

AGENDA

REGULAR MEETING – SEPTEMBER 9, 2020 – 6 P.M.

BOARD OF EDUCATION

LESLIE RAY BUNKER • ARMANDO FARIAS
LAURIE K. HUMPHREY • EDUARDO REYES, Ed.D.
FRANCISCO TAMAYO

FRANCISCO ESCOBEDO, Ed.D.
SECRETARY/SUPERINTENDENT



THIS MEETING IS BEING RECORDED

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

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

The meeting will be live streamed. To watch the meeting, please [click here](#) and [click here for Spanish](#) (links also found at the bottom of this page). Persons wishing to address the Board of Education on any agenda item or under Oral Communications should complete the "Request to Be Heard" form accessible through the links noted below no later than 12 P.M. on the day of the Board meeting. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the Board of Education or its District staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code Section 54954.2. Speakers must limit remarks to three minutes (generally, statements of 390 words may be read out loud within three minutes). The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. Comments will be read at the appropriate time during the meeting. To access the Request to Be Heard forms, [click here for English](#) and [click here for Spanish](#).

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

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

http://cvesd.org/board_of_education/board_meetings.

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EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District is committed to providing equal educational, contracting and employment opportunity to all in strict compliance with all applicable State and Federal laws and regulations. The District's programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. (CVESD Board Policy 0410.) The District office that monitors compliance is the Human Resource Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, Ext 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment,

contracting, or in an educational program may file a formal complaint with the District's Human Resource Office.

- 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_NDE4NGNkMWMtM2JkMS00NWRLTgwZmYtOGVhNTZjODhhNTky%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%22f7fd0654-b79b-482f-bca4-a792adb7e772%22%2c%22IsBroadcastMeeting%22%3atrue%7d
- To watch the live stream of the Board Meeting in Spanish click on the link below or cut and paste it into your browser:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_Mzk2YmQ2MTYtMGQ3ZS00NDdkLWJkZjYtYjk3NTU5OWIxZDII%40thread.v2/0?context=%7b%22Tid%22%3a%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2c%22Oid%22%3a%227119c901-50a0-41fb-bc1f-8806154e1352%22%2c%22IsBroadcastMeeting%22%3atrue%7d

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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

AGENDA BOARD OF EDUCATION

Regular Meeting
September 9, 2020
6 P.M.

Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES

*Opening
Procedures*

- A. Call to Order
- B. Roll Call
Members Present:
Members Absent:
Others Present:
- C. Pledge of Allegiance

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: _____, Second: _____, Vote: _____

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

*Presentations/
Awards*

- A. Recognition of State Senator Ben Hueso
- B. Recognition of Assemblywoman Lorena Gonzalez
- C. Recognition of Assemblywoman Shirley Weber
- D. Recognition of 2019-20 Chula Vista Elementary School District Wellness Champion Award Recipients
- E. Report on District Innovation Efforts
- F. Report on Distance Learning Support Program Safety Plan for the 2020-21 School Year

G. Report on District Plan to Provide COVID-19 Testing and Tracing During the 2020-21 School Year

H. Report on Otay Ranch Village 3, School No. 47

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

*Communications
to the Board*

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

5. ORAL COMMUNICATIONS

*Oral
Communications*

Oral Communications provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to three minutes (approximately 390 words). Comments submitted by completing the "Request To Be Heard" form accessible [here \(English\)](#) and [here \(Spanish\)](#) by the deadline of 12 noon on the day of the meeting, will be read at the appropriate time during the meeting. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. No Board action can be taken.

6. APPROVE CONSENT CALENDAR (Action)

*Consent
Calendar*

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

Motion: _____, Second: _____, Vote: _____

A. Adopt Board of Education Meeting Minutes: Regular Meeting August 12, 2020

B. Approve Memorandum of Understanding with Kahala Biosciences LLC to Develop a COVID-19 Testing and Tracing Program

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

D. Approve Memorandum of Understanding with Chula Vista Educators Regarding the Distance Learning Model During the 2020-21 School Year

- E. Approve Increase of Hourly Rate for Classified Substitute Computer Support Technicians Effective September 10, 2020
- F. Adopt Resolution Proclaiming October 11-17, 2020 as *Week of the School Administrator* in the Chula Vista Elementary School District
- G. Adopt Resolution Endorsing the 2020 *RED RIBBON CAMPAIGN*
- H. Ratify Agreements with the San Diego County Office of Education for Participation and Services in the Outdoor Education Program for the Period of July 1, 2020, Through June 30, 2021
- I. Ratify Agreement with the San Diego County Office of Education for Participation in the Science Outreach Program for the Period of July 1, 2020, Through June 30, 2021
- J. Ratify Memorandum of Agreement with the County of San Diego, Health and Human Services Agency to Provide Support and Services to At-Risk Children and Families for the Period of July 1, 2020, Through June 30, 2025
- K. Ratify Memorandum of Understanding with Magellan Healthcare, Inc., for Counseling Services for the Period of September 9, 2020, Through June 30, 2022
- L. Ratify Memorandum of Understanding with the San Diego Superintendent of Schools Relating to the San Diego County Office of Education Broadband Connectivity Program for the 2020-21 School Year
- M. Ratify Amendment to the Agreement with the South Bay Family YMCA for the Dynamic After-School Hours Program for the 2020-21 School Year
- N. Ratify Amendment to the Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2019-20 School Year
- O. Ratify Agreement with Achieve3000® to:
 - (1) Include Access to Smarty Ants and Actively Learn Science and Social Studies Online Resources for the 2020-21 School Year; and
 - (2) Add a Three-Year Extension of the Achieve3000® Literacy Solutions for the Period of July 1, 2021, Through June 30, 2024
- P. Adopt Resolution Establishing Appropriations Limits for Fiscal Years 2019-20 and 2020-21 Pursuant to Article XIII B (Gann Amendment) of the California State Constitution

- Q. Adopt and Approve Educational Specifications for Proposed Elementary School in Otay Ranch Village 3 (School Site No. 47)
- R. Adopt Resolution, Acting as a Responsible Agency with Respect to the Otay Ranch Village 2 Comprehensive Sectional Planning Area Plan Amendment Final Supplemental Environmental Impact Report, Adopting Certain Findings Pursuant to the California Environmental Quality Act and Approving Otay Ranch Village 2, Site 2, Elementary School Project
- S. Authorize Staff to Conduct Surplus/Salvage Sales via Online Auctions in Conjunction with Public Surplus, Inc., and Cal Auctions as Needed for the 2020-21 School Year
- T. Adopt Resolution Authorizing Utilization of Sourcewell Contract No. 083116 for Multi-Function Copiers, Printers, and Equipment Applicable to Scanned Data and Management, Image Duplicating, and Related Solutions, Accessories, Supplies, and Services for the Period of October 20, 2020, Through October 19, 2021
- U. Adopt Resolution Authorizing Utilization of the State of California Contract No. 1-19-70-19B-2 with Presidio Networked Solutions Group, LLC, for Cisco SmartNet Technology Support Services in an Amount Not to Exceed \$56,759.44 for the Period of October 1, 2020, Through September 30, 2021
- V. Approve Amendment to Project Labor Agreement for the Period of December 10, 2018, Through December 10, 2021
- W. Accept Donation
- X. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through August 31, 2020

7. PUBLIC HEARINGS

Public Hearings

- A. (1) Conduct Public Hearing Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement; and
- (2) Adopt Resolution for the 2020-21 School Year Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement with the State of California

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

- B. (1) Conduct Public Hearing to Evaluate School Site Located in Otay Ranch Village 3 Based on California Department of Education Title 5 Standards; and

- (2) Adopt Resolution Making Findings Regarding Title 5 Site-Selection Standards for Approval of the Site for the Village 3 Elementary School and Authorizing Certain Related Actions

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

8. ADMINISTRATIVE ACTION ITEMS

*Administrative
Action Items*

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

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

- B. Approve District Learning Continuity and Attendance Plan

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

- C. Approve Submittal of 2019-20 Year-End Summary of Revenues, Expenditures, and Changes in Fund Balances

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

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

*First and Second
Readings*

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

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

10. GENERAL INFORMATION ITEMS/REPORTS

*Information
Items/Reports*

- A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS

*Board
Communications*

12. SUPERINTENDENT'S COMMUNICATION

*Superintendent's
Communication*

13. CLOSED SESSION

Closed Session

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfroast, 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, OCTOBER 14, 2020, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Recognition of State Senator Ben Hueso

_____ **Action**

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

BACKGROUND INFORMATION:

Senator Ben Hueso was elected as California State Senator for the 40th District in March of 2013. He represents the cities of Chula Vista, Imperial Beach, and National City; portions of the City of San Diego; and portions of Imperial County.

In January 2017, Senator Hueso was reappointed by the Senate pro Tempore to serve as Chair of the Senate Committee on Energy, Utilities, and Communications. He was also reappointed to the Senate Veterans Affairs; Banking and Financial Institutions; Insurance; Natural Resources and Water; and Governmental Organization Committees.

ADDITIONAL DATA:

Senator Hueso was traditionally kicked off the holiday season by hosting turkey drive events across the 40th Senate District, providing Thanksgiving meals to approximately 700 families in need throughout his district, including many families who reside in the Chula Vista Elementary School District.

"I'm so grateful for the generosity of our community each and every year as we host these events to help our less-fortunate neighbors," said Senator Hueso. "Thanksgiving is a holiday of togetherness and gratefulness, both of which are exemplified by the incredible coalition of people and organizations who worked together to make these events possible."

One month ago, Senator Hueso convened a half-day meeting at the South Bay International Wastewater Treatment Plant between officials from both sides of the border to discuss the binational efforts that are underway to stem the flow of toxic wastewater in the Tijuana River Valley. The meeting included San Diego County Supervisor Greg Cox; Ambassador Carlos Gonzalez Gutierrez, Consul General of Mexico in San Diego; Secretary Salomon Faz from the Secretariat of Water Management, Sanitation, and Protection of Baja California; Congressman Luis Moreno from the Baja California State Legislature; and representatives from the

City of Imperial Beach, the City of San Diego, the Comisión Estatal de Servicios Públicos de Tijuana, Scripps Institution of Oceanography, 4 Walls International, San Diego Regional Chamber of Commerce, Baja California State Water Commission, and other San Diego and Mexico agencies.

During the meeting, Senator Hueso discussed efforts underway in the United States and the funding recently secured by the California State Legislature and United States House of Representatives that include a \$300 million allocation in the US-Mexico-Canada Agreement to fund projects outlined in the County of San Diego's needs assessment (commissioned by Senator Hueso's Senate Bill 507 from 2017). He also shared that the California Senate recently passed Senate Bill 1301, which Senator Hueso authored, that would direct the San Diego River Conservancy to create a Binational Watershed Management Plan for the Tijuana River Valley. A binational watershed management plan will help to create an ecosystem-based strategy to conserve, restore, and protect the Tijuana River Valley and enhance the overall health of the watershed by establishing goals, timelines, and potential action items to address flows of pollution across the border.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Senator Hueso. A Certificate of Recognition and thank you letter will be mailed to him.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Recognition of Assemblywoman Lorena Gonzalez

_____ **Action**

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

BACKGROUND INFORMATION:

Assemblywoman Lorena Gonzalez was elected in May of 2013. She represents California's 80th Assembly District that is located in southern San Diego County and includes the cities of Chula Vista, National City, and San Diego. *The Atlantic* magazine labeled her "The California Democrat setting the National Agenda" for her practical, progressive legislation aimed at alleviating real issues in people's lives.

Assemblywoman Gonzalez has passed critical bills to protect the jobs of grocery workers, fight the misclassification of employees as independent contractors, create the first workplace bullying training requirement in the nation, and mandate that public schools test their drinking water for lead. Taking on women's equity issues large and small, Assemblywoman Gonzalez co-authored the nation's toughest rules to close the gender pay gap and wrote the legislation that finally led California to classify high school cheerleading as a sport.

Assemblywoman Gonzalez is the first Latina in California history to Chair the Assembly Appropriations Committee. She is also Chairwoman of the Select Committee on Women in the Workplace and Chair of the Latino Caucus.

ADDITIONAL DATA:

Assemblywoman Gonzalez has always been a champion for public school students. In the past she adopted students that have experienced extreme hardship. Recently, she sponsored Assembly Bill 1350 (AB 1350) to allow high school seniors who were on track to graduate before schooling was disrupted by the coronavirus pandemic to receive diplomas. The State Senate passed AB 1350 by a vote of 39-0; it will need a concurrence vote in the Assembly before heading to the governor's desk for consideration.

Given the economic, social, and health impacts of COVID-19, many older students have faced added family responsibilities that detract from their education. Some of these include taking care of an ill family member, working to supplement the household income, and taking on childcare responsibilities.

AB 1350 would allow school districts or other education offices to grant a high school diploma to students who were:

- In their senior year of high school during the 2019-20 school year.
- On track to graduate as of March 1, 2020.
- Not able to complete statewide graduation requirements as a result of the COVID-19 pandemic.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Assemblywoman Gonzalez. A Certificate of Recognition and thank you letter will be mailed to her.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Recognition of Assemblywoman Shirley Weber

_____ **Action**

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

BACKGROUND INFORMATION:

Assemblywoman Shirley Nash Weber, Ph.D., (Dr. Weber) was elected in November of 2012. She represents California's 79th Assembly District, which includes the cities of Bonita, Chula Vista, La Mesa, Lemon Grove, National City, and San Diego.

Dr. Weber chairs the Assembly Budget Subcommittee on Public Safety. She also serves as a member of the Assembly Standing Committees on Education, Higher Education, Elections, Budget, and Banking and Finance.

Prior to being elected to the Assembly, Dr. Weber served as the mayor's appointee and Chair on the Citizens' Equal Opportunity Commission. She has also served on the Board of the National Association for the Advancement of Colored People, YWCA, YMCA Scholarship Committee, Battered Women Services, United Way, San Diego Consortium and Private Industry Council, and many more.

ADDITIONAL DATA:

Dr. Weber has held several town hall meetings related to COVID-19. The latest one was the Back to School Distance Learning, in which the District participated alongside La Mesa-Spring Valley, Lemon Grove, and Sweetwater Union High School Districts.

Dr. Weber authored Assembly Bill (AB) 1460, which is the culmination of a fifty-year struggle to ensure that students who are members of the African American, Asian American, Latino/a, and Native American ethnic groups have their history, cultures, and experiences fully incorporated into California State University (CSU) core requirements. On August 16, 2020, California Governor Gavin Newsome signed AB 1460. The legislation establishes the graduation requirement (commencing with CSU students graduating in the 2024-25 school year) of the completion of at least one three-unit course in ethnic studies.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Dr. Weber. A Certificate of Recognition and thank you letter will be mailed to her.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Recognition of 2019-20 Chula Vista Elementary School District Wellness
Champion Award Recipients

 Action

 X **Information**

BACKGROUND INFORMATION:

Starting in 2018-19, the District Wellness Committee established an annual award to recognize wellness champions—those in the District who have worked diligently to improve health and wellness at their school site or throughout the community.

For 2019-20, the form was modified to allow for electronic submissions, resulting in over 60 nominations for this year's Wellness Champion Awards. A Wellness Champion subcommittee met virtually to select the award recipients. The subcommittee was comprised of a District teacher, County of San Diego Health and Human Services Agency representative, City of Chula Vista representative, District Parent Engagement Liaison, and the District Physical Education (PE), Health, and Wellness Coordinator. Parents, students, and District staff were able to nominate candidates for the individual award (parents, students, and staff were all eligible) and/or for the school award.

ADDITIONAL DATA:

In June, the Wellness Champion subcommittee chose an individual and a school site to receive the 2019-20 Chula Vista Elementary School District Wellness Champion Awards.

- Cook Grade 6 Teacher Diane Trailer – For the various opportunities she provides for students to get involved in physical activity before and after school, as well as for her work to create an outdoor classroom next to the school garden to teach students about the connection between a sustainable garden and healthy eating.

- Loma Verde Elementary School – For the school’s vast health and wellness efforts including physical activity challenges, focusing on non-food incentives, utilization of the school garden, planning staff wellness outings, and a focus on integrating health and PE into the culture of the school.

Finalists included:

- Enrique S. Camarena Elementary Student Luis DeLeon.
- Myrtle S. Finney Elementary Parent Michelle Posada.
- Harborside/Olympic View Elementary PE Teacher Melissa Murray.
- Loma Verde/Fred H. Rohr Elementary PE Teacher Ashley Gonzalez.
- Valley Vista Elementary Teacher Bryan Wallbank.

The Chula Vista City Council will recognize the award recipients at their September 15 meeting via livestream.

Ms. Trailer received a Lenovo Chromebook and Loma Verde received three Lenovo Chromebooks donated by Computers 2 Kids.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will acknowledge Ms. Trailer and Loma Verde. Certificates of Recognition will be mailed to the recipients.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Report on District Innovation Efforts

_____ **Action**

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

BACKGROUND INFORMATION:

For nearly 30 years, the District, in collaboration with staff members at the Living Coast Discovery Center, have maintained a unique partnership that supports hands-on science education through the Coastal Education (CE) Program. In August 2016, along with staff members from Qualcomm and the Chula Vista (CV) Public Library, the District launched the Innovation Station (IS) that supports career exploration and development aligned with the Information and Communication Technologies and Digital Media Priority Sector. This effort began as what has become a series of innovative partnerships with industry leaders including San Diego Gas and Electric, the International Brotherhood of Electrical Workers, and National Electrical Contractors Association for the Energy Station (ES); Sweetwater Authority and Otay Water District for the Hydro Station (HS); and the City of CV and CV Elite Athlete Training Center for the Health Station (HES). In total, three of the San Diego Workforce Partnership's Priority Sectors (Information and Communication Technologies and Digital Media, Energy, Construction, and Utilities, and Health Care) will be experienced by the District's Grades 4, 5, and 6 students.

The District has developed and maintained innovative partnerships with the City of CV and outside agencies for over 25 years. The District's CE Program is located at the Living Coast Discovery Center. Two separate libraries house the IS (Civic Center Branch) and the ES (South CV Branch), while the HS is located at the Richard A. Reynolds Groundwater Desalination Facility and the HES is located at the CV Elite Athlete Training Center.

ADDITIONAL DATA:

Tonight, District staff will provide an overview of partnership efforts to ensure the CE Program, IS, ES, HS, and HES partnership experiences maintain their places as world-class learning opportunities for students and community members,

regardless of the format. Staff will also provide an in-depth presentation of the project-based enrichment units that have been designed to support student learning this fall.

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 total estimated cost for four District Teachers is \$455,216 and will be paid from Titles I, II, and IV funds.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent

ITEM TITLE:

Report on Distance Learning Support Program Safety Plan for the 2020-21 School Year

_____ **Action**

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

BACKGROUND INFORMATION:

With Chula Vista Elementary School District starting the 2020-21 school year utilizing the distance learning instructional model, many families expressed childcare concerns and needs. After an extensive exploration of viable options, the District has formed a partnership with the YMCA of San Diego County and South Bay Family YMCA (collectively “YMCA”) to provide the Distance Learning Support Program (DLSP). This full-day program will assist a limited number of our neediest families from each school site.

While District teachers provide remote instruction to students on a daily basis, the YMCA will provide safe structures and engaging environments to support both synchronous and asynchronous learning.

Due to the unique structure of DLSP, both the District and the YMCA determined it is necessary to establish a joint safety plan that addresses the needs of both agencies. While YMCA will be the lead agency for most safety issues, the District will provide support through site facilities, resources, and personnel. Utilizing state and local industry guidance for childcare, YMCA staff and District staff members outlined the DLSP Safety Plan.

As each school facility is unique, principals and YMCA site coordinators will work together within DLSP Safety Plan guidelines to create procedures for their specific sites. District staff and YMCA leadership will provide support to sites as needed.

The DLSP Safety Plan will be updated as necessary when new information is received from the San Diego County Health and Human Services Agency and California Department of Public Health.

The current DLSP Safety Plan focuses on the four pillars of COVID-19 mitigation and prevention which includes: (1) physical distancing, (2) increased

cleaning/hygiene, (3) health monitoring and contact tracing, and (4) personal protective equipment.

