases or contracts in favor of the FSD.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the Fullerton School District Request for Proposal No. 2019-04 for Frozen, Refrigerated, Processed Commodity, Snacks and Dry foods, with Gold Star Foods, Inc. is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the Fullerton School District request for proposal documents.

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

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June, 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

_____
Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Contract for Services with ATEL Communications, Inc., for Phone System Maintenance for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District has been transitioning all sites from the aging NEC Phone System to Voice over Internet Protocol (VoIP) phones and Microsoft Lync PBX. During summer 2021, the final two school sites will migrate over to the new system, leaving the Education Service and Support Center (ESSC) as the final site to transition and which is estimated to be completed in late January 2022. Until the transition is complete, the NEC Corporation NEAX 2400 Private Branch Exchange phone switch located at the ESSC is needed to maintain phone communications. As a result, the District will require technical support and repairs for the existing NEC phone system, should the need arise.

ATEL Communications, Inc., will support the District's NEC phone system equipment consisting of a 2400 Private Branch Exchange (PBX) phone switch and Octel Serenade 200 Voicemail server while the final transition takes place. This will allow the District to maintain uninterrupted phone services during the final transition to the new Voice over IP phone and Microsoft Lync PBX at the ESSC.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The estimated expenditure to maintain the current NEC phone system during the final transition is $8,597.50. If needed, remote configuration cross connection, testing, or repairs not covered under the maintenance contract will be charged at $89.50 per hour. The costs will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Agreement with West Interactive Services Corporation (Also Known as Intrado-Notification Services Corporation dba SchoolMessenger®) in the Amount of $37,403.75 for Notification Services Provided Through the SchoolMessenger® Application for the Period of August 28, 2021, Through August 27, 2022

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

As technology has evolved in the Chula Vista Elementary School District (District), so have communication services through SchoolMessenger®. With added features like text messaging, District staff can maximize opportunities to reach staff and parents. Emergency alerts and weekly updates are two examples of messaging that SchoolMessenger® facilitates rapidly. Additionally, the number of unexcused student absences and overdrawn meal account balances can be reduced by using this platform to notify parents.

The District has successfully used SchoolMessenger® since 2007 to effectively communicate emergency, attendance, unpaid student meal balances, and other alerts via text, voice, and email to District staff and parents. Board approval is requested to renew the services provided by West Interactive Services Corporation, for SchoolMessenger® services.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The 2020-21 cost for SchoolMessenger® notification services was $38,655. The 2021-22 cost will be $37,403.75, which is $1,251.25 less than 2020-21, and will be paid from the General fund.

STAFF RECOMMENDATION:

Recommend approval.

2CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Acceptance of Work and Notice of Completion for Bid No. 20/21-22 to Noble E&C, Inc., for Administration Remodel, Lunch Structure Metal Roof and Replacement of Existing Accessible Curb Ramp, Accessible Drop-off Area, New Striping, and Parking Lot Accessibility Improvements at 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., (Noble) for administration remodel and lunch structure metal roof for $108,400.

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 ADA standards. District staff requested Noble for additional demolition, removal, and replacement of existing accessible curb ramp, accessible drop-off area, new stripping, and parking lot accessibility improvements. On May 19, 2021, the Board of Education approved a change order in the amount of $26,047.50 for additional work required by DSA to complete the project, for a total amount of $134,447.50.

The District Architect has inspected the work and found it to be complete and satisfactory.

ADDITIONAL DATA:

The Acceptance of Work and Notice of Completion is attached as exhibit "A." The final payment of funds owed will be paid no later than 60 days after the Notice of Completion has been filed.

FISCAL IMPACT/FUNDING SOURCE:

The total cost for this project will be $134,447.50 and will be paid from Arroyo Vista Charter funds.

STAFF RECOMMENDATION:

Recommend approval.

Recording Requested By and When Recorded Mail to:	**EXHIBIT "A"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

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

NOTICE OF COMPLETION OF PUBLIC WORK

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

Project Site(s):

Arroyo Vista Charter School
2491 School House Road
Chula Vista, CA 91915-2534

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

Description of Public Work:

Name/Bid Package(s):	Bid No. 20/21-2
Direct Contractor:	Noble E&C, Inc.
Date of Contract:	October 15, 2020
Name of Surety:	Capitol Indemnity Corporation
Nature of Work:	Administration Remodel and Lunch Structure Metal Roof

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on June 16, 2021.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on June 16, 2021.

Francisco Escobedo, Ed.D.
Secretary to the Board of Education of the
Chula Vista Elementary School District

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Approve Retention Release for Prime Bid Package No. 1: GEM Industrial Electric, Inc., for the Mae L. Feaster Charter School Sports Field;

(2) Approve Change Order to GEM Industrial Electric, Inc., for an Increase in the Amount of $13,988 on Prime Bid Package No. 1; and

(3) Approve Notice of Completion for Prime Bid Package No. 1: GEM Industrial Electric, Inc.

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

On August 13, 2020, the Board approved the award of Prime Bid Package No. 1, to GEM Industrial Electric, Inc. for the installation of the new synthetic turf & track at Mae L. Feaster Charter School project for a total of $1,421,894. Work commenced on September 14, 2020, and was substantially complete on May 31, 2021. This prime contractor has satisfactorily completed its work sufficient to release the 5% retention held on the progress payments.

Per the direction of the Architect and District staff, modifications of the scope occurred during the course of the work requiring adjustments to the Prime Bid Package contract. The change order amount for Prime Bid Package No. 1 on the chart represents the final reconciliation of the contractor allowances built in to their contract for unforeseen conditions. Examples of the scope modifications include the addition of a scoreboard, additional concrete walkways, pads for bleachers, and asphalt seal coat.

Change order amounts are provided in the following chart.

Bid Pkg. No.	Contractor	Contract Amount	Change Order Amount
1	GEM Industrial Electric, Inc.	$ 1,421,894	**$13,988**
	Percentage Change		**.98%**

The District's Architect has inspected the work and found it to be complete and satisfactory. The final payment of funds owed will be paid no later than 60 days after the Acceptances of Work and Notices of Completion have been filed.

ADDITIONAL DATA:

Copies of change orders are available for review in the Office of the Deputy Superintendent. Copies of the Acceptance of Work and Notices of Completion are attached as Exhibit "A".

FISCAL IMPACT/FUNDING SOURCE:

These change orders result in an increase of $13,988 to the total contract amount. The total contract sum will be adjusted from $1,421,894 to $1,435,882. Funding will be provided by State Charter School Facilities Incentive Grant Program and/or Charter School Funds.

STAFF RECOMMENDATION:

Recommend approval.

Recording Requested By and When Recorded Mail to:	"EXHIBIT A"
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

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

NOTICE OF COMPLETION OF PUBLIC WORK

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

Project Site:

Mae L. Feaster Charter School
670 Flower St, Chula Vista, CA 91910

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

Description of Public Work:

Name/Bid Package(s):	Bid Package #1 Demolition, Grading, Concrete, Asphalt, Site Utilities, Irrigation, Landscape and Synthetic Turf Field & Track
Direct Contractor:	GEM Industrial Electric, Inc.
Date of Contract:	8/13/2020
Name of Surety:	The Ohio Casualty Company
Nature of Work:	BP #1 Demolition, Grading, Concrete, Asphalt, Site Utilities, Irrigation, Landscape and Synthetic Turf Field & Track for construction of Feaster Charter School Sports Field

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on June 16, 2021.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on June 16, 2021.

Francisco Escobedo, Ed.D.
Secretary to the Board of Education of the
Chula Vista Elementary School District

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Annual Requests for Use of District Facilities from Nonprofit and Community Organizations, Clubs, and Associations, and Certain Commercial Organizations for the Period of July 1, 2021, Through June 30, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION:

Each year, the District receives numerous requests for use of facilities from nonprofit and community organizations, clubs, and associations, as well as commercial organizations wishing to offer after-school enrichment programs to students for a fee. It is recommended that the Board approve the attached Community List and Commercial Organizations List for use of facilities for the 2021-22 school year. Requests from new organizations and/or other organizations such as church groups, homeowner associations, and private citizens will continue to be presented to the Board for approval as they are received.

ADDITIONAL DATA:

The Community List is attached as Exhibit "A." The Commercial Organizations List is attached as Exhibit “B”. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

EXHIBIT "A"

Nonprofit and Community Organizations, Clubs, and Associations
Annual Requests for Use of District Facilities
July 1, 2021, Through June 30, 2022

- American Cancer Society
- American Red Cross
- Bonita Vista Vocal Music Foundation
- Boy Scouts of America
- Boys & Girls Clubs
- California Retired Teachers Association
- California Fitness Fun
- Calvary Chapel Chula Vista
- Champion Youth Outreach Programs, Inc.
- Child Development Associates
- Child Evangelism Fellowship
- Christian Youth Theater (CYT)
- Christi's Advanced Dance
- Chula Vista, City of
- Chula Vista Classified Employees Org.
- Chula Vista Community Collaborative
- Chula Vista Educators
- Community Health Centers
- Computers 2 Kids San Diego
- Connecting Families Resource Center
- Council for Teaching Filipino Language and Culture (CTFLC)
- Del Sol Congregation of Jehovah's Witnesses
- Drama Kids San Diego
- Ed Ladder, The
- Family Resource Centers
- Fit Kids America, Inc.
- Girl Scouts of America
- Girls on the Run San Diego
- Gloria World Mission
- Guitars in the Classroom
- Heartlight Dance/San Diego
- High Tech High School
- Horizon Christian Fellowship
- Interactions for Peace
- Jewish Family Services
- Kaiser Permanente
- Kiwanis International
- Mad Science of San Diego
- Montgomery HS Jr. Aztecs
- National Youth Sports
- Optimist International
- Parent Clubs/Parent-Teacher Associations/Parent-Teacher Clubs/Parent-Teacher Organizations
- Promise Neighborhood
- Real Life Church San Diego
- Registrar of Voters, San Diego County
- Restored Church of South Bay
- **Rock Church of San Diego**
- Rotary International
- SANDAG (San Diego Association of Governments)
- San Diego, City of
- San Diego, County of
- San Diego Association of Governments
- San Diego Blood Bank
- **San Diego County Public School Districts**
- San Diego State University
- San Diego Youth Symphony Community Opus Project
- Scripps Health
- Senior Community Centers of San Diego
- Sonshine Haven
- South Bay Community Services
- South Bay Family YMCA
- Southpoint Church
- Southwestern Community College
- Spanish Academy
- Special Olympics
- Sports for Exceptional Athletes
- St. Rose of Lima Church
- Stemdude Foundation, Inc.
- Toastmasters International, Inc.
- University of California, San Diego
- University of San Diego
- Youth Sports Leagues, Local (AYSO, Little League, PopWarner/PeeWee Football, Girls Softball, etc.)
- YMCA of San Diego County
- Zumba by Guadalupe Guzman

EXHIBIT "B"

Commercial Organizations Offering After-School Enrichment Programs
Annual Requests for Use of District Facilities
July 1, 2021, Through June 30, 2022

- 549 Sports
- Academic Chess
- Adult Sports Leagues
- After School Chess Club
- After School Homework Club
- Apple Student Tours
- Art Shed Kids
- Brilliant Foreign Language Education
- Cabo Homeowners Association
- Charlene's Dance and Cheer
- Coding With Kids
- Core Club
- Eastlake Karate
- First Service Residential (Sedona HOA)
- Geosk LLC dba Sing and Speak Spanish
- Golf Squad
- Hands-On Technology
- Kids Like Clay
- Life Touch
- Lift Enrichment
- Junior Builder Academy
- Marie Zhivago
- Misa's Nerium International
- Miss Amy's Yoga
- Mountain Lake Chess Camp
- Neisha's Dance Academy
- One-on-One Basketball
- Play-Well TEKnologies
- Pride Martial Arts
- PUCKidz, Inc.
- Robo Think Chula Vista
- San Diego Science Alliance
- Self-Discovery, Inc.
- Smart Mind Robotics
- Soccer Shots East/South San Diego
- Student Impact
- Super Soccer Stars
- ThoughtSTEM LLC
- Ukelele Club
- Under the Lights Football aka UA Flag Football
- Yoga with Erin Barker
- Yoga Rascals
- Your Court Tennis
- Youth Tennis San Diego

* Organizations in bold type are new.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Accept Donation

____X____Action **_____Information**

BACKGROUND INFORMATION:

On May 3, 2021, Liberty Elementary School received a donation of $50,000 from the Liberty Elementary School Parent Teacher Club to augment the school budget.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

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

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

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

i.	Purchase Orders: 21005522; 21005525-21006317	$ 3,364,718.50
ii.	Alternative Revolving Cash: 001356-001372	$ 1,210.00
iii.	Commercial Warrants: 328052-328729	$ 8,794,348.81
	Cafeteria Warrants: 00007378-00007406	$ 342,054.97
iv.	Payroll Warrants: Series 10 13320111-13320874; N-2826040-2829640	$19,083,677.86
v.	Revolving Cash Checks: 009374-009515	$ 28,685.72

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: Instructional Services and Support

ITEM TITLE:

Approve Chula Vista Elementary School District's Updated Local Control and Accountability Plan for the 2021-22 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

As part of the school funding formula enacted in California 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.

On May 19, 2021, the Board conducted a Public Hearing on the District's LCAP to receive recommendations and comments from stakeholders regarding the specific actions and expenditures proposed to be included in the LCAP update for the 2021-22 school year.

ADDITIONAL DATA:

A copy of the District's LCAP is attached as "Exhibit A." Additional information is available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The LCAP addresses the minimum proportionality percentage of 13.62 percent. It allocates approximately $26,369,502 to the District for supplemental and concentration funds provided for unduplicated students who are English Learners, Low Income, and Foster Youth.

STAFF RECOMMENDATION:

Recommend approval.

"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
Chula Vista Elementary School District	Matthew Tessier, Ed.D. Assistant Superintendent	matthew.tessier@cvesd.org 619-425-9600 ext. 1462

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, 54% of students met the end of year reading expectations. 16% of Foster Youth, 18% of English Learners, 38% of Socioeconomically Disadvantaged students, 24% of Homeless Youth, and 58% of African American students were meeting the end of year reading expectations on the End of Year LevelSet assessment.

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, 33% of K-6 students met the end of year expectations. 8% of Foster Youth, 16% of English Learners, 20% of Socioeconomically Disadvantaged students, 10% of Homeless Youth, and 31% of African American students were meeting the end of year reading expectations on the End of Year i-Ready assessment.

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.

Additionally, students with disabilities suspension rate needs specific attention. According to the California Dashboard, in 2019 Students with disabilities were suspended at a rate of 1.9%. It is imperative that the highest caliber employees are recruited and retained to service some of our most vulnerable children.

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.

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.

CVESD Superintendent and the Executive Director of Special Education and Instruction regularly meet with and collaborate with the South County SELPA to determine needs and best practices to support students with disabilities.

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 Advisory/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. As an example, according to the 2019 California Dashboard, English learner DFS is 23.7 points below standard while Asian DFS is 74.2 points above standard. 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 that was completed by administrative staff, feedback was collected from principals, teachers, and department staff. Through the data collected during the equity audit, it was evident that CVESD must continue and increase an intentional focus on children who have been historically discriminated against and underrepresented in society and classrooms.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hanover survey student results - student connectedness	Baseline determined in Fall of 2019 was 4.1 out of 5				Expected outcome of 4.4 out of 5 by 2024
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.
Promotion of parent participation in programs for unduplicated pupils and/or exceptional needs at school and District level through district communication channels (e.g: websites, social media, automated calls, text messages, flyers)	100% of district communication channels are utilized.				100% of district communication channels are utilized.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Translation/interpretation staff	Employ a 1.0 FTE district communications supervisor for Spanish language document, presentation, and audio support.	$121,753.00	No
2	School readiness program	Employ 4 instructional assistants, 6 noon duty supervisors, and a .4 FTE coordinator to support a total of 24 schools (6 per quarter) as they specifically provide services to Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), and LGBTQ+ children to ensure school readiness and improve achievement outcomes.	$271,619.00	Yes
3	Parent Liaison	Support community needs of EL, LI, FY, and HM families. Extra support is allocated to the top ten highest unduplicated school sites to increase parent engagement in School Site Council and DAC/DELAC.	$56,847.00	Yes
4	Increase academic and social emotional support	Employ 3.5 FTE associate principals at four highest unduplicated count schools to increase academic access and achievement for English Learners.	$486,542.00	Yes
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 to best support students who are EL, FY, LI with IEPs.	$1,173,346.00	Yes
6	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	Employ 7 SLP and 5 RSP teachers to recruit and retain the highest caliber employees to best support students who are EL, FY, LI with IEPs.	$1,437,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 to best support students who are EL, FY, LI with IEPs.	$303,772.00	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. As an example, the chronic absenteeism rate for our homeless children stood at 40% on the 2019 California Dashboard while the district average was 6.7%. Across all stakeholder input groups through Thoughtexchange, one of the top three themes was a desire to significantly increase student access to social emotional supports.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard chronic absenteeism indicator	2019 12.9% Foster youth chronic absenteeism rate				9.9% Foster youth chronic absenteeism rate
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.
School attendance rates.	96.18% district attendance rate (before COVID closure)				97.68% district attendance rate. (Baseline plus 1.5%)

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.	$519,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 to specifically provide services to EL, FY, and LI children to improve achievement outcomes.	$66,648.00	Yes
3	Increase School Attendance Secretary/Health Specialists hours	Improve staffing ratios at each school site for support staff to increase attendance for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$782,560.00	Yes
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.	$2,520,890.00	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.	$2,707,237.00	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 and enables teacher and staff intervention for EL, FY, HM,LI, BIPOC, and LGBTQ students.	$184,195.00	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. Overall, academic achievement must improve for all students as shown by the 2019 California Dashboard data results in ELA (26.9 points above standard compared to ELs who are 0.5 points below standard). Collaboration between teachers is critical to eliminate the achievement gap that exists for our English Learners. As an example, only 6% of ELs were reclassified during the 2020-2021 school year. The district has approximately 25% of our students learning English as a second language.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard Mathematics indicator	2019 English learner DFS - 23.7 points below				6.3 points above DFS
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: *PE Schedules *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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarty Ants - % of K-2 students meeting end of year grade level reading expectations	Baseline determined in June 2021				Baseline data plus 9% by the end of 2024
Achieve 3000 - % of 3-6 students (including 2nd grade when appropriate) meeting end of year grade level reading expectations	54% of students meeting EOY grade level expectations				Baseline data plus 9% by the end of 2024
iReady - % of K-6 students meeting end of year grade level mathematics expectations	33% of K-6 students meeting EOY grade level expectations				Baseline data plus 9% by the end of 2024
Every pupil in the school district has access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.				100% of students have access to standards aligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board.	100% of students have access to academic content and performance standards adopted by the State Board.				100% of students have access to academic content and performance standards adopted by the State Board.
Programs and services enable EL to access the CCSS and ELD standards for	100% of English learners will access programs and services to enable				100% of English learners will access programs and services to enable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English language proficiency.	them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.				them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.

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) for EL, FY, and LI students with a goal of increased literacy achievement.	$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	VAPA experiences for students and to support instruction and teacher collaboration with an emphasis on increasing academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.	$7,085,632.00	Yes
5	Site specific needs funding.	Utilize LCAP funding to support site specific needs as determined by State and Local data metrics with an emphasis on increasing	$4,421,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement for our Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.		

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. CVESD has an understanding and deep commitment to support FY, LI, and EL students with supplemental and concentration funds as are required by CDE. 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.
For EL and LI, we will continue VAPA and teacher collaboration because we believe that our data indicates student engagement increased as demonstrated by low suspension rates resulting in a placement in the green category of the California 5x5 grid.
For FY, district social workers will continue because we believe our data indicates that their support directly impacted mathematics achievement resulting in an increase of 17.1 points placing them in the yellow category of the California 5x5 grid.

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:

*For our English Learners, 3.5 FTE associate principals service AR-LTELs, LTELs, and ELPAC 1 and ELPAC 2 students to support the acquisition of English and accelerate the reclassification process. Additionally, translation services are provided for all district and site communication to support parent engagement and communication. By increasing parent engagement and participation, student social, emotional, and academic outcomes are enhanced and improved.

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

*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. The Director of MTSS will lead the implementation and support of site MTSS initiatives that enables teacher and staff intervention for EL, FY, HM,LI.

*Ensure class size remains below contractual maximums for grades K-3 in order to support social emotional needs of students to maximize learning and enable teacher intervention for EL, FY, HM, and LI children.

*Ensure class size remains below contractual maximums for grades 4-6 in order to support social emotional needs of students to maximize learning and enable teacher intervention for EL, FY, HM, and LI children.

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, targeting Pre-K children who are not school ready due to social, emotional circumstances. PIP staff will specifically provide services to EL, FY, and LI children to improve achievement outcomes.

*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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$26,369,502.00				$26,369,502.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$24,148,653.00	$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 English Learners	Translation/interpretation staff	$121,753.00				$121,753.00
1	2	English Learners	School readiness program	$271,619.00				$271,619.00
1	3	English Learners Foster Youth Low Income	Parent Liaison	$56,847.00				$56,847.00
1	4	English Learners	Increase academic and social emotional support	$486,542.00				$486,542.00
1	5	English Learners Foster Youth Low Income	Speech, Language and Pathology (SLP) pay differential.	$1,173,346.00				$1,173,346.00
1	6	English Learners Foster Youth Low Income	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	$1,437,464.00				$1,437,464.00
1	7	English Learners Foster Youth Low Income	Special Education teacher pay differential.	$303,772.00				$303,772.00
1	8	Students with Disabilities	Student Attendant (SA) pay differential.	$574,697.00				$574,697.00
2	1	English Learners Foster Youth Low Income	Employ 4 district social workers.	$519,704.00				$519,704.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Employ 4 part time instructional assistants.	$66,648.00				$66,648.00
2	3	English Learners Foster Youth Low Income	Increase School Attendance Secretary/Health Specialists hours	$782,560.00				$782,560.00
2	4	English Learners Foster Youth Low Income	Employ 16.3 FTE school psychologists.	$2,520,890.00				$2,520,890.00
2	5	English Learners Foster Youth Low Income	K - 3 class size reduction.	$2,707,237.00				$2,707,237.00
2	6	English Learners Foster Youth Low Income	4 - 6 class size reduction.	$2,215,293.00				$2,215,293.00
2	7	English Learners Foster Youth Low Income	Employ a Director of Multi-Tiered Systems of Support.	$184,195.00				$184,195.00
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 Foster Youth 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 Foster Youth Low Income	Employ VAPA teachers	$7,085,632.00				$7,085,632.00
3	5	English Learners Foster Youth 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:	$25,033,204.00	$25,033,204.00
LEA-wide Total:	$24,546,662.00	$24,546,662.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$486,542.00	$486,542.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Translation/interpretation staff		English Learners		$121,753.00	$121,753.00
1	2	School readiness program	LEA-wide	English Learners	Specific Schools: 24 school sites	$271,619.00	$271,619.00
1	3	Parent Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,847.00	$56,847.00
1	4	Increase academic and social emotional support	Schoolwide	English Learners	Specific Schools: Lauderbach, Vista Square, Harborside, Rice	$486,542.00	$486,542.00
1	5	Speech, Language and Pathology (SLP) pay differential.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,173,346.00	$1,173,346.00
1	6	Speech, Language, and Pathology and Resource Specialist Program teacher recruitment.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,437,464.00	$1,437,464.00
1	7	Special Education teacher pay differential.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,772.00	$303,772.00
2	1	Employ 4 district social workers.	LEA-wide	English Learners Foster Youth	All Schools	$519,704.00	$519,704.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	2	Employ 4 part time instructional assistants.	LEA-wide	English Learners Foster Youth Low Income	Preschool	$66,648.00	$66,648.00
2	3	Increase School Attendance Secretary/Health Specialists hours	LEA-wide	English Learners Foster Youth Low Income	All Schools	$782,560.00	$782,560.00
2	4	Employ 16.3 FTE school psychologists.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,520,890.00	$2,520,890.00
2	5	K - 3 class size reduction.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,707,237.00	$2,707,237.00
2	6	4 - 6 class size reduction.	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	$184,195.00	$184,195.00
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 Foster Youth Low Income	All Schools	$345,067.00	$345,067.00
3	4	Employ VAPA teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,085,632.00	$7,085,632.00
3	5	Site specific needs funding.	LEA-wide	English Learners Foster Youth 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:		

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Chula Vista Elementary School District	Matthew Tessier, Ed.D. Assistant Superintendent	matthew.tessier@cvesd.org 619-425-9600 ext. 1462

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

CVESD will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rates **19-20** Increase Attendance Rate 0.5% from previous year. **Baseline** Baseline = 96.5 % for End of Year Attendance Rate	District attendance rate was 96.18%. before COVID-19 closure period.
Metric/Indicator Chronic Absenteeism **19-20** Decrease by .20 from previous year **Baseline** Baseline = 2.65 % for 2015-2016 End of Year Data Correction: 5.7 for 2016-17 End of Year	Chronic absenteeism rate of 4.78% before COVID-19 school closure period.
Metric/Indicator Suspension Rates **19-20**	Suspension rate of 0.40% before COVID-19 school closure period.

Expected	Actual
Decrease by .0010 from previous year **Baseline** Baseline = TBD June 2017	
Metric/Indicator District wide Expulsion Rates - Maintain the expulsion rate at 0% **19-20** Maintain at 0 % **Baseline** Current Baseline = 0%	0% expulsion rate for the 2019-2020 academic year.
Metric/Indicator Currently the District average of students that feel safe at school according to our Hanover survey is 4.10 for grades 3rd - 6th (out of a possible 5). **19-20** Note: A revised student survey was adopted during the 17-18 school year. A new baseline will be established July 2018. See revised metric below for details. **Baseline** Baseline is 4.1 Average	Due to the COVID-19 pandemic the planned student survey for the end of the 2019-2020 school year did not take place. Most recent data from July 2019 displays that the average remained at 4.1.
Metric/Indicator 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: *PE Schedules *VAPA Schedules **19-20** Maintain Access by all students for PE via Schedules = 100% Maintain Access by all students for VAPA via Schedules = 100%	Physical education and Visual and Performing Arts access was maintained for all students throughout the COVID-19 pandemic.

Expected	Actual
Baseline Current Baseline for PE Schedules = 81% Current Baseline for VAPA Schedules = 100%	
Metric/Indicator 5th Grade Physical Fitness Test - Body Composition **19-20** Increase by 2% from previous year. **Baseline** Current Baseline 2016 - 2017 = 61.7 % in Healthy Fitness Zone for Body Composition (Preliminary). Official data will be released in October 2017. Baseline will be adjusted accordingly.	Due to the COVID-19 pandemic the planned student assessment for the end of the 2019-2020 school year did not take place. Most recent data from 2018-2019 school year displays 58.5% of students in Healthy Fitness Zone.
Metric/Indicator Revised Metric for 18-19 & 19-20: Measure student connectedness at school by utilizing Hanover Social Emotional Learning student survey for grades 3-6. (Emphasis will be on Social Support Section) **19-20** Increase by .2 from previous year **Baseline** Baseline to be established July 2018	Due to the COVID-19 pandemic the planned student survey for the end of the 2019-2020 school year did not take place. Most recent data from July 2019 shows the average construct score for social support was 4.10 (out of 5).

