CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – NOVEMBER 18, 2020 – 6 P.M.

BOARD OF EDUCATION

LESLIE RAY BUNKER • ARMANDO FARÍAS
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.

• • • •

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

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

• • • •

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.

• • • •

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_YTY0ODc1N2UtOGE0Yi00YTY4LTg1N2ItZmNlNjMyMTc3Mjcx%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_OGExZTczOWUtYWM2My00YjJlLTlhZGUtODA5ZDE4ODg0ODNl%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
November 18, 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. Report on Visual and Performing Arts Program

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

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

5. ORAL COMMUNICATIONS *Oral Communications*

Oral Communications provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to three minutes (approximately 390 words). Comments

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

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

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

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Special Meeting October 8, 2020, and Regular Meeting October 14, 2020

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

C. Approve Renewal of the District Superintendent's Contract

D. Approve Increase of Hourly Rate for Noon Duty Supervisor Effective January 1, 2021

E. Approve Increase of Hourly Rates for Certain Substitute Employees Effective January 1, 2021:

(1) Classified Substitutes – Bus Attendant, Child Nutrition Assistant, Clerk, Instructional Assistant, Instructional Assistant-Special Education, Library Clerk, and Noon Duty Supervisor; and

(2) Certificated Substitute – Home-Bound Tutor

F. Ratify Agreement with Mazik Global for Implementation of COVID-19 Software for Contact Tracing and Symptom Monitoring for the Period of November 6, 2020, Through June 30, 2021

G. Ratify Agreement with Nearpod for a Nearpod Student Engagement Platform District License for the Period of November 18, 2020, Through November 17, 2023

H. Ratify Agreement with the San Diego County Superintendent of Schools for the Proper Transfer of District Student Information to the

Sacramento County Office of Education's Foster Focus Data System for the Period of July 1, 2020, Through June 30, 2025

I. Ratify Memorandum of Understanding with School Shine for Video Production Services for the Period of November 4, 2020, Through June 30, 2021

J. Adopt Resolution Declaring Emergency Conditions Exist at Schools and Offices in the District and Granting Authorization to Take Any and All Necessary Actions to Prepare and Respond Effectively to the Novel Coronavirus (COVID-19)

K. Approve Amendment No. 4 to Purchase Agreement and Escrow Instructions for Village 3 Elementary School

L. Adopt Resolution Authorizing Utilization of Rialto Unified School District Bid No. 19-20-011 for Office and Classroom Supplies to Office Solutions and Southwest School and Office Supply for the Period of November 19, 2020, Through June 30, 2023

M. Approve Award of Bid Package to M.A. Stevens Construction, Inc., for Demolition; Roofing; Electrical; Finishes; and Heating, Ventilating, and Air Conditioning (HVAC) Renovation Project for Juarez-Lincoln, Parkview, and Valley Vista Elementary Schools in the Amount of $3,134,200 for the Period of November 19, 2020, Through Completion of the Project

N. Approve Award of Bid Package to M.A. Stevens Construction, Inc., for Demolition; Abatement; Roofing; and Heating, Ventilating, and Air Conditioning (HVAC) Renovation Project at J. Calvin Lauderbach and Palomar Elementary Schools, and Robert L. Mueller Charter School in the Amount of $2,869,729 for the Period of November 19, 2020, Through Completion of the Project

O. Approve Extension of Memorandum of Understanding with the City of Chula Vista for School Resource Officer Services for the 2020-21 School Year

P. Approve Contract with School Services of California, Inc., for Fiscal Information Services for the Period of December 1, 2020, Through November 30, 2021

Q. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2020

R. Ratify Inservice/Travel Requests

7. PUBLIC HEARINGS

Public Hearings

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

A. (1) Conduct Second Public Hearing on Howard Gardner Community School Charter Petition Renewal for the Period of July 1, 2021, Through June 30, 2026

(2) Adopt Resolution to Accept Exhibit "A," Staff Report, Analysis, and Findings, and to Deny the Howard Gardner Community School Charter Petition Renewal

Motion:_____, Second:_____, Vote:_____

B. (1) Conduct Public Hearing Pursuant to Government Code Section 4217.12 Regarding a Proposed "Agreement for Installation of Energy Generation and Resilience Systems," and a Proposed "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems" with ENGIE Services US, Inc.; and

(2) Adopt Resolution of the Governing Board of the Chula Vista Elementary School District Making Findings, Approving an "Agreement for Installation of Energy Generation and Resilience Systems" and an "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems," and Authorizing Related Actions

Motion:_____, Second:_____, Vote:_____

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. (1) Adopt Revised Meeting Calendar of the Board of Education of the Chula Vista Elementary School District Rescheduling the December 16, 2020, Regular Meeting to December 15, 2020; and

(2) Adopt December 15, 2020, at 6 P.M. as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

Motion:_____, Second:_____, Vote:_____

B. Nominate Candidates for the 2021 Election of the California School Boards Association's Delegate Assembly, Region 17

Motion:_____, Second:_____, Vote:_____

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

None

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

A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS *Board Communications*

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

13. CLOSED SESSION *Closed Session*

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/ Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees
Government Code Section 54957: Public Employee Discipline/ Dismissal/Release

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2020070346 for Student No. 411883

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Workers' Compensation Claim No. 17678252

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, DECEMBER 16, 2020, AT 6 P.M. A PROPOSED REVISION IS INCLUDED IN THIS AGENDA TO CHANGE THE MEETING TO TUESDAY, DECEMBER 15, 2020, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on Visual and Performing Arts Program

_____Action **____X____Information**

BACKGROUND INFORMATION:

In March of this year, when the District went online, Visual and Performing Arts (VAPA) teachers united to support the social and emotional needs of students at home through the Arts at Home Program. VAPA teachers were added to different teams that developed the Arts at Home Program based on their interests and skills. One team worked with the VAPA Coordinator to create vapacvesd.com, a website with lessons in each discipline that students and families can do at home. The YouTube team created and edited content for all grades in each discipline to engage students in creative activities with a focus on their well-being. VAPA teachers also curated a Pinterest page for parents and students who desired more activities from outside the District.

VAPA teacher disciplines met weekly to collaborate and connect, as well as attended regular professional development opportunities with District arts partners. Dance teachers attended weekly coaching sessions with Arts for Learning teaching artists to support distance learning lessons in dance through the lens of social-emotional learning. Music teachers received monthly professional learning opportunities through Save The Music and San Diego Youth Symphony (SDYS) partnerships. Theater teachers continued their monthly trainings with La Jolla Playhouse. Visual art teachers met and collaborated monthly within their own discipline to adapt lessons for home learning.

The District was recognized for the Arts at Home Program by being featured on the World Alliance for Arts Education website as well as receiving the Best Communities for Music Education by the National Association of Music Merchants Foundation for the third year in a row. The VAPA Coordinator and VAPA teachers were featured in national presentations highlighting some of these achievements.

Since the beginning of the pandemic, the District has continued its partnership with SDYS, and pivoted the program to provide small group and private lessons for students who have instruments at home. SDYS teaching artists continue to work

side by side with the music teachers to ensure all students in Save The Music schools have access to high-quality instruction. The Childhood Introduction to Music Education, with Smiles program is in its second year and has gone online to provide preschool and Transitional Kindergarten programs with family engagement through music.

Other partnerships include The Kennedy Center, Turnaround Arts: California, Quaver, Little Kids Rock, Arts for Learning San Diego, The California Arts Project, and Sax Art.

ADDITIONAL DATA:

The District continues to be a leader in the arts education community locally and nationally. The arts continue to support the social-emotional wellbeing of students during distance learning through regular classes with their arts teachers. VAPA teachers receive continued professional development geared toward their needs to support distance learning lessons.

Tonight, a report will be provided on the VAPA program's response to distance learning and how VAPA teachers are supporting student's social-emotional needs.

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

FISCAL IMPACT/FUNDING SOURCE:

Costs associated with the VAPA program are funded through the Local Control and Accountability Plan and Title I.

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

Special Meeting
October 8, 2020
5 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Service
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Farías called the meeting to order at 5:07 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)
Mr. Anthony Carlton, Director, Risk Management
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Clerk Humphrey led the Pledge of Allegiance.