The current DLSP Safety Plan includes:

- Employee safety and new staff trainings
- Health screenings
- Touchless transactions
- Space planning
- Communications with parents and children and between staff members
- Handling COVID-19 positive cases
- Handling of children or staff members who exhibit symptoms
- Intake screening and check-in procedures
- Thermometer operating procedures
- Medications
- Check-out
- Child abuse prevention
- Staff health
- Children's health
- Facilities, classrooms and materials
 - ♦ Non-YMCA offices and office areas
 - ♦ YMCA office/administrative area
 - ♦ YMCA clock-in/out terminals
 - ♦ Break areas
 - ♦ Sick person isolation area
 - ♦ Classroom lunch/snack time and space
 - ♦ Indoors
 - ♦ Playgrounds
 - ♦ Materials
 - ♦ Restrooms
 - ♦ Water fountains
 - ♦ Lost and found
 - ♦ Rainy day/excessive heat plan
- Cleaning, sanitizing and disinfecting guidelines
- Planning activities
- Vulnerable/high risk groups

ADDITIONAL DATA:

Tonight, District staff members will provide an overview of the current DLSP Safety Plan, a copy of which was provided to the Board and posted on the District website. The DLSP Safety Plan is also available for review in the Office of the Superintendent and in the Office of the District Emergency Preparedness and Security Manager.

FISCAL IMPACT/FUNDING SOURCE:

The cost of District-provided items to implement the DLSP Safety Plan, such as thermometers, personal protective equipment for students, plexiglass shields, etc., has already been funded with Coronavirus Aid, Relief, and Economic Security Act monies. The YMCA will provide personal protective equipment as needed by their staff members.

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 District Plan to Provide COVID-19 Testing and Tracing During the 2020-21 School Year

_____ **Action**

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

BACKGROUND INFORMATION:

As part of the reopening of schools for the 2020-21 school year, it is important to understand the current trends and positivity rates of COVID-19 in our local community. As part of the recommendations from the California Department of Education, the District will need to provide resources for testing and tracing to monitor and reduce the spread of COVID-19 once schools reopen.

To ensure we have access to agencies and resources the District will partner with local public agencies, academic institutions, and biosciences groups.

ADDITIONAL DATA:

Tonight, District staff members will present an overview of current discussions with partnering agencies and what students, teachers, and other staff members can expect for the 2020-21 school year as it relates to testing and tracing of COVID-19. The implementation of a testing program is a tool to ensure we understand the impact of COVID-19 in our District. The decision to reopen schools to on-campus learning will be made in conjunction with local public health officials.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Report on Otay Ranch Village 3, School No. 47

_____ **Action**

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

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) has been experiencing residential development growth in the southeastern area of the District. One area of recent growth is the Otay Ranch Village 3 (ORV3), Village of Escaya, development which is expected to provide approximately 1,591 residential units and approximately 600 K-6 students at full build out. Due to the growth in Village 3, the District is planning its next school, School No. 47, in the ORV3 area and is currently moving through the approval process with the California Department of Education (CDE). The District plans to open School No. 47 during the 2021-22 school year.

ADDITIONAL DATA:

Tonight, District staff along with District architects, Ruhnau Clarke, will report on the plans for School No. 47. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Construction costs for School No. 47 will be paid from Community Facilities District funds.

STAFF RECOMMENDATION:

This is an information item.

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

Regular Meeting
August 12, 2020
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

President Farías called the meeting to order at 6:05 P.M.

B. Roll Call

Members Present:

Mr. Armando Farías, President
Dr. Eduardo Reyes, Vice President
Mrs. Laurie K. Humphrey, 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. Jeffrey Thiel, Asst. Supt., Human Resources (Virtually)
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction (Virtually)
Dr. Gloria Ciriza, Asst. Supt., Instruction
Ms. Sharon Casey, Executive Director, Special Education and Instruction
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Clerk Humphrey led the Pledge of Allegiance.

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: TAMAYO, Second: HUMPHREY, Vote: UNANIMOUS

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

*Presentations/
Awards*

A. Presentation of Newly Hired and Promoted Employees

There were no introductions.

B. Report on District Efforts to Safely Reopen Schools

Dr. Tessier introduced Dr. Ciriza, Emergency Preparedness and Security Manager Dr. Sherry Stone, and Risk Management Director Anthony Carlton.

President Farías called for a short recess at 6:11 P.M. to address technology issues and reconvened at 6:17 P.M.

Dr. Ciriza, Mr. Carlton, and Dr. Stone reported on District efforts to reopen schools. Specifically, Dr. Ciriza provided information on the Reopening Task Force purpose, members, sessions, topics, outcomes, and feedback. She also addressed support for teachers, professional learning, project-based learning, and essential standards for mathematics and English language arts. Mr. Carlton covered COVID-19 professional development opportunities for staff members, parents/guardians, and students. Dr. Stone focused on safety and mitigation for a safe reopening.

Board Members thanked the presenters and asked questions that were answered by the presenters and Dr. Escobedo.

Dr. Ciriza and Ms. Casey read comments received on this item.

- Teacher Margaret Huggins Rubin and Parent/Teacher Maria Moller – Concerns regarding the reopening plan and testing by Kahala Biosciences.
- Parent/Community Member Itana Lopez – Questions regarding the possible COVID-19 testing.
- Teacher/Parent Michelle Kohler – Concerns with testing by Kahala Biosciences and requesting professional development.
- Teacher/Community Member Vanessa Luzzaro-Braitto, Chula Vista Educators (CVE) President Susan Skala, and CVE Vice President and Consultation Chair Rosa Martinez – Concerns regarding the Reopening Task Force.
- District Nurse Tarona “Tara” Covington – Concerns regarding ventilation of District classrooms.
- Teacher Tasia Anastasiu Padilla – Questions on the reopening plan.
- Concerned Parent – Advocating for the safety measures proposed by CVE.

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

Dr. Tessier said the District and San Diego State University are collaborating on an equity audit to ensure the needs of every single child in the District is being served. He introduced Leadership Development, Equity, and Access Director Dr. Toni Faddis.

Dr. Faddis reported on the equity audit that will take place between August 2020 and February 2021. Dr. Faddis shared the six categories of the audit, including the intended focus of equity efforts.

Board Members thanked Dr. Faddis for the report, asked questions that she addressed, and commented on the information presented.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Peter Zeitler thanked the Board for looking at the contract and Mr. Esquivel, and Dr. Escobedo for meeting with him to review some issues, saying that they will work on a better solution. Mr. Zeitler said he appreciated the Teams meeting to discuss childcare to better serve students and expressed disappointed that he has heard the professional development is not going well. He commented that with Attendance Awareness Week coming up, he will work with the District to recognize the School Attendance Secretary/ Health Specialists since they do a hard job all year long. Mr. Zeitler expressed concerns regarding change orders on a couple of projects. He said he appreciates the Reopening Task Force and stated the District needs to push forward to help students learn. Mr. Zeitler voiced his appreciation for the hard work everyone is putting forth and acknowledged the Payroll Department for the extra effort related to the salary increases.

President Farías apologized for the technical difficulties being experienced.

B. Chula Vista Educators

Chula Vista Educators (CVE) President Susan Skala expressed concerns regarding the Reopening Task Force, the reopening plan, and professional development. She also stated her disappointment that the essential standards to be addressed during distance learning have not been shared with CVE. Ms. Skala addressed the lack of receipt of the Reopening Plan and other issues. She mentioned that Chula Vista's march on the National Day of Action for a Safe Reopening was the second largest in the nation, behind only Chicago. Ms. Skala also expressed her belief that the District is not ready for the start of school.

*Communications
to the Board*

5. ORAL COMMUNICATIONS

Oral Communications

Oral Communications provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to three minutes (approximately 390 words). Comments submitted by completing the “Request To Be Heard” form accessible [here \(English\)](#) and [here \(Spanish\)](#) by the deadline of 12 noon on the day of the meeting, will be read during the meeting. No Board action can be taken.

Dr. Ciriza and Ms. Casey read comments submitted by community members.

- Parent Megan Farmer – Regarding the fear of cyber bullying during distance learning.
- Teacher Brennen Nicoletti – On exposure to COVID-19 and asking for assistance with distance learning.
- Anonymous Teacher/Parent/CVE Member and two Anonymous teachers – Expressing concerns regarding the behavior of CVE leadership.
- Parent Maria Callico – Regarding testing and expressing desire that her child not be tested.
- Teacher Kristin Guardado – On lack of information regarding the upcoming school year.
- Parent Angelina Suarez – Questions regarding legal fees related to special education and sharing her experiences as a parent.
- Teachers Jennifer Konnight and Kenda Pot – Requesting professional development.
- Parent Lesley Martinez – Expressing wishes for distance learning.
- Parent Lesley Martinez – Refusing any type of vaccination or testing.
- Parent Sergio Martinez – Refusing testing for his child.
- Parent Hallie Palacios – Advocating for an easy-to-use platform for communication, support for teachers, and sanitizers in classrooms and refusing testing for her child.
- Community Member/Former District Parent Tony Piña – Advocating for CVE proposals regarding ventilation in classrooms.
- Parent Rosalba – Requesting quality, “live” instruction via distance learning.
- Parent Ana Lilia Anderson – Indicating preference for her son not to wear a mask at school.
- Chula Vista Chamber of Commerce CEO Lisa Marie Cohen – Thanking the Board and Dr. Escobedo for their leadership.
- Parents Jennifer Catacutan, Mirele Gugger, Rachel Harris, and Ana Zuniga-Juarez – On concerns regarding the possible partnership with Kahala Biosciences.
- Parent Karla Chinn – Questions regarding the District’s distance learning schedule.
- Anonymous Parent – Requesting a testing opt-out form.
- Community Member Marianne Grosner and Parent Yukiko Hakamada – On concerns regarding special education attorney fees.

- Community Member/Business Owner/Chula Vista Chamber of Commerce Leader Neisha Hernandez – Thanking the Board and Dr. Escobedo for the reopening plan.
- Kindergarten Teacher Sarah Stone – Concerns with the distance learning plan.
- Parent/Teacher Michelle Capetanakis – Question regarding COVID-19 testing and purposes for the data.
- Anonymous Primary Grade Teacher – Requesting a mandatory mask requirement for all students on campus.
- Teacher Lorraine Reeves and Instructional Assistant Lori Wyatt Poteet – Concerns with the ventilation system in schools and classrooms.
- Teachers Erin Barker and Melissa Calderon and Special Day Class Teacher Jessica Howard – Concerns regarding the District's handling of the pandemic.
- Parent Jennie Becker and Teacher/Community Member Rachel Lipowsky – Concerns regarding professional development for teachers, distance learning platforms, and air circulation.
- A "Very Concerned Anonymous Citizen" – Concerns regarding the District's reopening plans.
- Community Member Lidia Angelica Bonilla – Concerns with the possible partnership with Kahala Biosciences, professional development, and distance learning.
- An anonymous parent/community member – Concerns with negativity expressed by CVE.
- Teacher Melissa Forte – Concerns regarding the lack of professional development and of the knowledge of the reopening plan.
- Teacher Myrna Ceballos – Advocating for investing in distance learning.
- Teacher/Parent Erika Hughes – Advocating for family-friendly learning platforms, professional development, and safety provisions before returning to in-person learning.
- Teacher John Lake – Advocating for teacher training, updated technology, transparent communication, and vital safety.
- Teacher/Parent/CVE Member Ruby Baker – Advocating for permission to use additional platforms/programs, professional development, realistic assessments, and the highest level of safety standards.
- Community Member Alan Botterman, Teachers Julia Carreon, Lisa Niemela, Deborah Botterman, and Sue Stone and Parent/Community Member Cassandra Z. Hughes – Communicating concerns regarding reopening, advocating for distance learning, and stating she will not send her children to school until it is safe to reopen.
- Teacher Diana Rangel – Urging the Board to provide all the protection needed to keep students and staff safe.
- Parent Geraldo Padilla – Expressing frustration and posing questions on the plan to reopen schools.

- Parent/School Nurse/Community Member – Concerns regarding the possibility of children contracting and spreading COVID-19.
- Teacher Arlene Ferrer King – Advocating for professional development; timely, transparent communication; and the safest protections when in-person school resumes.
- Teacher Liza Tuscano – Concerns with lack of professional development.
- Parent Calypso Ceja – Questions regarding assistance for children with disabilities, especially those in need of one-on-one support, and possibility of facilitating such services through a third party.
- Yannet Rubi – Concerns regarding professional development and on the need for support with her own children.
- Janel Cunningham – On choice for digital platforms, flexibility in daily schedules, guaranteed one-to-one devices, and quality professional development on distance learning.
- Special Education Teacher Emmanuelle Bullington – Questions regarding distance learning training for special education teachers and on scheduling flexibility.
- Parent Monica C. Fernandez – Requesting an instructional day outline.
- Speech Language Pathologist “M” – Advocating for the return to in-person instruction only when it is safe.
- Anonymous Speech Language Pathologist – Questions regarding scheduling.

President Farías thanked Dr. Ciriza and Ms. Casey for reading the comments as well as everyone who submitted comments.

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 Farías pulled Items 6.B., Section I and 6.K.

Motion: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

- A. Adopt Board of Education Meeting Minutes: Regular Meeting July 15, 2020
- B. Approve and/or Ratify Human Resources Items A Through I

2020-21.008

Under Item 6.B., Section I, Dr. Ciriza read a comment received from Parent/Member of the Board of the Chula Vista Elementary Council of

PTAs Kate Bishop requesting the Board rethink the expenditure related to Target River for enrollment marketing and branding.

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

- C. Amend Superintendent Contract
- D. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Doctoral Stipend
- E. Approve Memorandum of Understanding with Chula Vista Educators Regarding Doctoral Stipend
- F. Approve Memorandum of Understanding with Chula Vista Educators Regarding Virtual Summer Learning Camp and Recovery Intersession 2020
- G. Approve the 2020-21 Consolidated Application and Reporting System
- H. Ratify Nonpublic, Nonsectarian Individual Services Agreement with Sierra Academy for Student No. 514347 for the Period of May 19 Through June 30, 2020
- I. Ratify Memorandum of Understanding with the University of Miami Engagement Award Special Cycle: COVID-19 for the Period of August 1, 2020, Through July 31, 2021
- J. Ratify Memorandum of Understanding with Family Forces, Inc., for Counseling Services for the Period of July 1, 2020, Through June 30, 2022
- K. Approve Operating Agreement with the San Diego County Superintendent of Schools San Diego Quality Preschool Initiative for Preschool Enrichment Services for the 2020-21 School Year

Board Member Tamayo indicated he wished to abstain from this vote.

Motion: REYES, Second: HUMPHREY

Vote: Ayes: BUNKER, FARIAS, HUMPPHREY, REYES

Noes: NONE, Abstain: TAMAYO

- L. (1) Adopt Resolution Authorizing and Directing the Execution and Delivery of Loan Agreements with Various Community Facilities Districts of the Chula Vista Elementary School District; **2020-21.009**
- (2) Adopt Resolution Approving a Revised Exhibit A to an Amended and Restated Loan Agreement Relating to the Chula Vista Elementary School District for Community Facilities District No. 17 (Otay Ranch Village 2); and **2020-21.010**
- (3) Adopt Resolutions Authorizing and Directing the Execution and Delivery of Loan Agreements with the Chula Vista Elementary School District for Community Facilities Districts Nos. 18, 19, and 20 **2020-21.011**
2020-21.012
2020-21.013

- M. Adopt Resolution Declaring September 2020 as *Attendance Awareness Month* in the Chula Vista Elementary School District **2020-21.014**
- N. Adopt Resolution Designating September 2020 as *National Preparedness Month* in the Chula Vista Elementary School District **2020-21.015**
- O. Adopt Resolution Authorizing Utilization of the National Association of State Procurement Officials Value Point Contract No. MNWNC-108, Through the State of California, Department of General Services, Participating Addendum No. 7-15-70-34-003 for Computer Equipment Awarded to Dell Marketing, L.P., Through July 31, 2021 **2020-21.016**
- P. Ratify Renewal of Bid No. 17/18-4 to UnifiedCommunications.com, Formerly Novus, LLC, for the Purchase of Microsoft Lync/Skype for Business Gateways and Phone Equipment, for the Period of April 12, 2020 through April 11, 2021
- Q. Approve Acceptance of Work and Notice of Completion for Bid No. 19/20-9 to GEM Industrial Electric, Inc., for One 24' X 40' Relocatable Classroom Building at Vista Square Elementary School
- R. Approve Award to GEM Industrial Electric, Inc., for New Synthetic Turf and Track Sports Field Project at Mae L. Feaster Charter School in the Amount of \$1,421,894 for the Period of August 13, 2020, Through Completion of the Project
- S. (1) Approve Change Order for an Increase in the Amount of \$3,155 to APR Construction, Inc., for Concrete Cutting and Additional Layout of Columns Due to Conflict with Underground Irrigation and Electrical Lines for Sunnyside Elementary School; and
(2) Approve Acceptance of Work and Notice of Completion for APR Construction, Inc., for Installation of New Cover Walkway at Sunnyside Elementary School
- T. Approve Renewal of Agreement with West Interactive Services Corporation (Also Known As Intrado-Notification Services Corporation dba SchoolMessenger®) in the Amount of \$38,655 for Notification Services Provided Through the SchoolMessenger® Application for the Period of August 28, 2020, Through August 27, 2021
- U. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through July 31, 2020 **2020-21.017**
- V. Approve and/or Ratify Inservice/Travel Requests **2020-21.018**

7. PUBLIC HEARINGS

Public Hearings

- A. (1) Report on District Learning Continuity and Attendance Plan; and

Dr. Tessier provided information on the Learning Continuity and Attendance Plan (LCA Plan), which replaced the Local Control and Accountability Plan suspended by the governor due to the pandemic. Among other things, he talked about stakeholder engagement, in-person offerings, and measures for when schools reopen for in-person learning; highlighted differences between the March-June learning model and the 2020-21 distance learning program; and addressed pupil learning losses, mental health, and social-emotional well-being. Dr. Tessier also covered parent resources; nutrition; and increased or improved services for foster youth, English learners, and low income students.

(2) Conduct Public Hearing Regarding Learning Continuity and Attendance Plan

President Fariás thanked Dr. Tessier for the report. He opened the public hearing and asked if any comments were received.

Dr. Ciriza and Ms. Casey read the comments as noted below:

- Teacher/Parent Nichole Augustin – Asking the Memorandum of Understanding [with CVE] is prioritized and requesting other considerations for teachers.
- Teacher Linda Brown-Key – Requesting flexibility in teachers' schedules (days/hours).
- Lizandra Cazares de Gomez – Thanking the District for its willingness to conduct an equity audit and addressing elements of the resolution on the Black Lives Matter resolution adopted by the Board of Education at a prior meeting.
- Special Day Class Teacher Mary Dugazon – Expressing concerns regarding lack of training or guidelines for distance learning.
- District English Learner Advisory Committee Chair Paola Granados – Thanking the Board for their work during the pandemic and District administration for the LCA Plan and for reflecting the parents' key concerns.
- Parents Tracy Guerrero and Dorothy Zbornak – Requesting students attend school in person or at least be provided with live direct instruction.
- Dual Immersion Teacher Virginia O. Gutierrez – Asking for flexibility in choosing distance learning platforms.
- Teacher Kimberly Hale – Requesting flexibility for teachers to choose distance learning platforms and asking for limited standardized testing this school year.
- Parent/Community Member Cassandra Z. Hughes – Expressing support for teachers and school staffs in demanding a safe work environment.
- Teacher Peter Innes – Sharing his feelings regarding the distance learning plan and requesting educators be allowed additional input into decision making.

- Teacher Monica Murillo – Sharing a number of concerns regarding the start of the new school year.
- Parent Heather Poland – Voicing concerns regarding partnership with Kahala Biosciences.

President Farías closed the public hearing.

President Farías requested a motion to extend the meeting to 11 P.M.

Motion: REYES, Second: TAMAYO, Vote: UNANIMOUS

8. ADMINISTRATIVE ACTION ITEMS

A. (1) Review the 2020-21 State Budget;

Mr. Esquivel reviewed changes in the 2020-21 state budget and how it affects the District budget. He commented on the major expenditure change of \$2.8 million for employee compensation and benefits during the 2019-20 fiscal year. Mr. Esquivel noted changes to the 2020-21 budget since the May Revise, mentioning the removal of the 10 percent cut to the Local Control Funding Formula and the addition of the Coronavirus Aid, Relief, and Economic Security Act one-time funds. He provided a summary of the 2020-21 General Fund budget summary, including major revenue and major expenditure changes, multiyear projection through 2020-23, multiyear assumptions for 2020-21, and items the District is watching. Mr. Esquivel also answered questions from the Board. President Farías thanked Mr. Esquivel and his team for their efforts to keep an eye on the budget.