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide differentiated instruction for GATE students to increase the number and percentage of unduplicated pupils being GATE identified. *Provide GATE certification training for interested teachers.	5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,425

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Parent Intervention Program (PIP) targeted at PreK- Kinder children who are not school ready due to social/emotional circumstances: * Continue to employ four part-time instructional assistants.	2000-2999: Classified Personnel Salaries Supplemental $63,856	2000-2999: Classified Personnel Salaries Supplemental $58,905
Provide social work support to schools targeted at improving support for at-risk students with a focus on Foster Youth: * Continue to employ four Social Workers.	1000-1999: Certificated Personnel Salaries Supplemental $508,908	1000-1999: Certificated Personnel Salaries Supplemental $473,775
Improve staffing ratios for support staff (i.e. SAS/HS and School Psychologists): a) Maintain the increased SAS/HS hours at each school site. b) Continue to employ 3.5 FTE School Psychologist and employ 2.0 FTE more School Psychologist to more effectively support our English learners and our Low Income students who have a disability.	a) 2000-2999: Classified Personnel Salaries Supplemental $719,175 b) 1000-1999: Certificated Personnel Salaries Supplemental $729,037	a) 2000-2999: Classified Personnel Salaries Supplemental $728,719 b) 1000-1999: Certificated Personnel Salaries Supplemental $699,461
a) Monitor District-wide and school-level implementation of District-adopted Wellness Policy. *Continue to employ PE Coordinator (.50) b) Establish partnerships with universities and community-based organizations to provide additional services. c) Oversee the 4th grade swimming program at all Title I schools.	a) 1000-1999: Certificated Personnel Salaries Supplemental $83,204 b) $0 c) $0	a) 1000-1999: Certificated Personnel Salaries Supplemental $83,387 b) $0 c) $0
Continue to Employ Instructional Assistant at Innovation Station (0.31 FTE).	2000-2999: Classified Personnel Salaries Supplemental $9,023	2000-2999: Classified Personnel Salaries Supplemental $8,388
Ensure class size remains below contractual maximums for grades K-3 in order to support social emotional needs of students to maximize learning.	1000-1999: Certificated Personnel Salaries Supplemental $2,700,000	1000-1999: Certificated Personnel Salaries Supplemental $2,700,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*Continue to employ additional teachers to reduce class size.		
This action was dropped as part of the restructuring effort of the District resource teacher program/action and service to 18 FTE.	Not Applicable Other $0	Not Applicable Other $0
Continue to employ a Director of Multi-Tiered Systems of Support (MTSS) to facilitate and coordinate our three-year implementation plan districtwide. Focus areas will include Positive Behavior Interventions and Supports, Social Emotional Learning Curriculum, and the development of a behavior screening process to identify needs for targeted support. An emphasis for these supports will be for students that have experienced trauma, especially within our foster youth and low income students.	1000-1999: Certificated Personnel Salaries Supplemental $170,522	1000-1999: Certificated Personnel Salaries Supplemental $166,393
Execute a contract with the Chula Vista Police Department (CVPD) and the Homeless Outreach Team (HOT) to support Foster Youth and Homeless students.	5000-5999: Services And Other Operating Expenditures Supplemental & Concentration $402,310	5000-5999: Services And Other Operating Expenditures Supplemental & Concentration $402,310
Ensure class size remains below contractual maximums for grades 4-6 in order to support social emotional needs of students to maximize learning. *Employ additional teachers to reduce class size in grade 4-6.	1000-1999: Certificated Personnel Salaries Supplemental $1,966,458	1000-1999: Certificated Personnel Salaries Supplemental $2,104,524

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the proposed actions and services to meet goal one were implemented in some manner. The major discrepancy between budgeted funds and actual expenditures was the GATE certification action and service. Partner agency staff personal issues dictated a brief suspension of certification classes and the agreed upon resolution was a reduction in the costs incurred for teachers. The outstanding balance was applied to other actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

An obvious challenge to the implementation and execution of LCAP actions and services during the 2019-2020 academic year was the school closure period affecting March through June of 2020 as a result of the COVID-19 pandemic. Specifically, face to face interactions between District Social Workers and foster youth and homeless children pivoted to a majority virtual interaction. Students continued to receive support throughout the pandemic, however, virtual interactions with our most vulnerable children do not have the same high level of success as face to face interactions considering the need for increased human connection with our foster youth and homeless youth. Alternatively, the DSW program was incredibly successful because of the continued focus on foster and homeless youth. No child had a drop in services as a result of the pandemic, the service delivery just had to change to accommodate social distancing protocols. However, parent input and staff input from Thoughtexchange and face to face interactions. has shown a desire to not only continue, but to increase the amount of services provided to our FY and Homeless students, including but not limited to social emotional support and academic experiences.

Goal 2

The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies, and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Mathematics, History/Social Science, Science, PE/Health, and Technology).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of English Learners who made annual progress towards English Proficiency as measured by CELDT (ELPAC beginning in 2017-2018) **19-20** ELPAC baseline plus 5% increase. Baseline is 17%. Scale scores for ELPAC level 4 changed in 2018. **Baseline** Baseline information = 65% of English Learners made progress towards English proficiency as measured by CELDT.	ELPAC baseline will be determined Fall of 2021 for next LCAP cycle.
Metric/Indicator Programs and services developed and provided to unduplicated pupils **19-20** Maintain at 100% **Baseline**	100% of students have access to Visual and Performing Arts program and/or Physical Education during teacher collaboration time.

Expected	Actual
100% of students have access to Visual and Performing Arts program and/or Physical Education during teacher collaboration time.	
Metric/Indicator Access to Community Partners **19-20** Maintain at 100% **Baseline** 100% of 6th Grade students accessed the Innovation Station.	100% of 6th Grade students accessed the Innovation Station.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure all District-led PD models reflect instruction aligned to the 4Cs, which are collaboration, communication, critical thinking and creativity. *Include 21st century fluencies in all District professional development.	$0	$0
Provide Support for the Visual and Performing Arts in schools.	4000-4999: Books And Supplies Supplemental $10,000	4000-4999: Books And Supplies Supplemental $247
Increase library support staffing ratios at sites: *Maintain the increase to Library Clerks/Technicians staffing ratios 5.0-7.5 hours/per school.	2000-2999: Classified Personnel Salaries Supplemental $380,618	2000-2999: Classified Personnel Salaries Supplemental $337,903
Increase the usage of technology in schools: a) Continue to employ 6.0 FTEs Technology Support staff to assist schools in hardware trouble shooting and software applications. b) Refresh 1:1 Technology Initiative/one grade level at each school.	a) 2000-2999: Classified Personnel Salaries Supplemental $590,603 b) Amount needed to fund this action will be provided via Educational Technology Funds, Lottery Funds, and Microsoft Settlement Funds 6000-6999: Capital Outlay $0	a) 2000-2999: Classified Personnel Salaries Supplemental $588,204 b) Amount needed to fund this action will be provided via Educational Technology Funds, Lottery Funds, and Microsoft Settlement Funds 6000-6999: Capital Outlay $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support project based learning and innovation at the Energy Station with emphasis on our unduplicated students. Maintain 1.0 FTE Innovation teacher. Highest unduplicated schools' 6th graders (Castle Park - 94.32%, Harborside - 95.21%, Lauderbach - 96.74%, Los Altos - 91.18%, Montgomery - 96.89%, Otay - 93.75%, Rice - 93.07%, Rohr - 90.85%, and Vista Square - 95.23%) will have additional experiences throughout the year to support the engineering design process and innovation.	1000-1999: Certificated Personnel Salaries Supplemental $127,468 Not Applicable Other	1000-1999: Certificated Personnel Salaries Supplemental $130,257 Not Applicable Other
Provide technical assistance to stakeholders on technology resources: *Resource teachers and technology equipment technicians to be trained in Microsoft Office 365 resources to support users. *Provide video tutorials to support end users with highest need areas. *Continue with District Shift Technology Committee to identify promising practices and technology resources.	$0	$0
Support teacher collaboration opportunities with an emphasis on targeted planning and support for unduplicated students: *Continue to employ teachers (with priority for VAPA) in order to release classroom teachers for collaboration time.	1000-1999: Certificated Personnel Salaries Supplemental $6,883,323	1000-1999: Certificated Personnel Salaries Supplemental $6,919,943
Support project based learning and innovation at the Elite Athlete Training Center with emphasis on our unduplicated students. Maintain .5 FTE Elite Athlete Training Center teacher. Highest unduplicated schools' 5th graders (Castle Park - 94.32%, Harborside - 95.21%, Lauderbach - 96.74%, Los Altos - 91.18%, Montgomery - 96.89%, Otay - 93.75%, Rice - 93.07%, Rohr - 90.85%, and Vista Square - 95.23%) will have guaranteed experiences throughout the year focusing in on health and health related careers.	Supplemental $49,134 Not Applicable Other	Supplemental $50,258 Not Applicable Other
Support teachers with ongoing coaching and support with an emphasis on unduplicated pupils: *Employ 18 District Resource Teachers to support schools through the cohort model.	1000-1999: Certificated Personnel Salaries Supplemental $2,128,752	1000-1999: Certificated Personnel Salaries Supplemental $2,039,058

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support presentation literacy skills and virtual reality experiences with emphasis on our unduplicated students. (Castle Park - 94.32%, Harborside - 95.21%, Lauderbach - 96.74%, Los Altos - 91.18%, Montgomery - 96.89%, Otay - 93.75%, Rice - 93.07%, Rohr - 90.85%, and Vista Square - 95.23%) Maintain .5 FTE Coordinator of Instructional Technology and Media Services	1000-1999: Certificated Personnel Salaries Supplemental $87,491	1000-1999: Certificated Personnel Salaries Supplemental $87,680
Support implementation of Visual and Performing Arts (VAPA) Strategic Plan: *Continue to employ 1.0 FTE VAPA Coordinator to oversee VAPA programming across the District (.75 LCAP Funded)	1000-1999: Certificated Personnel Salaries Supplemental $118,392	1000-1999: Certificated Personnel Salaries Supplemental $118,799
Support teachers with ongoing coaching and support by colleagues. Maintain .34 FTE Director of Instructional Services and Support. Highest unduplicated schools' teachers (Castle Park - 94.32%, Harborside - 95.21%, Lauderbach - 96.74%, Los Altos - 91.18%, Montgomery - 96.89%, Otay - 93.75%, Rice - 93.07%, Rohr - 90.85%, and Vista Square - 95.23%) will have additional coaching support throughout the year.	1000-1999: Certificated Personnel Salaries Supplemental $63,374	1000-1999: Certificated Personnel Salaries Supplemental $63,653
Support project based learning and innovation at the Living Coast Discovery Center with emphasis on our unduplicated students. Maintain .25 FTELiving Coast Discovery Center teacher. Highest unduplicated schools' 5th graders (Castle Park - 94.32%, Harborside - 95.21%, Lauderbach - 96.74%, Los Altos - 91.18%, Montgomery - 96.89%, Otay - 93.75%, Rice - 93.07%, Rohr - 90.85%, and Vista Square - 95.23%) will have guaranteed experiences throughout the year to support outdoor education.	1000-1999: Certificated Personnel Salaries Supplemental $30,745	1000-1999: Certificated Personnel Salaries Supplemental $31,394

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development on high impact strategies to support language development in literacy and mathematics: * Provide professional development in various curricular areas based on teacher need.	Certificated salaries related to providing professional development throughout the district. 1000-1999: Certificated Personnel Salaries Title II $480,747	1000-1999: Certificated Personnel Salaries Title II $472,248
	Certificated salaries related to professional development that supports improving student achievement in literacy and mathematics for at risk students. 1000-1999: Certificated Personnel Salaries Title I $413,288	1000-1999: Certificated Personnel Salaries Title I $326,956
	Targeted Leadership 5800: Professional/Consulting Services And Operating Expenditures Title I $72,900	5800: Professional/Consulting Services And Operating Expenditures Title I $72,900
	Substitutes to cover for teachers attending professional development 1000-1999: Certificated Personnel Salaries Title I $329,572	1000-1999: Certificated Personnel Salaries Title I $240,531
	Professional Development Districtwide Math Assessment 5000-5999: Services And Other Operating Expenditures Title I $83,100	5000-5999: Services And Other Operating Expenditures Title I $0
	Student, Family, Community and Instruction 2000-2999: Classified Personnel Salaries Title I $50,846	2000-2999: Classified Personnel Salaries Title I $74,315

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:
*In spite of the fact that students and teachers had to experience education in a distance learning format, live and archived events in visual and performing arts, physical education, and innovation drew thousands of viewers. The VAPA, PE, and Innovation teams provided frequent virtual events that students participated in at home and kept them engaged in the aforementioned programs.
Challenge:
*Live events, while successful for the amount of viewers that they drew, did not ensure the highest needs students consistently participated. Participation was voluntary for staff and students, therefore, the access to the live experiences was determined by individual teachers.
During input sessions with the top ten unduplicated schools, parents and students shared how difficult virtual experiences were for their mental health. They expressed an ongoing concern about the lack of in person human interaction.

Goal 3

The District will increase parent engagement at District and School sites.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Seek Parent input in making decisions at District and school site level through the use Thoughtexchange Survey. **19-20** Increase parent participation on Thoughtexchange by 10% each year. **Baseline** Baseline = 2,693 Parent participation for 2016-2017 Thoughtexchange Survey.	2,456 parent participation for the 2020 - 2021 Thoughtexchange survey.
Metric/Indicator 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. **19-20** Ensure required parental representation in all district and school governance and advisory groups (ELAC, DELAC, SAC, DAC, and School Site Council) as measured by attendance and sign-in sheets. **Baseline** 100% of district and school governance committees are compliant.	100% of district and school governance committees are compliant.

Expected	Actual
Metric/Indicator Promotion of parent participation in programs for unduplicated pupils and/or exceptional needs at school and District level through multiple means of communication (e.g: websites, social media, automated calls, text messages, flyers) **19-20** Increase by 10% each year. **Baseline** Baseline Date will become available June 2017. 70% utilization of district communication platforms including Twitter, Facebook, PeachJar, and School Messenger to promote parent participation and engagement.	100% utilization of district platforms including websites, social media, automated calls, text messages, flyers in 2020 - 2021.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase parent training and leadership opportunities which may include the following: Webinars; Parent Institute for Quality Education (PIQE); Adult ESL, or GED; content specific workshops (i.e. CSS Math); classroom walkthroughs; web page resources; site council training. Utilize resource teachers when appropriate to provide parent training. Utilize social media to advertise these opportunities.	District staff will continue to provide parent training and leadership opportunities. $0 Parent Academy Parent Participation 5000-5999: Services And Other Operating Expenditures Title I $2,182	District staff will continue to provide parent training and leadership opportunities. $0 5000-5999: Services And Other Operating Expenditures Title I $2,523
Continue to employ Parent Community Liaison (1.0) to support to families and students.	2000-2999: Classified Personnel Salaries Supplemental $51,121	2000-2999: Classified Personnel Salaries Supplemental $47,603
Employ additional translation/interpretation staff to assist the District and school sites: * 1.0 FTE Communications Supervisor. School sites also provide translation/interpretation services to promote parent engagement. Additional support can also be requested at the	2000-2999: Classified Personnel Salaries Supplemental $114,852	2000-2999: Classified Personnel Salaries Supplemental $113,973

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District level as needed. This includes support for Spanish, as well as for our other languages that exist in our learning communities.		
Provide literacy training for parents of struggling readers. a) Use District staff to provide training as needed. b) Provide training to parents on Achieve3000®. *District staff will continue to provide parent training and leadership opportunities.	$0	$0
Build stronger connection between families and FRCs. *Work with Chula Vista Collaborative staff to ensure greater communication about resources available to families in Chula Vista.	FRCs 2000-2999: Classified Personnel Salaries Title I $98,256 South Bay Community Services: FRCs 5000-5999: Services And Other Operating Expenditures Title I $43,065 Not Applicable Other	2000-2999: Classified Personnel Salaries Title I $100,948 5000-5999: Services And Other Operating Expenditures Title I $50,685
Support parent leadership development. *Utilize District staff.	Parent Engagement and Support 2000-2999: Classified Personnel Salaries Title I $39,755	2000-2999: Classified Personnel Salaries Title I $40,895
Implement School Readiness Program. Bilingual parent educators provide parent and child together sessions. a) Four Instructional Assistants and .95 FTE Noon Duty Supervisors b) One part time (40% LCAP funded) School Readiness Coordinator. c) Mileage	a) 2000-2999: Classified Personnel Salaries Supplemental $182,447 b) 1000-1999: Certificated Personnel Salaries Supplemental $62,732 c) 5000-5999: Services And Other Operating Expenditures Supplemental $2,700	a) 2000-2999: Classified Personnel Salaries Supplemental $182,779 b) 1000-1999: Certificated Personnel Salaries Supplemental $62,949 c) 5000-5999: Services And Other Operating Expenditures Supplemental $530

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were expended in some manner, in spite of the COVID-19 pandemic. As with most actions and services, the manner in which they were delivered changed. For example, the Family Resource Centers (FRCs) in the District did not close all of their locations, only a few, to ensure continuity of services for Chula Vista Elementary School District students following all safety guidelines and protocols.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CVESD takes great pride in educating the whole child and providing wrap around services for students and families in times of need. The collaboration that CVESD has with the South Bay Community Services and Family Resource Centers is world class. A success that was experienced last year, during the pandemic, was the continued allocation of resources to our children and families in most need of support. Examples of support include food insecurity assistance, mental health assistance, rent assistance, transportation assistance, and physical well being assistance.
Through Thought exchange, community stakeholders shared their appreciation for FRCs and the additional support that was provided for community members who lost employment. Of particular note, food insecurity and district efforts to support family members who experienced food insecurity, Chula Vista folks were very appreciative.

Goal 4

The District will recruit and retain the highest caliber employees ("A" Players) to support students and families and will ensure system-wide equitable access to services and supports in the areas of:
1) Technology
2) Facilities
3) Pupil Services
4) Health Services
5) Recruitment of highly qualified teachers (HQT) including CLAD.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Degree to which teachers are appropriately assigned and credentialed in subject areas. **19-20** Maintain at 100% **Baseline** Current Baseline = 100%	100% of teachers are appropriately assigned and credentialed in subject areas.
Metric/Indicator School Facilities maintained in good repair **19-20** Maintain 100% of school sites have good" or "exemplary" on Facilities evaluation. **Baseline** 100% of school sites have good" or "exemplary" on Facilities evaluation.	100% of school sites have good" or "exemplary" on Facilities evaluation.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase Speech, Language, and Pathology (SLP) and RSP positions to increase stability, consistency and access for unduplicated students who are also identified as students with disabilities. This will include: a) Continuing to provide pay differential for SLPs (increase on the initial step placement on the salary schedule) b) Employ additional SLPs and RSP teachers.	a) 1000-1999: Certificated Personnel Salaries Supplemental $769,986 b) 1000-1999: Certificated Personnel Salaries Supplemental $1,323,211	a) 1000-1999: Certificated Personnel Salaries Supplemental $1,118,760 b) 1000-1999: Certificated Personnel Salaries Supplemental $1,396,486
Attract and Retain quality special education teacher candidates with a demonstrated record of success in serving unduplicated students who are also identified as students with disabilities. This would include: *Providing pay differential for Special Education Teachers to allow for up to 20 years of service credit on the salary schedule.	1000-1999: Certificated Personnel Salaries Supplemental $357,427	1000-1999: Certificated Personnel Salaries Supplemental $328,177
Improve support to school nurses: *Continue to employ District Resource Nurse (.90 FTE that is 100% LCAP funded)	1000-1999: Certificated Personnel Salaries Supplemental $105,405	1000-1999: Certificated Personnel Salaries Supplemental $107,670
District staff will implement an induction program to support beginning teachers. The induction program will provided opportunities for new teachers to build instructional capacity and develop meaningful teacher leadership.	Induction Support Providers 1000-1999: Certificated Personnel Salaries Title II $222,049	1000-1999: Certificated Personnel Salaries Title II $199,787
Attract and Retain student attendants with the skillset to support the needs of unduplicated students who have disabilities: *Provide pay differential for student attendants that will increase pay by a range of 2. Student attendants work one on one with unduplicated students with the most significant physical, social, and emotional needs in our schools.	2000-2999: Classified Personnel Salaries Supplemental $562,309	2000-2999: Classified Personnel Salaries Supplemental $549,486
This position will continue to exist for 19-20 but will no longer be LCAP funded.	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:
*CVESD has improved the recruitment, hiring, and retention of support staff for our highest needs students as a result of the pay differential. A significant reduction in agency staff hiring has resulted from the pay differential.
Pay differential is afforded to special education staff who gain employment in CVESD, in essence, being credited additional steps on the salary schedule. Through Thoughtexchange and administrator feedback, this pay differential has been embraced because of the attaining and retaining of special education staff.

Goal 5

Students in all grades (including all targets such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of English Learners who made annual progress towards English Proficiency as measured by CELDT. **19-20** ELPAC baseline plus 5% increase. **Baseline** Baseline information = 65% of English Learners made progress toward English proficiency as measured by CELDT	ELPAC baseline will be determined Fall of 2021
Metric/Indicator English Learner Reclassification Rate **19-20** 10% growth over previous year **Baseline** Baseline = 23% of students reclassified for the 16-17 school year as of February 2017. Additional students are scheduled to be reclassified in May 2017. Baseline will be adjusted as needed.	2021 reclassification - 6% (477 students) were reclassified.
Metric/Indicator	64.34% of all students in grades 3-6 met or exceed proficiency on the SBAC in ELA (most recent data from 2018-19 administration).

Expected	Actual
Implementation of state board adopted academic content and performance standards for all students including English Learners in English Language Arts and Mathematics: *Percentage of all students in grades 3-6 who will meet or exceed proficiency in the SBAC in ELA and Math. **19-20** 5% growth from the baseline for both ELA and Math **Baseline** Baseline = 62% of all students in grades 3-6 met or exceed proficiency on the SBAC in ELA. Baseline = 49% of all students in grades 3-6 met or exceed proficiency on the SBAC in Math.	52.48% of all students in grades 3-6 met or exceed proficiency on the SBAC in Math (most recent data from 2018-19 administration).
Metric/Indicator Pupils in the school district have sufficient access to the standards-aligned instructional materials. (Utilize Quarterly Williams Reports) **19-20** Maintain 100% Compliance **Baseline** Baseline = 100% Compliance	100% compliance has been maintained.
Metric/Indicator Percentage of all students in grades K-1 who will meet or exceed proficiency on the District Local Measures assessment in reading. **19-20** 3% growth from the previous year **Baseline** Baseline = 72% of all students in grades K-1 met or exceeded proficiency on the District Local Measures assessment in reading.	On the most recent administration in 2018-19, 67% of all students in grades K-1 met or exceeded proficiency.

Expected	Actual
Metric/Indicator Percentage of all students in grades 2-6 who will score College and Career Ready on the District LM assessment in Reading. **19-20** 5% growth from the previous year **Baseline** Baseline = 42% of all students in grades 2-6 scored College and Career Ready on the District LM assessment in Reading.	On the most recent End of Year assessment administration in 2018-19, 55% of all students in grades 2-6 met or exceeded proficiency. Prior to school closures, the Interim Administration in December of 2019 displayed 41% of all students in grades 2-6 on track to meet or exceed proficiency.
Metric/Indicator Percentage of all students in grades K-2 who will meet or exceed proficiency on the District LM assessment in Mathematics. **19-20** 3% growth from the previous year **Baseline** Baseline = 79% of all students in grades K-2 met or exceed proficiency on the District LM assessment in Mathematics.	On the most recent administration in 2018-19, 78% of all students in grades K-2 met or exceeded proficiency.
Metric/Indicator Percentage of all 3rd graders who will meet or exceed proficiency on the SBAC. Percentage of all 3rd graders who will score College and Career Ready on the District LM assessment in Reading. **19-20** 5% growth from the previous year **Baseline** Baseline = 58% of all 3rd graders met or exceed proficiency on the SBAC. Baseline = 54% of all 3rd graders scored College and Career Ready on the District LM assessment in Reading	63.18% of all 3rd graders met or exceeded proficiency on the SBAC ELA during the 2018-19 administration.

Expected	Actual
Metric/Indicator Implementation of Next Generation Science Standards **19-20** 5% growth from baseline **Baseline** Baseline will be available in July 2018	38% of students met or exceeded proficiency on the 2018-19 administration of the California Science Test (CAST).

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide rigorous/balanced literacy program in ELA/ELD for all students: a.)Provide Professional Learning for teachers and administrators on supporting literacy in ELA/ELD for all students. b.) Provide ongoing training for Grades 3-6 teachers in the use of Achieve3000®.	a.) District staff will continue to provide professional learning for teachers and administrators on supporting literacy in ELA/ELD for all students. $0 b.) District staff will continue to provide ongoing training for Grades 3-6 teachers in the use of Achieve3000®. $0	a.) District staff will continue to provide professional learning for teachers and administrators on supporting literacy in ELA/ELD for all students. $0 b.) District staff will continue to provide ongoing training for Grades 3-6 teachers in the use of Achieve3000®. $0
Provide differentiated actions and services to support site specific programs and needs such as professional development, supplemental staffing, supplies and/or curriculum for English Learners, Low Income and Foster Youth.	1000-1999: Certificated Personnel Salaries Supplemental $1,018,710 2000-2999: Classified Personnel Salaries Supplemental $1,320,977 3000-3999: Employee Benefits Supplemental $877,514 4000-4999: Books And Supplies Supplemental $656,817 5000-5999: Services And Other Operating Expenditures Supplemental $547,679 6000-6999: Capital Outlay Supplemental $0	1000-1999: Certificated Personnel Salaries Supplemental $1,111,353 2000-2999: Classified Personnel Salaries Supplemental $1,697,311 3000-3999: Employee Benefits Supplemental $1,007,485 4000-4999: Books And Supplies Supplemental $560,508 5000-5999: Services And Other Operating Expenditures Supplemental $442,337 6000-6999: Capital Outlay Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide intervention services for all at-risk students (with special outreach to Foster Youth) after school, before school, and during school breaks. *Hire teachers to serve as Extended Day and Jump Start tutors.	Supplemental Education Services 1000-1999: Certificated Personnel Salaries Title I $572,922	1000-1999: Certificated Personnel Salaries Title I $468,031
Provide rigorous/balanced literacy program in ELA/ELD for all students: *Continue with Achieve3000 licenses for all Grades 3-6 students in English and Spanish (Dual Language Programs)	5000-5999: Services And Other Operating Expenditures Supplemental $0	5000-5999: Services And Other Operating Expenditures Supplemental $0
Provide intervention services for all at-risk students (with special outreach to Foster Youth) after school, before school, and during school breaks: *Hire teachers to serve as Extended Day and Jump Start tutors.	1000-1999: Certificated Personnel Salaries Concentration $150,000	1000-1999: Certificated Personnel Salaries Concentration $106,763
Provide Associate Principals (AP) to 4 school sites with the highest student count and highest percentage of unduplicated students. District will hire APs for Lauderbach (1.0 FTE, 96.74% unduplicated), Vista Square (.5 FTE, 95.23% unduplicated), Harborside (1.0 FTE, 95.21% unduplicated), and Rice (1.0 FTE, 93.07% unduplicated) to intensify efforts for Foster Youth, Low Income, English Learners, and Homeless students with additional academic and social - emotional support.	1000-1999: Certificated Personnel Salaries Supplemental & Concentration $460,115 Not Applicable Other	1000-1999: Certificated Personnel Salaries Supplemental & Concentration $427,225 Not Applicable Other
District will hire an assistant superintendent to intensify efforts for English Learners, Foster Youth, and Low Income students with additional academic and social - emotional support to eradicate the ELA and Math achievement gaps at an increased pace.	1000-1999: Certificated Personnel Salaries Supplemental & Concentration $253,382	1000-1999: Certificated Personnel Salaries Supplemental & Concentration $0
a) Provide specialized Trauma Informed Practice Support through our District Social Workers as requested. b) Provide and/or coordinate transportation to ensure that foster and homeless youth are able to attend their school of origin if it is determined that is in the best interest of the student. The Student Placement Department, in collaboration with the Transportation	a) District staff will provide specialized trauma training. $0 b) Transportation for Homeless and Foster Youth 5000-5999: Services And Other Operating Expenditures Title I $50,000	a) District staff will provide specialized trauma training. $0 5000-5999: Services And Other Operating Expenditures Title I $16,987

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Department, will develop a Foster Youth transportation plan to ensure there is stability and consistency in a child's academic program.		
Provide innovative support to Specialized Education Services (SES), low income, underperforming students through supplemental music instruction in collaboration with the San Diego Youth Symphony and the Community Opus Project.	SDYS and Extended Day Music 5800: Professional/Consulting Services And Operating Expenditures Title I $144,084	5800: Professional/Consulting Services And Operating Expenditures Title I $70,845

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Monies budgeted to hire an assistant superintendent were not spent for that purpose. Instead monies were utilized to support the district wide increase in salary and benefits increases, negotiated with bargaining units, that affected LCAP actions and services specific personnel. The support envisioned at the highest needs schools in the District (Harborside, Lauderbach, Rice, Vista Square, Otay, Los Altos, Kellogg, Montgomery, Castle Park, and Rohr) to support EL, FY, and LI children was provided by the assistant superintendent of innovation and instruction. Additionally, the 3.5 FTE associate principal support at four of the ten highest needs sites was implemented utilizing some of the assistant superintendent budgeted funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A major success experienced during this LCAP year was the utilization of associate principals at four of the District's highest needs sites. Site support and accountability visits conducted by the assistant superintendent of innovation and instruction at Vista Square, Rice, Harborside, and Lauderbach focused on foster youth, homeless children, English Learners, and Low Income children who the associate principals supported throughout the year. Students were identified at the beginning of the academic year and supported by teachers, parents, classified staff, and the associate principals to monitor academic and social/emotional needs. By having these dedicated associate principals at the four sites and having an accountability structure facilitated by the assistant superintendent, our highest needs children received the ongoing support that they needed.