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

UNADOPTED

3. ORAL CO MMUNICATIONS

Oral Communications

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

Mr. Carlton read the comments received:

- Teacher/Parent/Community Member Christine Borrero, two anonymous staff members, and an anonymous parent submitted questions regarding reopening of schools.
- Parent/Teacher Erika Hughes and Teacher/Community Member Sue Stone submitted concerns regarding reopening of schools.

4. BOARD WORKSHOP

Board Workshop

A. Considerations for School Reopening

Dr. Escobedo said the District would reopen when it is safe and stated the District is working on an extensive plan for reopening. He explained there are six core concepts—physical distancing, increased cleaning and hygiene, health monitoring and contact tracing, personal protective equipment, behavioral signage, and consistent communication. Dr. Escobedo commented one of the District's important partners is the San Diego County Office of Education (SDCOE) represented by Executive Director Robert Mueller. He mentioned other District staff would also present.

Mr. Mueller, who is SDCOE's Duty Officer/Assistant Incident Commander for COVID-19 Emergency Operations, said he would present reopening considerations for balancing risk in the community against mitigation measures that are implemented in the school. He clarified it is important to consult with an epidemiologist in terms of actual decision making. Mr. Mueller stated his goal was to present a reopening framework and to share a local metric produced by SDCOE to support the framework as an aid in the decision-making process. He addressed the measures of community burden (number of new cases within a given period) and the implementation of mitigation strategies, the need to balance risk with mitigation, the indicators and their relationship with the risk of transmission in schools (lowest, lower, moderate, higher,

UNAPPROVED

highest), the five key mitigation strategies the schools must be able to implement for each of the risks, and case data in District zip codes. Mr. Mueller also answered a variety of questions posed by Board Members.

Dr. Thiel, who provided information on a proposed hybrid model that will allow the District to provide in-person instruction to those students who choose to return to school. He explained students would be divided in two groups – Group A and Group B. Group A (maximum of 13 students) would be in school for in-person instruction on Mondays and Tuesdays while Group B is home doing asynchronous work. Group B (maximum of 13 students) would come to school Wednesdays and Thursdays for in-person instruction, while Group A is home doing asynchronous work. Teachers would take attendance of the Groups doing asynchronous work and ensure students know understand what they are supposed to be doing. Fridays would be used for deep cleaning of classrooms, with Groups A and B engaged in distance learning with their teachers. Dr. Thiel said the District is proposing for a slightly longer school day to allow for the procedure that will take more time than usual; he also explained that students who wish to stay with Distance Learning would be able continue in that learning mode.

Mr. Esquivel provided an overview of the personal protective equipment (PPE) the District has purchased in preparation for in-person instruction, for example masks (disposable, reusable, and N-95) for students and adults, face shields and specialty face shields thermometers, hand sanitizer, gowns and coveralls, gloves, portable student desk partitions; acrylic separations, plastic liner shields, disinfecting/sanitizing/cleaning solutions, shade canopies, and signage and signage holders. He said there is a good supply in the District warehouse and quantities at each of the schools; he added that our supply chain has stabilized since the start of the pandemic, so the District is able to purchase replacements as needed. Mr. Esquivel also commented that custodial staff is well versed on disinfecting processes and ready to maintain the schools clean and disinfected.

Emergency Preparedness and Security Manager Dr. Sherry Stone. thanked Mr. Mueller, saying he has been a phenomenal resource and that SDCOE has built different resources and metrics for the District, which has been of great help. She shared the COVID-19 Symptom Decision Tree, a set of procedures developed by SDCOE and the Health and Human Services Agency's Public Health Services Division to assist when making decisions regarding employees or students who present symptoms and described how the procedures will work when students return for in-person instruction. Dr. Stone addressed District notification procedures; provided information regarding specific cases the District has experienced, professional development, informational meetings with staff and the community; and spoke about documentation the

DRAFT

schools have available for parents. To wrap up, Dr. Stone thanked everyone for the efforts during the pandemic.

Mr. Carlton reported on information being shared regarding positive cases in the District and what is being done regarding tracing. He emphasized that of the confirmed cases, none were transmitted on school campus and that almost all of them were traced back to contacts in home settings or contacts at other events. Mr. Carlton said there have been many cases the District looked into which turned out to be negative. He also addressed District plans for planned tracing efforts, noting that in accordance with the Memorandum of Understanding with Chula Vista Educators, school nurses will be able to perform contact tracing with students and staff members to complement services provided by the Human and Health Services Agency. Mr. Carlton recommended a contact tracing course provided by Johns Hopkins that provides a wealth of information. He addressed the importance of mitigation through the four pillars, contact tracing, and testing to help reduce the spread.

Board Members thanked the presenters, engaged in deep discussions regarding the information presented and related topics, asked a wide assortment of questions that were answered by staff members, and made several observations, requests, and recommendations.

President Farías emphasized that the District wishes to reopen schools but that the Board is committed not only to academics but also to the health and safety of students, community, and employees. He said the reopening date has been pushed back because it is not safe and said the academics can be recovered but lost lives cannot.

Dr. Escobedo remarked that apparently some comments were submitted but not read. He said what happened would be investigated and any missed comments would be read at the following meeting.

5. ADJOURNMENT *Adjournment*

President Farías adjourned the meeting at 7:26 P.M.

Francisco Escobedo, Ed.D., Secretary

Laurie K. Humphrey, Clerk

UNAPPROVED

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
October 14, 2020
6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

ADOPTED

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

President Farías called the meeting to order at 6:06 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: BUNKER, Vote: UNANIMOUS

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

A. Report on Multi-Tiered System of Supports and Social-Emotional Learning

Dr. Tessier said that in November 2017, under Board direction, a consultation subcommittee was established comprising District leaders and Chula Vista Educators (CVE) members to ensure high fidelity implementation of Multi-Tiered Systems of Supports (MTSS). He added that, in November 2018, the District hired a Director to support MTSS and collaborate with the subcommittee to ensure best practices and implementation of the MTSS plan. He introduced MTSS Director Elizabeth Gianulis, who presented progress achieved during 2019-20, which was Year 2 of the five-year MTSS plan. Mrs. Gianulis also explained how program delivery was modified to accommodate changes that arose during the current pandemic and showed how MTSS works during distance learning. She covered professional development, MTSS collaboration efforts, community partnerships, and next steps. Mrs. Gianulis introduced District Coordinator of Physical Education, Health, and Wellness Heather Cruz. Mrs. Cruz presented information related to District efforts to address employee physical, mental, and financial wellness. She reported on wellness surveys, fitness classes, mental health supports, and financial programs available. Mrs. Gianulis answered questions from the Board.

Board Members thanked the presenters for the information, commented on different aspects of MTSS and on several portions of the report, and commended Mrs. Gianulis and Mrs. Cruz on their efforts. Board Members requested that sessions be held for classified employees and teachers to share MTSS strategies, asked that teachers be informed that the focus this year is on the social-emotional piece, and asked for data on how the program is impacting students.

B. Report on Early Literacy Development and Intervention in the Chula Vista Elementary School District

Dr. Tessier said that at the September meeting, the Board expressed a desire to see how the District focuses on the youngest learners, particularly in literacy. He introduced Dr. Ciriza, Director of Academic Coaching and Professional Development Rochelle Carroll, and Instructional Services Coordinator Brittany Mabe. Presenters provided an overview of the District's Early Literacy Development and Intervention plan. They touched on the importance of reading by third grade; the strands woven into skilled reading; the monitoring process and instruction cycle; areas of focus; the scope and sequence, data, and teacher dashboard of the Smarty Ants program in English and Spanish; and early literacy assessments and instructional resources.

APPROVED

The group also covered literacy development and instruction for English Learners and for Dual Language Immersion students, professional learning, and parent support. Dr. Ciriza, Mrs. Carroll, and Mrs. Mabe also answered questions from the Board.

Board Members thanked Dr. Ciriza, Mrs. Carroll, and Mrs. Mabe for the report, addressed several aspects of the information presented, and thanked them for their hard work.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Peter Zeitler acknowledged Montgomery School Secretary Diana Quiñones, who retired after 35 years of service in the District. He expressed a number of concerns: 1) The installation of the new Child Nutrition Services (CNS) refrigerator/freezer has still not been completed. 2) Instructional Assistants and Students Attendants were forced to go back to school with special education students without any barriers between them and the students. 3) School Secretaries and Attendance Secretaries/Health Specialists are in schools dealing with the public, which also puts them in danger. 4) CNS staff members who have been working nonstop throughout the pandemic to feed students deserve hazard pay. 5) Frustration that CVCEO had no say in the special education program and that CVCEO members have been put at risk. Ended by saying he hopes something can be done to alleviate this.