(2) Approve Updated 2019-20 Estimated Actuals and Revisions to the 2020-21 District Adopted Budget; and **2020-21.019**

(3) Review Revisions to the Criteria and Standards for the 2020-21 Revised Budget and Authorize Superintendent to sign Certification

Motion TAMAYO, Second: REYES, Vote: UNANIMOUS

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

First and Second Readings

None.

10. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

Board Member Tamayo asked for a report (via the weekly update) on a report comparing different platforms used for distance learning, such as Teams and Seesaw.

President Farías asked for a report (also via the weekly update) on how the District is reaching out to families and supporting them with their needs. He also stated there seems to be a disconnect between what the District is doing and teacher statements and asked Dr. Escobedo to look into it and report to Board regarding the discrepancy.

11. BOARD COMMUNICATIONS

Mrs. Bunker:

- Welcomed employees who returned to work from break.
- Commented that she appreciates all the comments the Board receives, saying it is good to know so many people are involved. Added that, even though not agreeing on everything, everyone has the same goal—to be successful and to be safe. Stated the District has no intention to reopen until it is safe, so she was surprised by some of the comments.
- Noted an email from a fourth-grade student explaining her preference for starting school and offering ideas.
- Addressed the Memorandum of Understanding with CVE regarding distance learning and said the goals are the same, only the details need to be ironed out. Added that she is sure an agreement will be reached very soon.
- Said she is looking forward to what she believes will be a good year.

Mr. Farías:

- Expressed his appreciation to everyone who submitted comments, saying the Board was provided with a copy and that he is sure that some—if not all—Board Members will read them to make sure to connect with their concerns.
- Apologized for the technical malfunctions experienced during the meeting, stating they were out of the District's control.
- Said we have a common mission and stated that [besides] academics, the safety of students, employees, and the community, is the Board's top priority.
- Shared that as parents, he and his wife are very concerned about their children but that they have a common philosophy—that what is not good enough for his children is not good enough for any other children, for employees, or for the community and that he lives by that philosophy.
- Addressed teachers to say they are sometimes perfectionists and too hard on themselves. Reminded them this [distance learning] is the new way of teaching until schools can reopen and that in the meantime, it is very important for them to be flexible and kind to themselves. Emphasized that students really need teachers—virtually or in person.
- Stated the Board applauds the work teachers and all other employees are doing to ensure the District is the beacon of light it has been for so many years. Commented it will continue to be a beacon because it is a district that cares and is committed and passionate.

Mrs. Humphrey:

- Thanked District employees who worked hard during the summer session.
- Said many teachers shared with her their virtual classrooms and the lessons they have created, which are very impressive. Commented that they are also meeting virtually with their grade-level teams and sharing ideas with one another. Added that she is proud of the teachers for taking the initiative and for feeling confident to share ideas, which is the best way for teachers to learn.
- Gave a shout out to District teachers of the year and said she hopes some of them move forward, adding that she is proud of that program.
- Thanked Ms. Casey for her efforts. Said that with distance learning, there is much that goes into ensuring students have everything they need and commented that being a special education director at a time like this is an extremely difficult job. Remarked that Ms. Casey works very hard to ensure all the laws and Individualized Education Programs are followed and that student needs are met. Reiterated her appreciation, adding that she knows Ms. Casey takes her job very seriously and cares deeply about every student, about teachers, and about staff members.
- Thanked everyone who participated in the Task Force and said she will be interested to read the distance learning manual and attend training sessions. Remarked that she looks forward to getting the Memorandum of Understanding resolved so everyone can feel a little more settled.

Dr. Reyes:

- Echoed thanks to everyone who participated in planning for school reopening. Said there are lots of things that still need to be done but that there seems to be a disconnect between what has been done and the information people are receiving, mentioning the nervousness in the voice of the community.
- Remarked the plan will not be perfect because there are many variables and it is impossible to account for every single one. Added the Board's job is to do the very best to try to foresee what could go wrong and even though things may not go as planned, the Board will work diligently on the operational details and "what ifs," for example ensuring all staff members and teachers have the right device, connectivity, and platform.
- Said safety is Number 1 and schools will not reopen until it is safe but that in the meantime, students need to continue learning so everyone needs to work together to ensure we move forward towards the same goal—to have a safe and successful reopening
- Wished everyone a great year, saying we should make this the best year ever, and stating that people thrive when there is challenge and adversity. Urged everyone to fight adversity and to thrive.
- Wished everyone the best for the beginning of the new school year.

Mr. Tamayo:

- Thanked the fourth grader [mentioned by Board Member Bunker] for her email to enhance and implement distance learning and said there is merit to her suggestions.

- Stated that there is no disagreement about schools only opening when it is safe and mentioned state guidelines the District must follow. Said there are parents who need childcare since they must go back to work and remarked the District must provide something for them and for students with special needs. Applauded classified employees who work with these student populations and said the District must explore additional options to support them as they serve these students.
- Stated [regarding the Memorandum of Understanding on safe reopening] and that he believes everyone wants the same thing but the issue is how to get there and what guidelines are in place. Said a lot of the language being proposed provides flexibility to make adjustments as the mandates change without having to go back to the table every time.
- Thanked everyone for submitting comments, saying valuable input and valid questions were received.

12. SUPERINTENDENT'S COMMUNICATION

*Superintendent's
Communication*

Dr. Escobedo:

- Reiterated that Chula Vista was one of the first districts to start distance learning in the county. Stated that the District is proactive, and is not waiting around but instead planning for when schools reopen.
- Said there is in-person instruction taking place in the District—at the [Lilian J.] Rice Elementary campus, where South Bay Community Services has a place called *Mi Escuelita*, for students who are escaping domestic violence. Added the program serves a very vulnerable and close community that has been in class since March, in a safe environment. Remarked there have been no cases of COVID-19 cases at *Mi Escuelita*.
- Shared that [Assemblywoman] Shirley Weber invited the District and other districts to talk about reopening plans. Said Sunnyside Teacher Mario Zavaria has three children who have had perfect attendance in our system, and they will be showcased during the event.
- Mentioned that a diamond is not created overnight and that it requires a lot of pressure and stress and said he believes the current situation will polish the District. Thanked the Board and the community for applying pressure for the District to become a diamond and that he feels privileged to be part of this great organization.

13. CLOSED SESSION

Closed Session

President Farias adjourned to closed session at 10:39 P.M. in accordance with the following:

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

Government Code Section 54957.6: Conference with Labor Negotiator:
Board President Armando Farías; Unrepresented Employee:
Superintendent

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. 2020010869 for Student No. 307804

Government Code Section 54956.9(d)(1): Conference with Legal
Counsel – Existing Litigation in Office of Administrative Hearings,
Case No. 2020010873 for Student No. 307078

Government Code Section 54956.9(d)(1): Conference with Legal
Counsel – Existing Litigation in Office of Administrative Hearings,
Case No. 2020030917 for Student No. 303626

Government Code Section 54956.9(d)(1): Conference with Legal
Counsel – Existing Litigation in Office of Administrative Hearings,
Case No. 2020040710 for Student No. 308354

Education Code Section 35146: Consider Waiver of Student Expulsion
Hearing and Stipulated Suspended Expulsion Agreement for Student
No. 155852

14 RECONVENE TO OPEN SESSION

Open Session

President Farías reconvened to open session at 11:31 P.M. with all Board
Members present.

Clerk Humphrey announced that in closed session, the Board:

Approved the Resignation Agreement and Release regarding Employee
No. 2010120720.

Motion: REYES, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

Approved the Dismissal from Employment and Statement of Charges for
Employee No. 2011120486.

Motion: TAMAYO, Second: REYES

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

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2020010869 for Student No. 307804.

Motion: REYES, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2020010873 for Student No. 307078.

Motion: FARÍAS, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2020030917 for Student No. 303626.

Motion: TAMAYO, Second: HUMPHREY

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

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2020040710 for Student No. 308354.

Motion: HUMPHREY, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

Approved the waiver of student expulsion hearing and stipulated
suspended expulsion agreement concerning Student No. 155852.

Motion: HUMPHREY, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

15. ADJOURNMENT

Adjournment

President Farías adjourned the meeting at 11:35 P.M.

Francisco Escobedo, Ed.D., Secretary

Laurie K. Humphrey, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE
CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON
WEDNESDAY, SEPTEMBER 9, 2020, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Approve Memorandum of Understanding with Kahala Biosciences LLC to Develop a COVID-19 Testing and Tracing Program

 X Action

 Information

BACKGROUND INFORMATION:

As recommended by the California Department of Education, the District will require a testing and tracing service to reduce the spread of COVID-19 once schools reopen. The monitoring of active and recent cases of the virus will be paramount in quickly adapting and suspending on-campus instruction, when necessary.

Kahala Biosciences LLC (Kahala) is a company established in Irvine, California, with the sole purpose of empowering employers to bring their employees safely back to work. The company accomplishes this goal by providing a solution that facilitates rapid diagnostic testing for all employees, as well as those at high risk of contracting or transmitting the virus (health care workers). Kahala provides staffing, testing (viral and antibody), and symptom tracking software.

The District wishes to partner with Kahala Biosciences to provide a voluntary testing and tracing program that consists of the Adiona™ software, viral testing, and antibody testing. While the District is engaged in distance learning, Kahala will establish a voluntary testing and tracing program at approximately five school sites for children enrolled in the YMCA Distance Learning Support Program and for students/families enrolled in South Bay Community Services program(s). When school resumes for on-campus learning Kahala will provide voluntary testing at approximately 10 sites. At these sites, students, teachers, and other staff members who choose to enroll will be required to provide informed consent prior to participation.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

No cost would be incurred by the District. Kahala Biosciences would bill the participants' medical insurance provider for testing related to this program.

STAFF RECOMMENDATION:

Recommend approval.

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 G

 X Action

 Information

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Deborah Barros, Resource Specialist, 185 days, Class I, Step 1, salary \$52,430.00, effective August 26, 2020

Lena Chase, Resource Specialist, 185 days, Class I, Step 1, salary \$52,430.00, effective August 26, 2020

Andrea Counts, Resource Specialist, 185 days, Class V, Step 3, salary \$63,628.00, effective August 26, 2020

Maria Esparza, Permit Teacher, 183 days, Permit Teacher Class IV, Step 1, salary \$38,431.83, effective August 28, 2020

Raquel Lopez, Special Education Teacher, 182 days, Class IV, Step 3, salary \$59,581.34, effective August 31, 2020

Amanda Mascardo, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 1, \$18.04 per hour plus 2 percent, effective August 31, 2020

Samantha Moran, Resource Specialist, 180 days, Class IV, Step 2, salary \$56,395.80, effective September 2, 2020

Jeremy Schaefer, Technology Equipment Technician, 8 hours per day, 5 days per week, Range 38, Step 5, \$31.81 per hour plus 4 percent, effective September 14, 2020

B. REEMPLOYMENT OF CLASSIFIED EMPLOYEE UNDER EDUCATION CODE SECTION 45309

Veronica Galaz, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 5, \$21.79 per hour, effective August 27, 2020

C. LEAVE OF ABSENCE

Christian Alcantara, Adapted Physical Education Teacher, effective August 26, 2020

Lindsay Aldo, Teacher, effective September 18, 2020

Myrna Ceballos, Teacher, effective August 26, 2020

Elizabeth Daratsos, Teacher, effective August 26, 2020

Leticia Enriquez, District Social Worker, effective September 10, 2020

Cinthya Hernandez Saucedo, School Psychologist, effective August 27, 2020

Lorean Molina, Special Education Teacher, effective September 14, 2020

Dorothy Nguyen, Teacher, effective August 26, 2020

Angelica Ochoa, Instructional Assistant-Special Education, effective September 30, 2020

Mayra Olea-Chavez, Student Attendant, effective September 9, 2020

Carina Ramirez, LSH Specialist, effective August 26, 2020

Janelle Sluys, Teacher, effective August 26, 2020

Timothy Sullivan, Accountant, effective September 21, 2020

D. PROMOTION

Malia Hall, from Secretary I to Buyer, 8 hours per day, 5 days per week, Range 32, Step 4, \$26.30 per hour plus 4 percent, effective September 1, 2020

E. RESIGNATION

Nancy Garcia, Noon Duty Supervisor, effective June 4, 2020

Kali Madison, Special Education Teacher, effective June 5, 2020

Maribel Martinez, Permit Teacher, effective September 1, 2020

Ashley Mendoza, Special Education Teacher, effective June 5, 2020

Chelsea Rhoads, CNS I, effective June 4, 2020

Mackenzie Simpson, Special Education Teacher, effective September 19, 2020

Mary Jane Vicente, School Nurse, effective June 5, 2020

Angela Winkowski, Instructional Assistant-Special Education, effective June 4, 2020

F. RETIREMENT

Paul Eichberger, Painter, effective September 26, 2020

Dalila Galindo, Teacher, effective June 5, 2020

Ana Kuhn, Teacher, effective June 5, 2020

Rosa Lopez, Instructional Assistant-Special Education, effective June 4, 2020

Gina Modelo Selgrath, Teacher, effective September 1, 2020

Melinda Patch, Instructional Assistant-Special Education, effective October 1, 2020

Richard Phillips, Bus Driver, effective August 25, 2020

Sharon Rissetto, Library Media Technician, effective June 4, 2020

G. CONSULTANTS

Balfour Beatty Construction will provide construction management services for new sports field, artificial turf, and rubberized running track for Feaster Charter School. Balfour Beatty will charge a construction management fee not to exceed \$177,824. Funding will be provided by State Charter School Facilities Incentive Grants Program and Feaster Charter School Funds.

Corwin Press, Inc., is providing six Distance Learning Playbook webinars for professional learning needs. Services commenced August 25, 2020, and will continue through June 30, 2021. The sum not to exceed \$12,000 will be paid from Learning Loss Mitigation funds.

Dannis Woliver Kelley is performing legal and consultant services related to special education and litigation issues. Services commenced July 1, 2020, and will continue through June 30, 2021. Cost of services will depend on the service provider, and will be provided at the following hourly rates:

	<u>Rates Per Hour</u>
Shareholders/Of-Counsel	\$360
Special Counsel	\$295
Associates	\$260
Law Clerk	\$180
Paralegals	\$130

Fees will be paid from the General Fund.

EcoMotion, Inc., will provide project oversight and quality control, including design and permitting oversight, project facilitation, installation oversight, and interconnection and commissioning oversight for the District Solar Power Project. Services will commence September 10, 2020, and will continue through completion of project. The cost, not to exceed \$242,500, will be paid from Measure M General Obligation Bond funds.

H.M. Pitt Labs, Inc., for hazardous building materials survey, updates, and technical abatement specification services for roof replacements at multiple sites throughout the District for the period of September 10, 2020, and will continue through completion of the project. The cost will be paid from General Obligation Bonds and Capital funds at the following rates:

	<u>Rates</u>
Regular Rate	\$158.16/hr
Overtime/Saturday	\$208.24/hr
Sunday	\$258.28/hr
Phase Contrast Microscopy (PCM) Analysis	\$15 each
Polarized Light Microscopy (PLM) Analysis	\$15 each
Transmission Electron Microscopy Analysis	\$15 each

Mental Health America of San Diego County is providing mental health programs, services, and resources for the District. Services commenced August 26, 2020, and will continue through February 28, 2021. There will be no fee to the District.

Ninyo & Moore will provide geotechnical, special inspections, and materials testing services for new elementary school site located in Otay Ranch Village 3. Services will commence September 10, 2020, and will continue through completion of the project. The cost in the amount not to exceed \$476,790 will be paid from Capital Improvement and Community Facilities Development funds.

Ninyo & Moore will provide geotechnical, special inspections, and materials testing services for new sports field, artificial turf, and rubberized running track for Feaster Charter School. Services will commence September 10, 2020, and will continue until completion of the project. The cost in the

amount not to exceed \$40,150 will be paid from State Charter School Facilities Incentive Grants Program and Feaster Charter School funds.

On May 8, 2019, the Board approved a contract with PT in Motion, Inc., to provide physical therapy services, including evaluations, treatment, and consultations for \$25,000. On December 18, 2019, the Board approved an amendment to increase the contract in the amount of \$15,000, and on February 12, 2020, the Board approved an increase to the contract in the amount of \$34,000. An amendment to the contract is again required for additional services. This amendment will increase the contract by \$14,000. The sum not to exceed \$88,000 will be paid from Special Education, Occupational Therapy Services funds.

Rochelle Perper Psychology PC is providing psychoeducational assessment and consultation services Districtwide. Services commenced July 1, 2020, and will continue through June 30, 2021. The sum not to exceed \$7,000 will be paid from District Psychological Services funds.

Ruhnau Clarke Architects will provide architectural design and engineering services for the District's transportation bus yard service addition. Services will commence September 10, 2020. The proposed fee of \$515,327 is a percentage of an initial construction budget utilizing the Office of Public-School Construction sliding scale for new construction projects and will be paid from General Obligation Bond and Capital Improvement funds.

Stapledon Enterprises, Inc., will provide Division of the State Architect on-site inspection services for new elementary school site located in Otay Ranch Village 3. Services will commence September 10, 2020, and will continue through completion of the project. The cost in the amount not to exceed \$193,600 will be paid from Capital Improvement and Community Facilities Development funds.

Stapledon Enterprises, Inc. will provide Division of the State Architect on-site inspection services for new sports field, artificial turf, and rubberized running track for Feaster Charter School. Services will commence September 10, 2020, and will continue through completion of the project. The cost in the amount not to exceed \$44,000 will be paid from State Charter School Facilities Incentive Grants Program and Feaster Charter School funds.

Storm Educational Enterprises, Inc., dba Wilda's Writing Workshop is providing professional development with Write Up A Storm!® Strategies (Argumentative Reading and Writing) for Rogers. Services commenced July 1, 2020, and will continue through June 30, 2021. The sum not to exceed \$20,940 will be paid from Title I funds.

Wilkinson Hadley King & Co., LLP, will prepare the 2019-20 state nonprofit corporation tax returns for the Chula Vista Elementary School District Public Facilities Financing Corporation (PFFC). The PFFC facilitates issuances of District Certificates of Participation (COP) debt issuances which provide the funding for construction of new schools paid by Community Facilities District (CFD) funds. The Board of Education serves as the Board of Directors for the PFFC, with the School Board President presiding as Chairperson. The sum not to exceed \$975 will be paid primarily from Community Facilities Districts 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.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Chula Vista Educators Regarding the Distance Learning Model During the 2020-21 School Year

 X Action

 Information

BACKGROUND INFORMATION:

On August 13, 2020, the District and Chula Vista Educators (CVE) came to agreement and signed a Memorandum of Understanding (MOU) regarding the distance learning model during the 2020-21 School Year.

The Distance Learning MOU specifies that teachers will provide direct/online synchronous instruction to students for the required instructional minutes of each school day in accordance with Assembly Bill 77 and Senate Bill 98. The MOU provides that academic content, classwork, independent work, assignments, projects, synchronous and asynchronous instruction, and live interactions shall be combined to meet the daily minimum minutes. It also assures that teachers prepare and deliver instruction that is aligned to grade-level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. In addition, the extra professional development day at teachers' daily per diem, is included. For special education, the MOU stipulates teachers can voluntarily go to school to test individual students in person, following appropriate safety protocols.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost is approximately \$725,000 and will be funded by the Learning Loss Mitigation fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Increase of Hourly Rate for Classified Substitute Computer Support Technicians Effective September 10, 2020

 X Action

 Information

BACKGROUND INFORMATION:

The District's substitute pool for Computer Support Technicians has decreased to the point where coverage for daily scheduled positions has been compromised. In order to attract and retain more substitute coverage, District staff recommends revising the hourly rate for substitute Computer Support Technicians to correlate with the Computer Support Technician Range 31, Step 1, hourly rate. Therefore, as the contracted Computer Support Technician pay increases, the substitute Computer Support Technician pay will increase accordingly.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The proposed hourly rate increase is as follows.

<u>Position</u>	<u>Current Rate</u>	<u>New Rate</u>
• Computer Support Technicians	\$17.00	\$22.37

The total cost to the District would be approximately \$5,000 per year.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Adopt Resolution Proclaiming October 11-17, 2020, as *Week of the School Administrator* in the Chula Vista Elementary School District

 X Action

 Information

BACKGROUND INFORMATION:

The State of California believes that leadership is important in education and has declared the week of October 11-17 as *Week of the School Administrator* in accordance with Education Code Section 44015.1. This declaration is made in recognition of the fact that leadership matters for California's public education system and the more than 6 million students it serves.