A challenge experienced this past year was the utilization of LCAP funds to support site specific actions and services. As a result of the COVID-19 pandemic and a switch to the distance learning instructional model, face to face intensive support was not possible for foster youth, low income, English Learners, and homeless children for many months. While support was provided for our most vulnerable students in a virtual format, we understand that for most children, it is not as effective as in person services. During input sessions with the top ten unduplicated schools, parents and students shared how difficult virtual experiences were for their mental health. They expressed an ongoing concern about the lack of in person human interaction.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	$2,200,057	$2,325,000	Yes
PPE Costs and cleaning/sanitizing equipment costs	$3,496,159	$2,371,573	No
Diagnostic Assessments - iReady mathematics	$1,148,597	$1,148,597	Yes
iReady mathematics professional development	$103,500	$103,500	Yes
Distance Learning Support Program through the YMCA	$1,823,832	$4,549,666	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One of the biggest successes as a result of the executed actions was the offering of the Distance Learning Support Program (DLSP) to our most vulnerable students. Small cohorts of English Learners, Foster Youth, Homeless students, and Low Income children were supported through our partnership with the YMCA with in person support at school during the distance learning instructional model. Over 1,000 students benefitted from this support structure. Additionally, the ability to utilize technology accelerators and internal assessments, helped CVESD teachers offer instructional support based on student needs.
A challenge experienced this past year was the accuracy of technology accelerator data for some students. For some students, the accuracy of internal assessment results has come into question because of the testing environment, specifically what support a child may have gotten in the home environment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District Resource Teacher will support Designated English Language Development and the California ELD implementation. At our high priority schools, she will work with grade level teams to plan for language instruction utilizing Project Guided Language Acquisition Development (GLAD) strategies. Additionally, Project GLAD Designated ELD training modules will be available to all teachers to support the implementation of Designated ELD.	NA	NA	Yes
Distance Learning Playbook for all teachers will help support pedagogy and rigorous planning and delivery of instruction to all students during the distance learning period to ensure continuity of instruction.	$29,639	$29,639	No
Enrichment material creation for all students will support project based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs as well as increasing pupil participation and progress.	$52,137	$48,533	Yes
As a result of staff modifications of roles and responsibilities, Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	NA	NA	Yes
Classified staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children and ensure support for pupils with unique needs.	NA	NA	Yes
Purchase of student machines to ensure the newest devices support distance learning in remote locations.	$7,372,740	$7,404,836	Yes
To ensure a rigorous, well rounded educational experience, CVESD staff will continue to develop lessons in physical education and visual	$9,071	$6,688	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
and performing arts to support students during the distance learning period and offer the lessons both in live time and archived through YouTube.			
1,500 Microsoft Surface teacher computers have been purchased that will support the Teams platform, One Note implementation, white boarding, and the use of Office 365 tools with touch screen capabilities and the utilization of a stylus pen.	$2,624,014	$2,622,835	Yes
One day of per diem compensated pay was provided for our teaching staff, before the beginning of the school year, to provide professional learning around the Distance Learning Playbook.	$725,000	$635,819	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:
*The access to new technology devices was a strength of our LCP this past year and provided continuity of instruction. As a system, we were able to purchase new computers for every 4th through 6th grader in CVESD. Additionally, we were able to purchase a new machine for each teacher in CVESD. Access to these devices helped create a seamless technology experience for both teachers and students if a robust internet connection existed. If an internet connection did not exist in the home, the district worked with the City of Chula Vista and the SDCOE to provide wireless 'hotspots' to families who needed that support.
*All teachers received an entire day of professional learning around the 'Distance Learning Playbook', to support effective pedagogy in a virtual environment to increase pupil participation and progress.
*Staff roles and responsibilities of innovation teachers changed with the inclusion of Innovation live events. These events proved to be a remarkably effective strategy to continue innovative learning experiences for students. Approximately 500 logons occurred during each of the innovation live experiences with approximately 15,000 viewers participating throughout the 2020-2021 school year.
*District social workers continued to provide services and support for pupils with unique needs throughout the pandemic.
Challenge:

*The biggest challenge that CVESD encountered as a result of the pandemic and distance learning was the decrease in student engagement, specifically chronic absenteeism. Four of our highest needs communities/schools experienced a double digit increase in chronically absent students. Each of these four schools had approximately 20% of the student population as chronically absent.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	$ 2,200,057	$2,325,000	Yes
Diagnostic Assessments - iReady mathematics	$1,148,597	$1,148,597	Yes
Enrichment material creation for all students will support project based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs.	$52,137	$48,533	Yes
Virtual summer learning camp will support students who have experienced learning loss as a result of the COVID-19 pandemic.	$1,500,000	$613,799	Yes
Recovery intersession learning SPED program will support students with IEPs who have experienced learning loss as a result of the COVID-19 pandemic.	$160,000	$110,355	Yes
Illuminate Education for report cards and assessment item bank questions	$573,995	$573,995	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures except for the virtual summer learning camp. Additional revenues were applied to the distance learning support program, facilitated by the YMCA.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success:
*EL, FY, LI, SWD, and Homeless children had access to a summer learning experience to support their unique needs.
*Access to internal assessment data helped support teacher instruction based on student needs.
Challenge:

Enrichment materials were created for teachers that focused on the engineering design process. We found that the implementation of these resources was not as robust as we had anticipated. The shift in instructional delivery, due to COVID - 19 and the subsequent shut downs, had a major impact on the implementation.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Success:
*Foster youth and homeless children had consistent access and contact to district social workers and Family Resource Center staff through a virtual environment. The consistent access to staff, even in a virtual environment, was a commitment our system made at the beginning of the pandemic to ensure our highest needs children had the maximum health and social emotional support they needed based on restrictions imposed for the health and safety of our community.
*Stakeholder feedback gathered through Thoughtexchange and Spring 2021 engagements determined that the CVESD community appreciated the continued access to meals and social services during the COVID-19 pandemic school closure period and desired ongoing and deeper support.
Challenge:
*A significant challenge this past year was the fact that for a significant portion of the school year, children did not have face to face access to school staff. As described in the success portion of this response, access to social workers and our Family Resource Center staff was consistent throughout the pandemic but in a virtual environment.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Success:
*Our Director of MTSS was able to provide a plethora of supports for staff, students, and families during the COVID - 19 pandemic school closure period. Live events, archived video support, and professional presentations were all provided on a frequent basis for our community. Examples of live family engagement presentations, facilitated by Ms. Gianulis, were:
Tools and Skills to Decrease Anxiety and Stress
Cultivating Compassion and Resilience in the Time of COVID-19
Supporting Students with Grief and Loss
*A tiered process was created and implemented at each school site to re-engage students who were disengaged. Students who were absent from distance learning received initial support from the classroom teacher and if unsuccessful, the site administrator provided an additional layer of support through phone, video, and safely distanced physical communication. If staff support was not successful, district social workers and Family Resource Staff were engaged for a third level of support.
Challenge:
*Switching face to face parent committee meetings to a virtual format proved to be challenging when the pandemic first forced our schools to implement the distance learning instructional model. However, once support was provided about how to effectively utilize Microsoft Teams and the most effective online behaviors, parent/family engagements ran smoothly and participation ensured quorum at meetings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Success:
*With the support of the CVESD Child Nutrition Services Department, our system was able to provide meals to all students who needed them throughout the COVID - 19 pandemic. School staff consistently distributed meals to families, typically once a week with a week's worth of food in boxes for children.
Challenge:
*Initially, the coordination of food distribution sites and the staff involved to oversee the distribution was a challenge. It was necessary to mobilize large numbers of staff to school sites in a cohort model and communication with City officials and the Chula Vista Police Department, enabled the food distribution to run smoothly.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Diagnostic Assessments - Achieve 3000/Smarty Ants	$ 2,200,057	$2,325,000	Yes
In-Person Instructional Offerings	PPE Costs	$3,496,159	$2,371,573	No
In-Person Instructional Offerings	Diagnostic Assessments - iReady mathematics	$ 1,148,597	$ 1,148,597	Yes
Distance Learning Program	The District Resource Teacher will support Designated English Language Development and the California ELD implementation. At our high priority schools, she will work with grade level teams to plan for language instruction utilizing Project Guided Language Acquisition Development (GLAD) strategies. Additionally, Project GLAD Designated ELD training modules will be available to all teachers to support the implementation of Designated ELD.	NA	NA	Yes
Distance Learning Program (Continuity of Instruction)	Distance Learning Playbook for all teachers will help support pedagogy and rigorous planning and delivery of instruction to all students during the distance learning period.	$ 29,639	$ 29,639	No
Distance Learning Program (Continuity of Instruction)	Enrichment material creation for all students will support project based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs.	$52,137	$48,533	Yes
Distance Learning Program (Distance	Microsoft Teams professional learning through Microsoft will support the use of technology and a	NA	NA	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Professional Development)	learning management system for staff and students.			
Distance Learning Program (Pupil Participation and Progress)	Classified staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children.	NA	NA	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of student machines to ensure the newest devices support distance learning in remote locations.	$ 7,372,740	$7,404,836	Yes
Distance Learning Program (Continuity of Instruction)	To ensure a rigorous, well rounded educational experience, CVESD staff will continue to develop lessons in physical education and visual and performing arts to support students during the distance learning period and offer the lessons both in live time and archived through YouTube.	$9,071	$6,688	Yes
Pupil Learning Loss	Virtual summer learning camp will support students who have experienced learning loss as a result of the COVID-19 pandemic.	$ 1,500,000	$613,799	Yes
Pupil Learning Loss	Recovery intersession learning SPED program will support students with IEPs who have experienced learning loss as a result of the COVID-19 pandemic.	$ 160,000	$110,355	Yes
Mental Health and Social and Emotional Well-Being	District Social Worker and Parent Liaison training to provide additional supports and services for FY, EL, LI, and Homeless children	$18,000	$8,282	Yes
Distance Learning Program (Access to Devices and Connectivity)	'Hotspot' connectivity devices through the City of Chula Vista.	$ 144,000	$80,000	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	1,500 Microsoft Surface teacher computers have been purchased that will support the Teams platform, One Note implementation, white boarding, and the use of Office 365 tools with touch screen capabilities and the utilization of a stylus pen.	$2,624,014	$2,622,835	Yes
Distance Learning Program (Distance Learning Professional Development)	One day of per diem compensated pay was provided for our teaching staff, before the beginning of the school year, to provide professional learning around the Distance Learning Playbook.	$725,000	$635,819	Yes
Distance Learning Program (Continuity of Instruction)	iReady mathematics professional development	$103,500	$103,500	Yes
Distance Learning Program (Continuity of Instruction)	Distance Learning Support Program through the YMCA	$1,823,832	$4,549,666	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Illuminate Education for report cards and assessment item bank questions	$573,995	$573,995	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures except the summer learning experiences, and personal protective equipment. The monies originally budgeted for these items were utilized to support the distance learning support program (DLSP). The DLSP was integral to our efforts in bringing our highest needs students back to campus safely. Approximately 1,400 ELs, FY, Homeless, and LI students were able to attend virtual classes at school, supported by a YMCA staff member.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The largest lesson learned from this past year was that physical school and human interaction are critical to the success of students. We understand that our most vulnerable students need social emotional support as well as trusting and loving relationships with adults and their peers. This knowledge led to the inclusion of new goals that specifically address equity and social emotional learning in the 2021 - 2024 LCAP. Academic struggles caused by distance learning also led to the creation of a specific academic goal in this year's LCAP document.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

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 any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and the budgeted expenditures in terms of increased or improved services for ELs, FY, LI, and Homeless children. For example, increased services for our FY and homeless children occurred during the pandemic to support their social, emotional, and academic needs. The Distance Learning Playbook, project based units of study, and teacher technology support and training all had a positive impact on students in spite of unprecedented challenges.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Careful analysis of stakeholder input, student achievement data, and chronic absenteeism data have informed our work in developing the new three year LCAP. We have been responsive to the top themes gathered from stakeholders in the LCAP, including a commitment to keep class sizes lower in grades K-6 than contractual norms. Additionally, the new LCAP has a continued commitment to our visual and performing arts program throughout the district. A final reflection from the LCAP and LCP that influenced the new LCAP was the need for additional special education supports.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	29,267,543.00	29,199,729.00
	0.00	0.00
Concentration	150,000.00	106,763.00
Other	0.00	0.00
Supplemental	25,398,970.00	26,125,780.00
Supplemental & Concentration	1,115,807.00	829,535.00
Title I	1,899,970.00	1,465,616.00
Title II	702,796.00	672,035.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	29,267,543.00	29,199,729.00
	49,134.00	50,258.00
1000-1999: Certificated Personnel Salaries	22,117,220.00	21,985,260.00
2000-2999: Classified Personnel Salaries	4,183,838.00	4,529,429.00
3000-3999: Employee Benefits	877,514.00	1,007,485.00
4000-4999: Books And Supplies	666,817.00	560,755.00
5000-5999: Services And Other Operating Expenditures	1,131,036.00	915,372.00
5800: Professional/Consulting Services And Operating Expenditures	241,984.00	151,170.00
6000-6999: Capital Outlay	0.00	0.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	29,267,543.00	29,199,729.00
		0.00	0.00
	Supplemental	49,134.00	50,258.00
1000-1999: Certificated Personnel Salaries	Concentration	150,000.00	106,763.00
1000-1999: Certificated Personnel Salaries	Supplemental	19,235,145.00	19,743,719.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	713,497.00	427,225.00
1000-1999: Certificated Personnel Salaries	Title I	1,315,782.00	1,035,518.00
1000-1999: Certificated Personnel Salaries	Title II	702,796.00	672,035.00
2000-2999: Classified Personnel Salaries	Supplemental	3,994,981.00	4,313,271.00
2000-2999: Classified Personnel Salaries	Title I	188,857.00	216,158.00
3000-3999: Employee Benefits	Supplemental	877,514.00	1,007,485.00
4000-4999: Books And Supplies	Supplemental	666,817.00	560,755.00
5000-5999: Services And Other Operating Expenditures	Supplemental	550,379.00	442,867.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	402,310.00	402,310.00
5000-5999: Services And Other Operating Expenditures	Title I	178,347.00	70,195.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	25,000.00	7,425.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	216,984.00	143,745.00
6000-6999: Capital Outlay		0.00	0.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00
Not Applicable	Other	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	7,377,493.00	7,433,287.00
Goal 2	11,900,353.00	11,554,346.00
Goal 3	597,110.00	602,885.00
Goal 4	3,340,387.00	3,700,366.00
Goal 5	6,052,200.00	5,908,845.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,772,145.00	$10,498,336.00
Distance Learning Program	$10,812,601.00	$10,748,350.00
Pupil Learning Loss	$5,634,786.00	$4,820,279.00
Additional Actions and Plan Requirements	$21,980,741.00	$22,633,117.00
All Expenditures in Learning Continuity and Attendance Plan	$47,200,273.00	$48,700,082.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$3,496,159.00	$2,371,573.00
Distance Learning Program	$29,639.00	$29,639.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$3,525,798.00	$2,401,212.00
All Expenditures in Learning Continuity and Attendance Plan	$7,051,596.00	$4,802,424.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,275,986.00	$8,126,763.00
Distance Learning Program	$10,782,962.00	$10,718,711.00
Pupil Learning Loss	$5,634,786.00	$4,820,279.00
Additional Actions and Plan Requirements	$18,454,943.00	$20,231,905.00
All Expenditures in Learning Continuity and Attendance Plan	$40,148,677.00	$43,897,658.00

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Name for the Otay Ranch Village 3, Escaya, Elementary School Site

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

In accordance with Board Policy 7511, New Construction, Naming of Facility, the Board of Education shall consider all possible names submitted when naming a facility. At the time when the Board approves construction of the facility, the Board will solicit recommendations in writing from the community in which the facility is located and from other sources including students, parents, citizens, and staff. Solicitation may be through local community newspapers, District and school community publications, and the District's website.

The procedures outlined in the policy have been followed for the selection of a name for the District's newest elementary school, which will be located at 1145 Camino Prado in the Otay Ranch Village 3, Escaya, area in Chula Vista. Press releases were distributed in April inviting written recommendations, along with the rationale for each recommendation, from interested citizens and community members as well as from District students, parents, and staff. In addition, an online "Survey for New School Name" was posted on the District's website.

By policy, the Board may choose to select a name other than from those recommended or to request a second name search. The deadline for submissions was May 17, 2021.

ADDITIONAL DATA:

The suggested names are attached. The names are listed under three categories: Biographical, Geographical, and Other.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

BIOGRAPHICAL NAMES SUBMITTED
FOR THE OTAY RANCH VILLAGE 3, ESCAYA, ELEMENTARY SCHOOL SITE

Name Submitted	Number of Submissions
Abraham Lincoln	1
Amanda Gorman	1
Amelia Earhart	11
Anna Prieto Sandoval	1
Barack Obama	3
Barbara Boucher	1
Bishop George Dallas McKinney	1
Captain Teresa E. Elders	1
Carl Brashear	1
Carlos Victor Sibayan	1
Cesario “Cesar” Estrada Chavez	2
Charles Henry Turner	1
Cheryl Cox	1
Chief Jose Manuel Hatam	1
Cinon Duro Matweer	1
Colonel W.G. Dickerson	1
Dolores Huerta	4
Dr. Emerald Randolph	2
Dr. Mae Jamison	1
Ed Roberts	1
Elijah J. Gentry	1
Elizabeth Riggs	2

Name Submitted	Number of Submissions
Ernest Evans	1
Estudillo	1
Fahari Jeffers	1
Fred Oyama	1
George Floyd	1
Harriet Tubman	1
Jimmy Carter	1
John William Flinn	3
John Robert Lewis	2
Jonathan JD De Guzman	1
Joshua P. Mattero	1
Judith Heumann	2
Kamala Harris	3
Kumeyaay	4
Larry Itliong	1
Larry T. Baza	1
Leonard “Lee” Sison	40
Libia Socorro Gil	1
Lorraine Van Howe	1
Madge Bradley	1
Martin Luther King., Jr.	2
Michael J. Martinez	1

Name Submitted	Number of Submissions
Michelle Obama	1
Mink	1
Nathaniel Harrison	1
Noria Greenwood	1
Norma Cazares	1
Patricia Roth	2
Philip Vera Cruz	1
Robinson Gwynn	1
Romuldo Pacheco	1

Name Submitted	Number of Submissions
Rose Salazar	1
Ruby Bridges	1
Ruth Bader Ginsburg	3
Ruth Sax	2
Schuyler	1
Seawolves	2
Simone Biles	1
Telesforo Trinidad	1
Tipai	1

GEOGRAPHICAL NAMES SUBMITTED
FOR THE OTAY RANCH VILLAGE 3, ESCAYA, ELEMENTARY SCHOOL SITE

Name Submitted	Number of Submissions
Escaya	59
Escaya Vilage	1
Flower Field	1
Hercules	1
Landfill Breeze	1
Lemon Capital	1
Lemon Grove	1
Otay Ranch	1
Otay Valley	1
Rolling Fields	1
Sky View	1
Southwestern	1
Stone Ranch	1
Village of Escaya	1

OTHER NAMES SUBMITTED
FOR THE OTAY RANCH VILLAGE 3, ESCAYA, ELEMENTARY SCHOOL SITE

Name Submitted	Number of Submissions
Blossom	1
Champion	1
Corona	1
Cow	1
Evolution	1
Freedom	1
Hercules	1
Heroes	1
Houston Astros	1

Name Submitted	Number of Submissions
Ingenuity	1
Justice	1
Lemen	1
Perseverance	1
Rose	1
Sour Lemons	1
Vulcan	1
Western Salamander	1

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt 2021-22 Proposed Budget of the Chula Vista Elementary School District

____X____Action _____Information

BACKGROUND INFORMATION:

Attached is an analysis of the Chula Vista Elementary School District's (District) Proposed Budget for fiscal year 2021-22, and the estimated year-end revenues and expenditures for 2020-21. With the May 14, 2021, release of the Governor's Revised Budget Proposal (May Revise), the District's 2021-22 Proposed Budget is based primarily on the Governor's May Revise. Listed below are the major education budget items included in the Governor's May Revise that are included in the District's 2021-22 Proposed Budget.

- Local Control Funding Formula (LCFF) - $3.2 billion was proposed to fund a 5.07 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 2.7% estimated 2021-22 COLA which incorporates the proposed 1% COLA increase applicable to LCFF.

- 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 Senate and Assembly must officially adopt the 2021-22 State Budget by June 15, 2021, and Governor Newsom has until June 30, 2021, to sign the final Budget. Due to the timing of the State Budget process, the District's 2021-22 Proposed Budget uses the May Revise assumptions. Once the 2021-22 State Budget is approved by Governor Newsom, any necessary adjustments will be made within 45 days after the State Budget is enacted.

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 $41,784,062, and the REU is expected to be $40,649,062, an increase in the REU of $2,141,954 from 2020-21 and represents an 11.98% REU.

Average Daily Attendance (ADA) for 2021-22 is projected at 22,438. 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. For fiscal year 2022-23, the District is reducing projected ADA by 809 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 starting on page 9 herein under "Other Funds Narrative" and on pages 7-19 on the Annual Financial and Budget Report. The budget information consists of four major sections on the Annual Financial and Budget Report.

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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 provided the required information at the May 19, 2021, public hearing.

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 and Uses Increase

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> 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 balance 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

Revenues are projected to increase by $8,665,788 from 2020-21. Listed below are the major assumptions used in calculating the 2021-22 Proposed Budget Revenues.

1. LCFF $ 9,707,404

   The major cause of this increase is due to the 2021-22 LCFF COLA of 5.07% included in the Governor's May Revise and represents an increase from the 3.84% COLA included in the Governor Proposed budget in January. 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 $10,351,504 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. Pension rates:
   - CalSTRS: 16.92%
   - CalPERS: 22.91%
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 $26,369,502 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 $ <544,743>

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 <$962,472>. 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 $41,784,062. The REU is estimated at $40,649,062, which is 11.98% and meets the State's recommended minimum of 3% for the District and is an increase of $2,141,954 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 $ 40,649,062

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	21,629	21,629
2. Revenues/Sources	$296,613,295	$303,297,347
3. Expenditures/Uses	$305,956,126	$310,174,855
Net Increase/<Decrease>	$<9,342,831>	$ <6,877,508>
4. Beginning Balance	$ 41,784,062	$ 32,441,231
5. Ending Balance	$ 32,441,231	$ 25,563,733
6. Designations	$<1,135,000>	$ <1,135,000>
7. Reserve for Economic Uncertainties	$ 31,306,231	$ 24,428,723
REU Percentage	10.23%	7.88%
Criteria and Standards Minimum Reserve (3%)	$ 9,178,684	$ 9,305,246

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: 2.48%
  - 2023-24: 3.11%
- Average Daily Attendance (ADA) Estimates
  - 2021-22: 22,438
  - 2022-23: 21,629, an <809> ADA decline from 2021-22.
  - 2023-24: 21,629. 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, the 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 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 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 <$2,089,178> primarily due to a decrease in supplies and materials of <$1,637,394> 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 $2,508,347 from the 2020-21 Estimated Actuals primarily due to the COLA increase in the LCFF funding formula resulting in projected increase of $3,297,112 which was partially offset by a decrease in Federal revenues of <$1,162,088>. 2021-22 expenditures estimates are expected to increase by $11,097,932 primarily due to increases in personnel costs of $6,577,000, increase in supplies and materials of $4,480,092, increase in services and other operating expenses of $857,357 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 estimates for the 2020-21 Estimated Actuals Budget are expected to increase by $293,264 from the 2020-21 Second Interim Budget mainly due to the receipt of AB82 one-time stipend which will be used for allowable expenses to address COVID-19 cost and must be expended by June 30, 2022. 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 <183,466> from 2020-21 Estimated Actuals Budget as no additional one-time stipend is anticipated. Expenditure estimates for the 2021-22 Proposed Budget are expected to increase by $508,904 from the 2020-21 Estimated Actuals Budget primarily due to increase in salaries, benefits and supplies costs.

Student Activity Special Revenue Fund - 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 Activity funds were previously accounted for in a special trust fund. The estimated 2021-22 ending balance is projected at $115,427.

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.

STAFF RECOMMENDATION:

Recommend adoption.

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	$322,414,422
B. Expenditures	324,272,399	318,220,252	312,954,743	339,184,414
C. Excess (Deficiency) of Revenues over Expenditures	(16,698,219)	(7,869,648)	14,374,620	(16,769,992)
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	(16,618,177)
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	$41,784,062

*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	$241,730,091
B.	Expenditures	202,432,024	196,091,311	191,752,604	202,104,108
C.	Excess (Deficiency) of Revenues over Expenditures	29,395,274	36,738,361	41,311,699	39,625,983
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)	(39,838,718)
		(43,815,450)	(41,345,319)	(40,231,646)	(39,686,903)
E.	Net Increase (Decrease) in Fund Balance	(14,420,176)	(4,606,958)	1,080,053	(60,920)
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	41,784,062
	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	40,649,062
	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	$41,784,062
	District Reserve for Economic Uncertainties	**7.65% = $24,792,310**	**11.05% = $35,172,971**	**12.30% = $38,507,108**	**11.98% = $40,649,062**
	Minimum 3% Reserve	**3% = $9,728,172**	**3% = $9,546,608**	**3% = $9,388,642**	**3% = $10,175,532**

*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	$222,479,870
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	$241,730,091

*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	48,993,738
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)	(3,755,035)
	Total Expenditures	$202,432,024	$196,091,311	$191,752,604	$202,104,108

* 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	$ 30,578,718	$ 30,578,718
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	$ 39,838,718	$ 39,838,718
GRAND TOTAL CATEGORICAL PROGRAMS	$ 119,659,804	$ 121,840,374	3,110,875	$ 134,648,521	$ 121,202,139	$ 120,523,049	$ 137,080,305

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 Obligation Bond funds. In 2013-14, the District sold Certificates of Participation (COP) to acquire and install classrooms at CVLCC for Grades 9-12 at Silver Wing and to acquire and install classrooms at Feaster Charter for Grades 7 and 8. Both charter schools will make transfers to this fund to cover the COP debt service payments.