President Farías asked Dr. Escobedo and Human Resources to collaborate with CVCEO on a Memorandum of Understanding (MOU) to bargain the impacts and effects of the COVID-19 pandemic.

B. Chula Vista Educators

CVE President Susan Skala said she did not attend the September Board of Education meeting because she was at the County [Board of Education meeting] speaking to oppose the Dimensions Charter material revision. Ms. Skala stated the County Board did not take action, as it wanted more time to review the submission. She also said that, although Dr. Escobedo's letter [also opposing the material revision] was read, she was the only voice from the District or community to speak and encouraged everyone to speak at the November 4 meeting against the charter.

Ms. Skala read a letter from the super majority of school psychologists regarding the unit modification request submitted to California Public Employment Relations Board (PERB). If approved by PERB, school

UNADOPTED

psychologists would be included in CVE members. The letter listed the reasons why they wish to join the union.

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.

After asking how many comments were received, President Farías, with fellow Board Members' consent, allocated one minute for each comment.

Dr. Ciriza and Ms. Casey read comments received for the special meeting on October 8 that did not download properly.

- Ms. Skala advocating joining neighboring districts in committing to distance learning until after winter break.
- Teacher John Maes advocating for a safe reopening.
- Community Member Alan Botterman, Teacher Debbie Botterman, and Student Teachers Jessica Drew and Sarah Hart advocating for remaining closed to keep the community safe.
- Parent Alanna B regarding continuing distance learning as the flu season gets closer.

Dr. Ciriza and Ms. Casey read the comments received for the regular meeting.

- Parents Juan Jimenez and Mr. Lujan expressing concerns related to the special Board of Education meeting [held the previous week].
- "Concerned psychologists" regarding issues with CVE leadership.
- Parent/Teacher/CVE Member Ruby Baker asking that anonymous comments not be allowed.
- Parents Barbara Herrera and Kerri Lindgren advocating for schools to reopen [for in-person instruction].
- Adapted Physical Education Specialist Matthew Lopez; Occupational Therapist Susan Navilliat; Resource Specialists Vanessa Braito, Nichole Johnson, Joanna Scott and Melissa Solano; Special Day Class Teachers Robert Chapin, Misty Moore, Derrick Oliver, and Megan Rafferty; Speech Language Pathologists Katherine Balow, Janelle Helms, and Amanda Lopez; School Psychologists Theresa Grant and DiAnna Toliver; Special Education Teacher Emmanuelle Bullington; Teachers Kathleen Cauffman, Jessica Lee, and Keri Mayo,

ADOPTED

and Teacher for the Visually Impaired Christy Vargas in support of Psychologists joining CVE.

- Two community members, six school psychologists, and one staff member (all anonymous) in support of school psychologists joining CVE.
- Concerned CVE Members asking help to bring students back to school.
- Classified Staff Member Robert Kevin Adams asking how low the level of virus spread will be for all students to return to on-campus instruction.
- Instructional Assistant/Parent Claudia Caro asking about workers compensation benefits related to contracting COVID-19 at work.
- Student Attendant Suzanne Puente on concerns for classified employees and students who are on campus.
- Anonymous special education instructional assistant regarding the working disparity (virtual or in-person) for different employee classifications.
- Parent Scott Anderson advocating for in-person instruction.
- Teacher John Lake advocating for highest safety standards and bargaining with CVE.
- Anonymous community member; Community Member Bianca Brown; Anonymous teacher; and Teachers Erin Barker, Deborah Botterman, Lisa Niemela, Kenda Pot, and Maria Uriarte advocating for reopening schools only when it is safe.
- Teacher Michelle Kohler advocating for preparing a solid plan for reopening when it is safe.
- Teacher Jessica Howard emphasizing the importance of physical distancing and ventilation and advocating for the Board to get involved in bargaining to keep staff members and students safe.
- Classified Staff Member Heather Haas and an anonymous staff member expressing concerns with CVCEO.
- Classified Staff Kathleen Rodriguez regarding concerns for staff members who work with students with special needs.
- Anonymous psychologists regarding concerns with CVE.
- Anonymous parent asking if outdoor learning has been considered.
- Anonymous parent stating schools need to reopen, especially for the benefit of students with special needs.
- Staff Member Claudia Alcantara asking why [classified staff] are working in classrooms without certificated staff members.
- Anonymous parent advocating for the District to work with a team of local experts, including an epidemiologist, to guide reopening.
- Casillas School Secretary Theresa Grojean asking for a process to discuss alternate work hours for classified employees similar to the process for certificated employees.
- Staff Member Bertha Johnson asking about safety supplies for schools.
- Anonymous staff member posing questions regarding N95 masks.

UNAPPROVED

President Farías recessed the meeting at 8:32 P.M. and reconvened at 8:41 P.M.

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: HUMPHREY, Second: TAMAYO, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting September 9, 2020

B. Approve and/or Ratify Human Resources Items A Through J **2020-21.030**

C. Review and Accept Quarterly Report to the San Diego County Office of Education on *Williams* Complaints for the Period of July Through September 2020

D. Ratify Nonpublic, Nonsectarian School Master Contract with Sierra School of San Diego for Special Education and Related Services for Individuals with Exceptional Needs for the 2020-21 School Year

E. Ratify Renewal of Agreement with the Living Coast Discovery Center Foundation for Environment and Coastal Resource Preservation Educational Programs for the Period of July 1, 2020, Through June 30, 2021

F. Approve Operational Agreement with South Bay Community Services to Provide Maximum Available Assistance for Domestic Violence Survivors and Their Children for the Period of October 15, 2020, Through September 30, 2023

G. Approve Report on Annual Community Facilities Districts Activity for Fiscal Year 2019-20

H. Approve Annual Report on Statutory Fees and Mitigation Payments for Fiscal Year 2019-20, and Five-Year Report for Fiscal Years 2015-16 Through 2019-20

I. Approve Contract with PowerSchool Group LLC in the Amount of $241,158.89 for Online Registration Application for the Period of October 15, 2020, Through October 14, 2023

J. Approve Partial Retention Release for All Prime Contractors for Modernization/Renovation of Mae L. Feaster Charter School

ADOPTED
SUPERSEDED

K. Adopt Resolution Authorizing Utilization of Glendale Unified School District Bid No. P-13 18/19 for Apple Computer Products, Services, and Related Items with Apple, Inc., for the Period of October 16, 2020, Through October 15, 2021 **2020-21.031**

L. Approve Renewal of Bid No. 19/20-4 Transportation Service to HopSkipDrive, Inc., and Sol Transportation, Inc., for the Period of November 14, 2020, Through November 13, 2021

M. (1) Deny Bid Protest by RenewAge Energy Solutions, Inc., for Bid Package 20/21-1 Turnkey Solution for DC Fast Charging Units;

(2) Waive Minor Irregularity in Bid Submitted by New Leaf Electric, Inc., for Bid Package 20/21-1 Turnkey Solution for DC Fast Charging Units; and

(3) Approve Award of Bid 20/21-1 Turnkey Solution for DC Fast Charging Units to New Leaf Electric, Inc., in the Amount of $659,000 for the Period of October 15, 2020, Through Completion of the Project

N. Approve Award of Bid No. 20/21-2 to Noble E&C, Inc., for Administration Remodel and Lunch Structure Metal Roof at Arroyo Vista Charter School in the Amount of $108,400 for the Period of October 15, 2020, Through Completion of the Project

O. Approve Memorandum of Understanding with the Regents of the University of California, San Diego for Safer at School Early Alert Pilot Program

P. Accept Donation **2020-21.032**

Q. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through September 30, 2020 **2020-21.033**

7. PUBLIC HEARINGS *Public Hearings*

A. Conduct Public Hearing on Howard Gardner Community Charter School Petition Renewal for the Period of July 1, 2021, Through June 30, 2026

Dr. Tessier said that on September 8, the District received a charter petition renewal from Howard Gardner Community Charter. He introduced Howard Gardner Charter School (HGCS) Executive Director Beverly Jimenez. Mrs. Jimenez in turn introduced HGCS Board President Lisa Berlanga, who said a few words about the school. Mrs. Jimenez provided a report on HGCS that included the school's mission, demographics, latest California Assessment of Student Performance and Progress data and comparison by school of

UNADOPTED

residence, and Northwest Evaluation Association's Measures of Academic Progress data, and charter renewal criteria. Mrs. Jimenez addressed school plans for reopening in four phases and said students will be able to remain on distance learning based on family preference. Other topics covered were the school's systematic system of assessments; Multi-Tiered Systems of Support; and a financial overview that included the ending balance, reserves, and major expenditures.