ADDITIONAL DATA:

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

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

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Proclaiming October 11-17, 2020,)
as *Week of the School Administrator* in the)
Chula Vista Elementary School District)

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

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

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

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

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

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

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

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

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

WHEREAS, the State of California has declared the week of October 11-17, 2020, as *Week of the School Administrator* in accordance with Education Code Section 44015.1; and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education commends all school leaders in the District for the contributions they make to successful student achievement and declares October 11-17, 2020, as *Week of the School Administrator* in the Chula Vista Elementary School District.

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

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9th day of September 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Adopt Resolution Endorsing the 2020 *RED RIBBON CAMPAIGN*

 X **Action**

 Information

BACKGROUND INFORMATION:

The annual *RED RIBBON CAMPAIGN* is scheduled from October 26-30, 2020. The theme for this year is “Be Happy. Be Brave. Be Drug Free.” The *RED RIBBON CAMPAIGN* originated when Drug Enforcement Administration Agent Enrique S. Camarena was murdered by drug traffickers in Mexico in 1985. This was the first awareness campaign to choose a red ribbon as its symbol. In 1988, Red Ribbon Week was proclaimed by Congress, and each year, the last week in October is designated Red Ribbon/Drug Awareness Week.

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

During Red Ribbon Week for the 2020-21 school year, ribbons will not be distributed at school sites as the distance learning instructional model may still be in effect. However, schools and teachers will be encouraged to promote Red Ribbon Week activities during this week. Activities may include:

- Discuss the Red Ribbon Pledge: To grow up safe, healthy, and drug free.
- Promote Red Ribbon themed activities: Spirit days, virtual schoolwide assemblies, etc.
- Art, poster, or essay contests sponsored by PTA, Booster Clubs, Community Partners, and/or Student Council.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

No cost to the District.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Endorsing the 2020)
RED RIBBON CAMPAIGN)

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

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

WHEREAS, addiction to nicotine is a major public health problem. Tobacco use continues to be the most common cause of preventable disease and death in the United States. Cigarette smoking and tobacco use are associated with many forms of cancer, lung and heart disease, and high blood pressure; and

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

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

WHEREAS, the *RED RIBBON CAMPAIGN* will be celebrated in every community in America during Red Ribbon Week, October 26-30, 2020, with the theme "Be Happy. Be Brave. Be Drug Free."; and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Chula Vista Elementary School District hereby officially endorses Red Ribbon Week, October 26-30, 2020 and pledges its support for the campaign.

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

Elementary School District, County of San Diego, State of California, this 9th day of September 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

[illegible]

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Agreements with the San Diego County Office of Education for Participation and Services in the Outdoor Education Program for the Period of July 1, 2020, Through June 30, 2021

 X Action

 Information

BACKGROUND INFORMATION:

The San Diego County Office of Education (SDCOE) operates the Outdoor Education Program, which allows Grade 6 students to stay four or five days at a designated site where they are provided with hands-on learning opportunities that incorporate the Next Generation Science Standards and Common Core State Standards. The program's curriculum includes life science, biology, botany, earth science, geology, meteorology, astronomy, outdoor skills, recreation activities, and crafts.

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

ADDITIONAL DATA:

A total of 486 students from the schools listed below may participate in the Outdoor Education Program during the period of July 1, 2020, through June 30, 2021.

- | | |
|------------------------|------------------|
| • Arroyo Vista Charter | • Juarez-Lincoln |
| • Clear View | • Liberty |
| • Myrtle S. Finney | • Greg Rogers |
| • Halecrest | • Silver Wing |

Copies of the agreements are available for review in the Office of the Assistant Superintendent for Instruction.

FISCAL IMPACT/FUNDING SOURCE:

The cost of the program is covered by students, fundraisers, and site-based funds. A discounted rate will apply to the percentage of students who have been identified as socioeconomically disadvantaged at individual schools. Program fees are listed below.

Description	Cost
Three-day program	\$197 per student

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Agreement with the San Diego County Office of Education for Participation in the Science Outreach Program for the Period of July 1, 2020, Through June 30, 2021

 X Action

 Information

BACKGROUND INFORMATION:

The San Diego County Office of Education (SDCOE) coordinates the Science Outreach Program, which includes the Green Machine, the Splash Science Mobile Lab, and the Marine Science Floating Lab.

The Green Machine curriculum aligns with the California Science Content Standards for Kindergarten through Grade 3. It consists of a presentation that describes the journey from seed to dinner table through hands-on learning stations that enable students to learn where their food comes from. A musical and dramatic wrap-up reinforces the learning.

The Splash Science Mobile Lab curriculum aligns with the California Science Content Standards for Grades 4 through 6. It consists of hands-on learning opportunities for students at multiple learning stations—watershed and storm drains, water quality, San Diego estuary, and microscope.

The Marine Science Floating Lab program consists of half-day field trips on San Diego Bay with hands-on science instruction and materials.

ADDITIONAL DATA:

District schools may want to take advantage of these field trip opportunities when students return for in-person instruction. SDCOE requires Board approval of the agreement, which does not obligate the District but allows schools to participate should they choose to do so.

A copy of the agreement is available for review in the Office of the Assistant Superintendent for Instruction.

FISCAL IMPACT/FUNDING SOURCE:

The participation fee for the Green Machine is \$540 per trip, serving up to four one-hour classes of up to 30 students each.

The participation fee for the Splash Science Mobile Lab is \$750 per trip, serving up to four one-hour classes of up to 35 students each.

The participation fee for the Marine Science Floating Lab is \$750 per morning trip and \$710 per afternoon/twilight trip, serving up to 40 people on one of two boats.

Schools utilize site-based funds to finance the field trips.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Memorandum of Agreement with the County of San Diego, Health and Human Services Agency to Provide Support and Services to At-Risk Children and Families for the Period of July 1, 2020, Through June 30, 2025

 X Action

 Information

BACKGROUND INFORMATION:

The Chula Vista Community Collaborative (CVCC) oversees the management of five Family Resource Centers (FRCs). The FRCs assist individuals and families with assessments, referrals, and support services to increase their ability to lead productive and self-sufficient lives including, but not limited to, emergency food assistance, food stamps, health insurance enrollment, energy cost assistance, counseling, teen parent case management, kinship services, youth services, support groups, and parenting classes.

The CVCC provides space and assistance for five San Diego, Health and Human Services Agency (HHSA) Human Service Specialists at Beacon, Fair Winds, New Directions, Open Door, and Rayo de Esperanza FRCs. The HHSA workers have a schedule for walk-in clients and appointments. The work schedule is different at each FRC. CVCC staff may refer families to the HHSA worker, schedule appointments in a designated log, and assist clients in providing and completing required paperwork. Designated internet lines have been installed at each of the centers by the HHSA. The CVCC also provides space for a HHSA Protective Services Worker at Beacon.

The Memorandum of Agreement developed to formalize this partnership, is between the HHSA and the District on behalf of the CVCC.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

There is no monetary exchange related to this Memorandum of Agreement.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Memorandum of Understanding with Magellan Healthcare, Inc., for Counseling Services for the Period of September 9, 2020, Through June 30, 2022

 X Action

 Information

BACKGROUND INFORMATION:

Magellan Healthcare, Inc., provides non-medical, short-term counseling, and problem resolution support for issues amenable to short-term resolution to District students who (i) attend designated schools in CVESD and (ii) have one or more parents or guardians who is an active duty member of the military or an active member of the National Guard or Reserves. These services will be provided under Magellan's Military and Family Life Counseling Program. The counselors are masters-level licensed mental health professionals with substantive professional experience, who are trained in dealing with issues faced by military members and their families, including youth behavioral and school issues, deployment and reunion adjustments, and parent-child communications.

ADDITIONAL DATA:

The Magellan Healthcare Program will be established at select schools with the greatest number of military students. The schools are Arroyo Vista Charter, Enrique S. Camarena, Anne and William Hedenkamp, Heritage, Corky McMillin, Saburo Muraoka, Olympic View, Burton C. Tiffany, and 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:

Services will be provided at no cost to the District.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional
Services and Support

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

The District has been working to ensure each child has accessibility to the Internet as the 2020-21 school year begins in a distance learning format. Through a partnership with the City of Chula Vista Public Library, the District has been able to provide approximately 2,000 internet hotspots. Requests from the community, however, have exceeded this offering and the District has been pursuing additional sources for Internet connectivity.

Through a partnership with the San Diego County Office of Education, the District will acquire an additional 1,000 internet hotspots with a project delivery date of mid-September. A Memorandum of Understanding (MOU) has been developed to formalize the acquisition and will provide hotspots for students for the current school year.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the connectivity devices is \$10 per unit, per month and will be paid from Coronavirus Aid, Relief, and Economic Security Act funds.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Amendment to the Agreement with the South Bay Family YMCA for the Dynamic After-School Hours Program for the 2020-21 School Year

 X Action

 Information

BACKGROUND INFORMATION:

On July 15, 2020, the Board approved an agreement with South Bay Family YMCA for the Dynamic After-School Hours (DASH) Program for the 2020-21 school year. In order to support the full-day Distance Learning Support Program (DLSP) operated through the South Bay Family YMCA's licensed childcare, the District and YMCA concur to amend the agreement as follows:

- Change the weekly hours of operation and grades of students from a two-hour after-school program for Grades 1-6 students to 7:30 AM-4:00 PM for Grades K-6 students Monday through Friday.
- Adjust the total compensation for operating the program from \$770,000 to \$1,823,832 for the period of August through December 2020.
- The term of the agreement will be August 1 through December 30, 2020. The YMCA will utilize current DASH Program funds, plus additional District funds, to support DLSP.
- Amend sections to provide adequate and appropriate space at select sites.

ADDITIONAL DATA:

South Bay Family YMCA will provide distance learning support and a structured sports and recreation program for students at all DASH sites. Students located at Halecrest, Karl H. Kellogg, Parkview, Greg Rogers, and Valley Vista will be served at sister sites.

Participating sites are listed below:

- Ella B. Allen
- Arroyo Vista Charter
- Enrique S. Camarena
- Joseph Casillas
- Chula Vista Hills
- Clear View
- Discovery Charter
- EastLake
- Anne and William Hedenkamp
- Heritage
- Liberty
- Thurgood Marshall
- Corky McMillin
- Saburo Muraoka
- Olympic View
- Rosebank
- Salt Creek
- Sunnyside
- Burton C. Tiffany
- 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 in support of DLSP from August through December 2020 is \$1,823,832 and will be paid from Coronavirus Aid, Relief, and Economic Security funds.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Amendment to Memorandum of Agreement with the YMCA of San Diego County for the After-School Education and Safety Program for the 2019-20 School Year

 X Action

 Information

BACKGROUND INFORMATION:

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

For many years, the District has partnered with the YMCA of San Diego for this type of services, specifically for the Safe Time for Recreation and Tutoring of Children (STRETCH) program.

On December 18, 2019, the Board approved a Memorandum of Agreement (MOA) with the YMCA of San Diego County for continued operation of STRETCH during the 2019-20 school year at the 20 sites listed below.

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

ADDITIONAL DATA:

Earlier this year, the District received notification that the 2019-20 ASES Program would be extended and that participants would be able to spend 2019-20 funds through December 31, 2020.

The District wishes to utilize these funds for STRETCH services to support the full-day distance learning program at the 20 participating sites. For this purpose, an amendment to extend the 2019-20 MOA with the YMCA of San Diego has been developed and requires Board approval. A copy of the MOA is available for review in the Office of the Executive Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

ASES funds in the amount of \$333,063 are available for District use through December 31, 2020.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Ratify Agreement with Achieve3000® to:

- (1) Include Access to Smarty Ants and Actively Learn Science and Social Studies Online Resources for the 2020-21 School Year; and
- (2) Add a Three-Year Extension of the Achieve3000® Literacy Solutions for the Period of July 1, 2021, Through June 30, 2024

 X **Action**

 Information

BACKGROUND INFORMATION:

Achieve3000® is an online nonfiction reading program that assists students in meeting the increased demands and expectations of California State Standards (CSS) Lexile Reading levels. Within the program, students are able to read informational articles, answer comprehension questions, and respond to “thought questions” to build literacy skills and improve reading proficiency. In addition to in-school usage, students are able to engage in differentiated literacy practice during asynchronous learning or while at home for additional practice. Parents have full access to all articles through the at-home access center, which allows them the opportunity to monitor how their children are doing.

Preschool through Grade 2 students will have access to Smarty Ants and Smarty Ants Español to develop mastery of foundational reading skills through personalized, game-based instruction. Struggling or developing readers in Grades 3 and above may also benefit from access to this program. This complete early literacy curriculum covers letters, phonics, phonemes, sight words, vocabulary, and reading fluency for synchronous and asynchronous instruction.

In Grades 3-12, students will have access to a new feature of Achieve3000® called Actively Learn Science and Actively Learn Social Studies, which supports core curriculum with sequenced and curated text sets, including short stories, novels, textbook sections, news articles, primary sources, science simulations, and multimedia content aligned to English Language Arts, science, and social studies standards. Actively Learn assists teachers in practicing 12 high-impact strategies such as cultivating metacognition and asking higher-order questions that support

deep thinking of complex texts. These strategies are delivered through features of the platform, a broad array of content covering many subjects, and professional learning.

Currently, every District school utilizes Achieve3000® at various grade levels and with target groups. Achieve3000® literacy solutions are essential in order to accelerate student achievement in response to the impact of COVID-19. The Achieve3000® LevelSet and Smarty Ants assessments will support the ability to monitor student growth and achievement as well as prepare students with appropriate text complexity as required by the CSS. The District will measure student progress through LevelSet and Smarty Ants assessments which include a pretest at the beginning of the year, an interim test in December, and a posttest (Local Measures) at the end of the year to provide a summative measurement of student's overall growth.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The total cost to provide access to every student at each District school is \$2,325,000. It will be funded through Coronavirus Aid, Relief, and Economic Security Act and Title I monies and includes:

- Addition of Smarty Ants and Actively Learn Science and Social Studies for the 2020-21 school year.
- A three-year extension of the complete literacy program that comprises Smarty Ants, Achieve3000® Literacy with Boost, Actively Learn Science, and Actively Learn Social Studies for the period of July 1, 2021 through June 30, 2024.
- An annual 160 days of professional development services for each of school years 2020-21 through 2023-24.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution Establishing Appropriations Limits for Fiscal Years 2019-20 and 2020-21 Pursuant to Article XIII B (Gann Amendment) of the California State Constitution

 X Action

 Information

BACKGROUND INFORMATION:

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

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

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

Proposition 111, adopted in June 1990, amended the Gann limit inflation factor to be based only on the change in per capita personal income. Per Education Code Section 42132, school districts are required to report their actual appropriations limit for fiscal year 2019-20 and an estimated appropriations limit for fiscal year 2020-21 by September 9, 2020.

ADDITIONAL DATA:

The 2019-20 Appropriations Limit Recalculation and 2020-21 Estimated Appropriations Limitation Calculation forms have been completed and are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Fiscal Year 2019-20 Actual Appropriations Limit = \$192,946,009.64

Fiscal Year 2020-21 Estimated Appropriations Limit = \$200,142,895.80

The District's fiscal year 2019-20 appropriations subject to the Gann limit is \$192,946,009.64.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Establishing Appropriations Limits)
for Fiscal Years 2019-20 and 2020-21 Pursuant)
to Article XIII B (Gann Amendment) of the)
California State Constitution)

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

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

WHEREAS, each public agency is required to determine and adopt an actual appropriations limit for fiscal year 2019-20 as a legislative act; and

WHEREAS, each public agency is required to determine and adopt an estimated appropriations limit for fiscal year 2020-21 as a legislative act; and

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

NOW, THEREFORE, BE IT RESOLVED as a legislative act of the Chula Vista Elementary School District Board of Education that for the purposes of Article XIII B (Gann Amendment), there is hereby established this agency's actual appropriations limit of \$192,946,009.64 for fiscal year 2019-20 and an estimated appropriations limit of \$200,142,895.80 for fiscal year 2020-21.

BE IT FURTHER RESOLVED that this Board of Education hereby declares the appropriations in the budget for fiscal years 2019-20 and 2020-21 do not exceed the limitations imposed by Proposition 4.

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

AYES:

ABSTAIN:

) ss

Secretary to the Board of Education

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2018-19 Actual			2019-20 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	185,718,692.44		185,718,692.44			192,946,009.64
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	28,348.43		28,348.43			28,358.43
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2018-19			Adjustments to 2019-20		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2019-20 P2 Report			2020-21 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	22,435.37		22,435.37	22,435.37		22,435.37
2. Total Charter Schools ADA (Form A, Line C9)	5,923.06		5,923.06	5,923.06		5,923.06
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			28,358.43			28,358.43
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2019-20 Actual			2020-21 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	648,407.02		648,407.02	648,407.00		648,407.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	100,061,420.78		100,061,420.78	99,881,685.00		99,881,685.00
5. Unsecured Roll Taxes (Object 8042)	3,123,158.97		3,123,158.97	3,102,698.00		3,102,698.00
6. Prior Years' Taxes (Object 8043)	(6,894.58)		(6,894.58)	0.00		0.00
7. Supplemental Taxes (Object 8044)	3,191,471.41		3,191,471.41	3,095,702.00		3,095,702.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	(529,973.00)		(529,973.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	13,919.00		13,919.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	3,833,248.27		3,833,248.27	3,883,158.00		3,883,158.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	110,864,730.87	0.00	110,864,730.87	110,081,677.00	0.00	110,081,677.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	110,864,730.87	0.00	110,864,730.87	110,081,677.00	0.00	110,081,677.00

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			3,098,869.21			3,263,266.47
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			3,098,869.21			3,263,266.47
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	164,091,532.24		164,091,532.24	164,747,703.00		164,747,703.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	164,091,532.24	0.00	164,091,532.24	164,747,703.00	0.00	164,747,703.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	356,684,159.62		356,684,159.62	377,665,835.36		377,665,835.36
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	1,712,384.53		1,712,384.53	759,292.31		759,292.31
D. APPROPRIATIONS LIMIT CALCULATIONS	2019-20 Actual			2020-21 Budget		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			185,718,692.44			192,946,009.64
2. Inflation Adjustment			1.0385			1.0373
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0004			1.0000
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			192,946,009.64			200,142,895.80
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			110,864,730.87			110,081,677.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			3,403,011.60			3,403,011.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			85,180,147.98			93,324,485.27
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			85,180,147.98			93,324,485.27
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			945,720.87			409,769.31
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			111,810,451.74			110,491,446.31
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			84,234,427.11			92,914,715.96
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			111,810,451.74			
b. State Subventions (Line D8)			84,234,427.11			
c. Less: Excluded Appropriations (Line C23)			3,098,869.21			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			192,946,009.64			

[illegible]

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt and Approve Educational Specifications for Proposed Elementary School in Otay Ranch Village 3 (School Site No. 47)

 X Action

 Information

BACKGROUND INFORMATION:

Construction of an elementary school in Otay Ranch Village 3 (School Site No. 47) is projected to begin in 2020, and open during the 2021-22 school year. This school will serve up to 600 students in Kindergarten through Grade 6.

As of July 2010, all Educational Specifications (Ed Specs) must be approved by the Board and submitted to the California Department of Education (CDE) as part of the application for funding.

The Ed Specs include diagrams of the proposed educational spaces, program and functional narratives, square footage space summaries, and listings of spatial characteristics. Ed Specs describe the various learning activities to be housed in the school and special features to support these activities.

Adoption of the Ed Specs will support the development of the new school and CDE submittal requirements for final plan approval.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption and approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution, Acting as a Responsible Agency With Respect to the Otay Ranch Village Two Comprehensive Sectional Planning Area Plan Amendment Final Supplemental Environmental Impact Report, Adopting Certain Findings Pursuant to the California Environmental Quality Act and Approving Otay Ranch Village 2, Site 2, Elementary School Project

 X Action

 Information

BACKGROUND INFORMATION:

In 2014, the City of Chula Vista ("City") certified a "Final Supplemental Environmental Impact Report for the Otay Ranch Village Two Comprehensive Sectional Planning Area (SPA) Plan Amendment" ("Final SEIR"). The Final SEIR includes a comprehensive disclosure and analysis of potential environmental effects associated with a second elementary school within Otay Ranch Village 2, Site 2 (the "OR V2 S-2 School").