	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				
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				
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. On February 23, 2021, Governor Newsom signed Assembly Bill (AB) 82, which provides a flat-rate one-time stipend amount of $525 per child enrolled in a State Preschool program under the Coronavirus Response and Relief Supplemental Appropriations Act of 2021. Stipend funds may be used for any allowable expense that would be reimbursable under a contractor's existing child development contract to address COVID-19 costs or to ensure the programs are able to remain open or reopen and must be expended by June 30, 2022.

	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	$1,116,077
Revenue				
Federal	$0	$0	$346,185	$0
State	4,925,870	4,820,611	4,767,690	4,930,409
Local	18,000	15,000	15,000	15,000
Total Revenue	$4,943,870	4,835,611	5,128,875	4,945,409
Total Beginning Balance & Revenue	$5,713,762	$5,605,503	$5,898,767	$6,061,486
Expenditures				
Certificated Salaries	$2,342,281	$2,161,230	$2,133,580	$2,256,721
Classified Salaries	889,544	884,174	859,126	929,438
Employee Benefits	1,194,625	1,160,246	1,171,837	1,328,497
Supplies & Materials	220,000	491,000	491,000	566,185
Services & Other Expenses	149,210	44,687	44,687	105,077
Other Outgo	148,210	94,274	82,460	105,676
Total Expenditures	$4,943,870	$4,835,611	$4,782,690	$5,291,594
Total Ending Balance, June 30	$769,892	$769,892	$1,116,077	$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	$24,692,346
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	61,145,146
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	76,778,895
Total Beginning Balance & Revenue	$89,647,756	$91,973,676	$94,711,041	$101,471,241
Expenditures				
Certificated Salaries	$28,329,281	$27,487,979	$27,568,559	$30,456,784
Classified Salaries	6,173,988	5,237,971	5,169,601	6,359,785
Employee Benefits	13,358,651	13,033,323	13,232,448	15,731,039
Supplies & Materials	8,176,228	6,991,051	5,353,657	9,833,749
Services & Other Operating Expenses	15,219,910	17,439,136	16,790,584	18,084,626
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	$70,018,695	$81,116,627
Ending Balance, June 30	$17,349,785	$19,865,803	$24,692,346	$20,354,614
Designated for Revolving Cash Fund	10,000	10,000	10,000	10,000
Restricted Designated Minimum Reserve	4,620,284	4,626,901	4,508,748	4,055,695
Undesignated Reserve	12,719,501	15,228,902	20,173,598	16,288,919
Total Ending Balance	17,349,785	19,865,803	24,692,346	20,354,614

*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

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 (Actual)	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	$ 43,869,350	$ 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	14,072,183	5,068,026	112,455,646
EPA Tax Initiative	-	-	7,392,387	-	-	7,392,387	-	-	5,204,874	-	-	4,473,985	24,463,633
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)	(2,047,137)	(2,047,138)	(25,256,907)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	994,329	-	-	-	714,958	1,709,287
Special Education	-	-	-	-	-	-	-	-	-	-	-	263,175	263,175
Federal Impact Aid	-	-	-	-	471,962	-	-	705,873	-	-	38,615	(54,488)	1,161,962
Title I	-	-	-	-	-	2,283,814	-	-	-	439,990	-	-	2,723,804
Title II	-	-	-	-	-	-	268,795	-	-	-	139,553	-	408,348
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	292,022	767,692	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	-	-	-	-	-	-	449,839	3,163,650
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	1,077,672	885,853	12,923,003
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	795,179	501,522	9,681,799
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	$ 27,693,699	$ 16,955,709	$ 336,704,710
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	$ 68,707,481	$ 60,825,059	$ 365,485,138
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	$ 21,263,547	$ 20,567,391	$ 245,913,403
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	3,503,166	6,344,995	52,907,413
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	71,418	-	10,342,980
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	$ 24,838,131	$ 26,912,386	$ 331,572,465
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	$ 43,869,350	$ 33,912,673	$ 33,912,673

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	$ 33,912,673	$ 17,567,936	$ 26,328,208	$ 22,330,789	$ 13,881,313	$ 8,273,380	$ 38,947,057	$ 31,925,157	$ 23,528,560	$ 24,966,604	$ 33,806,025	$ 32,236,283	$ 33,912,673
LCFF - State Aid Apportionment	5,436,718	5,436,718	9,786,093	9,786,093	9,786,093	9,786,093	9,786,093	9,786,094	9,786,094	9,786,094	9,786,094	-	98,948,277
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	14,066,456	5,065,963	112,409,875
EPA Tax Initiative	-	-	6,260,113	-	-	6,260,113	-	-	6,260,113	-	-	6,260,113	25,040,452
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	-	-	-	-	-	-	-	-	-	-	-	267,945	267,945
Federal Impact Aid	-	-	-	-	253,861	-	-	379,677	-	20,770	-	(29,308)	625,000
Title I	-	-	-	-	-	2,169,623	-	-	-	417,990	-	-	2,587,613
Title II	-	-	-	-	-	-	268,795	-	-	-	139,553	-	408,348
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	1,848,187	1,848,187	1,848,187	1,848,187	-	17,460,278
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	14,374,383	12,360,299	6,287,290	11,620,115	5,434,536	72,312	101,465	220,840	217,747	284,204	217,747	587,806	51,778,744
TRANs Principal Amounts	-	10,000,000	-	-	-	-	-	-	-	-	-	-	10,000,000
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	$ 22,758,103	$ 40,421,698	$ 28,842,513	$ 24,999,341	$ 24,443,171	$ 57,010,290	$ 30,125,110	$ 17,022,298	$ 27,818,947	$ 35,953,922	$ 25,401,794	$ 19,697,030	$ 354,494,217
Total Revenue and Beg. Bal.	$ 56,670,776	$ 57,989,634	$ 55,170,721	$ 47,330,130	$ 38,324,484	$ 65,283,670	$ 69,072,167	$ 48,947,455	$ 51,347,507	$ 60,920,526	$ 59,207,819	$ 51,933,313	$ 388,406,890
Salaries & Benefits	$ 21,495,613	$ 21,957,924	$ 22,439,084	$ 21,918,525	$ 22,024,573	$ 22,025,758	$ 22,106,738	$ 22,026,945	$ 22,614,284	$ 22,455,441	$ 22,459,873	$ 22,196,569	$ 265,721,327
Commercial Warrant Exp	5,528,013	4,598,901	5,296,640	6,427,249	4,208,833	4,310,855	5,040,272	3,391,950	3,766,619	4,659,060	4,511,663	6,869,406	58,609,461
TRANs Repayment	6,263,108	5,010,486	5,010,486	5,010,486	3,757,865	-	10,000,000	-	-	-	-	-	35,052,431
Other Cash Outflows	5,816,106	94,115	93,722	92,557	59,833	-	-		-	-	-	-	6,156,333
Total Expenditures	$ 39,102,840	$ 31,661,426	$ 32,839,932	$ 33,448,817	$ 30,051,104	$ 26,336,613	$ 37,147,010	$ 25,418,895	$ 26,380,903	$ 27,114,501	$ 26,971,536	$ 29,065,975	$ 365,539,552
ENDING CASH BALANCE	$ 17,567,936	$ 26,328,208	$ 22,330,789	$ 13,881,313	$ 8,273,380	$ 38,947,057	$ 31,925,157	$ 23,528,560	$ 24,966,604	$ 33,806,025	$ 32,236,283	$ 22,867,338	$ 22,867,338

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	$ 22,867,338	$ 38,367,937	$ 26,464,103	$ 19,222,376	$ 11,412,298	$ 7,039,300	$ 34,374,497	$ 15,063,831	$ 8,386,901	$ 5,974,663	$ 17,141,693	$ 17,830,533	$ 22,867,338
LCFF - State Aid Apportionment	5,478,985	5,478,985	9,862,173	9,862,173	9,862,173	9,862,173	9,862,173	9,862,172	9,862,172	9,862,172	9,862,172	-	99,717,523
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	14,066,456	5,065,963	112,409,875
EPA Tax Initiative	-	-	5,429,076	-	-	5,429,076	-	-	5,429,076	-	-	5,429,076	21,716,304
RDA Residual Balance & CRD	-	-	-	-	-	-	1,187,456	-	-	-	-	2,770,731	3,958,187
Charter in-Lieu Taxes	-	(1,706,427)	(3,412,855)	(2,275,237)	(2,275,237)	(2,275,237)	(2,275,237)	(2,275,237)	(3,981,664)	(1,990,832)	(1,990,832)	(1,990,832)	(26,449,627)
Special Education Prop Tax Xfer	-	-	-	-	-	-	-	994,329	-	-	-	714,958	1,709,287
Special Education	-	-	-	-	-	-	-	-	-	-	-	267,945	267,945
Federal Impact Aid	-	-	-	-	253,861	-	-	379,677	-	20,770	-	(29,308)	625,000
Title I	-	-	-	-	-	2,169,623	-	-	-	417,990	-	-	2,587,613
Title II	-	-	-	-	-	-	268,795	-	-	-	139,553	-	408,348
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	1,848,187	1,848,187	1,848,187	1,848,187	-	17,460,278
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	14,574,083	4,635,157	841,260	3,979,446	531,478	73,622	101,465	3,093	-	66,457	-	534,576	25,340,637
TRANs Principal Amounts	25,000,000	-	-	-	-	-	-	-	-	-	-	-	25,000,000
Treasury Loan/Cross Year TRANs	-	-	-	-	-	-	-	-	-	-	-	-	-
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	$ 46,699,503	$ 12,175,676	$ 17,682,570	$ 17,201,922	$ 19,564,960	$ 51,328,522	$ 30,149,957	$ 16,829,396	$ 21,871,868	$ 35,768,730	$ 25,216,602	$ 15,843,108	$ 310,332,814
Total Revenue and Beg. Bal.	$ 69,566,841	$ 50,543,613	$ 44,146,673	$ 36,424,298	$ 30,977,258	$ 58,367,822	$ 64,524,454	$ 31,893,227	$ 30,258,769	$ 41,743,393	$ 42,358,295	$ 33,673,641	$ 333,200,152
Salaries & Benefits	$ 21,205,877	$ 21,636,339	$ 22,110,452	$ 21,597,517	$ 21,702,011	$ 21,703,179	$ 21,782,973	$ 21,704,349	$ 22,283,086	$ 22,126,570	$ 22,130,936	$ 21,871,489	$ 261,854,778
Commercial Warrant Exp	2,936,762	2,443,171	2,813,845	3,414,483	2,235,947	2,290,146	2,677,650	1,801,977	2,001,020	2,475,130	2,396,826	3,649,379	31,136,336
TRANs Repayment	-	-	-	-	-	-	25,000,000	-	-		-		25,000,000
Other Cash Outflows	7,056,265	-	-	-	-	-	-	-	-	-	-	-	7,056,265
Total Expenditures	$ 31,198,904	$ 24,079,510	$ 24,924,297	$ 25,012,000	$ 23,937,958	$ 23,993,325	$ 49,460,623	$ 23,506,326	$ 24,284,106	$ 24,601,700	$ 24,527,762	$ 25,520,868	$ 325,047,379
ENDING CASH BALANCE	$ 38,367,937	$ 26,464,103	$ 19,222,376	$ 11,412,298	$ 7,039,300	$ 34,374,497	$ 15,063,831	$ 8,386,901	$ 5,974,663	$ 17,141,693	$ 17,830,533	$ 8,152,773	$ 8,152,773

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution of the Chula Vista Elementary School District Authorizing the Borrowing of Funds for Fiscal Year 2021-22 and the Issuance and Sale of One or More Series of 2021 Tax and Revenue Anticipation Notes Therefore, in an Amount Not to Exceed $20,000,000; Authorizing Participation in the San Diego County and School District Tax and Revenue Anticipation Note Program; and Requesting the Board of Supervisors of the County to Issue and Sell Said Notes

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

The attached Resolution will authorize the issuance of Tax and Revenue Anticipation Notes (TRANs) in an amount not to exceed $20,000,000. TRANs are short-term borrowings authorized under Section 53850 of the California Government Code that are used to provide funding for District expenditures. This is a necessary source of funds due to the intermittent nature of property tax revenues. The District has determined it best to participate in the San Diego County and School District Tax and Revenue Anticipation Note Program where all participating school districts will simultaneously issue TRANS that will be marketed together.

ADDITIONAL DATA:

A copy of the resolution is attached. Additional information is available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

It is anticipated that the TRANs will yield net interest earnings as well as provide a source of funds for ongoing District expenditures. The TRANs will be repaid within the 2021-22 fiscal year after local property tax revenues are received.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of Chula Vista Elementary School District Authorizing the Borrowing of Funds for Fiscal Year 2021-2022 and the Issuance and Sale of One or More Series of 2021 Tax and Revenue Anticipation Notes Therefore in an Amount Not to Exceed $20,000,000 and Participation in the San Diego County and School District Tax and Revenue Anticipation Note Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Notes	)

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

WHEREAS, school districts and the County of San Diego (the "County") are authorized by Sections 53850 to 53858, both inclusive, of the Government Code of the State of California (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the legislative body (the "Board") of the school district specified in Section 22 hereof (the "District") has determined that an amount not to exceed the maximum amount of borrowing specified in Section 22 hereof (the "Principal Amount") is needed for the requirements of the District, a political subdivision situated in the County, for any of the purposes of the District, as authorized by the Act, and that it is necessary that said Principal Amount be borrowed for such purpose at this time by the issuance of one or more series of notes therefor in anticipation of the receipt of taxes, income, revenue, cash receipts and other moneys to be received, accrued or held by the District and provided for or attributable to its fiscal year ending June 30, 2022 (the "Repayment Fiscal Year"); and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance of one or more series of its 2021-22 Tax and Revenue Anticipation Notes on a tax-exempt or taxable basis, with an appropriate series designation if more than one note is issued (collectively, the "Note"); and

WHEREAS, to the extent required by law, the District requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Note; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed 85% of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys of the District provided for or attributable to the Repayment Fiscal Year, and available for the payment of the principal of the Note and the interest thereon which, at the time of receipt are not restricted to other purposes, except to the extent such other purposes have been funded from Note proceeds (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof); and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax and revenue anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue, cash receipts or other moneys for the Repayment Fiscal Year; and

WHEREAS, pursuant to Section 53856 of the Act, certain moneys which will be received or accrued by the District and provided for or attributable to the Repayment Fiscal Year can be pledged for the payment of the principal of the Note and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the San Diego County and School District Tax and Revenue Anticipation Note Program (the "Program"), whereby participating school districts and the County (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes, which will be marketed together with some or all of the notes issued by other school districts and the County participating in the Program upon the determination by a District Officer at that time that participation in such Program is in the best financial interests of the District, or alternatively, the District may issue its note on a stand-alone basis, depending on market conditions; and

WHEREAS, the municipal advisor to the participating school districts (the "Municipal Advisor") appointed in Section 21 hereof, together with the underwriter and such co-underwriters, if any, identified in the Purchase Agreement hereinafter defined (the "Underwriter"), will structure one or more pools of notes (which may include a single note of one participating school district) or series of note participations (referred to herein as the "Note Participations," the "Series" and/or the "Series of Note Participations") on a tax-exempt or taxable basis as may be distinguished, which the District hereby authorizes the Municipal Advisor to determine; and

WHEREAS, the Program requires the Issuers participating in any particular Series to deposit their tax and revenue anticipation notes with a trustee, pursuant to a trust agreement (the "Trust Agreement") between such Issuers and the banking institution named therein as trustee (the "Trustee"); and

WHEREAS, the Trust Agreement provides, among other things, that for the benefit of owners of Note Participations, that the District shall provide notices of the occurrence of certain enumerated events, if deemed by the Districts to be material; and

WHEREAS, the Program requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Note Participations evidencing and representing proportionate, undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series; and

WHEREAS, the District desires to have the Trustee execute and deliver a Series of Note Participations which evidence and represent interests of the owners thereof in its Note and the notes issued by other Issuers in such Series, if any; if the District Officer determines at the time of issuance of its Note that participation in such Program is in the best financial interests of the District; and

WHEREAS, the net proceeds of the Note may be invested under an investment agreement with an investment provider to be determined on behalf of the Issuers by the County Officer, as hereinafter defined, in the Pricing Confirmation set forth in Exhibit A to the Purchase Agreement hereinafter defined; and

WHEREAS, the Program requires that each participating Issuer approve the Trust Agreement, in substantially the forms presented to the Board; and

WHEREAS, pursuant to the Program, in the event that other Issuers participate with the District in a Series of notes sold into a pool, each participating Issuer will be responsible for its share of the fees of the Trustee and the costs of issuing the applicable Series of Note Participations; and

WHEREAS, pursuant to the Program, the Note and the notes issued by other Issuers, if any, participating in the same Series (all as evidenced and represented by a Series of Note Participations) will be offered for sale through

negotiation with the Underwriter or directly to a purchaser or purchasers under the terms of a placement or purchase agreement (the "Purchase Agreement") approved by an Authorized District Representative and the County Officer, as referred to in Section 4; and

WHEREAS, the District has determined that it may be desirable to provide for the issuance of an additional parity note (the "Parity Note") during the Repayment Fiscal Year, the principal and interest on which are secured by Pledged Revenues, hereinafter defined, on a parity with the Note; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program; and

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Authorization of Issuance. This Board hereby determines to borrow, and, to the extent required by the Act, requests the Board of Supervisors of the County to borrow on behalf of the District, solely for the purpose of anticipating taxes, income, revenue, cash receipts and other moneys to be received, accrued or held by the District and provided for or attributable to the Repayment Fiscal Year, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, the Note, which may be issued in one or more series, in a combined amount not to exceed the Principal Amount under Sections 53850 et seq. of the Act, designated the District's "Tax and Revenue Anticipation Note Program Note Participations," with an appropriate series designation, to be issued in the form of fully registered notes, to be dated the date of delivery to the respective initial purchaser thereof, to mature (with or without option of prior redemption at the election of the District) not more than 15 months after each such delivery date on a date indicated on the face thereof and determined in the related Pricing Confirmation (as it pertains to each series, the "Maturity Date"), and to bear interest, payable on the respective Maturity Date, and, if such Maturity Date is more than 12 months from the date of issuance, the interim interest payment date set forth in the related Pricing Confirmation, and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate or rates, if more than one Note is issued, not to exceed 12% per annum, as determined at the time of the sale of the respective Note (as it pertains to each series, the "Note Rate") on a tax-exempt or taxable basis.

If the respective Note as evidenced and represented by the Series of Note Participations is not fully paid at maturity, the unpaid portion thereof shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate. In each case set forth in the preceding two sentences, the obligation of the District with respect to such Defaulted Note or unpaid Note shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of any available revenues provided for or attributable to the Repayment Fiscal Year, as provided in Section 8 hereof. Both the principal of and interest on the Note shall be payable in lawful money of the United States of America.

Each Note may be issued in conjunction with the note or notes of one or more other Issuers, if any, as part of the Program and within the meaning of Section 53853 of the Act, upon the determination of the District Officer at the time of issuance of the Note that participation in such Program is in the best financial interests of the District.

Section 3. Form of Note. The Note shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, as attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures to be inserted or determined at closing.

Section 4. Sale of Note; Delegation. The Note as evidenced and represented by the Note Participations may be sold to the Underwriter pursuant to the terms and provisions of the Purchase Agreement. The form of the Purchase Agreement, including the form of the Pricing Confirmation set forth as Exhibit A thereto, presented to this meeting is hereby approved; provided, however, in the event one or more Authorized District Representatives identified in Section 22 hereof decides it is in the best interest of the District to sell the Note pursuant to a private placement, an Authorized District Representative may approve a different form of one or more Purchase Agreements and/or Pricing Confirmation. The Auditor and Controller, or in the absence of such officer, his or her assistant, the County Treasurer-Tax Collector, or, in the absence of such officer, his or her assistant and the Debt Finance Manager (each a "County Officer") are each hereby individually authorized and directed to execute and deliver the Purchase Agreement by executing and delivering the Pricing Confirmation, each in substantially said form, with such changes thereto as such County Officer executing the same shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the Note

Rate shall not exceed 12% per annum, and that the District's pro rata share of Underwriter's discount on the Note, when added to the District's share of the costs of issuance of the Note Participations, shall not exceed 1.0% of the amount of the Note; provided further, that there shall be no Underwriter's discount in the event of a private placement of the Series of Note Participations, but such private placement will be subject to a placement fee to be approved by an Authorized District Representative. Delivery of an executed copy of the Pricing Confirmation by fax or telecopy shall be deemed effective execution and delivery for all purposes.

Section 5. Program Approval. The Note may be combined with notes of other Issuers, if any, into a Series as set forth in the Preliminary Official Statement, hereinafter mentioned, and shall be evidenced and represented by the Note Participations which shall evidence and represent proportionate, undivided interests in the in the proportion that the face amount of the Note which the Series of Note Participations represents bears to the total aggregate face amount of such respective Note and the notes issued by other Issuers which the Series of Note Participations represent. Such Note Participations may be delivered in book-entry form.

The forms of the Trust Agreement presented to this meeting or otherwise to the Board, are hereby approved, and the President or Chairperson of the Board of the District, the Superintendent or the Chief Business Official of the District, as the case may be, or, in the absence of any such officer, his or her assistant (each a "District Officer") is hereby authorized and directed to execute and deliver the Trust Agreement, which shall be identified in the Pricing Confirmation, in substantially one or more of said forms, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement. The District Officer is hereby authorized and directed to comply with and carry out all of the provisions of the Trust Agreement with respect to continuing disclosure; provided however, that failure of the District to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default hereunder. The proposed form of preliminary offering document, which may be a preliminary official statement, preliminary private offering memorandum or preliminary limited offering memorandum (the "Preliminary Official Statement") relating to the Series of Note Participations, in substantially the form presented to this meeting or otherwise to the Board, is hereby approved with such changes, additions, completion and corrections as any Authorized District Representative may approve, and the Underwriter is hereby authorized and directed to cause to be provided to prospective bidders the Preliminary Official Statement in connection with the offering and sale of the Series of Note Participations. Such Preliminary Official

Statement, together with any supplements thereto, shall be in form "deemed final" by the District for purposes of Rule 15c2-12, promulgated by the Securities and Exchange Commission (the "Rule"), unless otherwise exempt, but is subject to revision, amendment and completion in a final official statement, private offering memorandum or limited offering memorandum (the "Official Statement"). The Official Statement in substantially said form is hereby authorized and approved, with such changes therein as any Authorized District Representative may approve. The Authorized District Representative is hereby authorized and directed, at or after the time of the sale of any Series of Note Participations, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authorized District Representative may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The District Officer is hereby authorized and directed to provide the Municipal Advisor and the Underwriter with such information relating to the District as they shall reasonably request for inclusion in the Preliminary Official Statement. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement is, except for certain omissions permitted by the Rule, hereby deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in the Preliminary Official Statement relating to the other Issuers, if any. If, at any time prior to the execution of the Pricing Confirmation, any event occurs as a result of which the information contained in the Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Municipal Advisor and the Underwriter.

The Trustee is authorized and directed to execute Note Participations on behalf of the District pursuant to the terms and conditions set forth in the Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Note Participations contained in the Trust Agreement. When so executed, the Note Participations shall be delivered by the Trustee to the purchaser upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement.

Subject to Section 8 hereof, the District hereby agrees that if its Note as evidenced and represented by the Series of Note Participations shall become a Defaulted Note, the unpaid portion thereof shall be deemed outstanding and shall not be deemed to be paid until the holders of the Series of the Note Participations which evidence and represent the Note are paid the full principal amount represented by the unsecured portion of the Note plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the Series of Note Participations will be deemed to have received such principal amount upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under the Note, any fees or expenses of the Trustee.

Section 6. No Joint Obligation; Owners' Rights. The Note shall be marketed and sold on either a stand-alone basis or simultaneously with the notes of other Issuers, if any, and aggregated and combined with notes of such other Issuers participating in the Program into a Series of Note Participations evidencing and representing an interest in several, and not joint, obligations of each such Issuer. The obligation of the District to Owners is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, and the Note as evidenced and represented by such Series of Note Participations.

Owners of Note Participations, to the extent of their interest in the Note, shall be treated as owners of the Note and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and the Note. The District hereby recognizes the right of the Owners acting directly or through the Trustee to enforce the obligations and covenants contained in the Note, this Resolution and the Trust Agreement. The District shall be directly obligated to each Owner for the principal and interest payments on the Note evidenced and represented by the Note Participations without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

The provisions of this Section 6 apply equally to a Parity Note, if any, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Parity Note that participation in a similar Program to pool the Parity Note with the notes of other issuers is in the best financial interests of the District.

Section 7. Disposition of Proceeds of Note. The moneys received from the sale of the Note allocable to the District's costs related to the issuance of the Note, if sold on a stand-alone basis or the District's share of the costs of issuance if issued in a pool with other Issuers, shall be deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement and expended on costs of issuance as provided in the Trust Agreement. The moneys received from the sale of the Note (net of the District's costs related to the issuance of the Note if sold on a stand-alone basis or the District's share of the costs of issuance if issued in a pool with other Issuers) shall be deposited in the District's Proceeds Subaccount within the Proceeds Fund hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to expend funds upon requisition from the Proceeds Subaccount as specified in the Trust Agreement. Amounts in the Proceeds Subaccount are hereby pledged to the payment of the Note.

The Trustee will not create separate accounts within the Proceeds Fund, but will keep records to account separately for proceeds of the Note Participations allocable to the District's Note on deposit in the Proceeds Fund which shall constitute the District's Proceeds Subaccount.

The provisions of this Section 7 apply equally to a Parity Note, if any, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Parity Note that participation in a similar Program to pool the Parity Note with the notes of other issuers is in the best financial interests of the District.

Section 8. Source of Payment. The Principal Amount of the Note, together with the interest thereon, shall be payable from taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which are received, accrued or held by the District and are provided for or attributable to the Repayment Fiscal Year and which are available for payment thereof. As security for the payment of the principal of and interest on the Note, the District hereby pledges certain Unrestricted Revenues (as hereinafter provided, the "Pledged Revenues") which are received, accrued or held by the District and are provided for or attributable to the Repayment Fiscal Year, and the principal of the Note and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the first moneys received by the District from such Pledged Revenues, and, to the extent not so paid, shall be paid from any other taxes, income, revenue, cash receipts and other moneys of the District lawfully available therefor (all as provided for in Sections 53856 and 53857

of the Act). The term "Unrestricted Revenues" shall mean all taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys, which are generally available for the payment of current expenses and other obligations of the District. The Noteholders and Owners shall have a first lien and charge on such Unrestricted Revenues as herein provided which are received, accrued or held by the District and are provided for or attributable to the Repayment Fiscal Year. Notwithstanding the foregoing, the terms "Unrestricted Revenue" and "Pledged Revenues" shall exclude moneys which, when received by the District, will be encumbered for a special purpose unless an equivalent amount of the proceeds of the Note is set aside and used for said special purpose; and provided further, the terms "Unrestricted Revenues" and "Pledged Revenues" shall exclude any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof. The District may incur indebtedness secured by a pledge of its Pledged Revenues subordinate to the pledge of Pledged Revenues hereunder and may issue subordinate tax and revenue anticipation notes.