President Farías opened the public hearing and asked if any comments were received. Dr. Ciriza and Ms. Casey read the comments received, as follows.

- Student Fernando Preciado sharing his experience at HGCS and expressing why he likes the school.
- Site Facilitator/School Secretary Lori Rapp and Teacher John Class urging the Board to renew the HGCS charter petition.
- Parents Laura Gonzalez, Megan Hann, Adriana Kleber, Elizabeth Ojeda, Janet Satterfield, and Luis Eduardo Villareal and Staff Member Joy D. Wash in support of HGCS.
- Operations Assistance/Cafeteria Manager Hala Robin and Teachers Elizabeth Fidel, Catherine A. Scholl and Priscilla Mondragon sharing their experiences at HGCS.

President Farías closed the public hearing.

Board Members asked questions that were answered by Mrs. Jimenez and commented on several items on the report, especially student achievement and the monies reserved for economic uncertainties. Board Members noted the amount is sizeable and expressed that part of those monies should be spent on programs to help students improve, especially because of the low student achievement.

Dr. Escobedo said that the District will need to reconcile some of the budget numbers because there seemed to be some discrepancies.

B. (1) Conduct Public Hearing on a General Waiver Request to Provide a Reduced-Day Extended School Year Program; and

Dr. Tessier said the District wishes to submit a general waiver request to the California Department of Education to modify the mandated 20-day program for students enrolled in special education. The program would be provided for 15-days instead and still ensure the instructional minutes requirement is met. Dr. Tessier said the District has consulted with CVE and it is agreed that the shorter period results in higher student and teacher participation.

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

APPROVED

(2) Authorize Submission of the General Waiver Request to Provide a Reduced-Day Extended School Year Program from June 21 Through July 12, 2021

Motion: HUMPHREY, Second: BUNKER, Vote: UNANIMOUC

8. ADMINISTRATIVE ACTION ITEMS *Administrative Action Items*

None.

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

None.

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

A. Report Calendar to Board of Education

Clerk Humphrey requested a report regarding what the District is doing to explore outdoor learning. She also proposed the District set a start date for in-person instruction after the [December] holidays and communicates the date to everyone, letting them know that, if the numbers are good, returning to schools will take place then.

President Farías requested the Board be updated in a couple of weeks regarding progress with the MOU with CVCEO.

B. Receive and Consider Recommendations Submitted by the Reviewing Authorities (San Diego County Office of Education) for the Learning Continuity and Attendance Plan

Dr. Tessier explained that at the September 9, 2020, meeting, the Board approved the Learning Continuity and Attendance Plan (LCA Plan), which was then submitted to the San Diego County Office of Education (SDCOE) for review. He added that, on September 30, recommendations from SDCOE were received, aimed at further strengthening the LCA Plan. Dr. Tessier said the recommendations were presented for Board consideration, and included:

- To demonstrate evidence of pupil consultation/input.
- To provide evidence of how the District will measure asynchronous participation and time value of student work.

Dr. Tessier said next steps based on these recommendations are (1) to get principal and CVE input to further affix instructional minutes to the asynchronous learning and (2) to conduct student interviews to help understand how students are currently affected by the LCA Plan.

ADOPTED

Board Member Tamayo requested that input also be sought from classified and from nonrepresented employees.

11. BOARD COMMUNICATIONS

Board Communications

Mrs. Bunker:

- Said there were great presentations earlier in the meeting—very informative and well prepared.
- Commended Dr. Ciriza and Mrs. Mabe for a great job with the Induction program accreditation. Said she expects a great report from the California Commission on Teacher Credentialing.

Mr. Farías:

- Thanked all employees for all they do and said these are unexplored times when everyone is learning together. Added that South Bay has the highest number of COVID-19 cases, so the Board has to make decisions based on what is best for everyone—students, employees, and community. Stated the Board and District will continue monitoring data from the Centers for Disease Control and other agencies.
- Reminded everyone that parent-teacher conferences would start the next day and urged everyone to communicate with their children's teacher and to create a plan to ensure students are moving forward in academics and in social-emotional wellbeing.
- Thanked the District team for always being supportive and for their amazing customer [service] skills. Commented that he hopes everyone continues working together for the benefit of students, employees, and the community.
- Congratulated the team who prepared the application for the successful [Department of Defense] grant that provided the District with close to $1 million. Said the team did a great job to provide opportunities for [military-connected] students.

Mrs. Humphrey:

- Commented that, from listening to the public comments, she believes there is still a lot of confusion regarding why schools are not reopening and that she knows some people want schools opened and others do not. Clarified that the bottom line is about the numbers [of COVID-19 cases] and what the Centers for Disease Control recommends. Said that it is not about making unilateral decisions or being controlled by certain groups but looking at real numbers and what the District is allowed to do. Said everyone in the District wants what is best for students, that it is a difficult time, she hopes everyone is patient and understands that everybody is working very hard to ensure reopening is done correctly.
- Said she appreciated the comments, Remarked that many people have communicated with her and thanked those who feel comfortable sharing, especially those who have positive suggestions.

DRAFT APPROVED

12. SUPERINTENDENT'S COMMUNICATION

Superintendent's Communication

Dr. Escobedo:

- Gave a shout out to Mueller Charter and Silver Wing, who received National Center for Urban School Transformation recognition, saying the prior day had been the virtual awards ceremony. Congratulated the schools on their accomplishments.
- Said he had a great conversation with classified and certificated employees during Superintendent chats.
- Announced that preparation of classrooms for hybrid learning would start the following week.

13. CLOSED SESSION

Closed Session

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

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

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

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2020070005 for Student No. 305573

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2020070838 for Student No. 306723

14 RECONVENE TO OPEN SESSION

Open Session

President Farías reconvened to open session at 10:07 P.M. with all Board Members present. He said Clerk Humphrey would make some announcements.

Clerk Humphrey announced that in closed session, the Board:

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2020070005 for Student No. 305573.

Motion: BUNKER, Second: FARÍAS
Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO
Noes: NONE, Abstain: NONE

ADOPTED
DRAFT

Approved a settlement agreement in Office of Administrative Hearings, Case No. 2020070838 for Student No. 306723.

Motion: HUMPHREY, Second: FARÍAS
Vote: Ayes: BUNKER, FARÍAS, HUMPHREY, REYES, TAMAYO
Noes: NONE, Abstain: NONE

15. ADJOURNMENT *Adjournment*

President Farías adjourned the meeting at 10:09 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, NOVEMBER 18, 2020, AT 6 P.M.

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through K

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Valeria Abitia, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 4, $20.74 per hour plus 4 percent, effective October 13, 2020

Natalie Chipana-Mora, Noon Duty Supervisor, 1.25 hours per day, 5 days per week, Range 9, Step 1, $13.38 per hour, effective October 13, 2020

Alejandro Landin Herrera, Mechanic Helper, 8 hours per day, 5 days per week, Range 28, Step 4, $23.92 per hour, effective October 13, 2020

Paulina Magnan, School Health Clerk, 3 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective October 16, 2020

Robert Messina, Temporary Teacher (per Education Code Section 44920), 74 days, Class III, Step 1, salary $21,496.26, effective October 16, 2020, through June 16, 2021

Amie Miller, Teacher, 160 days, Class I, Step 6, salary $51,622.40, effective October 1, 2020

Mary Ptacnik, School Secretary, 8 hours per day, 5 days per week, Range 30, Step 7, $28.80 per hour, effective October 12, 2020

Edith Ramirez, Noon Duty Supervisor, 2.31 hours per day, 5 days per week, Range 9, Step 1, $13.38 per hour, effective August 31, 2020

Eli Ring, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 1, $18.04 per hour, effective September 30, 2020

Valeria Salinas, Teacher, 146 days, Class III, Step 1, salary $42,411.54, effective October 21, 2020