In accordance with the California Environmental Quality Act ("CEQA") guidelines, the Chula Vista Elementary School District ("District") is a "responsible agency" with respect to the portion of the overall project analyzed in the Final SEIR relating to the OR V2 S-2 School ("School Project"). In other words, although the Final SEIR analyzed the School Project, the District is responsible for the approval of the School Project, so to that extent it is a responsible agency. As a responsible agency, the District, acting by and through the Board of Education ("Board"), must determine based on current information whether the prior environmental analysis was adequate or whether it must be supplemented in any way.

To assist in complying with its obligations as a responsible agency, the District contracted with Dudek to perform an analysis as to whether, in light of all facts presently known, the School Project will have any additional or substantially increased environmental impacts beyond what was considered by the Final SEIR. Dudek's analysis is entitled "Chula Vista Elementary School OR V2 S-2 – CEQA Section 15162 Analysis" (Section 15162 Analysis"), and the District has provided copies of the Section 15162 Analysis to the Board for its review.

As noted in the Section 15162 Analysis, there are no additional significant environmental impacts anticipated to result from the School Project that were not already analyzed in the Final SEIR, and no substantial increases in the impacts that were analyzed in the Final SEIR. Therefore, the District has concluded that there is no need for a subsequent or supplemental Environmental Impact Report relating to the School Project.

The District requests that the Board, based on its independent review and judgment, approve the attached resolution, which sets forth the required findings and, based on the Section 15162 Analysis and the Final SEIR, approves the School Project. The Resolution will further authorize the Superintendent, or a designee, to file a Notice of Determination as to the District's approval of the School Project, as a responsible agency.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution, Acting as a Responsible Agency)
with Respect to the Otay Ranch Village Two)
Comprehensive Sectional Planning Area)
(SPA) Plan Amendment Final Supplemental)
Environmental Impact Report, Adopting)
Certain Findings Pursuant to the California)
Environmental Quality Act, and Approving)
Village Two, Site 2, Elementary School)
Project)

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

WHEREAS, in 2006, the City of Chula Vista ("City"), acting as the "lead agency" in accordance with the California Environmental Quality Act ("CEQA"), previously certified the "Otay Ranch Villages Two, Three, and a Portion of Village Four Sectional Planning Area (SPA) Plan Final Second Tier Environmental Impact Report" ("2006 EIR"); and

WHEREAS, in conjunction with approval of the 2006 EIR, the City also approved the "Village Two Sectional Planning Area Plan" ("Village 2 SPA Plan"), and the Village 2 SPA Plan was analyzed in the 2006 EIR; and

WHEREAS, in 2014, the City certified the "Final Supplemental Environmental Impact Report for the Otay Ranch Village Two Comprehensive Sectional Planning Area (SPA) Plan Amendment" ("Final SEIR");

WHEREAS, the Final SEIR includes a comprehensive disclosure and analysis of potential environmental effects associated with the implementation of amendments to the Village 2 SPA Plan, which amendments resulted in designation of 9.5 acres within Otay Ranch Village Two ("Village 2") for a second elementary school within Village 2, designated as parcel "S-2" in the Final SEIR; and

WHEREAS, subsequent to certification of the Final SEIR, the locations originally identified in the Final SEIR for parcel "S-2" (the school site) and for parcel "P-5" (the park immediately to the south of parcel S-2) were flipped, such that S-2 is now to the south and P-5 is immediately to the north of S-2; and

WHEREAS, Village 2 is located within the boundaries of the Chula Vista Elementary School District ("District"); and

WHEREAS, for purpose CEQA, the District is a “responsibility agency,” which is defined in Title 14, Division 6, Chapter 3, of the California Code of Regulations (“CEQA Guidelines”), Section 15381, as “a prepared an EIR or negative declaration”; and

WHEREAS, CEQA Guidelines Section 15381 further provides that, for purposes of CEQA, the term responsible agency “includes all public agencies other than the lead agency [that] have discretionary approval power over the project”; and

WHEREAS, the District is now considering the acquisition, construction, and subsequent operation of a school on the parcel in Village 2 identified S-2 (“School Project”), utilizing the process for responsibility agency approval set forth in CEQA Guidelines Section 15096; and

WHEREAS, Subdivision (f) of CEQA Guidelines Section 15096 requires that, prior to reaching a decision on the School Project, the District, as a responsible agency, “must consider the environmental effects fo the project as shown in the EIR or negative declaration”; and

WHEREAS, pursuant to CEQA Guidelines Section 15162, a responsible agency may prepare a subsequent EIR only in the following circumstances:

- (1) Substantial changes are proposed in the project which will require major revisions of the previous EIR or negative declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (2) Substantial changes occur with respect to the circumstances under which the project is undertaken which will require major revisions of the previous EIR or Negative Declaration due to the due to the involvement of new significant environmental effects or s substantial increase in the severity of previously identified significant effects; or
- (3) New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified as complete of the Negative Declaration was adopted, shows any of the following:

- (a) the project will have one or more significant effects not discussed in the previous EIR or negative declaration;
- (b) significant effects previously examined will be substantially more severe than shown in the previous EIR;
- (c) mitigation measures or alternatives previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects of the project, but the project proponents decline to adopt the mitigation measure or alternative; or
- (d) mitigation measures or alternatives which are considerably different from those analyzed in the previous EIR would substantially reduce one or more significant effects on the environment, but the project proponents decline to adopt the mitigation measure or alternative; and

WHEREAS, pursuant to CEQA Guidelines Section 15163, a Responsible Agency may prepare a supplement to an EIR in the following circumstances:

- (1) Any of the conditions described in Section 15162 would require the preparation of a subsequent EIR, and
- (2) Only minor additions or changes would be necessary to make the previous EIR adequately apply to the project in the changed situation; and

WHEREAS, in order to satisfy its obligations pursuant to CEQA Guidelines Section 15096, the District contracted for and considered the analysis entitled "Chula Vista Elementary School ORV 2 S-2 CEQA Section 151612 Analysis" prepared by Dudek and dated August 3, 2020 ("Section 15162 Analysis"), which sets forth the environmental effects of the School Project as described in the Final SEIR; and

WHEREAS, in conjunction with preparing the Section 15162 Analysis, Dudek also prepared a "Noise Analysis for Chula Vista Elementary School Otay Ranch Village Two, S-2" dated July 31, 2020 ("Noise Analysis"); and

WHEREAS, the District provided copies of the Section 15162 Analysis and the Noise Analysis to the Board of Education of the Chula Vista Elementary School District ("Board") for its review, and the Section 15162 Analysis and the Noise Analysis are on file with the District's Business Department located at 84 East J Street, Chula Vista, California; and

WHEREAS, the Section 15162 Analysis and the Noise Analysis are incorporated herein by this reference; and

WHEREAS, the Section 15162 Analysis considers the analysis of the School Project set forth in the Final SEIR, in light of additional information regarding the School Project that could not have been known at the time the City certified the Final SEIR; and

WHEREAS, the mitigation measure relating to the School Project that are the responsibility of the District, originally included in the Final SEIR, are also set forth in the "Mitigation Monitoring and Report Program" ("MMRP") included as Attachment 2 to the Section 15162 Analysis; and

WHEREAS, the Section 15162 Analysis determined that there are no additional significant environmental impacts anticipated to result from the School Project that were not already analyzed in the Final SEIR, and no substantial increases in the impacts that were analyzed in the Final SEIR; and

WHEREAS, the Section 15162 Analysis and the Noise Analysis determined that flipping the locations of parcels S-2 and P-5 in Village 2 did not result in a material change in the overall development plans for Village 2 or the potential environmental impact associated with Village 2, as the School Project is still in a similar location to the original location, being surrounded on all sides by residential and park uses in either case; and

WHEREAS, the Noise Analysis concluded that both interior and exterior noise levels will be compliant with applicable standards, that there will be no new noise impacts beyond those described in the Final SEIR, and that no new mitigation of noise will be required; and

WHEREAS, based on its review of the Section 15162 Analysis and the Noise Analysis, the District has concluded, with respect to the School Project, that a subsequent EIR is not required pursuant to the CEQA Guidelines Section 15162, and a supplement to the Final SEIR is not required pursuant to CEQA Guidelines Section 15163; and

WHEREAS, based on its review of the Section 15162 Analysis and the Noise Analysis, the District has concluded, with respect to the School Project, that a Statement of Overriding Considerations is not required pursuant to CEQA Guidelines Section 15093; and

WHEREAS, based on its reviews of the Section 15162 Analysis and the Noise Analysis, the District has concluded, with respect to the School Project, that no additional findings and related rationale regarding significant effects are required pursuant to CEQA Guidelines Section 15091, and no description of the reasons in support of a statement of overriding considerations is required pursuant to CEQA Guidelines Section 15093; and

WHEREAS; the District has determined, with respect to the School Project, that the Section 15162 Analysis and the Noise Analysis are adequate, complete, and have been completed in compliance with CEQA; and

WHEREAS; the District has determined, with respect to the School Project, that the Final SEIR, the Section 15162 Analysis, and the Noise Analysis reflect the District's independent judgment and analysis with respect to the School Project;

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

- Section 1. The Board hereby determines and finds that foregoing recitals are true and correct, and the Board hereby adopts such recitals as its findings.
- Section 2. Without limiting the foregoing; the Board hereby determines and finds that; in accordance with the CEQA Guidelines: (i) the District independently reviewed and considered the environmental impacts of the School Project, as described in the Section 15162 Analysis and the Noise Analysis; (ii) the Section 15162 Analysis and the Noise Analysis described and included discussion of the environmental impacts of the School Project as are set forth in the Final SEIR, in light of information that was not available at the time the City certified the Final SEIR; (iii) the Section 15162 Analysis and the Noise Analysis have been completed in compliance with CEQA and the CEQA Guidelines; and (iv) the Section 15162 Analysis and the Noise Analysis reflect the District's independent judgment and analysis of the School Project.

- Section 3. The Board hereby approves and adopts the Section 15162 Analysis and the Noise Analysis.
- Section 4. The Board hereby determines and finds on the basis of substantial evidence that no further environmental review is necessary connection with the School Project because:
- a. No substantial changes are proposed in the School Project that will require revisions of the Final SEIR and no new significant environmental effects of substantial increase in the severity of previously identified significant effects will occur;
 - b. No substantial changes in the circumstances relating to the School Project have occurred, and no new significant environmental effects or substantial increase in the severity of previously identified significant effects will result from the School Project, such that no revisions or supplements to the Final SEIR will be required; and
 - c. No new information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time of the Final SEIR was certified as complete, shows any of the factors described in Section 15162(a)(3)(A)-(D) of the State CEQA Guidelines.
- Section 5. For purpose of CEQA, the Section 15162 Analysis and the Noise Analysis, the Board hereby approves the School Project.
- Section 6. The Board hereby authorizes and directs the Superintendent of the District, the Deputy Superintendent of the District, and their respective designees, to take any and all action reasonably necessary to effectuate the purpose of this Resolution, including, but not limited to, the posting of a Notice of Determination reflecting the Board's approval of the School Project as described herein.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9th day of September, 2020, 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 the resolution duly adopted by said Board during its regular meeting thereof on the date, and by the vote, set forth above, 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:

Authorize Staff to Conduct Surplus/Salvage Sales Via Online Auctions in
Conjunction with Public Surplus, Inc., and Cal Auctions as Needed for the 2020-21
School Year

 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 2020-21 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 Education Services and Support Center, and a direct link to Public Surplus, Inc., and Cal Auctions on the District 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; and Cal Auctions will deduct a pre-determined percentage off the total cost of the item being auctioned. Proceeds generated from sales, auctions, or recycling reimbursements will be deposited to the General fund. Surplus Sales from May 1, 2019, through June 30, 2020, generated \$18,128.22 from auction items.

STAFF RECOMMENDATION:

Recommend authorization and approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of Sourcewell Contract No. 083116 for Multi-Function Copiers, Printers, and Equipment Applicable to Scanned Data and Management, Image Duplicating, and Related Solutions, Accessories, Supplies, and Services for the Period of October 20, 2020, Through October 19, 2021

 X Action

 Information

BACKGROUND INFORMATION:

On October 19, 2016, the National Joint Powers Alliance (NJPA) awarded a four-year national contract, with the option to extend for an additional year if mutually agreed upon, for the procurement of multifunction copiers, printers, and equipment applicable to scanned data and management, image duplicating, and related solutions to Sharp Electronics Corporation (SEC).

The Chula Vista Elementary School District (District) Board of Education approved the use of this contract on December 7, 2016, as a participating member of the NJPA, per Public Contract Code Section 20118.

On June 6, 2018, the NJPA Board of Directors officially changed their name to Sourcewell. The resolution acknowledging this name change included that all prior contracts and other legal obligations under the name National Joint Powers Alliance would remain in full force and effect but going forward would be acknowledged under the name Sourcewell.

Sourcewell and SEC mutually agreed to renew Contract No. 083116 through October 19, 2021, for its final term.

The District, as a Sourcewell member, may utilize this bid to purchase or enter into lease agreements with local SEC vendors for the purchase of Sharp Copiers and related services per the terms and conditions awarded by Sourcewell.

In addition to providing equipment and supplies, SEC is committed to protecting the environment by partnering with a zero waste-to-landfill recycler. The Stop, Drop, Recycle Program will accept all Sharp consumable products from the District

at no cost. The program prevents toner cartridges and drums from being deposited in local landfills.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost per machine will vary depending on the machine selected, and whether the unit is being purchased or leased. Funding will be determined at the time of purchase.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization)
of Sourcewell Contract No. 083116)
for Multi-function Copiers, Printers, and)
Equipment Applicable to Scanned Data)
and Management, Image Duplicating,)
and Related Solutions, Accessories,)
Supplies, and Services for the Period of)
October 20, 2020, Through)
October 19, 2021)

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

WHEREAS, Sourcewell (formerly National Joint Powers Alliance) nationally solicited, competitively bid, and awarded Contract No. 083116 to Sharp Electronics Corporation (SEC), allowing the Chula Vista Elementary School District (District), as an educational member, the ability to utilize the contract (Sourcewell Contract); and

WHEREAS, the awarded Sourcewell Contract allows the District to purchase or lease Sharp copiers, office equipment, accessories, supplies, and related services through local SEC vendors; and

WHEREAS, Sourcewell, in conjunction with local SEC vendors, will provide the District with nationally leveraged pricing per the terms and conditions of the Sourcewell Contract; and

WHEREAS, this Board has determined it to be in the best interest of the District to purchase or lease products and services under the Sourcewell Contract in order to meet the needs of the District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the Sourcewell Contract No. 083116 for copiers and related office equipment and accessories is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the Sourcewell bid documents.

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that Francisco Escobedo, Superintendent and Secretary to the Board of Education of the Chula Vista Elementary School District, or his designee is hereby authorized to execute the necessary contract documents with local Sharp Electronics Corporation vendors providing equipment under the National Joint Powers Alliance contract.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9th day of September, 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary to the Board of Education

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the State of California Contract No. 1-19-70-19B-2 with Presidio Networked Solutions Group, LLC, for Cisco SmartNet Technology Support Services in an Amount Not to Exceed \$56,759.44 for the Period of October 1, 2020, Through September 30, 2021

 X Action

 Information

BACKGROUND INFORMATION:

The State of California, Department of General Services Procurement Division, conducted a competitive bid process that provides Cisco SmartNet Technology Support Services (Cisco) at contracted pricing for the State of California and local governmental agencies. The Chula Vista Elementary School District (District) is allowed to purchase or contract with Presidio Networked Solutions Group, LLC, at the same prices and upon the same terms and conditions as the State of California pursuant to Sections 20118 and 20652 of the Public Contract Code of California.

The District will utilize this contract to purchase Cisco remote technical support services and hardware replacement in case of unexpected failure for covered equipment. The equipment to be covered by Cisco currently provides critical functionality for the District's network infrastructure. Malfunction or failure would hamper significantly the operation of the network.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The District will spend an estimated \$56,759.44 for the services provided under this contract. Services will be funded through the General Fund.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing Utilization of)
the State of California, Contract)
No. 1-19-70-19B-2 with Presidio)
Networked Solutions Group, LLC,)
for Cisco SmartNet Technology)
Support Services in an Amount)
Not to Exceed \$56,759.44 for the)
Period of October 1, 2020, Through)
September 30, 2021)

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

WHEREAS, the State of California, Department of General Services, Procurement Division has conducted a cooperative bid process that allows the Chula Vista Elementary School District (District) the ability to purchase or contract under the contract at the same prices and upon the same terms and conditions as the State of California pursuant to Sections 20118 and 20652 of the Public Contract Code of California; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract with Presidio Networked Solutions Group, LLC, to meet the needs of the Chula Vista Elementary School District.

WHEREAS, Presidio Networked Solutions Group, LLC, in conjunction with Cisco SmartNet Technology Support Services (Cisco), have agreed to provide Cisco products, services, and related items to the Chula Vista Elementary School District under the terms and conditions of the State of California contract; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the State of California, Contract No. 1-19-70-19B-2 for SmartNet Technology Support Services is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the State of California contract documents.

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

Chula Vista Elementary School District
Resolution No.
Page 2

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9^h day of September, 2020 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 Amendment to Project Labor Agreement for the Period of
December 10, 2018, Through December 10, 2021

 X Action

 Information

BACKGROUND INFORMATION:

On December 9, 2015, the Board of Education approved a Project Labor Agreement (PLA) for a three-year period ending December 10, 2018, between the Chula Vista Elementary School District (District) and the San Diego Building and Construction Trades Council and related unions for certain projects paid for by Community Facilities District (CFD) funds and/or Proposition E general obligation bond funds. Per California Public Contract Code Section 2500(b)(1), a PLA is defined as a pre-hire collective bargaining agreement that establishes terms and conditions of employment for a specific construction project or projects.

The District believes the PLA has been successful in achieving the efficient and economical completion of projects as well as meeting its intent to improve local labor participation and in providing improved apprenticeship programs. Accordingly, on November 14, 2018, the Board granted the District authorization to extend the PLA. District staff has been working with the San Diego Building and Construction Trades Council and related unions in extending the current PLA, and have amended the original Project Labor Agreement to include projects under the recently added general obligation bonds, Measure VV and Measure M (Amended PLA). The District is now seeking Board approval of the Amended PLA.

ADDITIONAL DATA:

A major goal of the PLA was to increase the employment of District and San Diego County residents. Per Section 5.5 of the PLA, the goal is that eighty percent of the positions for project work should be filled with San Diego County residents, of which fifty percent should be residents within the District. Saburo Muraoka Elementary School was the first school construction project subject to the PLA and was successfully completed in July 2017. The next major school construction projects under the PLA were the summer 2018 modernization of Harborside,

Kellogg, and Montgomery Elementary schools, and the summer 2019 modernization of Sunnyside Elementary school, and those projects was also successfully completed. The summer 2020 modernization of Mae L. Feaster Charter School is also nearly complete.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Accept Donation

 X Action

 Information

BACKGROUND INFORMATION:

On August 12, 2020, Calvin J. Lauderbach Elementary received a \$2,000 donation from Banner Bank for the purpose of purchasing Physical Education and Recess Equipment. Such equipment will allow more students to have access to equipment at a time, which will benefit their physical health and well being.

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
August 31, 2020

 X Action

 Information

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through
August 31, 2020

- | | |
|---|-----------------|
| i. Purchase Orders: 21000616-21001202 | \$12,362,643.48 |
| ii. Alternative Revolving Cash: 1344 | \$ 150.00 |
| iii. Commercial Warrants: 321669-322320 | \$ 5,271.085.94 |
| Cafeteria Warrants: 0006976 - 00007017 | \$ 216,935.20 |
| iv. Payroll Warrants: Series 10 | \$18,266,841.42 |
| 13295214-13295872, N-2449704-2453126 | |
| v. Revolving Cash Checks: 008790-008803 | \$ 10,863.49 |

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:

- (1) Conduct Public Hearing Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement; and
- (2) Adopt Resolution for the 2020-21 School Year Regarding Sufficiency of Instructional Materials and the *Williams* Class Action Settlement with the State of California

 X Action

 Information

BACKGROUND INFORMATION:

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

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

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

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

Additionally, the Board must conduct a public hearing to make a determination and adopt a resolution, every year, that every student has sufficient core subject textbooks/instructional materials consistent with the content and cycles of the state framework. During this time, when the District is engaged in a distance learning model due of the COVID-19 pandemic, all students have access to core subject materials including textbooks, online textbooks, consumable instructional materials, standards-based enrichment units of study, and teacher-created academic content materials that are aligned to standards.