In order to effect the pledge referred to in the preceding paragraph, the District agrees to the establishment and maintenance of the Payment Account as a special fund of the District (the "Payment Account") by the Trustee as the responsible agent to maintain such fund until the payment of the principal of the Note and the interest thereon, and the District agrees to cause to be deposited (and shall request specific amounts from the District's funds on deposit with the County Treasurer-Tax Collector for such purpose) directly therein on the dates specified in the related Pricing Confirmation for each series of the Note as sequentially numbered Repayment Dates (each individual date a "Repayment Date" and collectively "Repayment Dates") (and any amounts received thereafter provided for or attributable to the Repayment Fiscal Year) until the amount on deposit in such fund, is equal on the respective Repayment Dates identified in the Pricing Confirmation to the percentages of the principal of the Note and interest due on the Note, as specified in the related Pricing Confirmation. Any such deposit may take into consideration anticipated investment earnings on amounts invested in a Permitted Investment, as defined in the Trust Agreement, with a fixed rate of return through the Maturity Date.

The District Officer is hereby authorized to approve the determination of the Repayment Dates and percentages of the principal and interest due on the Note at maturity required to be on deposit in the Payment Account on each Repayment Date, all as specified in the related Pricing Confirmation. The execution and delivery of the Pricing Confirmation by the County Officer shall be conclusive

evidence of approval by this Board and such District Officer; provided, however, that the maximum number of Repayment Dates for each Note shall be six. In the event that on each such Repayment Date, the District has not received sufficient Unrestricted Revenues to permit the deposit into the Payment Account of the full amount of Pledged Revenues to be deposited in the Payment Account from said Unrestricted Revenues, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are otherwise legally available; and in connection therewith, the District authorizes the County Treasurer-Tax Collector to transfer any District funds then held or later received by the County Treasurer-Tax Collector, to the Trustee for deposit into the District's Payment Account to make up any such deficiency.

Any moneys placed in the Payment Account shall be for the benefit of the owner of the Note. The moneys in the Payment Account shall be applied only for the purposes for which the Payment Account is created until the principal of the Note and all interest thereon are paid or until provision has been made for the payment of the principal of the Note at maturity with interest to maturity.

The moneys in the Payment Account shall be used by the Trustee, to the extent necessary, to pay the principal of and interest on the Note. In the event that moneys in the Payment Account are insufficient to pay the principal of and interest on the Note in full, such moneys shall be applied in accordance with the priority set forth in the Trust Agreement. Any moneys remaining in or accruing to the Payment Account after the principal of the Note and the interest thereon, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement. Nothing herein shall be deemed to relieve the District from its obligation to pay its Note in full on the Maturity Date.

Moneys in the Proceeds Subaccount and the Payment Account shall be invested by the Trustee pursuant to the Trust Agreement in investment agreement(s) and/or other Permitted Investments as described in and under the terms of the Trust Agreement and as designated in the Pricing Confirmation. In the event the County Officer designates an investment agreement or investment agreements as the investments in the related Pricing Confirmation, the District hereby directs the Trustee to invest such funds pursuant to the investment agreement or investment agreements (which shall be with a provider rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the Note Participations, and the particulars of which pertaining to

interest rate and investment provider will be set forth in the Pricing Confirmation) and authorizes the Trustee to enter into such investment agreement on behalf of the District. The District's funds shall be accounted for separately and the obligation of the provider of the Investment Agreement with respect to the District under the Investment Agreement shall be severable. Any such investment by the Trustee shall be for the account and risk of the District and the District shall not be deemed to be relieved of any of its obligations with respect to the Note by reason of such investment of the moneys in its Proceeds Subaccount and Payment Account. The District shall promptly file with the Trustee such financial reports at the times and in the forms required by the Trust Agreement..

Anything herein to the contrary notwithstanding, the District may at any time during the Repayment Fiscal Year issue or provide for the issuance of a Parity Note by the County on its behalf, secured by a first lien and charge on Pledged Revenues; provided that (i) the District shall have received confirmation from each rating agency rating the outstanding Note or Series of Note Participations related to the Note, that the issuance of such Parity Note (or related series of note participation if sold into a pool) will not cause a reduction or withdrawal of such rating agency's rating on the outstanding Note or Series of Note Participations related to the Note and (ii) the maturity date of any such Parity Note shall be later than the outstanding Note. In the event that the District issues a Parity Note, or provides for the issuance of a Parity Note by the County on its behalf, the District shall make appropriate deposits into the Payment Account with respect to such Parity Note, and in such event, the Payment Account shall also be held for the benefit of the holders of the Parity Note.

Section 9. Execution of Note. The County Officer shall be authorized to execute the Note by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign the Note by manual or facsimile signature and to affix the seal of the County to the Note either manually or by facsimile impression thereof. Said officers of the County are hereby authorized to cause the blank spaces of the Note to be filled in as may be appropriate pursuant to the related Pricing Confirmation. In case any officer whose signature shall appear on any Note shall cease to be such officer before the delivery of such Note, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

Section 10. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt the Resolution and enter into and perform its obligations under the Purchase Agreement and (ii) authorize the County to issue the Note on its behalf.

(B) (i) Upon the issuance of the Note, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Note and the performance of its obligations thereunder and (ii) the District has full legal right, power and authority to request the County to issue and deliver the Note on behalf of the District and to perform its obligations as provided herein and therein.

(C) The issuance of the Note, the adoption of the Resolution and the execution and delivery of the Purchase Agreement and the Trust Agreement and compliance with the provisions hereof and thereof will not conflict with or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of the Note or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of the Note.

(E) The District has (or will have prior to the issuance of the Note) duly, regularly and properly adopted a preliminary budget for the Repayment Fiscal Year setting forth expected revenues and expenditures and has complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its final budget for the Repayment Fiscal Year, (ii) provide to the Municipal Advisor and the Underwriter (or owner of the Series of Note Participations in the event of a private placement), promptly upon adoption, copies of such final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The sum of the principal amount of the District's Note, plus the interest payable thereon, on the date of its issuance, will not exceed 85% of the estimated amounts of the District's uncollected taxes, income, revenue (including,

but not limited to, revenue from the state and federal governments), cash receipts, and other moneys to be received or accrued by the District for the general fund of the District provided for or attributable to the Repayment Fiscal Year all of which will be legally available to pay principal of and interest on the Note (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof).

(G) The County has experienced an ad valorem property tax collection rate of not less than 85% of the average aggregate amount of ad valorem property taxes levied within the District in each of the last five fiscal years for which information is available, and the District, as of the date of adoption of this Resolution and on the date of issuance of the Note, reasonably expects the County to collect at least 85% of such amount for the Repayment Fiscal Year.

(H) The District (i) is not currently in default on any debt obligation and (ii) to the best knowledge of the District, has never defaulted on any debt obligation.

(I) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Municipal Advisor and the Underwriter and in the Preliminary Official Statement and to be set forth in the final Official Statement, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and the Note. The District agrees to furnish to the Municipal Advisor, the Underwriter (or owners of the Series of Note Participations in the event of a private placement) and the Trustee, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(J) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with the Note, the Purchase Agreement, the Trust Agreement or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability

of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, the Note, the Purchase Agreement, the Trust Agreement or this Resolution.

(K) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution in any way that would materially adversely affect the interests of the Note holders or Note Participation Owners.

(L) Upon issuance of the Note, the Note and this Resolution will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against public entities, as applicable, in the State of California.

(M) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Note.

(N) Except for a Parity Note, if any, issued in accordance with Section 8 hereof, the District shall not incur any indebtedness secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(O) As a condition to the issuance of the issuance of the Notes, the District will either (1) then not have a negative or qualified certification applicable to Fiscal Year 2020-21 or Fiscal Year 2021-22 within the meaning of Section 42133 of the Education Code of the State of California or (2) if the District does then have a negative or qualified certification applicable to Fiscal Year 2020-21 or Fiscal Year 2021-22 within the meaning of Section 42133 of the Education code of the State of California, the District shall provide to the Municipal Advisor and Bond Counsel the written determination by the County Superintendent of Schools that the

repayment of the Notes is probable within the meaning of Section 42133 of the Education Code of the State of California.

(P) The District funded its Reserve for Economic Uncertainties for Fiscal Year 2020-21 in at least the minimum amount recommended, and has budgeted to fund its Reserve for Economic Uncertainties for Fiscal Year 2021-22 in at least the minimum amount recommended by the State Superintendent of Public Instruction.

(Q) The District will maintain a positive general fund balance in the Repayment Fiscal Year.

Section 11. Tax Covenants. With respect to any Notes issued on a tax-exempt basis, the District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on the Note under Section 103 of the Internal Revenue Code of 1986 (the "Code"). Without limiting the generality of the foregoing, with respect to any Notes issued on a tax-exempt basis the District will not make any use of the proceeds of the Note or any other funds of the District which would cause the Note to be "arbitrage bonds" within the meaning of Section 148 of the Code, a "private activity bond" within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is "federally guaranteed" as provided in Section 149(b) of the Code. With respect to any Notes issued on a tax-exempt basis, the District, with respect to the proceeds of the Note, will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

Notwithstanding any other provision of this Resolution to the contrary, upon the District's failure to observe, or refusal to comply with, the covenants contained in this Section 11, no one other than the holders or former holders of the Note, the Owners or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District's failure to observe, or refusal to comply with, such covenants.

The covenants contained in this Section 11 shall survive the payment of the Note.

Section 12. Events of Default and Remedies.

If any of the following events occur, it is hereby defined as and declared to be and to constitute an "Event of Default":

(a) Failure by the District to make or cause to be made the deposits to the Payment Account or any other payment required to be paid hereunder on or before the date on which such deposit or other payment is due and payable;

(b) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee, unless the Trustee shall agree in writing to an extension of such time prior to its expiration;

(c) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Purchase Agreement (including the Pricing Confirmation) or in any instrument furnished in compliance with or in reference to this Resolution or the Purchase Agreement or in connection with the Note, is false or misleading in any material respect;

(d) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners' interests;

(e) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(f) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a receiver, liquidation or trustee) of the District or any of its property is appointed by court order or takes possession thereof

and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners' interests;

(g) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Note.

Whenever any Event of Default referred to in this Section 12 shall have happened and be continuing, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(a) Without declaring the Note to be immediately due and payable, require the District to pay to the Trustee, for deposit into the Payment Account of the District, an amount equal to the principal of the Note and interest thereon to maturity, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(b) Take whatever other action at law or in equity (except for acceleration of payment on the Note) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Section 13. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for the Note. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of the Note when such become due and payable, from the Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in such account at the time and in the amount specified herein to provide sufficient moneys to pay the principal of and interest on the Note on the day on which it matures. Payment of the Note shall be in accordance with the terms of the Note and this Resolution.

The District hereby agrees to maintain the Trustee as paying agent, registrar and authenticating agent of the Note.

Section 14. Approval of Actions. The officers of the County mentioned in Section 9 hereof are hereby authorized and directed to execute the Note and cause the Trustee to authenticate and accept delivery of the Note, pursuant to the terms and conditions of this Resolution. All actions heretofore taken by the officers

and agents of the County, the District or this Board with respect to the sale and issuance of the Note and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, agreements and other documents which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Note in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof are hereby designated as "Authorized Issuer Representatives" under the Trust Agreement.

Section 15. Proceedings Constitute Contract. The provisions of the Note and of this Resolution shall constitute a contract between the District and the registered owner of the Note, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irreparable.

Section 16. Limited Liability. Notwithstanding anything to the contrary contained herein or in the Note or in any other document mentioned herein, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof and the County is not liable for payment of the Note or any other obligation of the District hereunder.

Section 17. Treasurer's Loans. To the extent necessary in the judgment of the District Officer, the District Officer is hereby authorized to enter into borrowings pursuant to Section 6 of Article XVI of the California Constitution (and statutes implementing such Article); provided, however, that such amounts shall only be borrowed to the extent that such borrowings, when added to the amount of the Note and interest owed thereon, and to other items of indebtedness issued pursuant to the Government Code, shall not at the time of such borrowings exceed 85% of the estimated remaining uncollected taxes, income, revenue, cash receipts and other moneys to be received or accrued by the District during the Repayment Fiscal Year which will be available for payment of such borrowings, the Note and other items of indebtedness issued pursuant to the Government Code and the interest thereon.

Section 18. Submittal of Resolution to County. To the extent required by law, the Secretary of the governing board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors

of the County, to the Treasurer-Tax Collector of the County and to the County Superintendent of Schools.

Section 19. Indemnification of County. The District shall indemnify and hold harmless, to the extent permitted by law, the County and its officers and employees ("Indemnified Parties"), against any and all losses, claims, damages or liabilities, joint or several, to which such Indemnified Parties may become subject because of action or inaction related to the adoption of a resolution by the Board of Supervisors providing for the issuance and sale of the Note, or related to the proceedings for sale, award, issuance and delivery of the Note in connection with the Program, or in connection with any information pertaining to the District included in (or omitted from but required to be stated in) the Preliminary Official Statement or the final Official Statement. The District shall also reimburse any such Indemnified Parties for any legal or other expenses incurred in connection with investigating or defending any such claims or actions.

Section 20. Appointment of Bond Counsel. The law firm of Hawkins Delafield & Wood LLP, Los Angeles, California is hereby appointed Bond Counsel for the District. The District acknowledges that Bond Counsel regularly performs legal services for many private and public entities in connection with a wide variety of matters, and that Bond Counsel has represented, is representing or may in the future represent other public entities, underwriters, trustees, rating agencies, insurers, credit enhancement providers, lenders, financial and other consultants who may have a role or interest in the proposed financing or that may be involved with or adverse to District in this or some other matter. Given the special, limited role of Bond Counsel described above, the District acknowledges that no conflict of interest exists or would exist, waives any conflict of interest that might appear to exist, and consents to any and all such relationships.

Section 21. Appointment of Municipal Advisor. Any District Officer is hereby authorized, in consultation with the San Diego County Office of Education, to appoint Government Financial Strategies Inc. to serve as Municipal Advisor for the District in connection with the Program, and to execute an agreement for Municipal Advisory services with such firm.

Section 22. Resolution Parameters.

(a) Name of District: Chula Vista Elementary School District

(b) Maximum Amount of Borrowing: $20,000,000

(c) Authorized District Representatives:

(1) Superintendent

(2) Deputy Superintendent

(3) Assistant Superintendent for Human Resources Services

Section 23. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 24. Effective Date. This Resolution shall take effect from and after its date of adoption.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

_____
Secretary to the Board of Education

EXHIBIT A

FORM OF NOTES

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

COUNTY OF SAN DIEGO, CALIFORNIA

2021-22 TAX AND REVENUE ANTICIPATION NOTE

Interest Rate	Maturity Date	Date of Original Issue
%	June 30, 2022	__, 2021

REGISTERED OWNER:

PRINCIPAL AMOUNT: $XXX

FOR VALUE RECEIVED, the above identified school district (the "District"), located in the County of San Diego, California (the "County"), acknowledges itself indebted to and promises to pay to the registered owner identified above, or registered assigns, on the maturity date set forth above, the principal sum specified above in lawful money of the United States of America, and to pay interest thereon on each Interest Payment Date, as defined in the Trust Agreement, at the rate of interest specified above (the "Interest Rate"). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal to be paid upon surrender hereof at the principal corporate trust office of Wilmington Trust, N.A., in Los Angeles, California, or its successor in trust (the "Trustee"). Interest is payable as specified in the Trust Agreement. Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay this Note when due, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

It is hereby certified, recited and declared that this Note (the "Note") represents the authorized issue of the Note in the aggregate principal amount made, executed and given pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees.

The principal of the Note, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received or accrued by the District for the general fund of the District and are provided for or attributable to the Fiscal Year ending June 30, 2022 (the "Repayment Fiscal Year"). As security for the payment of the principal of and interest on the Note, the District has pledged certain Unrestricted Revenues of the District (the "Pledged Revenues") received, accrued or held by the District and provided for or attributable to the Repayment Fiscal Year, and the principal of the Note and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the Pledged Revenues, and to the extent not so paid shall be paid from any other moneys of the District lawfully available therefor as set forth in the Resolution. Notwithstanding the foregoing, the terms "Unrestricted Revenues" and "Pledged Revenues" exclude any moneys required to be used to repay a treasurer's loan, as more particularly described in the Resolution. The County is not liable for payment of this Note. The full faith and credit of the District is not pledged to the payment of the principal or interest on this Note.

The County, the District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and the County, the District and the Trustee shall not be affected by any notice to the contrary.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

IN WITNESS WHEREOF, the Board of Supervisors of the County of San Diego has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer.

COUNTY OF SAN DIEGO

By: _____
County Officer

Countersigned

By: _____
Clerk of the Board of Supervisors

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution to Identify the Amount of Budget Reductions Needed in 2022-23 and to Require that a List of Budget Reductions for 2022-23 Be Included in the 2021-22 First Interim Report

____X____Action **_____Information**

BACKGROUND INFORMATION:

Education Code (EC) Section 42127 requires that the Board of Education have a fiduciary obligation to meet its financial obligations in the current fiscal year and two subsequent fiscal years. The San Diego County Office of Education (SDCOE) must review and approve the Chula Vista Elementary School District's (District) submitted Budget at adoption, First, and Second Interim reporting cycles to the State.

As part of the 2021-22 District Budget adoption, the multi-year projection for the 2022-23 fiscal year projects ongoing budget reductions of $3,500,000 in order to meet the required minimum 3% reserve level. Because the District's budget review process to identify reductions in the 2022-23 year will not occur until late 2021, SDCOE is requiring the District to adopt the attached resolution in order to approve the District's 2021-22 adopted Budget and not require a conditional approval process.

This resolution provides assurances to SDCOE that the District will be analyzing its Budget to ensure that the proper Budget reductions are made in 2022-23 in order to allow the continued financial ability to support the District's student achievement goals.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None as a result of this action.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution to Identify the Amount of)
Budget Reductions Needed in 2022-23)
and to Require a List of Budget)
Reductions for 2022-23 Be Included in)
the 2021-22 First Interim Report)

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

WHEREAS, the Board of Education has a fiduciary duty to meet its financial obligations in the current fiscal year and two subsequent fiscal years pursuant to Education Code 42127; and

WHEREAS, for 2022-23, it is projected that the district will need to implement budget reductions of $3,500,000; and

WHEREAS, while these actions must be taken to maintain the fiscal stability of the Chula Vista Elementary School District (District) the Board of Education will continue to make every effort to sustain a high-quality education program for all students; and

NOW, THEREFORE, BE IT RESOLVED, if the fiscal condition further deteriorates, the District will implement at least $3,500,000 in budget reductions in 2022-23.

BE IT FURTHER RESOLVED, that the District will submit a detailed plan of budget reductions for 2022-23, and a timeline for implementation with the 2021-22 First Interim Report. This Resolution becomes supplemental to the District's 2021-22 Adopted Budget.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June 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:

Review Criteria and Standards for the 2021-22 Budget and Authorize the Superintendent to Sign Certification

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

School districts are required to conduct a review of the adopted budget in accordance with State-adopted Criteria and Standards. All local educational agencies will complete the following three separate sections within the form for the General Fund only.

- Criteria and Standards.
- Supplemental Information.
- Additional Fiscal Indicators.

The District satisfactorily meets the state standards for all these areas.

ADDITIONAL DATA:

Attached are the Criteria and Standards, Supplemental Information, and Additional Fiscal Indicators for the General Fund.

FISCAL IMPACT/FUNDING SOURCE:

See attached.

STAFF RECOMMENDATION:

Recommend review and authorization.

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(X) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$ 9,411,105.00
Less: Amount of total liabilities reserved in budget:	$ 9,411,105.00
Estimated accrued but unfunded liabilities:	$ 0.00

( ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

( ) This school district is not self-insured for workers' compensation claims.

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

Date of Meeting: Jun 16, 2021

For additional information on this certification, please contact:

Name: Anthony Carlton

Title: Executive Director, Risk Management, Facilities, & Legal

Telephone: 619-425-9600 x 1353

E-mail: Anthony.Carlton@cvesd.org

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

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 21,614

District's ADA Standard Percentage Level: **1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	22,587	22,592		
Charter School				
Total ADA	**22,587**	**22,592**	**N/A**	**Met**
Second Prior Year (2019-20)				
District Regular	22,336	22,421		
Charter School				
Total ADA	**22,336**	**22,421**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	22,421	22,421		
Charter School		0		
Total ADA	**22,421**	**22,421**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	22,422			
Charter School	0			
Total ADA	**22,422**			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 21,614

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	23,411	23,082		
Charter School				
Total Enrollment	**23,411**	**23,082**	**1.4%**	**Not Met**
Second Prior Year (2019-20)				
District Regular	23,082	23,115		
Charter School				
Total Enrollment	**23,082**	**23,115**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	23,115	22,448		
Charter School				
Total Enrollment	**23,115**	**22,448**	**2.9%**	**Not Met**
Budget Year (2021-22)				
District Regular	22,448			
Charter School				
Total Enrollment	**22,448**			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: (required if NOT met)

The enrollment standard was not met in 2020-21 due to a decline in District enrollment.

1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: (required if NOT met)

The enrollment standard was not met in 2018-19 and 2020-21 due to a decline in District enrollment.

3. CRITERION: ADA to Enrollment

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

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

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	22,336	23,082	
Charter School		0	
Total ADA/Enrollment	**22,336**	**23,082**	**96.8%**
Second Prior Year (2019-20)			
District Regular	22,421	23,115	
Charter School			
Total ADA/Enrollment	**22,421**	**23,115**	**97.0%**
First Prior Year (2020-21)			
District Regular	22,421	22,448	
Charter School	0		
Total ADA/Enrollment	**22,421**	**22,448**	**99.9%**
		Historical Average Ratio:	97.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**98.4%**

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	21,614	22,448		
Charter School	0			
Total ADA/Enrollment	**21,614**	**22,448**	**96.3%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	21,614	22,448		
Charter School				
Total ADA/Enrollment	**21,614**	**22,448**	**96.3%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	21,614	22,448		
Charter School				
Total ADA/Enrollment	**21,614**	**22,448**	**96.3%**	**Met**

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

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

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

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	22,436.41	22,437.52	21,629.43	21,629.43
b. Prior Year ADA (Funded)		22,436.41	22,437.52	21,629.43
c. Difference (Step 1a minus Step 1b)		1.11	(808.09)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-3.60%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		0.00%	-3.60%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**-1.00% to 1.00%**	**-4.60% to -2.60%**	**-1.00% to 1.00%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	116,420,377.00	116,374,605.00	116,374,605.00	116,374,605.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

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

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	240,405,307.00	250,149,426.00	247,670,605.00	254,414,621.00
District's Projected Change in LCFF Revenue:		4.05%	-0.99%	2.72%
LCFF Revenue Standard:		**-1.00% to 1.00%**	**-4.60% to -2.60%**	**-1.00% to 1.00%**
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The projected change in LCFF revenue is outside of the standard in 2021-22, 2022-23, and 2023-24 due to the projected COLAs of 5.07%, 2.48%, and 3.11%, respectively. This is based on the Governor's May Revise budget. In addition, the estimated funded ADA will decrease in the 2022-23 school year due to a decrease of about 800 ADA.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	172,618,384.63	190,145,679.76	90.8%
Second Prior Year (2019-20)	179,141,584.99	196,676,208.17	91.1%
First Prior Year (2020-21)	177,020,689.00	191,752,604.00	92.3%
		Historical Average Ratio:	91.4%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**88.4% to 94.4%**	**88.4% to 94.4%**	**88.4% to 94.4%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2021-22)	184,318,447.00	202,104,108.00	91.2%	Met
1st Subsequent Year (2022-23)	191,687,192.58	205,740,495.58	93.2%	Met
2nd Subsequent Year (2023-24)	195,997,028.24	207,809,225.24	94.3%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.00%	-3.60%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-10.00% to 10.00%**	**-13.60% to 6.40%**	**-10.00% to 10.00%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.00% to 5.00%	-8.60% to 1.40%	-5.00% to 5.00%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	40,411,879.00		
Budget Year (2021-22)	33,713,331.00	-16.58%	Yes
1st Subsequent Year (2022-23)	17,201,143.00	-48.98%	Yes
2nd Subsequent Year (2023-24)	17,201,143.00	0.00%	No

Explanation: (required if Yes)
Federal revenue for 2021-22 is outside the standard due to the receipt of one-time CARES Act funding and prior year revenue recognized in 2020-21. For 2022-23 the primary reason for the decrease is the projected receipt of the ESSER II funding in 2021-22, which is considered one-time.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	37,789,897.00		
Budget Year (2021-22)	27,063,224.00	-28.39%	Yes
1st Subsequent Year (2022-23)	21,113,096.00	-21.99%	Yes
2nd Subsequent Year (2023-24)	21,113,096.00	0.00%	No

Explanation: (required if Yes)
The primary cause of the decrease in state revenue in 2021-22 is the receipt of one-time CARES Act and Expanded Learning Opportunity Grant funding in 2020-21. For 2022-23, the decrease is due to the receipt of the one-time In Person Instruction grant in 2021-22.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	34,567,727.00		
Budget Year (2021-22)	37,370,603.00	8.11%	Yes
1st Subsequent Year (2022-23)	37,129,700.00	-0.64%	No
2nd Subsequent Year (2023-24)	37,069,700.00	-0.16%	No

Explanation: (required if Yes)
The primary cause of the increase in local revenue in 2021-22 is the expected increase in Special Education revenue.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	19,439,822.95		
Budget Year (2021-22)	20,484,119.50	5.37%	Yes
1st Subsequent Year (2022-23)	6,624,455.00	-67.66%	Yes
2nd Subsequent Year (2023-24)	6,732,012.00	1.62%	No

Explanation: (required if Yes)
The 2021-22 increase is due primarily to the carryover of site funds from 2020-21, which are expected to be spent in this category in the budget year. The decrease in 2022-23 is due to the receipt and expenditure of one-time funds budgeted in this category in 2021-22.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2020-21)	36,092,507.00		
Budget Year (2021-22)	40,427,060.00	12.01%	Yes
1st Subsequent Year (2022-23)	28,523,581.00	-29.44%	Yes
2nd Subsequent Year (2023-24)	29,585,924.00	3.72%	No

Explanation: (required if Yes)
The 2021-22 increase is due primarily to the carryover of site funds from 2020-21, which are expected to be spent in this category in the budget year. The decrease in 2022-23 is due to the receipt and expenditure of one-time funds budgeted in this category in 2021-22.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2020-21)	112,769,503.00		
Budget Year (2021-22)	98,147,158.00	-12.97%	Not Met
1st Subsequent Year (2022-23)	75,443,939.00	-23.13%	Not Met
2nd Subsequent Year (2023-24)	75,383,939.00	-0.08%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	55,532,329.95		
Budget Year (2021-22)	60,911,179.50	9.69%	Met
1st Subsequent Year (2022-23)	35,148,036.00	-42.30%	Not Met
2nd Subsequent Year (2023-24)	36,317,936.00	3.33%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
Federal revenue for 2021-22 is outside the standard due to the receipt of one-time CARES Act funding and prior year revenue recognized in 2020-21. For 2022-23 the primary reason for the decrease is the projected receipt of the ESSER II funding in 2021-22, which is considered one-time.