Brianna Torres, Temporary Teacher (per Education Code Section 44920), 181 days, Class III, Step 1, salary $52,578.69, effective September 1, 2020, through June 16, 2021

B. REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES PREVIOUSLY EMPLOYED UNDER EDUCATION CODE SECTION 44909, 44911, OR 44920 FOR THE 2020-21 SCHOOL YEAR

Elizabeth Trinidad, Teacher, 181 days, Class V, Step 2, salary $59,661.22, effective September 1, 2020

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

Kristine Armstrong, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, $16.13 per hour plus 4 percent, effective October 8, 2020

Thomas Dougherty, Bus Attendant, 5 hours per day, 5 days per week, Range 16, Step 1, $15.66 per hour, effective November 2, 2020

Leah Mora, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 2, $16.86 per hour, plus 4 percent, effective November 9, 2020

D. CHANGE OF POSITION

Bianca Benitez, from Instructional Assistant-Special Education to Instructional Assistant-ELL, 3.75 hours per day, 5 days per week, Range 17, Step 1, $16.13 per hour, effective October 19, 2020

E. PROMOTION

Mario Cabada, from Painter to Lead Painter, 8 hours per day, 5 days per week, Range 39, Step 7, $34.89 per hour, effective October 1, 2020

Anthony Carlton, from Director of Benefits/Risk Management to Executive Director of Facilities Planning, Risk Management, and Legal Services, 8 hours per day, 5 days per week, 224 days per year, Executive Director Salary Schedule, Step 1, effective December 1, 2020

Rosie Jimenez, from Pupil Services/Special Education Technician to CALPADS Pupil Services/Special Education Technician, 8 hours per day, 5 days per week, Range 35, Step 5, $29.71 per hour, effective November 9, 2020

Marcia Martinez, from CNS I to CNS Delivery Driver, 3.75 hours per day, 5 days per week, Range 25, Step 1, $19.41 per hour, effective November 2, 2020

Amada Moreira, from Bus Attendant to Bus Driver, 5 hours per day, 5 days per week, Range 26, Step 2, $20.74 per hour, effective October 26, 2020

Margaret Myers, from Director of Human Resources Services and Support to Senior Director of Human Resources Services and Support, 8 hours per day, 5 days per week, 224 days per year, $730.93 per day, effective November 19, 2020

F. LEAVE OF ABSENCE

Juan Arroyo, Custodian I, effective November 16, 2020

Kathleen Burton, LSH Specialist, effective November 30, 2020

Christian Carrasco, LSH Specialist, effective October 19, 2020

Dana Duby, Teacher, effective September 28, 2020

Vanessa Fisher, Teacher, effective September 14, 2020

Janice Gutierrez, Teacher, effective November 12, 2020

Elena Marquez, Special Education Teacher, effective November 30, 2020

Xochitl Mendivil, Student Attendant, effective October 5, 2020

Maria Mickelsen, Resource Teacher, effective November 16, 2020

Alejandrina Navarro-Macias, Resource Specialist, effective November 2, 2020

Isabel Picazo, Student Attendant, effective November 3, 2020

Jaqueline Ramirez, Permit Teacher, effective September 21, 2020

Nancy Rodriguez, Teacher, effective October 20, 2020

Julie Rufo, Special Education Teacher, effective December 16, 2020

Carmen Swihart, School Nurse, effective December 1, 2020

Jacqueline Tellings, Teacher, effective October 5, 2020

Rubi Verdejo, Noon Duty Supervisor, effective October 22, 2020

G. EXTENSION OF LEAVE OF ABSENCE

Rudbelina Garcia, Student Attendant, effective November 2, 2020

H. JOB DESCRIPTION

Executive Director of Facilities Planning, Risk Management, and Legal Services

Instructional Services Coordinator

Student Attendance/Welfare Specialist

I. RESIGNATION

Claudia Giorgi, Noon Duty Supervisor, effective October 31, 2020

Sequoia Ingram, School Attendance Secretary/Health Specialist, effective December 5, 2020

Vanessa Praggastis, Teacher, effective October 20, 2020

Anita Whitley, Noon Duty Supervisor, effective October 1, 2020

J. RETIREMENT

Maria Anaya, Instructional Assistant-ELL, effective December 19, 2020

Yolanda Lopez, CNS I, effective December 8, 2020

Robin Phillips, Transportation Specialist, effective December 31, 2020

Helen Pierce, Instructional Assistant-Special Education, effective December 19, 2020

Paula Robinson, Teacher, effective June 16, 2021

Janet Sales, Library Media Technician, effective June 4, 2020

Yolanda Sierra, Student Attendance and Welfare Specialist, effective December 31, 2020

Kathleen Ybarra, Teacher, effective June 5, 2020

K. CONSULTANTS

On October 14, 2020, the Board approved a contract with Elizabeth Pappas in the amount of $1,000 to provide a virtual professional development session in Guided Reading, Metacognition, and Book Study at Cook. An amendment is required for additional sessions. This amendment will increase the contract by $3,000. The sum not to exceed $4,000 will be paid from Title I funds.

Franklin Covey Client Sales, Inc., is providing annual Leader in Me membership, Lighthouse Team Workshop, All Staff Workshop, and coaching for Clear View. Services commenced October 23, 2020, and will

continue through October 22, 2021. The sum not to exceed $16,925.82 will be paid from Title I funds.

Higher Level Leadership LLC is providing culturally responsive teaching training and parent engagement presentations at Cook and Montgomery. Services commenced October 15, 2020, and will continue through June 30, 2021. The sum not to exceed $15,000 will be paid from Cook Title I and Montgomery Title I funds.

Higher Level Leadership LLC is providing culturally responsive teaching training and parent engagement presentations at Lauderbach. Services commenced October 23, 2020, and will continue through June 25, 2021. The sum not to exceed $12,500 will be paid from Title I and Title I Parent Participation funds.

Jeffrey S. Owen, Ph.D., is providing neuropsychological assessment and consultations. Services commenced July 1, 2020, and will continue through June 30, 2021. The sum not to exceed $2,850 will be paid from District Psychological Services funds.

San Diego Youth Symphony is providing early childhood music instruction at Montgomery. Services commenced October 5, 2020, and will continue through January 13, 2021. The sum not to exceed $4,300 will be paid from Turnaround Arts Community Gift Grant funds.

San Diego Youth Symphony and Conservatory Opus Project (SDYS) is providing in-school music program, but in a distant-learning format. There are four main components to the new model: 1) SDYS support SDYS for small group and ensemble lessons at five sites; 2) SDYS Teaching Artists rotating through District VH1 Save The Music Schools to support at-home lessons on band and orchestra instruments; 3) Availability of SDYS professional development for all music teachers; and 4) SDYS online music classes throughout the year for the Preschool and Transitional Kindergarten program through the Childhood Introduction to Music Education, with Smiles program. Services commenced September 1, 2020, and will continue through June 30, 2021. The sum not to exceed $104,360 will be paid from Title-I Central, Title I-Supplemental Educational Services, and Local Control and Accountability Plan funds.

On June 17, 2020, the Board approved a contract with Stepping Stones in the amount of $134,160 to provide speech and language, and occupational therapy. An amendment is required for additional occupational therapy services. This amendment will increase the contract by $73,304. The sum not to exceed $207,464 will be paid from Designated Instructional Services-Speech funds.

Storm Educational Enterprises, Inc., dba Wilda's Writing Workshop is providing professional development with Write Up A Storm!® Strategies for Rice. Services commenced October 1, 2020, and will continue through June 30, 2021. The sum not to exceed $8,750 will be paid from Title I funds.

The Ed Ladder will provide, in person or virtually, tutoring services in small groups or one-on-one to identified Title I students at Mater Dei Juan Diego Academy. Services will commence November 19, 2020, and will continue through May 10, 2021. The sum not to exceed $5,466 will be paid from Title I funds.

The Ed Ladder will provide, in person or virtually, tutoring services in small groups or one-on-one to identified Title I students at St. Charles Catholic School. Services will commence November 19, 2020, and will continue through May 10, 2021. The sum not to exceed $6,602 will be paid from Title I funds.

The Ed Ladder will provide, in person or virtually, tutoring services in small groups or one-on-one to identified Title I students at St. Rose of Lima Catholic School. Services will commence November 19, 2020, and will continue through May 10, 2021. The sum not to exceed $6,032 will be paid from Title I and Title III funds.