The Board is required to submit the resolution to the California Department of Education.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

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

STAFF RECOMMENDATION:

Recommend conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution for the 2020-21 School)
Year Regarding Sufficiency of)
Instructional Materials and the)
Williams Class Action Settlement)
with the State of California)

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

WHEREAS, the Board of Education of the Chula Vista Elementary School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 9, 2020, at 6 p.m., which is on or before the eighth week of District schools opening (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours; and

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

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

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

WHEREAS, between 2008 and 2020, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the District have standards-aligned textbooks or instructional materials from the same adoption cycle; and

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

WHEREAS, sufficient textbooks and instructional materials are normally provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the

curriculum frameworks in English-Language Arts/English Language Development (Benchmark Advance/Benchmark Adelante), History/Social Science (Harcourt Reflections/*Reflexiones*), Mathematics (Go Math!®), and Science (Houghton Mifflin Science/*Ciencias*); and

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

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

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9th day of September 2020 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:

1. Public Hearing to Evaluate School Site Located in Otay Ranch Village 3 based on California Department of Education Title 5 Standards; and
2. Adopt Resolution Making Findings Regarding Title 5 Site-Selection Standards for Approval of the Site for the Village 3 Elementary School and Authorizing Certain Related Actions

 X **Action**

 Information

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) is currently in the process of seeking final approvals needed for acquisition of an approximately 8.3 acre site for construction of an elementary school to be located in Otay Ranch Village 3 ("ORV3 School"). Approvals must be obtained from the California Department of Education ("CDE") and the California Department of Toxic Substances Control ("DTSC") stringent requirements for school site acquisition. Investigations of the site for the ORV3 School ("Project Site") revealed that there is arsenic in portions of the upper 12 inches of soil on approximately 0.80 of an acre of the Project Site. The developer, HomeFed ("Developer"), has agreed, at its cost, to remove the arsenic from the Project Site to the DTSC's standards.

However, to avoid additional delays, the District desires to move forward with the construction of the ORV3 School on the remainder of the Project Site. Subject to the District committing to ensuring that the arsenic is ultimately removed, and subject to all other applicable requirements, both DTSC and CDE have indicated that the District may proceed with construction of the ORV3 School on the portion of the Project Site that is unaffected by the arsenic. On that basis, the District intends to "split" its purchase of the Project Site, such that the District will purchase the portion now affected by the arsenic only after it has been cleaned and approved by DTSC.

At this time, the District desires to satisfy CDE requirements for certain findings consistent with Title 5 of the California Code of Regulations, by means of the Board of Education: (i) conducting a public hearing to evaluate the Project Site based on CDE site selection standards set forth in Section 14010 *et seq.* of Title 5 of the

California Code of Regulations; and (ii) adopting the referenced resolution to make the required findings. District staff will make a presentation regarding the analyses conducted to confirm the necessary findings. With respect to the arsenic, the District intends that the Board can make the required finding regarding hazardous materials in connection with authorizing purchase of that portion of the Project Site, after the Developer has cleaned and the DTSC approves that portion of the Project Site.

If the Board approves and adopts the resolution, the District will forward it and necessary supporting documentation for consideration by the CDE in regard to approval of the Project Site (excluding the portion presently affected by the arsenic).

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Making Findings)
Regarding Title 5 Site-Selection)
Standards for Approval of the Site)
Of the Village 3 Elementary School)
and Authorizing Certain Related)
Actions)

ON THE MOTION of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, the Chula Vista Elementary School District (“District”) has undertaken to plan, design, and obtain approvals needed for the construction and subsequent operation of an elementary school to serve District students in Preschool through 6th grade, which elementary school is to be located within Otay Ranch Village 3 (“Village 3 School”); and

WHEREAS, the Board of Education of the Chula Vista Elementary School District (“Board”) previously approved that certain agreement with Homefed Village III Master, LLC (“Developer”) dated March 8, 2017, and entitled “Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site” (“Purchase Agreement”), which provides for purchase by the District from the Developer of certain property to be used as the site for construction of the Village 3 School (“Project Site”); and

WHEREAS, the District and the Developer have amended the Purchase Agreement on three separate occasions to extend the time for the District and the Developer to complete environmental review and other actions necessary to obtain approvals for the District’s acquisition of the Project Site; and

WHEREAS, on March 4, 2020, while acting as a responsible agency with respect to the “Otay Ranch University Villages Project Comprehensive SPA Plan Amendment Final Environmental Impact Report” dated as of November 2014 (“Final EIR”), the Board adopted Resolution 2019-20.068 (“CEQA Resolution”) to thereby approve the development and construction of the Village 3 School (“School Project”) for purposes of the California Environmental Quality Act; and

WHEREAS, the District, in accordance with Government Code Section 65402 and for purposes of determining consistency with the general plan of the City of Chula Vista ("City"), consulted with and submitted to the planning agency of the City the proposed location, purpose, and extent of the Village 3 School; and

WHEREAS, the District, in accordance with Education Code Sections 17212 and 17212.5, has caused the Project Site to be investigated by competent personnel to ensure that the final site selection is determined by an evaluation of all factors affecting the public interest and is not limited to selection on the basis of raw land cost only, which investigations included geological and soil engineering studies, and evaluations with respect to population, transportation, water supply, waste disposal facilities, utilities, traffic hazards, surface drainage conditions, and other factors affecting the operating costs, as well as the initial costs of the Village 3 School; and

WHEREAS, in connection with its investigations of the Project Site and in accordance with the Education Code and Section 14011 of Title 5 of the California Code of Regulations ("Title 5"), the District consulted with, among other governmental entities as necessary, the California Department of Toxic Substances Control ("DTSC"), the California Department of Education ("CDE"), and the San Diego County Department of Health; and

WHEREAS, the District caused the Project Site to be investigated and assessed in accordance with Education Code Section 17213.1 and DTSC requirements; and

WHEREAS, investigations revealed the existence of arsenic in the upper 12 inches of soil on an approximately 35,000 square foot area of the Project Site ("Release Area"); and

WHEREAS, in accordance with Education Code Section 17213.2(f), the DTSC has determined that the response action needed to render the Release Area safe for public school purposes ("Response Action") will not interfere with construction of the Village 3 School on the remainder of the Project Site ("Building Site"); and

WHEREAS, the Release Area and the Building Site are depicted in Exhibit "A" attached to this Resolution; and

WHEREAS, the CDE has indicated that, subject to receipt of an applicable CDE/SFPD Form 4.15 ("Form 4.15") executed by the DTSC and the District, and subject to all other conditions precedent having been satisfied, the CDE will approve the Building Site for purposes of construction of the Village 3 School; and

WHEREAS, based on the foregoing actions by the DTSC and the CDE, the District intends to purchase the Building Site prior to purchasing the Release Area, so that the District can commence construction of the Village 3 School without further delay, and so that the Developer can complete the Response Action, in accordance with DTSC standards, prior to the District taking title to the Release Area; and

WHEREAS, in accordance with Sections 14010 and 14011 of Title 5 of the California Code of Regulations (respectively, "Section 14010" and "Section 14011"), the District must make certain findings regarding compliance of the Project Site with the standards set forth in Section 14010 ("Section 14010 Standards"); and

WHEREAS, the District intends that this Resolution shall establish that the Project Site complies with all Section 14010 Standards other than with respect to the arsenic presently affecting the Release Area, and the District intends to make a finding regarding the Release Area being free from arsenic following completion of the Response Action and to thereafter acquire the Release Area from the Developer; and

WHEREAS, the District duly gave notice of a public hearing at which the District would evaluate the Project Site using the Section 14010 Standards, and the Board duly conducted and held such public hearing prior to adoption of this Resolution; and

WHEREAS, the District has determined, consistent with Section 14010(a), that the net usable acreage and enrollment for the Village 3 School are consistent with CDE requirements, and the CDE has approved the Project Site, subject to the District's commitment as set forth in the Form 4.15 to ensure completion of the Response Action to DTSC standards; and

WHEREAS, the District has determined, consistent with Section 14010(c), that no portion of the boundary line of the Project Site is within: (i) 100 feet of the edge of a 50 to 133 kilowatt powerline easement; (ii) 150 feet of the edge of a 220 to 230 kilowatt powerline easement; or (iii) 350 feet of the edge of a 500 to 550 kilowatt powerline easement; and

WHEREAS, the District has determined, consistent with Section 14010(d), that the Project Site is not located within 1,500 feet of a railroad track easement; and

WHEREAS, the District has determined, consistent with Section 14010(e), that the Project Site is not adjacent to a road or freeway that any site-related traffic and sound level studies have determined will have safety problems or sound levels which adversely affect the educational program; and

WHEREAS, the District has determined, consistent with Section 14010(f), that the Project Site does not contain an active earthquake fault or fault trace; and

WHEREAS, the District has determined, consistent with Section 14010(g), that the Project Site is not within an area of flood or dam flood inundation; and

WHEREAS, the District has determined, consistent with Section 14010(h), that the Project Site is not located near an above-ground water or fuel storage tank, or within 1,500 feet of the easement of an above ground or underground pipeline; and

WHEREAS, the District has determined, consistent with Section 14010(i), that the Project Site is not subject to moderate to high liquefaction or landslides; and

WHEREAS, the District has determined, consistent with Section 14010(j), that the shape of the Project Site has a sufficiently proportionate length to width ratio to accommodate the building layout, parking and playfields that can be safely supervised, and does not exceed the allowed passing time to classes for the District; and

WHEREAS, the District has determined, consistent with Section 14010(k), that the Project Site will be easily accessible from arterial roads and will allow minimum peripheral visibility from the planned driveways in accordance with the Sight Distance Standards established in the "Highway Design Manual," Table 201.1, published by the Department of Transportation, July 1, 1990 edition; and

WHEREAS, the District has determined, consistent with Section 14010(l), that the Project Site will not be on major arterial streets with a heavy traffic pattern as determined by site-related traffic studies, including those that require student crossings; and

WHEREAS, the District has determined, consistent with Section 14010(m), that the existing or proposed zoning of the properties surrounding the Project Site will be compatible with schools, in that it will not pose a potential health or safety risk to students or staff in accordance with Education Code Section 17213 and Government Code Section 65402 and available studies of traffic surrounding the Project Site; and

WHEREAS, the District has determined, consistent with Section 14010(n), that the Project Site is located within the proposed attendance area to encourage student walking and avoid extensive bussing, unless bussing is used to promote ethnic diversity; and

WHEREAS, the District has determined, consistent with Section 14010(o), that the Project Site has been selected to promote joint use of the adjacent park; and

WHEREAS, the District has determined, consistent with Section 14010(p), that the Project Site is conveniently located for public services, including, but not limited to, fire protection, police protection, public transit, and trash disposal; and

WHEREAS, the District has, consistent with Section 14010(q) and with respect to the Project Site, considered environmental factors of light, wind, noise, aesthetics, and air pollution in its site selection process; and

WHEREAS, the District has determined, consistent with Section 14010(r), that there are no easements on or adjacent to the Project Site that will restrict access or building placement; and

WHEREAS, the District has, consistent with Section 14010(s) and with respect to the Project Site, considered the cost and complications of all of the following, and determined that none of the following will result in undue delays or unreasonable costs:

- (i) Distance of utilities to the Project Site, availability and affordability of bringing utilities to the Project Site;
- (ii) Site preparation including grading, drainage, demolition, hazardous cleanup, including cleanup of indigenous material such as serpentine rock, and off-site development of streets, curbs, gutters and lights;
- (iii) Eminent domain, relocation costs, severance damage, title clearance, and legal fees;

- (iv) Long-term high landscaping or maintenance costs;
- (v) Existence of any wildlife habitat that is on a protected or endangered species list maintained by any state or federal agency, existence of any wetlands, natural waterways, or areas that may support migratory species, or evidence of any environmentally sensitive vegetation; and

WHEREAS, the District has determined, consistent with Section 14010(t), that the Project Site has not been designated by the DTSC as a Hazardous Waste Property or Border Zone Property; and

WHEREAS, the District has determined, consistent with Education Code Section 17213(b), that the only permitted or non-permitted facility within one-fourth of a mile of the Project Site that might reasonably be anticipated to emit hazardous air emissions, or to handle hazardous or extremely hazardous materials, substances, or waste, is the Otay Landfill; and

WHEREAS, as described in the CEQA Resolution, the “Air Toxics Health Risk Assessment for Otay Ranch Village 3 North” dated June 2014, which is set forth in Appendix D to the Final EIR, analyzed the potential health risks associated with the Otay Landfill and determined, consistent with Education Code Section 17213(c)(2)(A), that there is no significant risk of adverse health effects associated with the Otay Landfill and, therefore, the health risks will not constitute an actual or potential endangerment of public health to persons who would attend or be employed at the school;

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

Section 1. The Board hereby determines that the foregoing recitals are true and correct, and the Board hereby adopts such recitals as its findings.

Section 2. Based on the consultations and investigations undertaken by the District, and the documentation and other evidence presented and/or discussed during the Public Hearing and as otherwise presented to the Board, the Board hereby finds that the Project Site provides safety and supports learning, and that it satisfies all of the applicable Section 14010 Standards and DTSC requirements, other than with respect to DTSC approval of the Release Area, which cannot be obtained until after the Response Action has been completed.

Section 3. The Board hereby authorizes District staff and consultants to pursue, and when appropriate submit to the Board for approval, an amendment to the Purchase Agreement to, among other necessary things, provide for acquisition of the Building Site separate from acquisition of the Release Area; provided that the acquisition of the Release Area shall not occur until after the Response Action has been completed and approved by the DTSC.

Section 4. The Board hereby authorizes District staff and consultants to pursue, and when appropriate submit to the Board, an agreement with the Developer or, if applicable, an amendment to the Purchase Agreement, that provides for the Developer to complete the Response Action, as soon as reasonably possible and in conformance with applicable DTSC requirements, and, upon completion of the Response Action, to seek all required approvals from the DTSC relating to the Release Area.

Section 5. The Board hereby authorizes and directs the Superintendent of the District ("Superintendent"), the Deputy Superintendent of the District ("Deputy Superintendent"), and District staff and/or consultants as the Superintendent or Deputy Superintendent may determine, to take such actions, including, without limitation, execution of documents and expenditure of funds, as may be necessary, appropriate, or convenient to obtain any and all necessary approvals of and/or for the Building Site, the Release Area and the construction of the Village 3 School, and to otherwise effectuate the intent and purposes of this Resolution.

Section 6. The Board hereby determines that the findings set forth in this Resolution are based upon the information and evidence described herein, and upon substantial evidence that has been presented in the record of these proceedings; and the Board hereby orders that all supporting material constituting the record of these proceedings shall be kept on file at the District's administrative offices located at 84 East J Street, Chula Vista, California.

Section 7. This Resolution shall take effect immediately upon approval and adoption by the Board.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 9th day of September 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

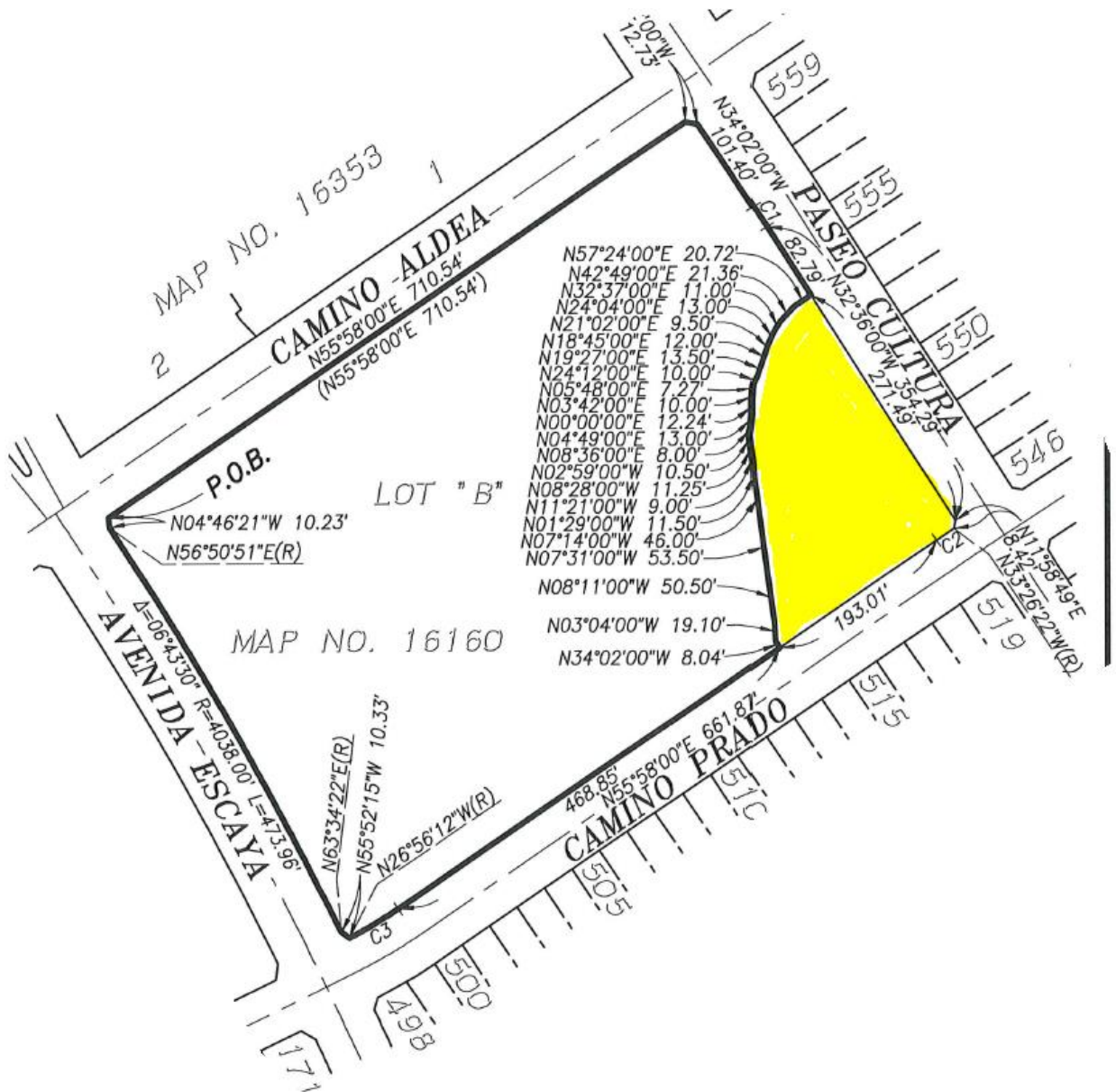
STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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"
DEPICTION OF RELEASE AREA AND BUILDING SITE

The parcel depicted below comprises the entirety of the Project Site. The Release Area consists of the portion of the parcel depicted below that is highlighted in yellow. The Building Site consists of the remainder of such parcel (i.e., the parcel excluding the Release Area).



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Every year, the California School Boards Association (CSBA) accepts nominations for Directors-at-Large; in even-numbered years, for Asian/Pacific Islander and Hispanics; and in odd-numbered years, for African American, American Indian, and County. This year, CSBA will accept nominations for Directors-at-Large: Asian/Pacific Islander and Hispanic until October 2, 2020. Any CSBA member board is eligible to nominate board members for these seats. Each nominee must serve on a CSBA member board and each nominating board must certify that the nominee has consented to run.

According to CSBA Bylaws, Article IV, Section 4, election of directors shall be at the Delegate Assembly meeting held prior to the Annual Education Conference of the Association. This year's Delegate Assembly meeting will be held virtually on December 2, 2020.

Directors-at-Large serve two-year terms on the CSBA Board of Directors. The Directors set the direction for the association by establishing its vision, mission, and goals. They also ensure that activities and programs remain focused on those goals and the issues identified in CSBA's Policy Platform. Directors are expected to attend several meetings each year as well as other CSBA functions and events and they also serve on committees and task forces.

ADDITIONAL DATA:

A valid nomination includes:

- Nomination form (attached). It is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name. The deadline for submitting a completed nomination form is October 2, 2020.

- Candidate Form – A signed, dated candidate form completed by the nominee is due to CSBA by October 2, 2020. An optional, one-page, single-sided résumé may also be submitted with the candidate form.
- Letters of recommendation – Two letters addressed to CSBA President Xilonin Cruz-Gonzalez must be submitted by a CSBA member district or county office of education, by an individual board member of a CSBA member district or county board of education, or by members of another association of schools or county offices of education. The deadline for the two letters of recommendation is also October 2, 2020. It is the responsibility of the candidate to secure the letters.
- Résumé – A one-page, single-sided résumé is optional. If submitted, it must also be received by CSBA no later than October 2, 2020.