Explanation: Other State Revenue (linked from 6B if NOT met)
The primary cause of the decrease in state revenue in 2021-22 is the receipt of one-time CARES Act and Expanded Learning Opportunity Grant funding in 2020-21. For 2022-23, the decrease is due to the receipt of the one-time In Person Instruction grant in 2021-22.

Explanation: Other Local Revenue (linked from 6B if NOT met)
The primary cause of the increase in local revenue in 2021-22 is the expected increase in Special Education revenue.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)
The 2021-22 increase is due primarily to the carryover of site funds from 2020-21, which are expected to be spent in this category in the budget year. The decrease in 2022-23 is due to the receipt and expenditure of one-time funds budgeted in this category in 2021-22.

Explanation: **Services and Other Exps** (linked from 6B if NOT met)
The 2021-22 increase is due primarily to the carryover of site funds from 2020-21, which are expected to be spent in this category in the budget year. The decrease in 2022-23 is due to the receipt and expenditure of one-time funds budgeted in this category in 2021-22.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	321,422,094.33			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
c. Net Budgeted Expenditures and Other Financing Uses	321,422,094.33	9,642,662.83	9,260,000.00	Not Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
X	Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

The Governor's May Revise allows fiscal flexibility for LEAs to exclude STRS on behalf payments and ESSER expenditures. Excluding STRS on behalf payments of $14,061,134 and ESSER funds of $16,503,388 from the budget year will result in total expenditures of $308,619,892, which require an RRMA contribution of $9,258,597.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	38,025,020.22	37,164,097.15	38,507,107.72
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(33,503.20)	0.00
e. Available Reserves (Lines 1a through 1d)	38,025,020.22	37,130,593.95	38,507,107.72
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	294,337,361.61	291,914,255.97	312,954,742.95
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	294,337,361.61	291,914,255.97	312,954,742.95
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	12.9%	12.7%	12.3%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.3%**	**4.2%**	**4.1%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	(2,037,368.62)	190,145,679.76	1.1%	Met
Second Prior Year (2019-20)	(1,090,864.33)	196,676,208.17	0.6%	Met
First Prior Year (2020-21)	1,080,053.00	191,752,604.00	N/A	Met
Budget Year (2021-22) (Information only)	(60,920.00)	202,104,108.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 21,629

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2018-19)	43,535,162.27	43,893,161.67	N/A	Met
Second Prior Year (2019-20)	38,713,999.67	41,855,793.05	N/A	Met
First Prior Year (2020-21)	40,347,486.05	40,764,928.72	N/A	Met
Budget Year (2021-22) (Information only)	41,844,981.72			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	21,614	21,614	21,614
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	339,184,414.50	305,956,125.58	310,174,855.24
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	339,184,414.50	305,956,125.58	310,174,855.24
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	10,175,532.44	9,178,683.77	9,305,245.66
6.	Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**10,175,532.44**	**9,178,683.77**	**9,305,245.66**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	40,649,061.72	31,306,231.14	24,428,722.90
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	40,649,061.72	31,306,231.14	24,428,722.90
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.98%	10.23%	7.88%
District's Reserve Standard (Section 10B, Line 7):	**10,175,532.44**	**9,178,683.77**	**9,305,245.66**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2020-21)	(40,383,461.00)			
Budget Year (2021-22)	(39,838,718.00)	(544,743.00)	-1.3%	Met
1st Subsequent Year (2022-23)	(41,988,718.00)	2,150,000.00	5.4%	Met
2nd Subsequent Year (2023-24)	(44,138,718.00)	2,150,000.00	5.1%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases	3	Fund 01-00 / Fund 09-00	7439	233,252
Certificates of Participation	27	CFD Debt Service (52-00)	7438, 7439	143,795,000
General Obligation Bonds	21	Fund 51-00		219,373,285
Supp Early Retirement Program	N/A	N/A	N/A	N/A
State School Building Loans	N/A	N/A	N/A	N/A
Compensated Absences	1	Compensated absences	Multiple salary object codes	1,790,254

Other Long-term Commitments (do not include OPEB):

Bond Premium - GO Bonds	21			9,479,054
Bond Premium - COP	27			8,367,642
TOTAL:				383,038,487

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	165,774	98,373	77,446	51,901
Certificates of Participation	14,878,792	15,266,933	14,958,669	14,988,922
General Obligation Bonds	10,724,030	21,464,125	22,187,725	83,108,625
Supp Early Retirement Program	N/A	N/A	N/A	N/A
State School Building Loans	N/A	N/A	N/A	N/A
Compensated Absences				

Other Long-term Commitments (continued):

Bond Premium - GO Bonds	500,529	1,073,642	1,148,781	1,116,358
Bond Premium - COP	698,247	778,404	771,408	802,925
Total Annual Payments:	26,967,372	38,681,477	39,144,029	100,068,731
Has total annual payment increased over prior year (2020-21)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

In August 2020, the District ussued $50 million in General Obligation Bonds, with the first debt service payment scheduled to be paid in 2020-21. The debt service payments for the 2020 G.O. Bond accounts for a majority of the increase in total annnual payments for 2021-22 and 2022-23. The 2023-24 annual payment increase is due primarily to the payment of the Bond Anticipation Note issued in August 2019. In August 2023, the lumpsum payment is due.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Eligibility of retiree health coverage requires retirement under either STRS or PERS on or after age 55, with at least 10 years of service (5 years of service for non-represented certificated employees hired prior to October 1, 2007). The District participates in several partial-experience rated insurance products for its health coverage. Effective January 1, 2020, the health benefits contribution increased to $7,000 for certificated employees. For classified employees and other non-represented employees who had health benefits as of September 18, 2007, the maximum is based on age and service at retirement, with the highest amount being $8,009 per year. For classified employees who become benefit eligible or are hired after September 18, 2007, effective January 1, 2020, the annual maximum is $7,000. The District also provides $1,200 for any employee waiving coverage. Benefits cease for all retirees at age 65. The District fully funds the OPEB liability through a trust account with the CalPERS CERBT.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	58,278,187.00
b. OPEB plan(s) fiduciary net position (if applicable)	16,481,681.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	41,796,506.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	June 2020

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	1,022,000.00	1,022,000.00	1,022,000.00
d. Number of retirees receiving OPEB benefits	146	146	146

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   Yes

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

   The District self-insures for worker's compensation claims. The current self-insured retention with occurence date of October 1, 2003 to present is $1,000,000 per occurence. The District purchases excess coverage up to $25,000,000 per occurence. An actuarial study of the self-insured worker's compensation program is completed annually. The most recent valuation was issued on June 10, 2019. The recommended funding level per $100 of payroll is $1.87 for school year 2019-20 and $1.91 for school year 2020-21. The District currently funds the program at $1.00 per $100 of payroll for school year 2021-22. The new actuarial report is expected to be completed prior to June 30, 2021.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	9,411,105.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. Required contribution (funding) for self-insurance programs	4,455,232.00	4,455,232.00	4,455,232.00
b. Amount contributed (funded) for self-insurance programs	2,200,000.00	2,200,000.00	2,200,000.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	1,260.0	1,259.0	1,259.0	1,259.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The District and the Chula Vista Educators (CVE) have not started negotiations for the 2021-22 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	1,328,888

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	16,877,571	17,721,449	18,607,522
3.	Percent of H&W cost paid by employer	83.0%	83.0%	83.0%
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	2,687,555	2,754,744	2,823,612
3.	Percent change in step & column over prior year	2.5%	2.5%	2.5%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	878.7	871.5	871.5	871.5

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The District and the Chula Vista Classified Employee Organization (CVCEO) have not started negotiations for the 2021-22 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 510,827

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	10,092,830	10,597,471	11,127,345
3. Percent of H&W cost paid by employer	90.2%	90.2%	90.2%
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	661,626	673,205	684,986
3. Percent change in step & column over prior year	1.8%	1.8%	1.8%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	151.8	150.2	150.2	150.2

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Management, supervisor, and confidential employees are not covered by a labor agreement.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits 213,276

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,638,579	1,720,507	1,806,533
3. Percent of H&W cost paid by employer	82.5%	82.5%	82.5%
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	297,406	302,610	307,906
3. Percent change in step & column over prior year	1.8%	1.8%	1.8%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	57,600	57,600	57,600
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 16, 2021

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

[X] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[X] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 84 East J Street, Chula Vista, CA 91910
Date: June 16, 2021

Adoption Date: June 16, 2021

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

Public Hearing:

Place: 84 East J Street, Chula Vista, CA
Date: May 19, 2021
Time: 6:00 p.m.

Contact person for additional information on the budget reports:

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

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

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 16, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

REVISED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Stating Its Intention to Establish Community Facilities District No. 21 and to Authorize Submittal of the Levy of Special Taxes to the Qualified Electors of Community Facilities District No. 21;

(2) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Approving and Ordering the Recording of a Boundary Map of Proposed Community Facilities District No. 21 of the Chula Vista Elementary School District; and

(3) Adopt Resolution of the Board of Education of the Chula Vista Elementary School District Stating Its Intention to Incur Bonded Indebtedness in an Aggregate Principal Amount Not to Exceed Sixty Million Dollars ($60,000,000) Within Proposed Community Facilities District No. 21 of the Chula Vista Elementary School District

X Action **Information**

BACKGROUND INFORMATION:

Homefed Corporation or related entity ("Developer") is presently in the process of developing real property within Otay Ranch Village 8 West ("Village 8W") to include single-family detached, single-family attached, and apartment dwelling units ("Project"). As of this date, the Developer has sold portions of Village 8W to merchant builders, which includes, among the others, property that will be developed as affordable apartments.

The Chula Vista Elementary School District ("District") and the Developer have been negotiating the terms for the District to establish a Mello-Roos Community Facilities District ("CFD") to finance the Developer's obligation to mitigate the impacts on the District's school facilities arising from development of Village 8W. Such CFD is herein referred to as "Community Facilities District No. 21 of the Chula Vista Elementary School District" or "CFD No. 21."

The District and the Developer are negotiating a "mitigation agreement" to set forth the final terms and conditions for the establishment of CFD No. 21 and for payment by the Developer or merchant builders of additional "mitigation

payments" for property within Village 8W that will not be subject to the levy of CFD No. 21 special taxes. The District intends to seek approval of the mitigation agreement during the Board's August 11, 2021, meeting. In connection with such negotiations, the Developer has provided a "formation deposit" to be used to fund the initial costs incurred by the District and, subject to CFD No. 21 being established, the District will reimburse the Developer from proceeds of CFD No. 21.

The agenda items set forth above and described below constitute the initial actions by the Board of Education to state its intent to establish CFD No. 21.

The "Resolution of Intention - Formation" sets forth the Board of Education's intent to establish CFD No. 21 and makes related findings and determinations. The Resolution of Intention - Formation identifies the boundaries of proposed CFD No. 21 and includes a proposed Rate and Method of Apportionment of Special Taxes ("RMA") that specifies the bases for determining the amounts of the special taxes to be levied and collected within CFD No. 21. The Resolution of Intention - Formation also makes certain findings required by the Mello-Roos Act, directs that a public hearing will be held regarding the formation of CFD No. 21 at the Board of Education meeting to be held on August 11, 2021, directs that notices of the public hearing be given to both the property owners and members of the public, and provides a general description of the method of voting that will be used to authorize the Special Taxes within CFD No. 21.

The "Boundary Map Resolution" approves and orders the recording of a boundary map for proposed CFD No. 21. As required by the Government Code and the Streets and Highways Code, a public agency intending to form a CFD must approve and record a boundary map showing the outer boundaries of the proposed CFD. The Boundary Map Resolution directs that the boundary map be signed by the Clerk of the Board and recorded with the County Recorder.

The "Resolution of Intention - Bonds" sets forth the Board of Education's intent to issue bonds or other securities, which include Certificates of Participation. The Resolution of Intention - Bonds provides that the maximum authorized amount of debt shall be $60,000,000, which amount is likely larger than the actual amount of securities to be issued, as such actual amount will depend on interest rates and other factors applicable at the time of issuance.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Proposed CFD No. 21 will fund, by means of the agreed special taxes and applicable bond proceeds, the agreed school facilities consistent with applicable law. HomeFed and the related entities will also make mitigation payments as to the development of commercial and apartment property that will not be included within CFD No. 21 in accordance with the provisions of the School Facilities Mitigation Agreement.

STAFF RECOMMENDATION:

Recommend, in the following order:

(i) Adopt Resolution of Intention – Formation;

(ii) Adopt Boundary Map Resolution; and

(iii) Adopt Resolution of Intention – Bonds

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Board of Education)
of the Chula Vista Elementary School)
District Stating its Intention to Establish)
Community Facilities District No. 21 and)
to Authorize Submittal of the Levy of)
Special Taxes to the Qualified Electors of)
Community Facilities District No. 21)

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

WHEREAS, the Chula Vista Elementary School District ("District") is a public school district organized and existing pursuant to California law; and

WHEREAS, Homefed Corporation or related entity ("Developer") has undertaken efforts to develop certain property that is located within the District's boundaries and that is commonly referred to as Village 8 West of Otay Ranch ("Village 8W"); and

WHEREAS, the Developer has sold portions of the property within Village 8W to certain builders that will construct the development that is to occur on their respective portions of Village 8W (each a "Merchant Builder"); and

WHEREAS, the Developer and the Merchant Builders (collectively, the "Developer Parties") and the District intend, subject to approval by the Board of Education of the Chula Vista Elementary School District ("District Board"), to enter into an agreement providing for mitigation by the Developer and the Merchant Builders of the impacts on the District's school facilities that arise from development of Village 8W, which agreement shall be entitled "School Facilities Mitigation Agreement for Otay Ranch Village 8 West" ("Mitigation Agreement"); and

WHEREAS, the Mello-Roos Community Facilities Act of 1982, which is set forth in Title 5, Division 2, Part 1, Chapter 2.5 (commencing with Section 53311) of the California Government Code ("Mello-Roos Act"), sets forth procedures for the formation of Community Facilities Districts (each a "CFD" and, if referencing multiple, the "CFDs") for purposes of, among other things, financing the costs of public improvements needed to serve new development; and

WHEREAS, the District and the Developer Parties intend that the Mitigation Agreement shall provide for the formation by the District, in accordance with this Resolution, the Mello-Roos Act, and the provisions of the Mitigation Agreement of a CFD over and for Village 8W, which CFD is to be named "Community Facilities District No. 21 of the Chula Vista Elementary School District" ("CFD No. 21"); and

WHEREAS, the boundaries of proposed CFD No. 21 are depicted in the map attached as Exhibit "A" to this Resolution ("CFD Boundary Map"); and

WHEREAS, the District Board previously adopted a "Statement of Local Goals and Policies Concerning the Use of the Mello-Roos Community Facilities Act, as Amended" ("CFD Financing Policy"), which contemplates that, as applicable, the District or CFDs established by the District may issue certificates of participation, bonds, or other debt or securities ("Bonds"); and

WHEREAS, the proceeds of Bonds ("Bond Proceeds") and special taxes of each of the District's previously established CFDs are subject to pooling with Bond Proceeds and special taxes of one or more other CFDs established by the District, and the District intends that the Bond Proceeds and special taxes of CFD No. 21 also shall be subject to such pooling; and

WHEREAS, the District intends that CFD No. 21 shall provide funds to pay direct and indirect costs associated with the District making available the public facilities described in this Resolution and in Exhibit "B" attached to this Resolution (collectively, the "CFD Facilities"); and

WHEREAS, the costs of CFD Facilities to be paid or financed by CFD No. 21 may include, without limitation, some or all of any costs to: (i) plan, engineer, design, acquire, construct, lease, coordinate, expand, relocate, improve, modernize, rehabilitate, reconstruct, and finance the CFD Facilities (or any combination of such activities); (ii) furnish and equip the CFD Facilities (including, to the extent permitted by law, vehicles and technology equipment and infrastructure); (iii) acquire real properties as sites for the CFD Facilities and appurtenances thereto (including, without limitation, easements and rights of way); and (iv) lease or purchase completed facilities — all as may be further described in the CFD Report (defined in Section 5 of this Resolution, below) to be filed as provided by applicable law with the Clerk of the District Board ("Board Clerk"); and

WHEREAS, the costs associated with financing CFD Facilities may include, without limitation: (i) payment of principal of and interest on Bonds; and (ii) direct, indirect, periodic, and/or other related costs, including, without limitation, costs of administering CFD No. 21, levying the special taxes and administering the Bonds, and establishing and replenishing reserve funds; and

WHEREAS, the District intends to pay some or all of the costs of making the CFD Facilities available and the costs of financing the costs of the CFD Facilities through the formation of CFD No. 21 and (subject to the authorization by the qualified electors) the levy of special taxes, and, if applicable, the issuance and sale of Bonds by CFD No. 21;

NOW, THEREFORE, BE IT DETERMINED AND RESOLVED as follows:

Section 1. The foregoing recitals are all true and correct.

Section 2. The District Board hereby proposes and states its intention to establish CFD No. 21 pursuant to and in accordance with the Mello-Roos Act and the provisions of the Mitigation Agreement, subject to the Developer, as provided in the Mitigation Agreement, advancing sufficient funds to pay the costs associated with establishing CFD No. 21.

Section 3. Based on the proposed boundaries of CFD No. 21, as illustrated in Exhibit A attached hereto, and other available information, the District Board hereby determines and finds that the territory within proposed CFD No. 21 includes the entirety of each Assessor's parcel within CFD No. 21 that will be subject to the special taxes of CFD No. 21. The District shall make the CFD Boundary Map available for inspection by interested members of the public, in the District's administrative offices, at least fifteen days prior to the Public Hearing (defined in in Section 12 of this Resolution. The Board Clerk or designee is hereby directed to cause the CFD Boundary Map to be recorded in the land records maintained by the office of the San Diego County Assessor/Recorder/County Clerk ("County Clerk") not later than fifteen days prior to the Public Hearing.

Section 4. The official name of proposed CFD No. 21 shall be "Community Facilities District No. 21 of the Chula Vista Elementary School District."

Section 5. The CFD Facilities to be planned, engineered, designed, acquired, constructed, leased, coordinated, expanded, relocated, improved, modernized, rehabilitated, reconstructed, or financed (or any combination of such activities) are public facilities in accordance with the Mello-Roos Act. The CFD Facilities are necessary to meet the increased demand placed on the District as a result of development to occur within CFD No. 21. Public convenience and necessity require that the direct and indirect costs of the CFD Facilities be paid by and/or financed through CFD No. 21.

Section 6. The District shall cause the appropriate District consultant to study proposed CFD No. 21 and file with the District, at or before the time of the Public Hearing, a report containing a brief description of the CFD Facilities anticipated to be required, together with an estimated cost of providing such CFD Facilities ("CFD Report"). The CFD Report shall estimate the fair and reasonable costs to plan, engineer, design, acquire, construct, lease, coordinate, expand, relocate, improve, modernize, rehabilitate, reconstruct, and/or finance the CFD Facilities; the costs associated with the formation of CFD No. 21, administration and collection of the special taxes, and issuance and administration of the Bonds; and the costs otherwise to be incurred in carrying out the authorized purposes of CFD No. 21. The District shall provide the CFD Report to the District Board for consideration at or before the Public Hearing, and copies of the CFD Report shall be available at the Public Hearing for review by the public.

Section 7. The District may accept advances of funds from any sources, including, without limitation, the Developer and/or other private persons or entities, and is authorized and directed to use such funds for any authorized purpose, including, without limitation, to pay any cost incurred by or on behalf of the District in connection with establishing CFD No. 21, negotiating, drafting and entering into necessary or convenient agreements, authorizing special taxes, and/or issuing Bonds. In accordance with Government Code Section 53316.9, the District may: (i) refund all such advanced funds as are not expended or committed for any authorized purpose at the time of the election regarding the levy of the special tax, if the proposal to levy such tax should fail; and/or (ii) repay all advanced funds using CFD No. 21 special taxes and/or Bond Proceeds. The Mitigation Agreement provides for repayment of advance funding provided by the Developer for purposes described in this Section, and CFD No. 21 may also repay the District for costs it incurred in connection with the establishment of CFD No. 21, authorization of the special taxes and Bonds, issuance of Bonds, and related matters.

Section 8. The public interest presently will not be served by allowing the owners of property in CFD No. 21 to enter into any contract pursuant to Government Code Section 53329.5(a). Notwithstanding the foregoing, on behalf of CFD No. 21, the District Board may enter into one or more contracts directly with any such property owners with respect to the construction and/or acquisition of any portion of the CFD Facilities.

Section 9. CFD No. 21 may issue or execute and deliver Bonds in any form, including, without limitation, lease revenue bonds, certificates of participation, and/or agreements with nonprofit public benefit corporations for lease-purchase financing of property and/or facilities.

Section 10. To obtain the funds needed to accomplish the actions described herein, the District intends, in accordance with the procedures set forth in the Mello-Roos Act, to annually levy special taxes secured by the recording of liens against all nonexempt real property within CFD No. 21, which liens will be continuing liens that shall secure each annual levy of the special taxes and that shall continue in effect until the special tax obligation is prepaid, permanently satisfied, and canceled in accordance with law, or until the special tax ceases to be levied and appropriate notices of cessation of special taxes are recorded in accordance with Government Code Section 53330.5. Such special taxes shall be used to pay: (i) the costs of planning, engineering, designing, acquiring, constructing, leasing, coordinating, expanding, relocating, improving, modernizing, rehabilitating, and/or reconstructing the CFD Facilities (or any combination of such activities); and (ii) related and incidental costs and expenses, including, without limitation, costs and expenses of or associated with (1) administering the CFD, (2) determining, levying, and administering the special taxes, (3) establishing and replenishing reserve funds, (4) lease and/or other payments for the CFD Facilities, (5) financing the CFD Facilities and use of special taxes as security for such financing, (6) special tax and Bond elections, (7) issuing and administering each series of Bonds, (8) bond counsel and other legal and financial consultant services, (9) underwriter discount fees, (10) capitalized interest on Bonds for a period not to exceed twenty-four months, and (11) principal and interest on the Bonds and other periodic costs. The District Board also reserves the right to establish a fund and to use special tax revenues pursuant to Government Code Section 53314.5.

Section 11. Special taxes shall be levied and collected each year in the amounts determined pursuant to the proposed "Rate and Method of Apportionment of Special Tax – Chula Vista Elementary School District Community Facilities District No. 21 (Otay Ranch Village 8-West)" ("RMA"), attached as Exhibit "C" to this Resolution. The special taxes take into consideration the costs of making the CFD Facilities available, as described in this Resolution. The special taxes shall be apportioned to each parcel within CFD No. 21 on the foregoing basis pursuant to Government Code Section 53325.3 and not based upon the ownership of real property. Special taxes shall not be levied and collected with respect to any parcel that is exempt from special taxes pursuant to the RMA or for which the special tax obligation has been fully prepaid and a notice of cessation of special taxes recorded. Under no circumstances shall the special taxes levied in any fiscal year against any parcel within CFD No. 21 be increased as a consequence of the delinquency or default by the owner(s) of any other parcel(s) within CFD No. 21 by more than 10% above what the amount that would have been levied in the fiscal year had there never been any such delinquencies or defaults. Upon authorization of the special taxes and Bonds by the qualified electors of CFD No. 21, the special taxes shall be collected until the last series of Bonds of CFD No. 21 are paid in full; provided that, as described in the RMA and except for any delinquent special taxes, and with respect to any particular parcel within CFD No. 21, the special taxes shall not be levied after the close of the thirtieth fiscal year following the initial fiscal year the special taxes are levied on such parcel. The owner(s) of a parcel within CFD No. 21 may prepay and permanently satisfy all or a portion of the designated special tax obligation for such parcel, but only as provided in the RMA.

Section 12. Notice is hereby given that the District Board shall hold a public hearing regarding the formation of CFD No. 21, the proposed RMA, and all other matters described in this Resolution ("Public Hearing") on August 11, 2021, at 6:00 p.m. or as soon thereafter as practicable, in the District Board meeting room located at 84 East J Street, Chula Vista, California 91910.

Section 13. During the Public Hearing, the District Board shall receive testimony regarding the proposal to establish CFD No. 21, the RMA, and all other related matters. Any interested person, including, without limitation, taxpayers, property owners, and registered voters within the boundaries of proposed CFD No. 21, may appear and be heard at the Public Hearing. The District Board will at such time hear and consider all testimony for or against the formation of CFD No. 21, the extent of CFD No. 21, the furnishing of the CFD Facilities, and/or related matters.

Section 14. Any person who desires to protest the regularity or sufficiency of the Public Hearing must submit a written protest, which shall clearly set forth a description of, and the facts related to, the irregularities and/or defects that are the subject of the protest. All written protests not personally presented by the protesting person at the Public Hearing must be filed with the Board Clerk on or before the time fixed for the Public Hearing. Written protests may be withdrawn in writing at any time before the conclusion of the Public Hearing. The District Board may waive any irregularities in the form or content of any written protest and, at the Public Hearing, may correct minor defects in the proceedings. If written protests against the establishment of CFD No. 21 are filed by 50% or more of the registered voters, or six registered voters, whichever is greater, residing within CFD No. 21, or owners of one-half or more of the area of land proposed to be included within CFD No. 21 and not exempt from the special tax, the proceedings to establish CFD No. 21 shall be abandoned. If the majority protest is limited to certain CFD Facilities or a specified special tax, the District Board shall eliminate those CFD Facilities or the specified special tax.

Section 15. The Board Clerk or designee is hereby directed to cause notice of the Public Hearing to be published pursuant to Government Code Section 6061 in a newspaper of general circulation published in the area of proposed CFD No. 21 ("Notice"). Such Notice shall contain a summary of this Resolution, state the time and place of the Public Hearing, contain a statement that the testimony of all interested persons or taxpayers shall be heard, have a description of the protest rights of the registered voters and landowners in proposed CFD No. 21, and contain a description of the proposed voting procedure for the election required by the Mello-Roos Act. Such publication shall be completed at least seven days prior to the date of the Public Hearing. Additionally, the Board Clerk is hereby directed to cause a copy of this Resolution to be filed in accordance with the provisions of Government Code Section 53315.6.

Section 16. After the Public Hearing, if the District Board determines to establish CFD No. 21, the District Board shall then submit the levy of the special taxes in an election to the qualified electors of CFD No. 21 ("Election") in accordance with the Mello-Roos Act and the applicable provisions of the Elections Code. The Election shall be conducted at least 90 days, but not more than 180 days, following the adoption of the "Resolution of Formation" in accordance with Government Code Section 53325.1. Notwithstanding the foregoing, the Election may be conducted fewer than 90 days after the adoption of the "Resolution of Formation" with the unanimous consent of the

qualified electors in accordance with Government Code Section 53326(a). If the Election is to be held fewer than 125 days following the close of the Public Hearing, the concurrence of the election official conducting the Election shall be required. Pursuant to Government Code Section 53326(d), the election official may determine to distribute the ballots for such Election by mail, delivery service, or personal service.

Section 17. If at least twelve persons, who need not necessarily be the same twelve persons, have been registered to vote within CFD No. 21 for each of the 90 days preceding the close of the Public Hearing, the vote shall be by registered voters of CFD No. 21 with each voter having one vote. Otherwise, the vote shall be by the owners of land within CFD No. 21, with each such landowner having one vote for each acre of land (rounding up to the nearest full acre, if necessary) that he or she owns within CFD No. 21 and that is not exempt from the special taxes. Ballots shall be executed by an owner of a parcel, or by a representative of an owner lawfully appointed to represent the owner for purposes of the Election. Each person casting a ballot assigned to a parcel of property who is not the owner of that property, before casting the ballot, must present written evidence to the District of that person's authority to act on behalf of the owner for the Election. If more than one of the record owners of an identified parcel submits or wishes to submit a ballot, the votes attributable to the parcel shall be allocated to ballots for each owner in proportion to their respective record ownership interest, rounded to the nearest one-tenth of a vote, or, if the ownership interests are not shown on the record, as established to the satisfaction of the District, the votes attributable to the parcel shall be allocated according to the ownership interests shown by documentation submitted by those record owners. If the record owners do not submit such documentation, the votes shall be allocated equally among those of the parcel's owners that request ballots.