The Solis Group will provide project labor coordination services for heating ventilating air conditioning (HVAC) and roof replacements for Juarez-Lincoln, Parkview, and Valley Vista, in the amount of $35,924, and Lauderbach, Palomar, and Mueller Charter, in the amount of $33,782. The total cost not to exceed $69,706 will be paid from Measure VV General Obligation Bond and other Capital funds. Services will commence November 19, 2020, and continue through completion of the project.

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.

EXECUTIVE DIRECTOR OF FACILITIES PLANNING, RISK MANAGEMENT, AND LEGAL SERVICES

JOB SUMMARY:
Under administrative direction from the Deputy Superintendent and from the Assistant Superintendent for Human Resources Services and Support, plans, coordinates, and directs the Chula Vista Elementary School District's Facilities Planning function and the Risk Management Program, including the areas of workers' compensation, fringe benefits, safety, and public liability.

ESSENTIAL JOB FUNCTIONS:
- Oversees and evaluates administration of the District's Facilities Planning for the purpose of ensuring an efficient and effective work environment.
- Is responsible for the evaluation of all contracts for Facilities Planning, Risk Management, and other departments as needed.
- Develops/administers facilities master planning for the immediate and long-term growth of the District including development of Community Facilities District (CFD) agreements.
- Research laws, regulations, legislation and policies for the purpose of assessing their potential impact on the District.
- Performs independent technical duties in the administration of the District's Risk Management programs.
- Oversees third party administration of workers' compensation claims, which includes interviewing injured workers as necessary, coordinating with administrators and lawyers, and counseling District personnel in respect to workers' compensation laws and procedures.
- Performs liaison functions between administrators, employees, lawyers, management personnel, service providers, and members of the public.
- Conducts investigations into public liability claims. Attends court proceedings on behalf of the District.
- Serves as District alternate representative on the Joint Powers Authority for property and liability, and on the San Diego County Schools Benefits Consortium.
- Establishes, maintains, and trains employees in safety-related programs such as Bloodborne Pathogens, and Injury and Illness Prevention.
- Directs all employee benefit programs, including accounting, and technical data for all active and retired employees.
- Counsels employees/retirees and their dependents and/or beneficiaries relative to District insurance plans.
- Communicates with other District personnel and departments, attorneys, insurance representatives, consultants, and others for the purpose of

coordinating activities, exchanging information, and facilitating contract implementation.

- Monitors all legislation affecting public liability, employee benefits, workers' compensation, and safety.
- Develops policies and administrative regulations regarding employee benefits, safety, workers' compensation, and any other related issues.
- Recommends a wide variety of program-specific decisions (e.g., insurance vendors, plan specifications, claim settlements, etc.) for the purpose of providing required services to employees and dependents and ensuring efficient utilization of District financial resources.
- Supervises and evaluates Risk Management staff.
- Facilitates, organizes, and represents the District during all suspension and expulsion hearings and processes.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Knowledge of principles and practices of strategic planning, general management principles and project management, and ability to apply complex operations and programs.

- Technical legal knowledge for review of multiple, highly complex, District contracts, and review/processing of court documents.

- Expertise in selecting, supervising, training, evaluating, commending, and, when appropriate, disciplining assigned staff.

- Ability to implement the use of computer software programs, hardware, and other technology pertinent to the areas of specialization.

- Knowledge of principles and practices of Risk Management and Labor and Education Codes relating to school districts; familiarity with claims processing in all areas of risk management; knowledge of typical industrial illnesses, injuries, and accidents; general knowledge of the OSHA General Industry Safety Orders; experience with employee health and welfare benefit programs, and employer-employee relations including the collective bargaining process.

- Ability to communicate orally and in writing; to be effective when dealing with all people, including employees suffering from illnesses or injuries; to work independently and manage a large caseload; to present ideas and concepts persuasively; to interpret, apply, and explain laws, codes, regulations, policies, and procedures; and to establish and maintain cooperative professional working relationships in the performance of position responsibilities.

- Knowledge, skills, and abilities required for this strong classification would typically be acquired through graduation from a four-year college or university.

- An associate degree in Risk Management, a certification as an Employee Benefits Specialist, or both are highly desirable.

- Proficiency in Microsoft Excel, Word, and Publisher is highly desirable.

TRAINING AND EXPERIENCE:

- Graduation from a recognized college or university with coursework in business, risk management, or related field. Evidence of increasingly responsible experience in the risk management/benefits field; superior presentation and analytical skills.

INSTRUCTIONAL SERVICES COORDINATOR

JOB SUMMARY:
Under the supervision of the Assistant Superintendent for Instruction, provides Districtwide leadership and service in the planning and improvement of instructional skills for all students.

ESSENTIAL JOB FUNCTIONS:
- Facilitates Districtwide change efforts to support achievement for all students.
- Functions as a curriculum and instruction specialist providing leadership in curriculum and staff development.
- Supervises the development of new curriculum related to Common Core State Standards (CCSS).
- Directly assists individual sites and teachers with program development, instructional materials selection, training, and problem solving.
- Supervises new curriculum materials selection process. Plans and monitors training and implementation of new materials.
- Facilitates professional development activities.
- Serves on interview and recruitment panels for new, certificated employees.
- Reports on promising new trends in CCSS.
- Cooperates with other departments and divisions in cross-departmental/divisional projects.
- Provides services, support, and advocacy for English Learners.
- Attends District, county, and state meetings and disseminates information to District personnel or appropriate.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:
- **Credentials:**
  Administrative Services preferred.
  Multiple Subjects credential or equivalent.
  CLAD or BCLAD.

- **Education and Experiences:**
  Master's Degree
  Five years of experience

- **Personal Qualities:**
  Ability to provide leadership and direction, analyze problems, make decisions, communicate and interact effectively and professionally under pressure, communicate orally and in writing, and work with a multiethnic staff and community. Knowledge of up-to-date theories, techniques, and methodologies related to literacy and second language acquisition. Proficiency in a second language highly desirable.

CLASSIFIED JOB DESCRIPTION

STUDENT ATTENDANCE/WELFARE SPECIALIST

JOB SUMMARY:

Under general supervision, visits schools and student homes to support student attendance and performs a variety of clerical duties and related work as required.

ESSENTIAL JOB FUNCTIONS:

- Assists in providing parents, staff, students, public, and government agencies with District-related information.
- Reviews and monitors enrollment projections.
- Confers with District departments regarding staffing.
- Investigates information, e.g., student/parent history and school history.
- Compiles documentation related to student attendance.
- Interviews parents, students, and staff.
- Conducts home visits.
- Consults regarding action for student's attendance cases.
- Provides support to School Attendance Review Teams.
- Assembles information packages and participates in the School Attendance Review Board.
- Prepares Caregiver's Affidavits.
- Types and composes tuition contracts, reports, memos, and letters.
- Files student records, forms, letters, correspondence, and confidential reports.
- Operates computer, fax machine, copier, and other office equipment.
- Uses word processing, electronic spreadsheet, and current student systems.
- Processes purchase orders and non-stock requisitions.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to handle private situations with excellent communication and customer service skills.

- Evidence of successful full-time clerical experience at the level of Clerk-Typist II or equivalent; type at a speed of 45 net words per minute. Knowledge of correct usage, spelling, and punctuation in Spanish desirable.

- Ability to interpret policy and laws, and convey them courteously to the public; exercise tact and good judgment; perform general clerical tasks, including typing, filing, and spreadsheet calculation; understand and follow oral and written directions; maintain effective working relationships; and communicate and interact effectively and professionally under pressure.

- Must have a valid California Driver's license and be insurable under the District's insurance policy. Must maintain insurability and have available an insured automobile for job-related use.

- Knowledge of basic office methods and procedures and the operation of basic office equipment, including computers.

- Graduation from high school or equivalent, preferably supplemented by course(s) in typing and office practices.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Renewal of the District Superintendent's Contract

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

At its regular meeting on August 12, 2020, the Board of Education approved an amendment to the Superintendent's contract to reflect the terms of the contract: July 1, 2017, through June 30, 2020.

Contract stipulations include the possibility of a one-year extension. However, rather than wait until the extension has lapsed, the Board of Education wishes to renew the District Superintendent's contract now. The new contract term will be extended through June 30, 2022.