A copy of the “Call for Nominations” is available for review in the Superintendent’s Office.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

The Board will determine its action on this item.

2020 Director-at-Large, Asian/Pacific Islander and Hispanic Nomination Form



TO BE COMPLETED BY THE NOMINATING BOARD

Deadline: Friday, October 2, 2020 | Please submit this Nomination Form via e-mail to nominations@csba.org. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than October 2. Submission of this completed form is required for all Director-at-Large candidates.

Nominations for Director-at-Large candidates must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. The nominating board must obtain permission from the candidate prior to making the nomination. Please submit a separate nomination form for each individual nominated.

The governing board of the _____ School District or
(Nominating District/COE name)

County Office Board of Education voted to nominate _____
(Nominee name)

as a candidate for the following Director-at-Large position:

- ☐ Director at Large, Asian/Pacific Islander
- ☐ Director-at-Large, Hispanic

The nominee is a member of the _____
(Nominee's District/COE name)

School District or County Office Board of Education, which is a member of CSBA.

☐ The nominee has been has granted permission to be nominated.

SIGNATURE

Signature of the Board Clerk or Board Secretary

Date

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Approve District Learning Continuity and Attendance Plan

 X **Action**

 Information

BACKGROUND INFORMATION:

The Learning Continuity and Attendance Plan (Plan) is intended to balance the needs of all stakeholders, including students, parents, educators, and community members, while streamlining engagement and condensing several preexisting plans. The Plan replaces the Local Control and Accountability Plan for the 2020-21 school year.

The adoption timeline of September 30, 2020, is intended to ensure the Plan is completed in the beginning of the 2020-21 school year, as well as allow for communication of decisions that will guide how instruction will occur during the 2020-21 school year. This includes in-person instruction (according to health guidance) and distance learning, while providing critical opportunities for stakeholder engagement.

The Plan template memorializes the planning process already underway for the 2020-21 school year and includes descriptions of the following:

- Addressing gaps in learning.
- Conducting meaningful stakeholder engagement.
- Maintaining transparency.
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness.
- Providing access to necessary devices and connectivity for distance learning.
- Providing resources and supports to address student and staff mental health and social emotional well-being.
- Continuing to provide school meals for students.

ADDITIONAL DATA:

The Plan 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 District's total Learning Loss Mitigation Funds allocation for 2020-21 is projected to be \$18,370,365.

STAFF RECOMMENDATION:

Recommend approval.

EXHIBIT A

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chula Vista Elementary School District	Francisco Escobedo, Ed.D. Superintendent	francisco.escobedo@cvesd.org 619-425-9600 ext. 1311

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Education is one of the most important functions of a democratic society. Compulsory public education has been a hallmark of the United States for over a century. The global pandemic currently facing our community has dictated the need for rapid change in instructional delivery, nutrition delivery, communication, and social needs for the Chula Vista community, challenging traditional educational institutions like never before. CVESD has responded with intentional focus on our students and families with the most unmet needs.

CVESD recognizes the fact that there is near ubiquitous access to online resources in our community. For this reason, the CVESD District web page content was updated to reflect changes in programmatic and social services for our families. In addition to web resources, Chula Vista families were communicated with by email and text messages to ensure deep penetration and cascading messages were accomplished. From the beginning of the COVID-19 crisis, twelve messages from the Superintendent were published on the District web page and sent out by email and via text to provide information and inspiration. A frequently asked questions resource page was created to support a broad range of needs within the community. Employee information was created and updated frequently to ensure the health and safety of not only our students, but our staff members as well. Meal service updates were an important part of how CVESD responded to the school closure period, ensuring that families had access to nutrition throughout each week at specific locations throughout our District.

Important Federal, State, and County resources were provided for our community through newsletters and the District web page. Recognizing that families have needs that are not able to be addressed through the District but that existing CVESD partnerships are an important intermediary between our families and resources, a 'Community Services' page was created that provided access to the 211 Food Pantry Search, Community Through Hope, San Diego Food Bank, San Diego for Every Child, South Bay Community Services, and Cox Communications. In addition to the aforementioned changes made because of the pandemic, an increase in collaboration with DAC/DELAC representatives, Chula Vista Classified Employees Organization, Chula Vista Educators, District administrators, and community members has occurred to gather input and ensure communication about State, County, and City plans and directives are understood by each and every stakeholder with the CVESD community.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder

Substantial efforts have been made to increase collaboration with CVESD stakeholders, throughout the pandemic, beginning in March. Documented below are the collaborative efforts facilitated by CVESD staff with different stakeholder groups to gather input for the Learning Continuity and Attendance Plan.

*DAC/DELAC stakeholder input - District staff facilitated two separate meetings with the DAC/DELAC Board on July 24 and August 7 to gather input for the Learning Continuity and Attendance Plan. Additionally, a special DAC/DELAC community meeting was held August 18 that facilitated a live Thoughtexchange process to gather additional community feedback. A final meeting with the DAC/DELAC Executive Board was held on September 3 to review the Learning Continuity and Attendance Plan for questions, comments and input.

*Chula Vista Classified Employee Organization (CVCEO) - District staff facilitated three separate engagements with CVCEO on July 21, August 4, and September 1 to gather input for the Learning Continuity and Attendance Plan.

*Chula Vista Educators (CVE) - District staff facilitated two separate meetings with the CVE on July 28 and August 4 to gather input for the Learning Continuity and Attendance Plan. Follow up conversations with Chula Vista Educators occurred on August 25 and September 1 to gather additional input and questions about the Learning Continuity and Attendance Plan for a total of four meetings.

*District administration - District staff facilitated two separate meetings with District administrators on August 3 and August 4 to gather input for the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan draft was shared with District administrators on September 2 to gather additional feedback and input from the leadership perspective.

*Parent surveys - Two separate parent surveys were created and distributed to gather input about instructional offerings and child care needs through Microsoft Forms.

[A description of the options provided for remote participation in public meetings and public hearings.]

CVESD recognizes that the ability to gather input and conduct meetings in a face to face environment has been severely limited and restricted throughout the pandemic. For this reason, all meetings have been conducted through either Microsoft Teams or Zoom to ensure maximum participation. Learning Continuity and Attendance Plan meetings with CVESD stakeholders have all taken place virtually through Teams and Zoom, including Board of Education meetings, and Spanish translation services have been offered at each Board meeting and DAC/DELAC meeting, ensuring the language support needs of the community are met.

[A summary of the feedback provided by specific stakeholder groups.]

*DAC/DELAC stakeholder input - Representatives from the DAC/DELAC leadership group expressed a desire to support parents and families with learning opportunities and information about the role parents can play to positively impact distance learning at home. In addition, a desire to increase support for foster children, homeless children, and English Learners was expressed. Finally, a desire to support staff mental health and wellness was shared by our DAC/DELAC parent community.

*Chula Vista Classified Employee Organization (CVCEO) - CVCEO leadership expressed a strong desire to support children engaged in distance learning with support from instructional assistants, student attendants, and noon duties, in collaboration with classroom teachers.

*Chula Vista Educators (CVE) - CVE leadership shared that teacher professional learning opportunities are of paramount importance, specifically new features with the District's technology platform, Microsoft Teams. Professional learning opportunities that involve strong instructional delivery pedagogy for distance learning and technology training and support for learning platforms are offered to support a rigorous distance learning experience. Additionally, ensuring that a safe and equitable learning environment exists for all staff and students occurs has been stated by CVE leadership and members. Finally, educators expressed the expectation that all students have the connectivity and devices they need to be successful in a distance learning education model.

*District administration - The administrators in CVESD shared that the need for ubiquitous access to technology is a non-negotiable with distance learning. They also stated that small group and one on one support needs to be embedded in the instructional day for students experiencing potential learning loss and students who are identified as unduplicated in the District's Local Control and Accountability Plan. These students include Foster Youth, English Learners, Children living in low income environments, and children experiencing homelessness.

*Parent surveys - The CVESD parent community expressed a desire to ensure technology access is ubiquitous for students. This included both computers for students and connectivity devices for them as well.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced

CVESD has a long history and is extremely proud of the collaborative relationships that exist with community stakeholders. Input is received and utilized to drive instructional, nutritional, and social needs that exist in our community. Specific input that was shared by stakeholder groups that had a direct impact on the Learning Continuity and Attendance Plan includes the following:

*Parent support materials developed to support parental roles and responsibilities for a successful distance learning partnership between school and home.

*Intentional instructional delivery that ensures students with the most unmet needs are supported in small groups and individually. The creation of enrichment materials for all students will ensure small group and individual instruction occurs within each distance learning classroom.

*Professional learning opportunities for staff with technology and pedagogy to support a rigorous distance learning experience for students. Microsoft Teams training and the 'Distance Learning Playbook' are two specific examples of stakeholder input directly influencing the plan.

- *Purchase of 12,500 student laptop machines to ensure all children have access to technology devices throughout the distance learning period.
- *Purchase of two technology accelerators, Achieve 3000 and iReady mathematics, to support student assessment for data that will drive instruction and the subsequent ability to assess the effectiveness of instruction throughout the distance learning period.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Chula Vista Elementary School District will begin the 2020-2021 school year within a Distance Learning model, and transition to offering in-person based instruction when local health and safety guidelines allow. Instructional models may move fluidly between Distance Learning, a Hybrid model, and full in-person instruction. The implementation is dictated by the health and wellness of the community. Once conditions allow for in-person instruction (in Hybrid and/or In-Person models), students with the most unmet needs and/or Chula Vista's youngest learners will be brought back due to the fact that distance learning is more of a challenge for children learning to read and based on the science that they transmit/are infected at much lower rates.

Two models for in-person instruction will be offered to families: a full day of in-person instruction or a hybrid of in-person instruction. Distance Learning instruction will remain an option for all families. In Hybrid and Distance Learning models, CVESD has a goal of offering childcare for essential workers and families of unduplicated students through the YMCA referred to as the 'Distance Learning Support Program'.

Ample safety considerations will be implemented as outlined in the Chula Vista Elementary School District COVID-19 Reopening Plan. This plan includes the implementation of physical distancing practices, increased cleaning and hygiene protocols, health monitoring and contact tracing, as well as the use of appropriate personal protective equipment (PPE). Once this plan is finalized and approved by the Board of Education a link will be included.

Both models will provide grade level standard based instruction that is rigorous, engaging, relevant and meaningful while focusing on social- emotional learning. Diagnostic assessments, classroom formative assessments and teacher anecdotal notes will be used to plan and implement grade level instruction with just in time daily small group interventions to accelerate student learning. Internal District data reports are available to District and school administrators that analyze data and District-wide to school-wide to the individual student. Teachers access Illuminate, Achieve 3000, I-Ready program, internal data systems, and more to analyze and disaggregate data to monitor student progress and plan targeted daily instruction.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	\$2,200,057	Yes
PPE Costs and cleaning/sanitizing equipment costs	\$3,496,159	No
Diagnostic Assessments - iReady mathematics	\$1,148,597	Yes
iReady mathematics professional development	\$103,500	Yes
Distance Learning Support Program through the YMCA	\$1,823,832	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Chula Vista Elementary School District (CVESD) is committed to continually providing high-quality instruction throughout the school year regardless of the method of delivery. CVESD will use Board-adopted curriculum resources, purchase additional curriculum resources, and develop rigorous materials to ensure students receive instructional continuity. Board-adopted curriculum resources include the Benchmark Education Advance/Adelante for English Language Arts. These materials are available in both English and Spanish, include a thorough English Language Development component, and all are available in a digital or paper copy. Furthermore, through the online Benchmark platform, students have access to additional grade level materials and reading resources while teachers are able to assess and monitor student progress. In Mathematics, students will have access to the Go Math Houghton Mifflin Harcourt curriculum materials which include a digital component (online lessons and Personal Math Trainer) to ensure instructional continuity. Additionally, to support the area of mathematics and continuity of learning, CVESD will purchase the full I-Ready Program which will include digital assessment, instruction, and student/teacher materials. This will allow teachers and students to have continual access to standards-aligned lessons, assessment, and quality digital instructional materials. The CVESD Instructional Services and Support Department will continue to provide teachers with additional high-quality professional learning, curriculum and instructional resources through an enhanced Teacher Portal, ongoing Teacher Newsletter, YouTube Channels, and more. Should the need arise to move fluidly between an in-person model and Distance Learning, pupils in CVESD will maintain rigorous learning and continue to have access to a full curriculum.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Currently, 13,979 student laptops have been distributed to children who have technology needs. Additionally, 2,000 wireless hotspots have been distributed to support children and families with internet connectivity needs. The Information Technology Department has finalized an inventory project for the remainder of District devices. These devices and the 13,979 that are already in the hands of students will ensure any child who needs a laptop device will have one available to them for the distance learning period. School sites are working with their individual communities to understand laptop and connectivity needs and will ensure distribution before school begins August 31. An additional 1,000 Verizon refurbished hot spots are being acquired through the San Diego County Office of Education to support more families should the needs arise. The District has committed to ensure that our teaching staff has the most up to date technology that will support rigorous instruction for children. As such, 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.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Pupils in Chula Vista will engage in daily live interaction with teachers and peers, and their progress will be tracked and assessed at the classroom, school, and LEA level. Pupil work will include content aligned to grade level standards and pupils will receive high quality, intellectually challenging assignments. To ensure pupil participation and progress, teachers and administrators will use materials including Achieve 3000, Benchmark Education, I-Ready, and Go Math programs. Reports and progress monitoring tools within these programs will provide vital information on pupil progress. Additionally, Microsoft Teams is the primary platform for teacher/student interaction and provides analytics to track and monitor synchronous minutes.

Distance Learning Professional Development

[A description of the professional development and that will be provided to staff to support the distance learning program, including technological support.]

The Distance Learning Playbook (DLP) has been purchased for all certificated staff and leadership. 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 DLP. On August 25th, staff had the opportunity to receive professional learning from Dr. Nancy Frey and Dr. Douglas Fisher, two of the authors of the DLP.

I2E grant/partnership with Microsoft to ensure technology professional development to support rigorous distance learning lessons.

A team of 12 teachers and District staff including Coordinators from the Instructional Services Department, Innovation and Instruction, Physical Education, Language Acquisition, and Visual and

Performing Arts, attended Project Based Learning Design Camp which was a 6 day structured professional development session provided by the High Tech High Professional Learning Learning Coordinators. This PBL Design Camp enhanced the participants' knowledge of the PBL process and how it can be used to accelerate learning progress for pupils. Capturing student voice from all student populations is an integral part of the PBL process. Following the professional development, the team committed 30 hours to designing project-based learning units in alignment with the District-adopted curriculum. These units of study will be valuable resources to accelerate students and teachers and also provide an additional layer of instructional continuity should the need arise to move fluidly between instructional models.

Staff Roles and Responsibilities

Text Box: [A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All CVESD staff have been impacted as a result of COVID-19. Teachers are moving to a Distance Learning setting while additional classified staff members will be partnering with them to support with students in Distance Learning. Instructional assistants, student attendants, and noon duties will support individual classroom teachers and students during distance learning to support engagement.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

At CVESD, we recognize that students with unique needs may be exceptionally vulnerable to additional risk during the COVID-19 pandemic and distance learning. Thus, layers of support will be put in place during distance learning to support students. District Social Workers (DSWs) will provide professional development for teachers and staff regarding the unique needs of foster youth and students experiencing homelessness including strategies to build relationships and set up successful routines.

DSWs have been and will continue to be in regular contact with foster families via telephone and TEAMS to provide them with information and support to set up structures and routines to make distance learning successful and to mitigate barriers to learning such as access to technology. To support students who are having challenges with distance learning (e.g., chronically absent students), DSW's will collaborate with parents, students, and school staff to create an action plan for student engagement. Moreover, foster youth and students experiencing homelessness who need additional support will also be eligible to receive Telehealth counseling services and/or will be connected to wraparound services.

Teachers will provide daily small group instruction engaging students in oral language development opportunities targeting language needs of English Learners. 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. Visual and Performing Arts (VAPA) teachers integrate oral language development into synchronous and asynchronous lessons. ELPAC Practice Tests will engage students in skills found in the California ELD Standards.

Students with disabilities will receive direct services as indicated on the individualized education program (IEP). School Psychologist will reach out to families to ensure students have access to technology and service providers will accommodate and modify the Distance Learning to support each students' unique needs.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	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	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.	\$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.	\$52,137	Yes
Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	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.	NA	Yes
Purchase of student machines to ensure the newest devices support distance learning in remote locations.	\$7,372,740	Yes
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	Yes
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	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	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Chula Vista Elementary School District (CVESD) will be utilizing a variety of high-quality resources and tools to address the learning loss. Measuring the current learning status of pupils will be a crucial part of not only the beginning of the school year, but overall an integral part of the entire school year and those to come. CVESD is committed to closing the achievement gap and is courageously seeking new and innovative ways to support students at this time. Prior to COVID-19, 64% of students in CVESD performed at or above grade-level in English Language Arts and 52% of students performed at or above grade-level in mathematics. While the challenge to close these gaps may be fierce, CVESD's mission to nurture every child's imagination, intellect, and sense of inquiry remains the same as each child is an individual of great worth.

Using current assessment information, in addition to knowing students' performance prior to COVID-19, is critical to making the instructional moves to ensure that each child finds success in this new and unprecedented season of their educational careers. In the area of English Language Arts, CVESD will be employing the use of several tools to diagnose and assess the current learning status of students. These tools will include the Achieve 3000 LevelSet (administered three times per year) for students in Grades 2-6, the Smarty Ants foundational literacy initial assessment for students in Grades K-1 & 2 as needed, Reading Foundational Skills Assessment as needed, Benchmark Education Advance/Adelante curriculum assessments, and reading inventories. Furthermore, all teachers will have access to SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials in the 2020-2021 school year. This research-based foundational skills program will be a key tool in diagnosing reading foundational skill deficits and supporting instruction to fill those skill gaps. In Mathematics, the I-Ready online assessment and program will be fully implemented across all school sites and grade levels in the 2020-2021 school year. This comprehensive assessment and the features of the overall I-Ready program will allow teachers to diagnose and monitor students' progress in the areas of mathematics. In addition to this tool, all students will have access to the District-adopted curriculum, Go Math, which encompasses both online assessment and Personal Math Trainer to monitor students' progress to provide targeted support. In the area of English Language Development (ELD), teachers provide both integrated and designated ELD lessons to students. ELD is a core component of the District-adopted curriculum. Staff will use available ELPAC data to determine instructional needs of each child. Whole group, small group, and one-on-one interaction and instruction with students will be vital in assessing individual student needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

CVESD will address learning loss and accelerate learning progress through a variety of approaches. During August of 2020, CVESD will host a Virtual Summer Learning Camp at every school site in the District. The majority of school sites will select 10 students per grade level in grades K-5 (based on 2019-2020 enrollment) to attend this intensive learning session. At the top ten school sites with unduplicated students (English learners, low-income, and foster youth), 20 students will be selected

per grade level, increasing the overall amount of teachers and students within the intensive session at those designated school sites. The District is providing special education students with a two-week Recovery Intersession (parallel to the Virtual Summer Learning Camp) to help mitigate the learning loss. Students will participate in a small group learning session to receive intensive instruction to address gaps in core academic skills.

In addition to these intensive summer learning sessions, a team of 12 teachers and District staff including Coordinators from the Instructional Services Department, Innovation and Instruction, Physical Education, Language Acquisition, and Visual and Performing Arts, attended Project Based Learning Design Camp which was a 6 day structured professional development session provided by the High Tech High Professional Learning Coordinators. This PBL Design Camp enhanced the participants' knowledge of the PBL process and how it can be used to accelerate learning progress for pupils. Capturing student voice from all student populations is an integral part of the PBL process. Following the professional development, the team committed 30 hours to designing project-based learning units in alignment with the District-adopted curriculum. These units of study will be valuable resources to accelerate students and teachers and also provide an additional layer of instructional continuity should the need arise to move fluidly between instructional models.

The Instructional Services Department will be developing specific professional learning modules for teachers in the areas of: math and equity for all students, building relationships in a digital environment, implementation of the I-Ready program, formative and summative assessment, use of ELA programs such as Achieve 3000 and Smarty Ants, Tools for Teachers Smarter Balanced resources, dual language, physical education, and more. These professional learning modules will be available through an enhanced Teacher Portal.