Section 18. The District shall cause legal counsel to request that the County Clerk determine the number of registered voters, if any, residing within CFD No. 21 and report its determination to the District Board. Based on the information presently available, the District anticipates that there are fewer than twelve registered voters residing within CFD No. 21 and, therefore, that the votes in the Election will be by the landowners in CFD No. 21. Contingent on such determination, and in accordance with Government Code Section 53327(b), the District Board hereby appoints the Deputy Superintendent for the District, or such District officer or employee as the Superintendent of the

District shall designate, to serve as the election official for the Election ("Election Official") pursuant to Government Code Section 53327(b).

Section 19. The Goals and Policies are incorporated herein by this reference and are hereby made applicable to all proceedings for the formation of CFD No. 21, the authorization of special taxes, the authorization to incur bonded indebtedness, and all other matters relating to CFD No. 21. Pursuant to the provisions of the Mello-Roos Act, this action shall constitute the adoption of a community facilities district financing policy for CFD No. 21.

Section 20. The District Board hereby determines that the formation of CFD No. 21, and related Election and other procedural actions, will not have an effect on the environment and that such actions are correspondingly exempt from the requirements of the California Environmental Quality Act ("CEQA"). The Board Clerk or designee shall cause a Notice of Exemption to be completed, executed, filed, and posted pursuant to the provisions and requirements of CEQA.

Section 21. If any term, provision, finding, condition or directive of this Resolution and/or the other proceedings for the formation of CFD No. 21, the authorization of the special tax, the authorization of the Bonds and related matters thereto shall, to any extent, be held invalid or unenforceable, the remainder of the proceedings, or the application of such term, provision, finding, condition or directive other than those to whom or that to which it is held invalid or unenforceable, shall not be affected thereby, and each such term, provision, finding, condition or directive shall be valid and enforceable to the fullest extent provided by law. If this Resolution, or the proceedings relating to CFD No. 21, are held invalid or unenforceable against any particular piece or parcel of property within CFD No. 21, the remainder of the proceedings, or the application of any term, provision, finding, condition or directive applicable to other parcels of properties not subject to such holding, shall continue to be valid and enforceable to the fullest extent provided by law.

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PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June, 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

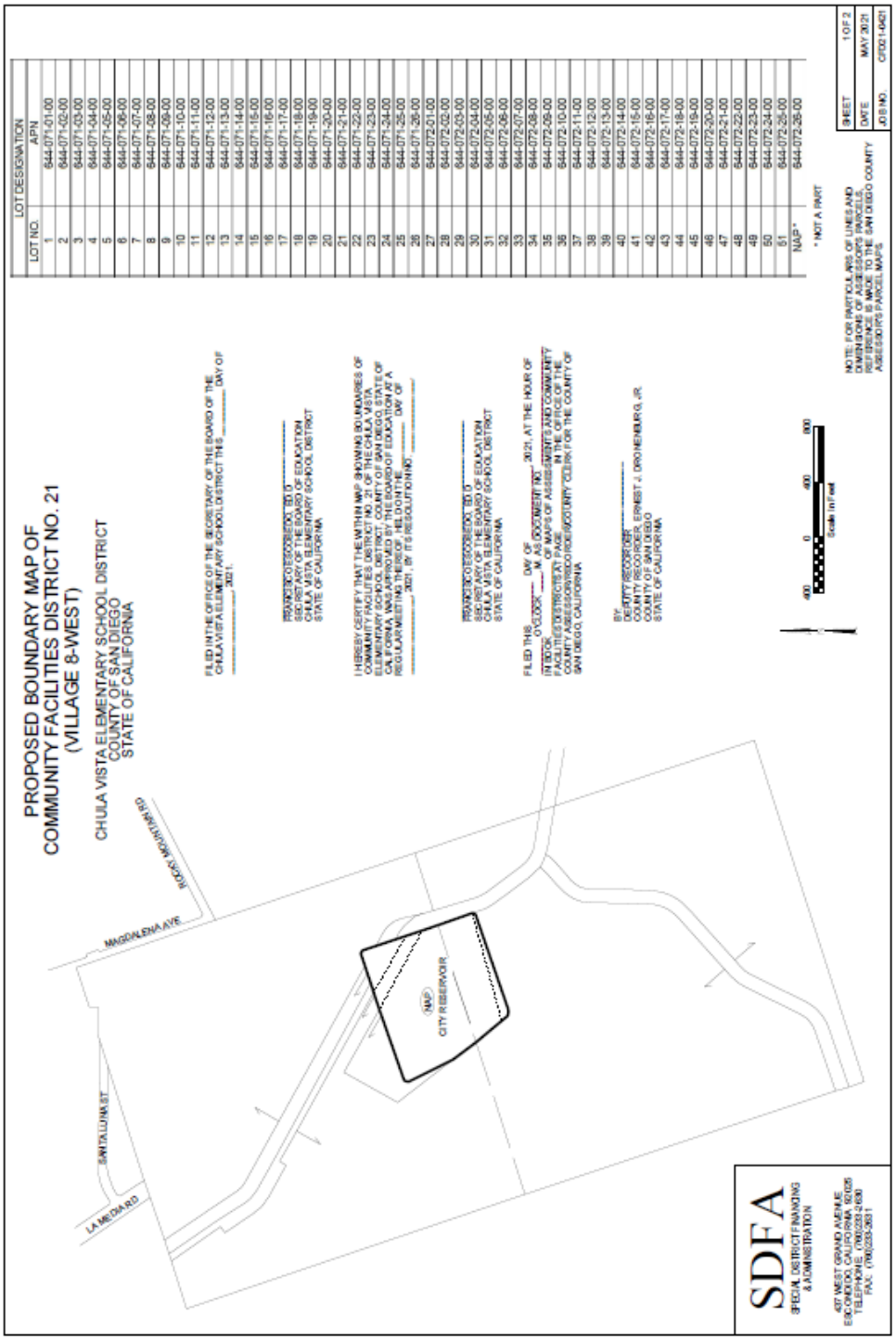
- - - - - - - - - - - - - -

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

EXHIBIT "A"
CFD NO. 21 BOUNDARY MAP



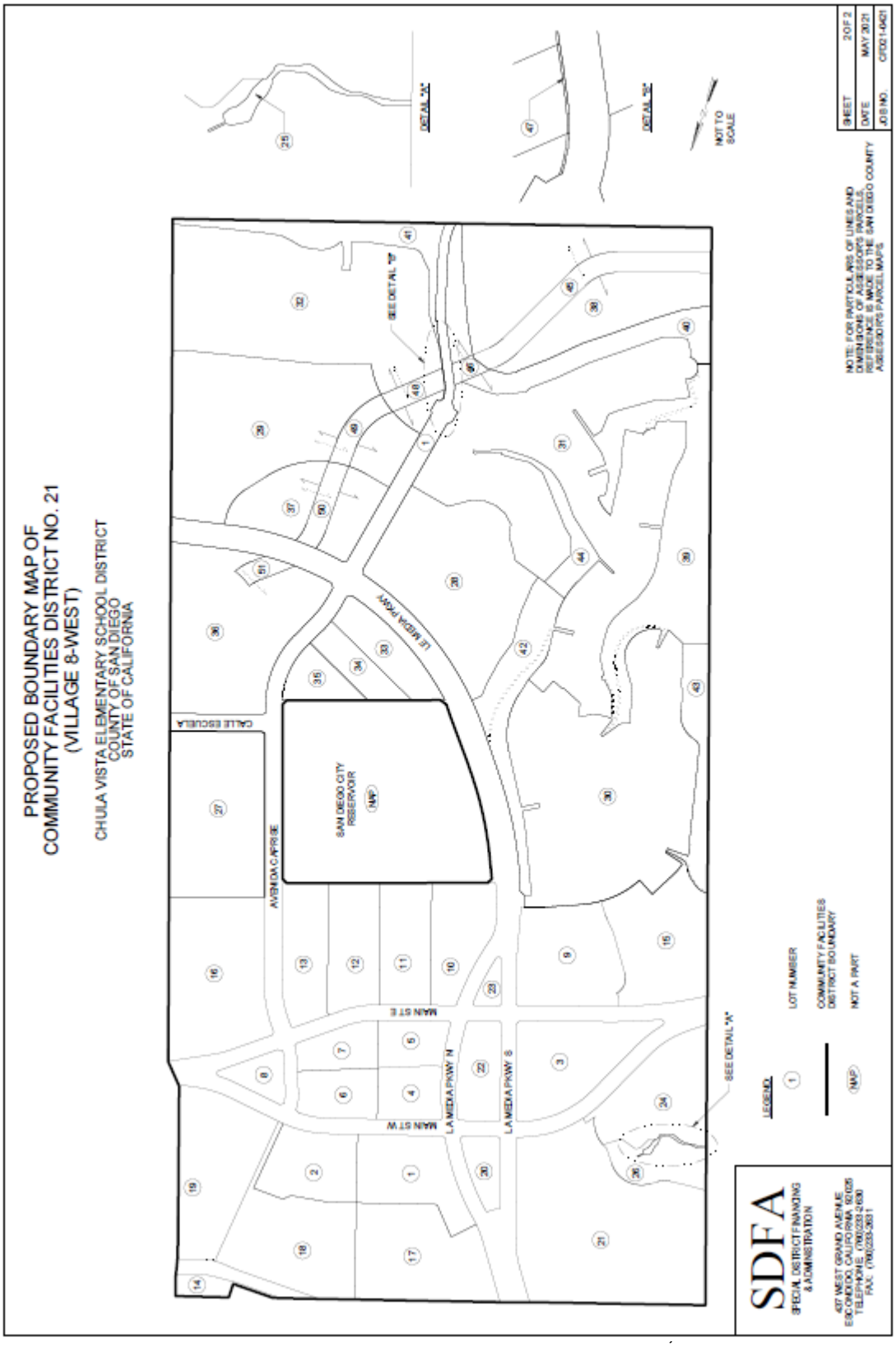

PROPOSED BOUNDARY MAP OF
COMMUNITY FACILITIES DISTRICT NO. 21
(VILLAGE 8-WEST)
CHULA VISTA ELEMENTARY SCHOOL DISTRICT
COUNTY OF SAN DIEGO
STATE OF CALIFORNIA
SDFA
SPECIAL DISTRICT FINANCING & ADMINISTRATION
437 WEST GRAND AVENUE
ESCONDIDO, CALIFORNIA 92025
TELEPHONE: (760)233-1550
FAX: (760)233-3051
LEGEND
LOT NUMBER
COMMUNITY FACILITIES DISTRICT BOUNDARY
NOT A PART
SEE DETAIL "A"
SEE DETAIL "B"
DETAIL "A"
DETAIL "B"
NOT TO SCALE
NOTE: FOR PARTICULARS OF LINES AND DIMENSIONS OF PARCELS, REFER TO THE SAN DIEGO COUNTY ASSESSOR'S PARCEL MAPS
SHEET 2 OF 2
DATE MAY 2021
JOB NO. CFD21-0421
LE MESA PKWY
AVENIDA CAPRISE
CALLE ESCUELA
SAN DIEGO CITY RESERVOIR
MAIN ST E
MAIN ST W
LA MEDIA PKWY N
LA MEDIA PKWY S

EXHIBIT "B" DESCRIPTION OF FACILITIES

The CFD Facilities include, without limitation, all of the following:

1. Any school facility or facilities with an estimated useful life of five years or longer needed by the Chula Vista Elementary School District ("District"), including, without limitation: real property sites; on-site and off-site improvements (including, among other things, landscaping, access roadways, drainage, sidewalks and gutters, utility lines, playground areas and equipment); classrooms; recreational facilities; on-site school offices and other administrative spaces; central (off-site) support and administrative facilities; interim student housing; transportation facilities; and furnishings and equipment (including, to the extent permitted by law, vehicles and technology equipment and infrastructure).

2. The costs attributable to: (i) any combination of planning, engineering, designing, coordinating, leasing, financing, acquiring, expanding, relocating, rehabilitating, and/or constructing the CFD Facilities described in this Exhibit, including, without limitation, services such as construction management, inspection, materials testing, and construction staking; (ii) any "debt" as defined in Government Code Section 53317(d); (iii) the costs to issue and sell any such debt, including, without limitation, underwriters discount, appraisals, market studies, reserve fund, capitalized interest, bond counsel, special tax consultant, bond trustee or fiscal agent, and bond and official statement printing; (iv) administrative expenses of the District and/or CFD No. 21; and (v) all other incidental expenses.

The CFD Facilities shall be constructed, whether or not acquired in their completed states, pursuant to plans and/or specifications approved by the District.

The CFD Facilities described in this Exhibit are representative of the types of improvements to be funded or financed by CFD No. 21. CFD Facilities may be added, deleted, or modified consistent with the requirements of the District, CFD No. 21, and the Mello-Roos Act.

EXHIBIT "C"

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAX

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 21
(OTAY RANCH VILLAGE 8-WEST)

This Rate and Method of Apportionment of Special Tax ("RMA") sets forth the Special Tax applicable to each Assessor's Parcel within Community Facilities District No. 21 of the Chula Vista Elementary School District ("CFD") to be apportioned, levied and collected according to the Special Tax liability determined by the Board of Education of the Chula Vista Elementary School District ("Board"), acting as the Legislative Body of the CFD. The applicable Annual Maximum Special Tax shall be determined by applying the appropriate amount or rate for Developed Property and Undeveloped Property, as described below. All Developed Property and Undeveloped Property within the CFD, unless exempted by law or the provisions of Section IX below, shall in each Fiscal Year be subject to the levy and collection of the applicable Annual Maximum Special Tax to the extent and in the manner hereinafter provided.

SECTION I
DEFINITIONS

"**Acre(s)" or "Acreage**" means the acreage of an Assessor's Parcel as set forth on the latest San Diego County Assessor's Parcel Map if such acreage is shown thereon. If such acreage is not shown on such Assessor's Parcel Map, the acreage shall be the acreage information shown upon any recorded subdivision map, parcel map, record of survey, or other recorded document describing the property. If none of the above information is available, the determination of the Acreage shall be made by the School District.

"**Act**" means the Mello-Roos Community Facilities Act of 1982 as amended, being Chapter 2.5 (commencing with Section 53311) of Division 2 of Title 5 of the California Government Code.

"**Administrative Expense**" means any cost incurred by the School District on behalf of the CFD related to the determination of the amount of the annual levy of the Special Tax, the collection of the Special Tax, the administration of the Bonds of the CFD, and the other costs incurred in order to carry out the authorized purposes of the CFD.

"**Administrator**" means an official of the School District or designee thereof, responsible for determining the levy and collection of the Special Taxes.

"**Age Restricted Unit**" means a Unit designated as senior citizen housing, part of a residential care facility for the elderly, or part of a multilevel care facility for the elderly as referred to in California Government Code Section 65995.1 for which a senior citizen restriction has been effected. Age Restricted Units shall not be subject to a Special Tax; however, they shall be required to pay all applicable contractual mitigation payments, as detailed in the Mitigation Agreement.

"**Annual Maximum Special Tax**" means the maximum Special Tax that may be levied in each Fiscal Year pursuant to Section III on each Assessor's Parcel classified as Developed Property or Undeveloped

Property.

"**Annual Special Tax Requirement**" means the amount required in any Fiscal Year to pay for: (i) the debt service on all outstanding Bonds, (ii) the costs associated with the release of funds from an escrow account(s) established in association with the Bonds, (iii) any amount required to establish or replenish any reserve funds established in connection with the Bonds, (iv) a sinking fund for the acquisition, construction, equipment and finance costs of future facilities provided that the inclusion of such amount does not cause an increase in the levy of Special Tax on Undeveloped Property, (v) Administrative Expense, less (vi) a credit for funds available to reduce the annual Special Tax levy as determined pursuant to any bond indenture.

"**Assessor's Parcel**" means a parcel of land as designated on an applicable Assessor's Parcel Map and that has been assigned a discrete identifying Assessor's Parcel Number.

"**Assessor's Parcel Map**" means an official map of the San Diego County Assessor designating parcels by Assessor's Parcel Number.

"**Assessor's Parcel Number**" means that number assigned to an Assessor's Parcel by the San Diego County Assessor for purposes of identifying the Assessor's Parcel.

"**Assigned Annual Special Tax**" means the Special Tax of that name described in Section IV.

"**Backup Annual Special Tax**" means the Special Tax of that name described in Section V.

"**Bond Yield**" means the yield of the most recent series of Bonds, calculated at the time such Bonds are issued, pursuant to Section 148 of the Internal Revenue Code of 1986, as amended, for the purpose of the non-arbitrage certificate or other similar bond issuance document.

"**Bonds**" means the bonds or other debt obligations (as defined in Section 53317(d) of the Act), including, but not limited to certificates of participation or leases, as to which the School District uses, or anticipates that it will use, the Special Taxes to pay some or all of the debt service for such debt obligations.

"**Building Square Footage**" or "**BSF**" of a Unit means the square footage of "assessable space" (as defined in Government Code Section 65995 or any successor law) of the Unit, as determined by reference to the building permit(s) for such Unit or to other reasonable and verifiable information.

"**Condominium**" means a Unit, whether attached or detached, meeting the statutory definition of a condominium set forth in California Civil Code Section 4125.

"**Cost Index**" means the latest Building Cost Index for the City of Los Angeles available as of July 1st of each year and published in the Engineering News Record, McGraw-Hill Construction Weekly, or if not available, the School District shall determine a suitable replacement.

"**Developed Property**" means each and all Assessor's Parcels of Taxable Property for which building permits were issued to permit the construction of Residential Dwelling Units on or before June 30 of the preceding Fiscal Year.

"**Exempt Property**" means all Assessor's Parcels designated as being exempt from Special Taxes pursuant to Section IX.

"**Final Map**" means a subdivision of property by recordation of a final map, parcel map, or lot line adjustment, pursuant to the Subdivision Map Act (California Government Code Section 66410 *et seq.*) or recordation of a condominium plan pursuant to California Civil Code 4285 that creates individual lots for which building permits may be issued without further subdivision.

"**Fiscal Year**" means the period starting on July 1 and ending on the following June 30.

"**Initial Fiscal Year**" means the first Fiscal Year in which the Annual Maximum Special Tax will be apportioned and levied on an Assessor's Parcel of Developed Property, i.e., the first Fiscal Year after a Taxable Property becomes Developed Property on or before June 30 of the preceding Fiscal Year.

"**Lot**" means an individual legal lot created by a Final Map for which a building permit for residential construction has been or could be issued. Notwithstanding the foregoing, in the case of an individual legal lot created by a Final Map and upon which Condominiums are entitled to be developed, the number of Lots allocable to such legal lot for purposes of calculating the Backup Annual Special Tax applicable to such Final Map shall equal the number of Condominiums which are permitted to be constructed on such legal lot as shown on such Final Map.

"**Mitigation Agreement**" means the "School Facilities Mitigation Agreement for Otay Ranch Village 8 West" as it may be amended.

"**Multi-Family Apartment Unit**" means one or more apartment units available for rent or lease, and not purchase, by the general public and not subject to a condominium map. For the purpose of classifying Residential Dwelling Units, only the first 1,205 apartment units issued a building permit will be classified as a Multi-Family Apartment Unit and all apartments units permitted that are in excess of 1,205 will be classified as Residential Dwelling Units. The apartment units classified as Multi-Family Apartment Units shall not be subject to a Special Tax; however, they shall be required to pay all applicable contractual mitigation payments, as detailed in the Mitigation Agreement. The apartment units classified as Residential Dwelling Units will be subject to the levy of the Special Tax.

"**Net Taxable Acreage**" means the total Acreage of Developed Property expected to exist in the CFD after all Final Maps are recorded. When making this determination, the Administrator shall exclude all Acreage expected to be classified as Exempt Property, Restricted Residential Property, or Non-Residential Property.

"**Non-Residential Property**" means each and all Assessor's Parcels for which building permits were issued for non-residential uses. Non-Residential Property shall not be subject to the Annual Maximum Special Tax; however, it shall be required to pay all applicable contractual mitigation payments, as detailed in the Mitigation Agreement.

"**Prepayment Administrative Fees**" means any fees or expenses of the School District or the CFD associated with the prepayment of the Special Tax obligation of an Assessor's Parcel. Prepayment Administrative Fees shall include among other things the cost of computing the Prepayment

Amount, redeeming Bonds, and preparing and recording any notices to evidence the prepayment and redemption of Bonds.

"**Prepayment Amount**" means the amount required to prepay the Special Tax obligation in full for an Assessor's Parcel as described in Section VII.

"**Present Value of Taxes**" means for any Assessor's Parcel the sum total of (i) the unpaid portion, if any, of the Special Tax applicable to such Assessor's Parcel in the then-current Fiscal Year, plus (ii) the present value of the Special Taxes expected to be levied on such Assessor's Parcel in each remaining Fiscal Year, as determined by the Administrator, until the termination date specified in Section VIII. The discount rate used to calculate the Present Value of Taxes shall: (i) prior to issuance of Bonds, be equal to four and one-quarter percent (4.25%); and (ii) after issuance of Bonds, be equal to the lesser of (a) the Bond Yield plus 100 basis points or (b) 4 and one-quarter percent (4.25%).

"**Proportionately**" means that the ratio of (i) the Special Tax levied or to be levied to (ii) the applicable Assigned Annual Special Tax, is equal for all applicable Assessor's Parcels. In the case of Developed Property subject to apportionment of the Special Tax under Step Three of Section VI, "Proportionately" shall mean that the quotient of (i) the Special Tax less the Assigned Annual Special Tax, divided by (ii) the applicable Backup Annual Special Tax less the Assigned Annual Special Tax, is equal for all applicable Assessor's Parcels.

"**Provisional Undeveloped Property**" means all Assessor's Parcels of Taxable Property that would otherwise be classified as Exempt Property pursuant to Section IX, but cannot be classified as Exempt Property because to do so would reduce the Net Taxable Acreage below the required minimum Acreage set forth in Section IX, as applicable.

"**Residential Dwelling Unit**" means a Unit that is not an Age Restricted Unit or a Multi-Family Apartment Unit.

"**Restricted Residential Property**" means each and all Assessor's Parcels for which building permits have been issued for the construction of Age Restricted Units and/or Multi-Family Apartment Units.

"**School District**" means the Chula Vista Elementary School District.

"**Special Tax**" means any of the special taxes authorized to be levied by the CFD pursuant to the Act and this RMA.

"**Taxable Property**" means all Assessor's Parcels that are not Exempt Property.

"**Undeveloped Property**" means all Assessor's Parcels of Taxable Property that are not Developed Property.

"**Unit**" means each separate residential dwelling unit, including, but not limited to, a single family attached or detached unit, Condominium, apartment unit, mobile home or otherwise, but not including hotel and motels.

REVISED

SECTION II
CLASSIFICATION OF ASSESSOR'S PARCELS

Each Fiscal Year, beginning with Fiscal Year 2021/22, each Assessor's Parcel within the CFD shall be classified as Taxable Property or Exempt Property. In addition, each Assessor's Parcel of Taxable Property shall be classified as Developed Property, Undeveloped Property, or Provisional Undeveloped Property.

SECTION III
ANNUAL MAXIMUM SPECIAL TAX RATE

1. **Developed Property**

The Annual Maximum Special Tax for each Assessor's Parcel classified as Developed Property shall be the greater of the amount derived by the application of the (a) Assigned Annual Special Tax or (b) Backup Annual Special Tax.

2. **Undeveloped Property**

The Annual Maximum Special Tax for each Assessor's Parcel classified as Undeveloped Property or Provisional Undeveloped Property shall be derived by the application of the Assigned Annual Special Tax.

SECTION IV
ASSIGNED ANNUAL SPECIAL TAXES

1. **Developed Property**

Subject to increases as described below in this Section, the Assigned Annual Special Tax for each Assessor's Parcel of Developed Property for Fiscal Year 2021/22 shall be an amount equal to $0.7336 multiplied by the applicable Building Square Footage.

2. **Undeveloped Property and Provisional Undeveloped Property**

Subject to increases as described below in this Section, the Assigned Annual Special Tax per Acre for each Assessor's Parcel of Undeveloped Property or Provisional Undeveloped Property for Fiscal Year 2021/22 shall be $18,513 per Acre.

3. **Increases in the Assigned Annual Special Tax**

a. **Newly Classified Developed Property**

On July 1 of each Fiscal Year, commencing on July 1, 2022, the Assigned Annual Special Tax rate for Assessor's Parcels of Developed Property specified in

REVISED

Paragraph 1 of this Section IV shall be increased by an amount equal to the greater of: (i) the positive change in the Cost Index over the previous 12-month period (as a percentage) multiplied by the applicable Assigned Annual Special Tax in effect in that prior Fiscal Year, and (ii) the applicable Assigned Annual Special Tax rate in effect in that preceding Fiscal Year multiplied by two percent (2.0%). For avoidance of doubt, the Assigned Annual Special Tax rate applicable in the Initial Fiscal Year of any particular Assessor's Parcel of Developed Property shall be subject to adjustment in accordance with this Paragraph 3.a.

b. **Existing Developed Property**

On July 1 of each Fiscal Year following the Initial Fiscal Year of an Assessor's Parcel of Developed Property, the Assigned Annual Special Tax rate for such Assessor's Parcel shall be increased by an amount equal to the Assigned Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by two percent (2.0%).

c. **Undeveloped Property and Provisional Undeveloped Property**

On July 1 of each Fiscal Year, commencing on July 1, 2022, the Assigned Annual Special Tax rate per Acre for Undeveloped Property and for Provisional Undeveloped Property shall be increased by an amount equal to the greater of: (i) the Assigned Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by the positive change in the Cost Index over the previous 12-month period (as a percentage), and (ii) the Assigned Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by two percent (2.0%).

SECTION V
BACKUP ANNUAL SPECIAL TAX

Each Fiscal Year, each Assessor's Parcel of Developed Property shall be subject to a Backup Annual Special Tax.

1. **Calculation of the Backup Annual Special Tax Rate**

Subject to increases as described below in this Section, the Backup Annual Special Tax rate for an Assessor's Parcel of Developed Property within a Final Map shall be the rate per Lot calculated in accordance with the following formula, as of the Fiscal Year in which the Final Map is recorded:

$$B = (U \times A) / L$$

The terms above have the following meanings:

B = Backup Annual Special Tax per Lot for the applicable Fiscal Year

U = Assigned Annual Special Tax per Acre of Undeveloped Property in the Fiscal Year the calculation is performed

A = Acreage of Developed Property expected to exist in such Final Map at the time of calculation, as determined by the Administrator. The Acreage applicable to a Condominium shall be computed as described in the definition of "Lot" herein.

L = Number of Lots in the applicable Final Map at the time of calculation, exclusive of any Lots which are expected to be classified as Exempt Property or Provisional Undeveloped Property.