As required by Government Code, Subdivision 54953(c)(3), Board President Armando Farías will read a statement summarizing the proposed compensation package.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The Superintendent's compensation is covered by the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Increase of Hourly Rate for Noon Duty Supervisor Effective January 1, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

Due to an increase in the minimum wage in the state of California to $14.00 per hour beginning January 1, 2021, the District requests to increase the classified rate for Noon Duty Supervisor at all District schools to remain above the minimum $14.00 per hour. The current classified salary rate will move from Range 9 to Range 12.

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.

Position	Current Rate	New Rate
• Noon Duty Supervisor	$13.38	$14.28

The total cost to the District would be approximately $75,000 per year.

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 Rates for Certain Substitute Employees Effective January 1, 2021:

(1) Classified Substitutes – Bus Attendant, Child Nutrition Assistant, Clerk, Instructional Assistant, Instructional Assistant-Special Education, Library Clerk, and Noon Duty Supervisor; and

(2) Certificated Substitute – Home-Bound Tutor

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

Due to an increase in the minimum wage in the state of California to $14.00 per hour beginning January 1, 2021, the District requests to increase the substitute hourly rates for the classified employees and the certificated employee listed above. All other substitute employees are paid at or above the $14.00 per hour rate. The increase would be effective January 1, 2021.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Proposed hourly rate increases are as follows.

Classified Substitute Position	Current Rate	New Rate
• Bus Attendant	$13.00	$14.00
• Child Nutrition Assistant	$13.00	$14.00
• Clerk	$13.00	$14.00
• Instructional Assistant	$13.00	$14.00
• Instructional Assistant-Special Education	$13.00	$14.00
• Library Clerk	$13.25	$14.00
• Noon Duty Supervisor	$13.00	$14.00

Certificated Substitute Position	**Current Rate**	**New Rate**
• Home-Bound Tutor	$13.20	$14.00

The total cost to the District would be approximately $55,000 per year.

STAFF RECOMMENDATION:

Recommend approval

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Agreement with Mazik Global for Implementation of COVID-19 Software for Contact Tracing and Symptom Monitoring for the Period of November 6, 2020, Through June 30, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

As recommended by the California Department of Education, the District will require a testing and tracing program to help reduce the spread of COVID-19 once schools reopen. The monitoring of active and recent cases of the virus will be paramount in quickly identifying staff and students who have had close contact and those who are presenting with COVID-19 symptoms.

Mazik Global is an independent software vendor with more than 12 years experience in co-development of Dynamics 365. Microsoft named Mazik as a Certified Development Center with competencies in enterprise resource management, customer relationship management, Collaborative Software, Power Platform, Common Data Service, and upgrades.

The District has partnered with Mazik Global to implement a solution for the monitoring of symptoms of staff and students and provide a robust tool to manage contact tracing by applicable District staff. Mazik has experience with educational institutions in developing COVID-19 solutions for contact tracing and is a leader in developing Microsoft Power Platform applications. While the District is engaged in distance learning, this solution will be utilized to monitor the symptoms and any active cases of staff who enter onto campus and students enrolled in the YMCA Distance Learning Support Program, Special Education, and students/families of the South Bay Community Services program.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the solution and licensing is $38,270 and will be funded through the Coronavirus Aid, Relief, and Economic Security Act.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Agreement with Nearpod for a Nearpod Student Engagement Platform District License for the Period of November 18, 2020, Through November 17, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

Nearpod is an online student engagement platform designed as a tool for teachers to create interactive lessons that engage students through activities using video, virtual reality, simulations, and gamified quizzes. Teachers are able to follow the progress of each of their students using Nearpod's platform for formative assessments that includes a feature to create polls, open-ended questions, "draw its" and much more.

The program allows teachers to easily transform resources they already have such as PowerPoint presentations, Google slides, or YouTube videos into Nearpod, making them engaging by adding questions and other interactive activities. Nearpod also comes with a fully stocked library full of hundreds of premade, standards-aligned lessons and videos across all content areas that can be used as is, or customized to enhance specific content to differentiate learning to meet the needs of each student. Nearpod also includes premade supplementary lessons for Grades K-6 directly aligned to the Benchmark language arts curriculum.

Students can engage with lessons created with Nearpod in three teaching modes:

1) Live Participation: teachers control the pace, and students participate on their devices either in person or remotely through distance learning.

2) Student Paced Mode: students move through each lesson at their own pace and participate asynchronously whether they are at home or in person working in small groups or centers/stations.

3) Front of Class Mode: can be used without student devices and allows the teacher to easily facilitate collaborative conversation and discussion.

As a result of teacher requests for the District to consider Nearpod as a universal tool for all teachers and students to utilize, the District established a 45-day pilot of Nearpod, in which hundreds of teachers and thousands of students across the District participated. Following the pilot period, the District asked for teacher input on whether or not the tool would serve as a valuable asset to their instructional resources. Teachers overwhelming responded that Nearpod would be a valuable tool for engaging students with both in-person instruction and during distance learning.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Cost for the Nearpod District License and professional development for three years will be $245,000 and will be paid from Title I, Low Performing Student Block Grant, and Coronavirus Aid, Relief, and Economic Security Act monies. Thirty-six hours of virtual professional development for teachers and leaders will be provided by Nearpod trainers to support the implementation and utilization of the online program.

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 Superintendent of Schools for the Proper Transfer of District Student Information to the Sacramento County Office of Education's Foster Focus Data System for the Period of July 1, 2020, Through June 30, 2025

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

The District has contracted with the San Diego County Superintendent of Schools (SDCSS) for assistance in complying with the responsibilities imposed by the state legislature regarding the proper and timely transfer of educational records between schools of pupils in foster care and the related state mandated data reporting requirements. This will occur by linking the District's student information systems to the Sacramento County Office of Education's Foster Focus data system (a secure web-based system designed specially to store education records). Training will be provided to the District's authorized users (District Social Workers, Multi-Tiered Systems of Support Director, Student Placement Manager, and the Secretary to the Executive Director).

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:

Immediately upon execution of the agreement, the SDCSS will use Neighborhood Reinvestment Program funds for payment of the initial (Year 1) linking fee of $5,000 to the Sacramento County Office of Education.

Beginning with Year 2, and for all subsequent fiscal years, the District will pay SDCSS a linking fee of $500 annually; the cost will be covered by the General Fund.

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 School Shine for Video Production Services for the Period of November 4, 2020, Through June 30, 2021

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District requires marketing video production services to show in detail the safety preparations and changes necessary on school campuses to ensure a safe return to in-school instruction. For this project, the District has contracted with School Shine, a team that creates high-quality video content for school districts and other educational organizations. School Shine will produce four safety-themed videos, including music licensing, industry-level equipment, and professional production practices. The videos will showcase, what a school day will look like and feature check-in procedures, temperature checks, safety equipment, individual classroom setup, mask requirements, social distancing, sanitation, etc. They will also reinforce the four pillars, cohort group concept, and input from medical professionals. In addition, the videos will spotlight the Distance Learning Support Program and the Special Education Program and will share perspectives of students and parents.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The production services cost of $17,000 will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Declaring Emergency Conditions Exist at Schools and Offices in the District and Granting Authorization to Take Any and All Necessary Actions to Prepare and Respond Effectively to the Novel Coronavirus (COVID-19)

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The World Health Organization has declared COVID-19 to be a global pandemic. On March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of a novel coronavirus (COVID-19). As of November 6, 2020, there have been 58,636 reported cases of COVID-19 and 904 cases reported resulting in death in San Diego County.

Approval of this resolution would allow the Superintendent to continue to immediately respond to rapidly changing health and safety concerns. The District has been preparing for the return of in-person instruction and feels it is in the best interest of students, staff, and the community to further prepare for and further implement measures to respond to the potential spread of COVID-19.