Implementation of the CA ELD Standards and strong implementation of designated ELD and integrated ELD will continue to be a focus of the District Resource Teacher. This specialist teacher will provide specific resources for teachers to support English Learners. District Social Workers will continue to provide ongoing support for foster youth and students experiencing homelessness. Extended Day and Jumpstart Reading Programs will be offered to meet the needs of English Learners, low-income students, foster youth, pupils with exceptional needs, and students experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Monitoring student progress to determine the effectiveness of the services and supports is vital. Because the Chula Vista Elementary School District (CVESD) will be addressing learning loss in a variety of ways, the monitoring process will vary depending on the support or service as described below.

During the Virtual Summer Learning Camp, students will be administered both a pre and post assessment in reading and mathematics. The impact of this session will be measured through the collection of data from those assessments. Furthermore, teachers will record anecdotal notes to provide to the 2020-2021 classroom teacher to provide some initial data on the students who have attended the virtual session. For special education students participating in the Recovery Intersession, student growth will be evaluated by progress on individual educational goals which are part of each student's IEP.

The use of specific diagnostic, formative, interim, and summative assessments will be a critical component of prescribing instructional next steps and then monitoring the effectiveness of the strategies put in place. Data will be monitored from all programs (I-Ready, Achieve, Smarty Ants, and Illuminate Education etc.) at the classroom, site, and LEA level.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	\$ 2,200,057	Yes
Diagnostic Assessments - iReady mathematics	\$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	Yes
Virtual summer learning camp will support students who have experienced learning loss as a result of the COVID-19 pandemic.	\$1,500,000	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	Yes
Illuminate Education for report cards and assessment item bank questions	\$573,995	Yes

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Chula Vista Elementary School District (CVESD) will be entering its third year of implementing Multi-Tiered System of Supports (MTSS) to support the whole child. This includes implementing Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) with the goal of creating safe, structured, and predictable environments in which students learn the skills to understand emotions, self-regulate, make and maintain positive relationships, and show empathy.

Thus, CVESD will continue to support and monitor the mental health and social and emotional well-being of pupils and staff through its three-tiered MTSS model with modifications and additional supports to meet the unique needs as a result of COVID-19. The SEL Team will work with school sites and MTSS Committees to provide additional support with the use of Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL Roadmap for Reopening Schools. This will include specific recommendations to improve social connectedness as well as ideas for using existing and new data sources to monitor emotional well-being.

Additionally, training opportunities and resources will be provided to both staff and families on trauma informed care, anxiety, and supporting emotional wellness for both children and adults. Moreover, teachers will be provided with monthly SEL newsletters that include a recommended SEL theme with supported weekly lessons from our district-adopted SEL curriculum, activities, a virtual classroom, resources and read-alouds. Families will also have access to a family edition of these newsletters with specific strategies and resources to support SEL at home.

Finally, CVESD is committed to providing the best possible education to our students, but to do so the employees that educate our children must be balanced, resilient and healthy. While we've always known a focus on employee well-being is important, it is of vital importance now. COVID-19, social unrest, record unemployment rates, and polarizing politics have created a breeding ground for stress and anxiety. Although employee wellness efforts at CVESD were in place, few were being accessed.

Beginning in 2019, CVESD started exploring partnerships with community organizations to improve employee wellness. One partnership with the City of Chula Vista offered our employees the opportunity to participate in staff intramural sports leagues throughout the year. Hundreds of employees participated in soccer, softball and even bowling leagues. With the onset of COVID-19, the CVESD Employee Well-Being Team knew they needed to accelerate their efforts to include additional supports, specifically around mental health. We partnered with Mental Health America to address the anticipated increase in the mental health needs of our staff members. Licensed clinicians will be a phone call away and ready to provide either short-term support or long-term counseling for those seeking assistance.

CVESD has partnered with VEBA to offer District employee fitness classes that began in August, 2020. These virtual fitness classes, that include strength training, Zumba, and yoga are excellent resources for our staff to ensure physical well being. We see these virtual offerings as a time for CVESD employees to connect, improve their physical fitness and refocus their energy away from daily stressors, ultimately supporting children because of the employee wellness that will be achieved.

A final component to CVESD's plan to support the social and emotional well-being of our staff is health around finances. CVESD has and will continue to offer financial literacy experiences for employees around 401K, 403b, and 457 retirement account resources. Additionally, CVESD has partnered with Mission Federal Credit Union to offer the 'Landed' program that supports educators with down payments on homes, supporting one of the single most important decision an adult can make; the purchase of a home.

Pupil and Family Engagement and Outreach

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Student engagement is necessary to mitigate the risk of additional learning loss. CVESD, in collaboration with site principals, have been consistent with the message that CVESD, CVE, CVCEO, parent groups, and community groups will work together to ensure engaging, rigorous, and relevant daily instruction occurs in the distance learning format. School site staff are committed to building strong, trusting relationships with students and parents. Teachers will

review attendance patterns and analyze data regarding student engagement on a daily basis so that any child who is absent 60% or greater during any given week will be contacted by teachers, district social workers, and site administrators to create a plan to re-engage students.

A Power BI report is currently being developed for administrator use to quickly analyze which students are in need of a re-engagement plan. School site grade level teams, school site Attendance Teams, and school site principals will monitor attendance data on a weekly basis to support students and families struggling with engagement during the distance learning period.

Strong communication will occur between Attendance Health secretaries, teachers, and, site principals ensuring no child falls through the cracks during the distance learning period.

Cascading messaging to the community will be ongoing and a recurring theme will be the required daily student attendance and engagement from both the district office and school sites.

Communication will be executed by the use of School Messenger, Peach Jar, weekly newsletters, monthly newsletters in both English and Spanish. If virtual or phone calls are necessary for parents, translation services will be provided for families who need this service.

Attendance Health Secretaries will play a crucial role during the distance learning period with communication between families and the school site. Communication through the computer, telephone, and email will be provided on a daily basis for students who are not attending distance learning classes. In addition, notification letters will be provided for families who are experiencing attendance difficulties with their children. To support families and children during the distance learning period, SART contracts will be created for families in situations that need additional support and are struggling with social and emotional needs.

District social workers and social worker interns, along with teachers and principals, will ensure daily love interaction occurs between staff of the school system and foster children, and homeless children.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutrition is a critical component for each child to be successful in school, whether virtually or in person. CVESD takes this responsibility seriously and has created a plan to ensure our children have their nutritional needs met in accordance with USDA guidelines. For the 2020-21 school year, Child Nutrition Services (CNS) will begin serving students on August 31st, the first day of distance learning for CVESD students. Meal distribution will be separated by areas including North, Mid-North, Mid-South and South. The district has been separated by these areas to set up and distribute food that will support all children eligible for free and reduced priced meals. Each day meals are served, an entire school week's worth of breakfast, lunch and snacks, will be served.

Meals will include a different variety of items to encourage parents and students to participate and will be nutritionally balanced.

When State, County, and local officials, in collaboration with CVESD, determine that it is safe for students to return to school sites in person, CNS will serve breakfast and lunch at each location. Service will continue the use of normal service lines while implementing and maintaining all social distancing protocols.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Diagnostic Assessments - Achieve 3000/Smarty Ants	\$ 2,200,057	Yes
In-Person Instructional Offerings	PPE Costs	\$3,496,159	No
In-Person Instructional Offerings	Diagnostic Assessments - iReady mathematics	\$ 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	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	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	Yes
Distance Learning Program (Distance Learning Professional Development)	Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	NA	Yes
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	Yes

Section	Description	Total Funds	Contributing
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	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	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	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	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	Yes
Distance Learning Program (Access to Devices and Connectivity)	'Hotspot' connectivity devices through the City of Chula Vista	\$144,000	Yes
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	\$2,624,014	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	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	iReady mathematics professional development	\$103,500	Yes
Distance Learning Program (Continuity of Instruction)	Distance Learning Support Program through the YMCA	\$1,823,832	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Illuminate Education for report cards and assessment item bank questions	\$573,995	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low- Income students
25%	No increased apportionment.

Required Descriptions

[For the actions 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 needs of these students.]

CVESD conducted multiple surveys throughout the COVID-19 pandemic period that prioritized our Foster Youth, Homeless students, Low Income students, and English Learners. A philanthropic organization donated \$50 gift cards for families and foster youth families and homeless student's families were the recipients of these gift cards, based on student information system data, identifying these target groups of children. Utilizing this same database, foster children, homeless children, low income, and English Learners were prioritized first once laptop computers and wireless hotspot devices were distributed for distance learning purposes.

Based on the feedback and input from stakeholder groups, including DAC/DELAC, CVCEO, CVE, parents, and administrators, the needs of our most vulnerable populations have consistently been the primary concern and desire to support through surveys and virtual meetings. The District Social Worker support has been instrumental for our most vulnerable populations, not only from an instructional/academic standpoint, but from a social and emotional standpoint as well. The needs of individual children are great and being met along with the needs of our families in low income situations. Access to Family Resource Centers, facilitated by our District Social Workers, has ensured that transportation needs, emotional needs, rent needs, and nutritional needs have been met for our community members experiencing trauma and difficult circumstances.

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

Services for Foster Youth (FY), English Learners (EL), Low Income (LI), and Homeless children are being increased and improved to ensure learning loss is mitigated and that the social and emotional needs of our students are being met. Every FY, and Homeless child has received a laptop computer and a wireless 'hotspot' to ensure engagement with staff and peers and that no instructional time is lost. Additionally, through survey data from both the LEA and the school site, EL and LI children have been prioritized to receive laptops and hotspot devices based on need. CVESD has applied for grant funding through the SDCOE to support monthly connectivity costs for the hotspots.

District Social Workers (DSW) have communicated with each FY and Homeless child through the COVID-19 pandemic, beginning in March. Three of the five Family Resource Centers have remained open to support FY, Homeless, LI, and EL families in need of social services throughout the pandemic school closure period. Training for DSWs and the District Parent Liaison are planned to support FY and Homeless children and their families through the school closure period.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve Submittal of 2019-20 Year-End Summary of Revenues, Expenditures,
and Changes in Fund Balances

 X Action

 Information

BACKGROUND INFORMATION:

Assembly Bill 1200 requires each local educational agency to file an unaudited actuals financial report with its county office of education. The District's 2019-20 revenues, expenditures, and fund balances will be filed with the San Diego County Superintendent of Schools by September 15, 2020, on the Standardized Account Code Structure (SACS) 2019-20 unaudited actuals series of reports.

ADDITIONAL DATA:

The District's certification is attached in addition to Schedule A (Year-End Summary of Revenues, Expenditures, and Changes in Fund Balance, 2019-20). Detailed information from year-end financial reports will be available for review by September 9, 2020, in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

See attached.

STAFF RECOMMENDATION:

Recommend approval.

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

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

Date of Meeting: Sept. 9, 2020

To the Superintendent of Public Instruction:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

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

Date: _____

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

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Chula Vista Elementary School District
Year-End Summary of Revenues, Expenditures and Changes in Fund Balance
2019-20

<u>Description</u>	General Fund (Unrestricted and Restricted)		Building Fund (21-09)		Bond Building Fund (21-33) (Measure VV)		Bond Building Fund (21-39) (Prop E)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Revenues	\$291,760,626	\$291,545,571	\$594,626	\$594,731	\$61,005,937	\$61,243,614	\$1,494,305	\$1,541,853
Expenditures	293,477,059	291,914,256	626,340	626,445	19,014,615	21,068,628	5,685,224	5,732,772
Increase/Decrease	(1,716,433)	(368,685)	(31,714)	(31,714)	41,991,322	40,174,986	(4,190,919)	(4,190,919)
Beginning Balance	44,244,489	44,244,489	31,714	31,714	0	0	4,190,919	4,190,919
Ending Balance	\$42,528,056	\$43,875,804	\$0	\$0	\$41,991,322	\$40,174,986	\$0	\$0
Reserved/Designated	5,745,357	6,711,707	0	0	41,991,322	40,174,986	0	0
Reserve for Economic Uncertainties	36,782,699	37,164,097	0	0	0	0	0	0

<u>Description</u>	Capital Improvement Fund Developers' Fees (25-18)		SB-50 Modernization/New Construction Fund (35-00)		Pupil Transportation Equipment Fund (15-00)		Cafeteria Account Fund (13-00)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Revenues	\$1,487,194	\$1,727,850	\$1,440,695	\$1,441,596	\$6,000	\$7,796	\$10,140,000	\$11,389,886
Expenditures	1,906,075	1,426,909	1,720,944	1,721,845	0	0	12,467,952	12,808,569
Increase/Decrease	(418,881)	300,941	(280,249)	(280,249)	6,000	7,796	(2,327,952)	(1,418,683)
Beginning Balance	7,588,954	7,588,954	280,249	280,249	349,486	349,486	3,734,604	3,734,604
Ending Balance	\$7,170,073	\$7,889,895	\$0	\$0	\$355,486	\$357,282	\$1,406,652	\$2,315,921
Reserved/Designated	7,170,073	7,889,895	0	0	355,486	357,282	1,406,652	2,315,921
Reserve for Economic Uncertainties	0	0	0	0	0	0	0	0

Chula Vista Elementary School District
Year-End Summary of Revenues, Expenditures and Changes in Fund Balance
2019-20

<u>Description</u>	Child Development Fund (12-06)		Charter Schools Fund (09-00)		Self Insurance Fund (67-00)		CFD Capital Projects Fund (49-00)	
	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals	Estimated	Unaudited Actuals
Revenues	\$4,660,134	\$4,705,614	\$65,247,673	\$65,355,597	\$3,560,000	\$3,586,273	\$46,377,258	\$46,807,435
Expenditures	4,545,918	4,591,398	65,089,647	64,286,179	3,100,000	3,017,908	25,214,447	22,526,298
Increase/Decrease	114,216	114,216	158,026	1,069,418	460,000	568,365	21,162,811	24,281,137
Beginning Balance	655,676	655,676	19,371,074	19,371,074	14,306,998	14,306,998	51,273,545	51,273,545
Ending Balance	<u>\$769,892</u>	<u>\$769,892</u>	<u>\$19,529,100</u>	<u>\$20,440,492</u>	<u>\$14,766,998</u>	<u>\$14,875,363</u>	<u>\$72,436,356</u>	<u>\$75,554,682</u>
Reserved/Designated	769,892	769,892	19,529,100	20,440,492	14,766,998	14,875,363	72,436,356	75,554,682
Reserve for Economic Uncertainties	0	0	0	0	0	0	0	0

<u>Description</u>	CFD Debt Service Fund (52-00)	
	Estimated	Unaudited Actuals
Revenues	\$13,357,186	\$13,357,186
Expenditures	13,357,186	13,357,186
Increase/Decrease	0	0
Beginning Balance	0	0
Ending Balance	<u>\$0</u>	<u>\$0</u>
Reserved/Designated	0	0
Reserve for Economic Uncertainties	0	0

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

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

 X Action

 Information

BACKGROUND INFORMATION:

Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code each even-numbered year to determine if changed circumstances require any amendments. Once the determination has been made, the agency must notify the code reviewing body by October 1 of the same year whether or not an amendment is necessary. Government Code Section 87303 indicates that any necessary amendments must be completed and forwarded for approval to the code reviewing body by its deadline. The amended Conflict of Interest Code is not effective until it is approved by the code reviewing body. The San Diego County Board of Supervisors, who serves as the code reviewing body for the District, has established October 12, 2020, as the deadline for receipt of amended Conflict of Interest Codes.

To comply with the requirements, the District's Board Bylaw 9270, Conflict of Interest, and the accompanying Exhibits (A) and (B) were reviewed. It was determined that revisions to Exhibit (B) were needed, to include new positions, update the titles of existing positions, and delete positions that no longer exist.

ADDITIONAL DATA:

A copy of proposed revisions to Exhibit (B) 9270 is attached. Additional information is available for review in the Office of the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Bylaws of the Board

CONFLICT OF INTEREST

Designated Positions and Disclosure Requirements

1. Persons occupying the following positions are designated employees in Category 1:

Governing Board Members
Superintendent of Schools
Deputy Superintendent
Assistant Superintendents

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within District boundaries, or within two miles of District boundaries, or of any land owned or used by the District. Such interests include any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources that:
 - (1) Are engaged in the acquisition or disposal of real property within the District.
 - (2) Are contractors or subcontractors that are or have been within the past two years engaged in work or services of the type regularly used by the District.
 - (3) Manufacture or sell supplies, books, machinery, or equipment of the types used by the District.

2. Persons occupying the following positions are designated employees in Category 2:

~~Executive Director of Curriculum and Instruction~~
~~Executive Director of Language Development and Instruction~~
Executive Director of Special Education and Instruction
Executive Director of Student, Family, Community, and Instruction
~~Executive Director of Technology and Instruction~~
Principal/Director
Senior Director of Early Childhood Education
Senior Director of Human Resources
Director of Benefits/Risk Management
Director of Child Nutrition Services
Director of Communications and Community Development
Director of Fiscal Services
Director of Human Resources
Director of Information Technology Services

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CONFLICT OF INTEREST (continued)

Director of Leadership Development, Equity, and Access

Director of Professional Development and Academic Coaching

Director of Maintenance and Operations

~~Director of Student, Family, Community, and Instruction~~

Director of Transportation

Community Collaborative Director

Associate Principal/Academy Director

Coordinator of Early Childhood Education Services

Coordinator for Instructional Technology

Coordinator of Physical Education, Health, and Wellness

Coordinator of Special Education and Pupil Services, Instruction and Support

Coordinator of Visual and Performing Arts

Accounting Manager

Facilities Planning Manager

Grounds, Safety, and Maintenance Manager

Instructional Services Coordinator

Payroll Manager

Safety, Environmental, and Maintenance Manager

Emergency Preparedness and Security Manager

Student Placement Manager

Transportation Manager

Manager of Network Services, Computer Hardware Support, and Publishing
Operations

Purchasing, Publications, and Warehouse Manager

Senior Grant Writer

Designated persons in this category must report investments or business positions in or income from sources that:

- a. Are contractors or subcontractors engaged in work or services of the types used by the department that the designated person manages or directs.
 - b. Manufacture or sell supplies, books, machinery, or equipment of the types used by the department that the designated person manages or directs. For the purposes of this category, a Principal's department is his/her entire school.
3. Consultants are designated employees that must disclose financial interests as determined on a case-by-case basis by the Superintendent/designee. The Superintendent/designee's written determination shall include a description of

Bylaws of the Board

CONFLICT OF INTEREST (continued)

the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this Conflict of Interest Code.

~~Designated Positions and Disclosure Requirements~~

A consultant is an individual who, pursuant to a contract with the District, makes any of several specified governmental decisions whether to: (2 CCR 18701)

- a. Approve a rate, rule, or regulations.
- b. Adopt or enforce a law.
- c. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement.
- d. Authorize the District to enter into, modify, or renew a contract that requires District approval.
- e. Grant District approval to a contract or contract specifications that require District approval and in which the District is a party.
- f. Grant District approval to a plan, design, report, study, or similar item.
- g. Adopt or grant District approval of District a policy, standard, or guideline.

A consultant is also an individual who, pursuant to a contract with the District, serves in a staff capacity with the District and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the District that would otherwise be performed by an individual holding a position specified in the District's Conflict of Interest Code (2 CCR 18701).

Exhibit

Adopted: 09/27/94

Revised: 02/07/95

Revised: 08/31/98

Revised: 04/11/00

Revised: 02/20/01

Revised: 05/21/02

Revised: 09/14/04

Revised: 09/19/06

Revised: 09/16/08

Revised: 10/14/10

Revised:

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

 Action

 X **Information**

BACKGROUND INFORMATION:

<u>TOPIC</u>	<u>REPORT BY</u>	<u>TENTATIVE DATE</u>
Report on Multi-Tiered Systems of Support and Social-Emotional Learning	Instructional Services	October 2020
Approve Report on Statutory Fees and Mitigation Payments for Fiscal Year 2019-20	Business Services	October 2020
Report on Visual and Performing Arts	Instructional Services	November 2020
Report on Physical Education	Instructional Services	December 2020
Approve Revisions to Fiscal Year 2020-21 Budget; Approve First Interim Financial Report at October 31, 2020; and Certify District's Financial Status for Fiscal Year 2020-21	Business Services	December 2020
Midyear Report by District Parent Leaders	Instructional Services	January 2021
Report on Preschool Programs	Instructional Services	February 2021
Update on District Equity Audit Findings and Next Steps	Instructional Services	April 2021
Report on Local Control and Accountability Plan	Instructional Services	May 2021

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.