2. Changes to a Final Map

If the Final Map(s) described in the preceding paragraph are subsequently changed or modified, then the Backup Annual Special Tax for each Assessor's Parcel of Developed Property changed or modified in each such Final Map shall be a rate per square foot of Acreage calculated as follows:

a. Determine the total Backup Annual Special Tax revenue anticipated to apply to the changed or modified Assessor's Parcels prior to the change or modification.

b. The result of paragraph a above shall be divided by the Acreage of Taxable Property of the modified Assessor's Parcels, as reasonably determined by the Administrator.

c. The result of paragraph b above shall be divided by 43,560. The result is the Backup Annual Special Tax per square foot of Acreage that shall be applicable to the modified Assessor's Parcels, subject to increases as described below.

3. Increase in the Backup Annual Special Tax

On July 1 of each Fiscal Year, commencing on July 1, 2022, the Backup Annual Special Tax rate for Assessor's Parcels of Developed Property shall be increased by an amount equal to the greater of: (i) the Backup Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by the positive change in the Cost Index over the preceding 12-month period , and (ii) the Backup Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by two percent (2.00%) of the Backup Annual Special Tax amount in effect in the immediately prior Fiscal Year. For avoidance of doubt, the Backup Annual Special Tax rate applicable in the Initial Fiscal Year of any particular Assessor's Parcel of Developed Property shall be subject to adjustment in accordance with this the foregoing provisions of this Paragraph 3. On July 1 of each Fiscal Year following the Initial Fiscal Year of an Assessor's Parcel of Developed Property, the Backup Annual Special Tax rate for such Assessor's Parcel shall be increased by an amount equal to the Backup Annual Special Tax rate in effect in the immediately prior Fiscal Year multiplied by two percent (2.0%).

SECTION VI
METHOD OF APPORTIONMENT OF THE SPECIAL TAX

Commencing Fiscal Year 2021/2022 and for each subsequent Fiscal Year, the Board shall levy Special Taxes on all Taxable Property in accordance with the following steps:

Step One: The Special Tax shall be levied on each Assessor's Parcel of Developed Property in an amount not in excess of the Assigned Annual Special Tax applicable to each such Assessor's Parcel.

Step Two: If additional moneys will be needed to satisfy the Annual Special Tax Requirement after the Step One calculations have been completed, the Special Tax shall be levied Proportionately on each Assessor's Parcel of Undeveloped Property in an amount not in excess of the Assigned Annual Special Tax applicable to each such Assessor's Parcel, as needed to satisfy the Annual Special Tax Requirement.

Step Three: If additional moneys will be needed to satisfy the Annual Special Tax Requirement after the Step Two calculations have been completed, the Special Tax on each Assessor's Parcel of Developed Property whose Annual Maximum Special Tax is the Backup Annual Special Tax shall be increased Proportionately from the Assigned Annual Special Tax by an amount not in excess of the Backup Annual Special Tax applicable to each such Assessor's Parcel, as needed to satisfy the Annual Special Tax Requirement.

Step Four: If additional moneys will be needed to satisfy the Annual Special Tax Requirement after the Step Three calculations have been completed, the Special Tax shall be levied Proportionately on each Assessor's Parcel of Provisional Undeveloped Property in an amount not in excess of the Assigned Annual Special Tax applicable to each such Assessor's Parcel, as needed to satisfy the Annual Special Tax Requirement.

SECTION VII
PREPAYMENT OF SPECIAL TAXES

The Special Tax obligation of an Assessor's Parcel of Developed Property or Undeveloped Property for which a building permit has been issued may be prepaid, in full only, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel, or that all of such amounts are paid concurrently with the Prepayment Amount. An owner of an Assessor's Parcel intending to prepay the Annual Maximum Special Tax shall provide the CFD with written notice of intent to prepay. Within thirty (30) days of receipt of such written notice, the Administrator shall determine the Prepayment Amount for such Assessor's Parcel and shall notify the owner of such Prepayment Amount.

Full Prepayment of Special Tax

The Prepayment Amount shall be calculated according to the following formula:

$$P = PVT + PAF$$

The terms above have the following meanings:

P	=	Prepayment Amount
PVT	=	Present Value of Taxes
PAF	=	Prepayment Administrative Fees

With respect to any Assessor's Parcel for which the Special Tax has been prepaid, the Board shall indicate in the records of the CFD that there has been a prepayment of the Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the prepayment of the Special Tax obligation and the release of the Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such Special Tax shall cease.

Notwithstanding the foregoing, no prepayment shall be allowed unless the amount of Assigned Annual Special Taxes that subsequently may be levied on Taxable Property, other than Provisional Undeveloped Property, less Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year, and such prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Administrator. Such determination shall take into account all Assessor's Parcels that are expected to be classified as Exempt Property, Restricted Residential Property, or Non-Residential Property.

SECTION VIII
TERMINATION OF SPECIAL TAX

Provided that Special Taxes previously levied on an Assessor's Parcel are not delinquent, the lien of Special Taxes of the CFD shall terminate as to such Assessor's Parcel as follows: i) the close of the 30th Fiscal Year following the beginning of the Initial Fiscal Year for such Assessor's Parcel, or ii) the Special Tax obligation has been fully and completely discharged pursuant to Section VII.

The Board shall cause to be recorded in the official records of San Diego County a Notice of Cessation of Special Tax applicable to an Assessor's Parcel upon termination of the lien on such Assessor's Parcel.

SECTION IX
EXEMPTIONS

The Administrator shall classify as Exempt Property in the chronological order in which each Assessor Parcel becomes (i) owned by any State of California, federal or local governmental entity, (ii) owned by a homeowners' association, (iii) burdened with one or more public or utility easements making impractical its use for other than the purposes set forth in the easement(s), (iv) Restricted Residential Property, (v) Non-Residential Property, or (vi) any other Assessor's Parcels at the reasonable discretion of the Board, provided that no such classification would reduce the Net Taxable Acreage to less than 103.16 Acres. Notwithstanding the above, the Administrator or Board shall not classify an Assessor's Parcel as Exempt Property if such classification would reduce the

sum of all Taxable Property to less than 103.16 Acres. Assessor's Parcels that otherwise would be Exempt Property, but cannot be classified as Exempt Property because such classification would reduce the Acreage of all Taxable Property to less than the minimum Net Taxable Acreage, shall be classified as Provisional Undeveloped Property, and shall be subject to the levy and collection of Special Taxes accordingly.

SECTION X
APPEALS

Any owner or resident of a property within the CFD who paid a Special Tax levied on such property and who reasonably believes that the Special Tax was not correctly calculated and/or levied in accordance with this RMA may file a notice with the School District, to thereby appeal the levy of that Special Tax, together with such documentation as the property owner or resident believes evidences the incorrect calculation or levy. An appeal panel of three members appointed by the School District ("Appeals Panel") will review the appeal and communicate its findings to the property owner or resident. If the Appeals Panel determines that the Special Tax should be modified or other correction implemented, it will recommend such correction to the Board and, as appropriate, the Special Tax levy shall be corrected, and in applicable cases, refunds shall be granted. An appeal relating to any particular Special Tax must be filed with the School District not later than one year and five days following the mailing to the property owner or resident of the tax bill that includes such Special Tax, and the Property Owner and/or resident shall be deemed and construed to have waived any and all rights to an appeal and to any refund, if the appeal is not filed within such one-year and five-day period.

Interpretations may be made by the School District for purposes of clarifying any vagueness or ambiguity as it relates to any category, rate or definition applicable to any appeal proceedings so long as such interpretations are consistent with the Mitigation Agreement.

SECTION XI
MANNER OF COLLECTION

The Special Tax shall be collected in the same manner and at the same time as ordinary *ad valorem* property taxes and shall be subject to the same penalties, the same procedure, sale and lien priority in the case of delinquency; provided, however, that the CFD may directly bill all or a portion of the Special Tax, may collect Special Taxes at a different time or in a different manner if necessary to meet its financial obligations, and if so collected, a delinquent penalty of ten percent (10%) of the Special Tax will attach at 5:00 p.m. on the date the Special Tax becomes delinquent and interest at 1.5% per month of the Special Tax will attach on the July 1 after the delinquency date and the first of each month thereafter until such Special Taxes are paid.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Board of Education of the)
Chula Vista Elementary School District)
Approving and Ordering the Recording of a)
Boundary Map of Proposed Community)
Facilities District No. 21 of the Chula Vista)
Elementary School District)

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

WHEREAS, the Chula Vista Elementary School District ("District") is a public school district organized and existing pursuant to California law; and

WHEREAS, the Board of Education of the Chula Vista Elementary School District ("District Board") previously adopted that certain "Resolution of the Board of Education of the Chula Vista Elementary School District Stating its Intention to Establish Community Facilities District No. 21 and to Authorize Submittal of the Levy of Special Taxes to the Qualified Electors of Community Facilities District No. 21" ("Resolution of Intention - Formation") to thereby state its intent, in accordance with the Mello-Roos Community Facilities Act of 1982, California Government Code Section 53311 *et seq*. ("Mello-Roos Act"), to form Community Facilities District No. 21 of the Chula Vista Elementary School District ("CFD No. 21") for purposes of financing and/or otherwise providing public facilities as are described in the Resolution of Intention - Formation; and

WHEREAS, the Resolution of Intention – Formation provides that the District Board shall hold a public hearing on the formation of CFD No. 21 and related matters ("Public Hearing") on August 11, 2021, at 6:00 p.m. or as soon thereafter as practicable, in the District Board meeting room located at 84 East J Street, Chula Vista, California 91910; and

WHEREAS, the District Board has received and considered the map entitled "Proposed Boundary Map of Community Facilities District No. 21 (Village 3 North) of the Chula Vista Elementary School District, County of San Diego, State of California" ("Boundary Map"), which depicts and describes the boundary line and territory within CFD No. 21; and

WHEREAS, the Boundary Map, a copy of which is attached as Exhibit "A" hereto and incorporated by this reference, conforms to the requirements of the Mello-Roos Act and California Streets and Highways Code Section 3110 *et seq.*;

NOW, THEREFORE, BE IT DETERMINED AND RESOLVED as follows:

Section 1. The above Recitals are all true and correct.

Section 2. The District Board hereby approves and adopts the Boundary Map attached as Exhibit A hereto as the official boundary map for CFD No. 21. The Boundary Map shall govern and control with regard to all details of the initial boundaries and extent of real property within CFD No. 21.

Section 3. The District Board hereby directs the Secretary of the District Board to endorse a certificate evidencing the date the District Board adopted this Resolution on the original Boundary Map and on at least one copy, and to file the original Boundary Map in the office of the Clerk of the District Board. The Boundary Map shall contain the following legend on its face in substantially the following form:

> Filed in the office of the Clerk of the Board of Education of the Chula Vista Elementary School District this 16th day of June, 2021.
>
> By: _____
> Secretary of the Board of Education of the
> Chula Vista Elementary School District
>
> I hereby certify that the within map showing proposed boundaries of Community Facilities District No. 21 of the Chula Vista Elementary School District, County of San Diego, State of California, was approved by the Board of Education of the Chula Vista Elementary School District during its meeting held on June 16, 2021, pursuant to its Resolution No. _____.
>
> By: _____
> Secretary of the Board of Education of the
> Chula Vista Elementary School District

Filed this _____ day of June, 2021, at the hour of _____ o'clock __.m. in Book _____ of Maps of Assessment and Community Facilities Districts at Page(s) _____, in the Office of the Assessor/Recorder/County Clerk for the County of San Diego, State of California.

By: _____
Assessor/Recorder/County Clerk of the County of San Diego

Section 4. The Clerk of the District Board or designee is hereby directed to cause a copy of the Boundary Map to be filed with the Office of the Accessor/Recorder/County Clerk for the County of San Diego within fifteen days after the adoption of this Resolution and in no event later than fifteen days prior to the Public Hearing.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June, 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

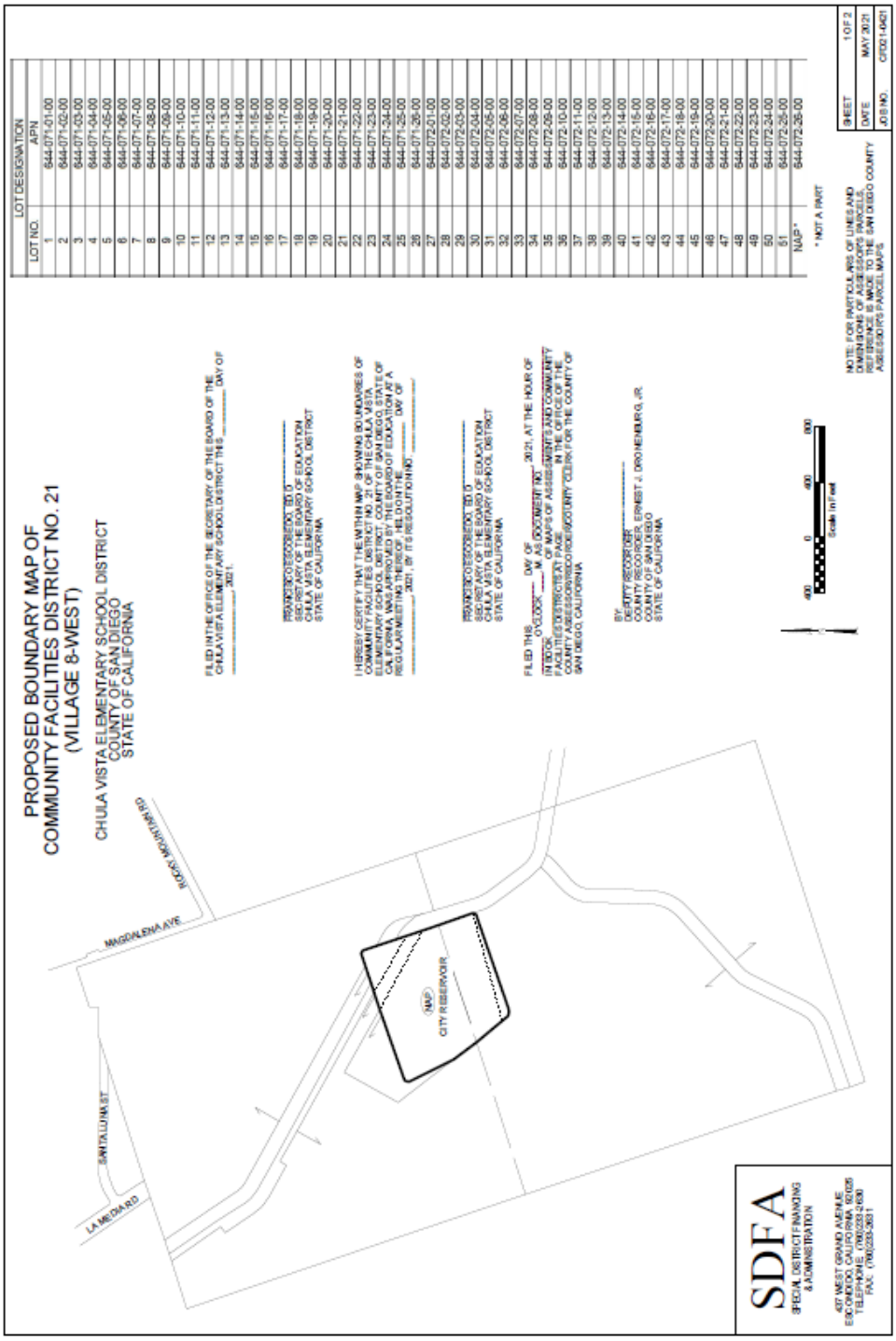
STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

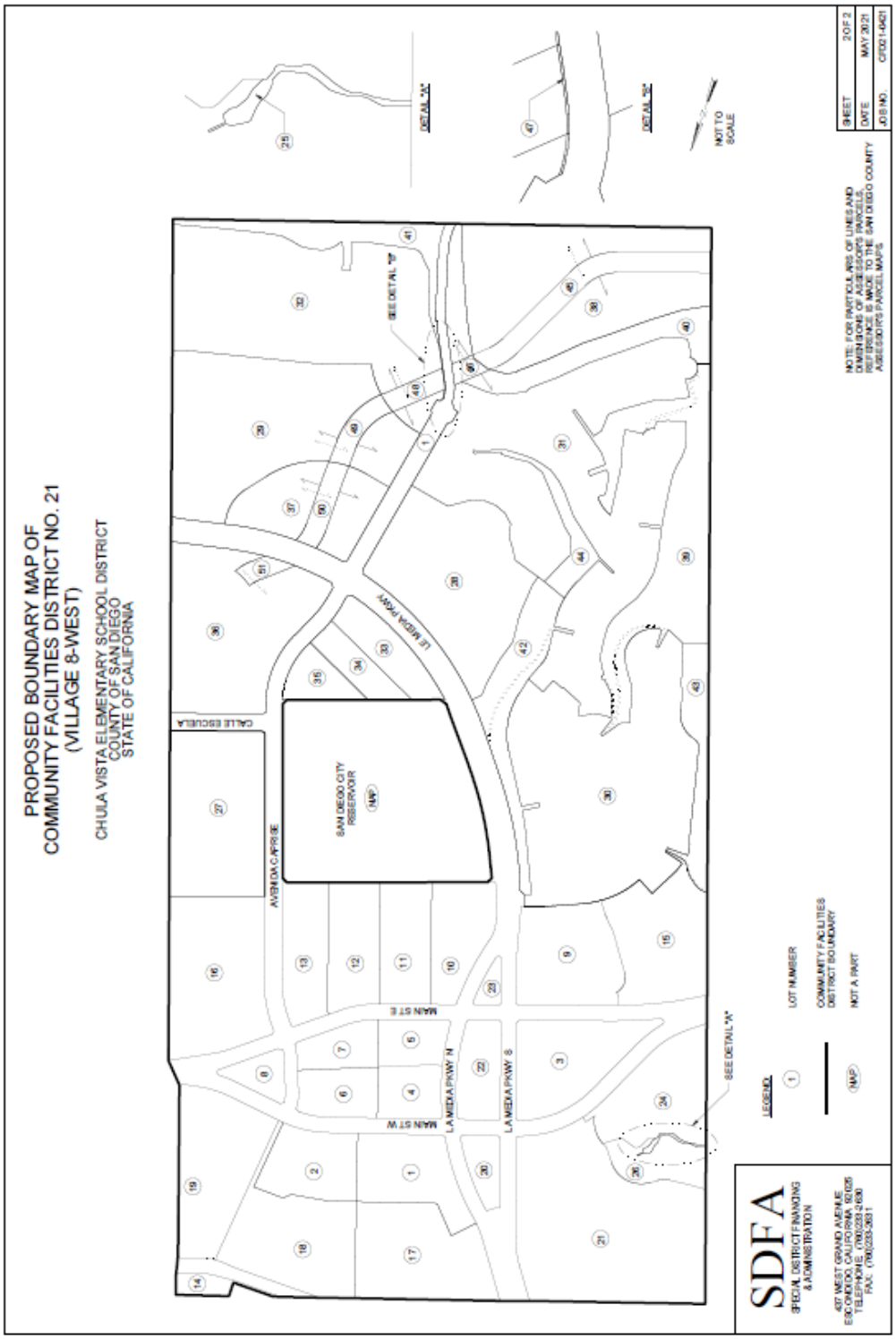
I, Francisco Escobedo, Secretary to the Board of Education of the Chula Vista Elementary School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof on the date and by the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

Secretary to the Board of Education

EXHIBIT "A"

CFD NO. 21 BOUNDARY MAP




PROPOSED BOUNDARY MAP OF
COMMUNITY FACILITIES DISTRICT NO. 21
(VILLAGE 8-WEST)
CHULA VISTA ELEMENTARY SCHOOL DISTRICT
COUNTY OF SAN DIEGO
STATE OF CALIFORNIA
SAN DIEGO CITY RESERVOIR
AVENIDA CAPRISE
CALLE ESCUELA
LA MEDIA PKWY
MAIN ST E
MAIN ST W
LA MEDIA PKWY N
LA MEDIA PKWY S
SEE DETAIL "A"
SEE DETAIL "B"
DETAIL "A"
DETAIL "B"
NOT TO SCALE
LEGEND
LOT NUMBER
COMMUNITY FACILITIES DISTRICT BOUNDARY
MAP
NOT A PART
NOTE: FOR PARTICULARS OF LINES AND DIMENSIONS OF ASSESSORS PARCELS, REFERENCE IS MADE TO THE SAN DIEGO COUNTY ASSESSOR'S PARCEL MAPS
SHEET 2 OF 2
DATE MAY 2021
JOB NO CFD21-0421
SDFA
SPECIAL DISTRICT FINANCING & ADMINISTRATION
437 WEST GRAND AVENUE
ESCONDIDO, CALIFORNIA 92025
TELEPHONE (760)233-2630
FAX (760)233-2631

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Board of Education of the)
Chula Vista Elementary School District Stating)
its Intention to Incur Bonded Indebtedness in)
an Aggregate Principal Amount Not to Exceed)
$60,000,000 Within Proposed Community)
Facilities District No. 21 of the Chula Vista)
Elementary School District)

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

WHEREAS, the Board of Education of the Chula Vista Elementary School District ("District Board") previously adopted that certain "Resolution of the Board of Education of the Chula Vista Elementary School District Stating its Intention to Establish Community Facilities District No. 21 and to Authorize Submittal of the Levy of Special Taxes to the Qualified Electors of Community Facilities District No. 21" ("Resolution of Intention - Formation") to thereby state its intention, in accordance with the Mello-Roos Community Facilities Act of 1982, California Government Code Section 53311 *et seq*. ("Mello-Roos Act"), to form Community Facilities District No. 21 of the Chula Vista Elementary School District ("CFD No. 21") for purposes of financing and/or otherwise providing public facilities as are described in the Resolution of Intention – Formation ("CFD Facilities"); and

WHEREAS, in accordance with the provisions of the Mello-Roos Act, the District Board previously adopted a policy applicable to financings by Community Facilities Districts ("CFD Financing Policy"); and

WHEREAS the District Board estimates that the maximum amount required to finance the CFD Facilities and expenses incidental thereto, as are described in Exhibit B attached to the Resolution of Intention – Formation, will not exceed $60,000,000; and

WHEREAS, in order to finance the CFD Facilities, CFD No. 21 will need to issue certificates of participation, bonds, or other debt or securities ("Bonds") as described in the Resolution of Intention – Formation, the repayment of which is to be secured by special taxes levied on property within proposed CFD No. 21 ("Special Taxes") in accordance with Section 53328 of the Mello-Roos Act and the proposed "Rate and Method of Apportionment of Special Tax - Chula Vista Elementary School District Community Facilities District No. 21 (Otay Ranch Village 8-West)" attached as Exhibit "C" to the Resolution of Intention - Formation;

NOW, THEREFORE, BE IT DETERMINED AND RESOLVED as follows:

Section 1. The foregoing recitals are all true and correct.

Section 2. CFD No. 21 needs to authorize and issue the Bonds, and thereby incur debt within the boundaries of CFD No. 21 ("Bonded Indebtedness"), in an aggregate principal amount not to exceed $60,000,000, for the purpose of financing the CFD Facilities and expenses incidental thereto.

Section 3. The amount of the proposed Bonded Indebtedness shall include all costs and estimated costs incurred in connection with or incidental to accomplishing the purposes for which the Bonds are to be issued, include, but not limited to, the costs or estimated costs of: (i) forming CFD No. 21 and authorizing the Special Taxes and Bonds, including, without limitation, conducting elections within CFD No. 21; (ii) satisfying contractual obligations relating to expenses or the advancement of funds for expenses existing at the time the Bonds are issued, including, without limitation, funds advanced by the Chula Vista Elementary School District; (iii) issuing Bonds from time to time, including, without limitation, paying bond counsel and underwriter fees, discount fees, costs of obtaining credit ratings, bond insurance premiums, printing costs, and capitalized interest on Bonds for a period not to exceed 24 months for any series of Bonds; (iv) administering CFD No. 21, including, without limitation, determining the amounts of Special Taxes, annually levying the Special Taxes, funding bond and other reserve funds, and otherwise carrying out the authorized purposes of CFD No. 21; (v) planning, engineering, designing, coordinating, leasing, acquiring, expanding, relocating, rehabilitating, and/or constructing CFD Facilities, including, without limitation, paying architectural, engineering, environmental, inspection, legal, financial, and other consultant fees; and (vi) paying any other expenses incidental to the construction, completion, and inspection of the CFD Facilities.

Section 4. The District Board intends to authorize the sale of the Bonds in an aggregate principal amount not to exceed $60,000,000 at a maximum interest rate not to exceed 12% per annum or at a rate not in excess of the maximum rate permitted by law at the time the Bonds are issued. The term of the Bonds shall be determined pursuant to a resolution, indenture, or other legal instrument setting forth the issuance terms of the Bonds, but such term shall in no event exceed 40 years or such longer term as is then permitted by law.

Section 5. Notice is hereby given that the District Board shall hold a public hearing regarding the proposed issuance of Bonded Indebtedness in an aggregate principal amount not to exceed $60,000,000 ("Public Hearing") on August 11, 2021, at 6:00 p.m. or as soon thereafter as practicable, in the District Board meeting room located at 84 East "J" Street, Chula Vista, California, 91910.

Section 6. During the Public Hearing, the District Board shall receive testimony regarding the proposal for CFD No. 21 to issue Bonds and all related matters. Any person, including, without limitation, taxpayers, property owners, and registered voters within the boundaries of proposed CFD No. 21 may appear and be heard at the Public Hearing. The District Board will at such time hear and consider all testimony for or against the issuance of Bonds by CFD No. 21 or any related matters.

Section 7. The Clerk of the District Board is hereby directed to cause notice of the Public Hearing to be published in accordance with Section 6061 of the California Government Code in a newspaper of general circulation published in the area of proposed CFD No. 21. Such publication shall be completed at least seven days prior to the date of the Public Hearing.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 16th day of June, 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: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action ____X____Information

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Report on Multilingual English Learner Master Plan	Instructional Services	August 2021
Report on Innovation	Instructional Services	September 2021
Report on Multi-Tiered Systems of Support	Instructional Services	October 2021
Report on Visual and Performing Arts Program	Instructional Services	November 2021
Report on Physical Education	Instructional Services	December 2021

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Virtual Academy

_____Action **_____X____Information**

BACKGROUND INFORMATION:

At its meeting on May 19, 2021, the Board approved proposed revisions to Board Policy (BP) and Administrative Regulation (AR) 6158, Instruction, Independent Study Program. The revisions enhanced 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 expanded the BP and AR to allow for alternative independent study models including the formation of a Virtual Academy (VA).

ADDITIONAL DATA:

Tonight, staff will present an overview about the proposed VA, the current interest list, and next steps in the process to support this type of instructional model.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report on School Police and Relation to Exclusionary Discipline

_____Action ____X____Information

BACKGROUND INFORMATION:

At the May 27, 2021, special Board meeting, Board Vice President Kate Bishop requested the District invite Mr. Mohammed Abdi to present at the June 16, 2021, regular meeting, stating that she wanted to hear what Mr. Abdi has to say.

Mr. Abdi holds a master's degree in Postsecondary Educational Leadership from San Diego State University (SDSU) and a second master's in education with a Concentration in Counseling with a Certificate of Trauma-Informed Care and Mental Health Recovery, also from SDSU. He has been working as a research associate with Community College Equity Assessment Lab at SDSU and has co-authored several reports. His most recent contribution is a report titled, "When They Teach Us: The Education of Black Children in San Diego," which sheds light on the disciplinary inequities in San Diego Unified School District. Mr. Abdi is currently working towards a philosophy doctoral degree in higher education at SDSU/Claremont Graduate University. His interest focus comprises academic research, counseling, student retention, and the relational interaction between students and educators.

ADDITIONAL DATA:

Tonight, Mr. Abdi will provide a presentation related to school police presence on school campuses and how these relate to exclusionary discipline practices.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.