ADDITIONAL DATA:

Given the impact of the Covid-19 crisis on public education, the San Diego County Office of Education has recommended the adoption of a resolution authorizing emergency measures as directed by the Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Declaring Emergency)
Conditions Exist at Schools and Offices)
in the District and Granting Authorization)
to Take Any and All Necessary Actions to)
Prepare and Respond Effectively to the)
Novel Coronavirus (COVID-19))

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

WHEREAS, the World Health Organization has declared COVID-19 as a global pandemic; and

WHEREAS, On March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of a novel coronavirus (COVID-19); and

WHEREAS, as of November 6, 2020, there have been 58,636 reported cases of COVID-19 and 904 cases reported resulting in death in San Diego County; and

WHEREAS, in San Diego County, and county state and federal health officials expect the number of cases to increase; and

WHEREAS, strict compliance with various statutes and regulations would prevent, hinder, or delay appropriate action necessary to prevent and mitigate the effects of COVID-19 if no action is taken; and

WHEREAS, it is in the best interests of students, staff, and the community to prepare for and implement measures to respond to the imminent potential spread of COVID-19; and

WHEREAS, it is necessary to ensure that instruction continues in a manner best determined by the District which supports continued learning, including but not limited to distance learning; and

WHEREAS, California Public Contract Code Section 20113, provides that in an emergency when any repairs, alterations, work or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the Board may, by unanimous vote, with the approval of the county superintendent of schools, do either of the following:

(1) Make a contract in writing or otherwise on behalf of the District for the performance of labor and furnishing of materials for the purpose without advertising for or inviting bids.

(2) Notwithstanding Public Contract Code Section 20114, authorize the use of day labor or force account for the purpose; and

WHEREAS, an emergency exists requiring such action as defined in Public Contracts Code Section 1102 of the Public Contract Code and Public Resources Code and California Environmental Quality Act Guidelines 14 CCR section 1569(c); and

WHEREAS, the Superintendent requires that the Board declare that an emergency exists and grant the authority to take any and all action to ensure compliance with local, state, and federal directives and legal mandates, ensure instruction continues, enter into any and all contracts to respond to emergency conditions at District sites, and protect the health, safety, and welfare of students and staff; and

WHEREAS, approval of this resolution would allow the Superintendent to immediately respond to rapidly changing health and safety concerns and designate employees as disaster service workers pursuant to Government Code 3100.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the Governing Board of the Chula Vista Elementary School District determines that the circumstances described in this resolution herein constitute an emergency condition for which immediate action may be necessary; and

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that the Governing Board, by unanimous vote pursuant to section 20113 of the Public Contract Code and subject to approval by the San Diego County Superintendent of Schools, authorizes the execution of purchases and contracts without advertising or inviting bids; and notwithstanding Section 20114 of the Public Contract Code, authorizes the flexibility of the Superintendent to respond to the emergency conditions at District sites and offices; and

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that the Governing Board authorizes the Superintendent and/or his designee to take any and all actions necessary to ensure the continuation of public education and protect the health and safety of the students and staff at District sites, including, but not limited to, the relocation of District resources, directing staff to serve as disaster service workers pursuant to Government Code section 3100, making provisions for alternative educational programs and student transportation, and taking all action necessary pursuant to this resolution to prepare and respond effectively to COVID-19.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of November 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 No. 4 to Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site

____X____Action **_____Information**

BACKGROUND INFORMATION:

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

DTSC has now approved the School Site subject to removal of arsenic-tainted surface soils from a portion of the School Site ("Release Area"), which HomeFed has agreed to do at its cost. Based on this DTSC approval, the District and HomeFed have agreed that the District will initially purchase only the portion of the School Site not affected by arsenic ("Building Area"), so that the District may commence construction of the school, and the District will purchase the Release Area after DTSC has approved the cleanup.

As a result, the District is now seeking approval of Amendment No. 4 to the Purchase Agreement, which, among other things: (i) provides for the District to purchase the School Site in two separate portions, with the total purchase price split proportionally, based on acreage, between the Building Area and the Release Area; (ii) provides for HomeFed to complete additional work on the Building Area to ensure that it meets the requirements for a construction-ready site; (iii) finalizes the purchase price for the School Site at $10,186,051, and, on a proportional basis, allocates $9,014,655.14 to the Building Area and $1,171,395.86 to the Release Area; (iv) extends the due diligence period for Building Area to the later of January 31, 2021, or the date that is ten business days following completion by HomeFed of its work in that area; and (v) includes a

license for the District to enter in and upon the Building Area if it becomes necessary to commence construction prior to close of escrow for the Building Area.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

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

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of Rialto Unified School District Bid No. 19-20-011 for Office and Classroom Supplies to Office Solutions and Southwest School and Office Supply for the Period of November 19, 2020, Through June 30, 2023

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

The Rialto Unified School District (RUSD) conducted a competitive bid for school and office supplies, which was awarded by their Board of Trustees at their meeting held on June 10, 2020. Office Solutions and Southwest School and Office Supply submitted the lowest responsive and responsible bids and were awarded contracts. The awarded vendors were chosen on the basis of price, quality of product, compatibility of District standards, and the ability to provide on-line ordering for multiple users and sites. The RUSD issued this bid with a "Piggyback Clause" which allows the Chula Vista Elementary School District (District) the authority to utilize this bid under Public Contract Codes 20118 (K-12) and 20652 (Community Colleges).

Utilization of the RUSD bid allows the District the ability to purchase supplies and products through the same terms and conditions as RUSD on an as-needed basis. The bid included specific line items for various office and classroom products. In addition, vendors provided published catalogs to cover a full line of office and classroom products, and have provided a discount off list price for items not specifically identified, and allows the district to purchase a broad range of products for office and classroom supplies. Bidders were required to provide price lists and other materials necessary for the District to be fully informed as to current product and price information. In addition, staff will have online access allowing real time contract pricing for any item listed in the catalog. The District will not be required to order a minimum or maximum amount from either vendor throughout the fiscal years.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The District currently spends approximately $ 639,433 on various office and classroom supplies. Purchases will be funded through school site, child nutrition or departmental funds; warehouse stock will be paid through the general fund.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Adopt Resolution Authorizing Utilization of Rialto Unified School District Bid No. 19-20-011 for Office and Classroom Supplies to Office Solutions and Southwest School and Office Supply for the Period of November 19, 2020, Through June 30, 2023

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

WHEREAS, the Rialto Unified School District (RUSD) has conducted a competitive bid process that provides the Chula Vista Elementary School District (District) the ability to utilize this bid under Public Contract Codes 20118 (K-12) and 20682 (Community Colleges); and,

WHEREAS, under the terms and conditions of the bid with RUSD, Office Solutions and Southwest School and Office Supply have agreed to provide office and classroom supplies; and,

WHEREAS, this Board has determined it to be in the best interest of the District to contract with Office Solutions and Southwest Office Supply, to meet the needs of the Chula Vista Elementary School District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the RUSD Bid No. 19-20-011 for Office and Classroom Supplies is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the RUSD 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 Office Solutions and Southwest School and Office Supply.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of November, 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 Award of Bid Package to M.A. Stevens Construction, Inc., for Demolition; Roofing; Electrical; Finishes; and Heating, Ventilating, and Air Conditioning (HVAC) Renovation Project for Juarez-Lincoln, Parkview, and Valley Vista Elementary Schools in the Amount of $3,134,200 for the Period of November 19, 2020, Through Completion of the Project

____X____Action **_____Information**

BACKGROUND INFORMATION:

A Bid Package was prepared for Demolition, HVAC, Roofing, Electrical, and Finishes for Juarez-Lincoln, Parkview, and Valley Vista Elementary Schools.

The District advertised the bid package by: publishing on August 21 and August 28, 2020 a Notice Inviting Bids, in The Star News, a newspaper of general circulation; and emailing it to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Two (2) contractors submitted bids at the bid opening on October 22, 2020. Results of the bid are provided in the following chart.

Name of Contractor	Bid Amount
M.A. Stevens Construction, Inc.	**$ 3,134,200**
SWCS, Inc.	$ 3,788,702

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

Based on the foregoing, District staff have determined that M.A. Stevens Construction, Inc., is the lowest responsive, responsible bidder, and recommend

that the Board of Education award the contract for Juarez-Lincoln, Parkview and Valley Vista Elementary Schools Project to M.A. Stevens Construction, Inc.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

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

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Award of Bid Package to M.A. Stevens Construction, Inc., for Demolition; Abatement; Roofing; and Heating, Ventilating, and Air Conditioning (HVAC) Renovation Project at J. Calvin Lauderbach and Palomar Elementary Schools, and Robert L. Mueller Charter School in the Amount of $2,869,729 for the Period of November 19, 2020, Through Completion of the Project

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

A Bid Package was prepared for Demolition, Abatement, HVAC, and Roofing, for J. Calvin Lauderbach, Palomar Elementary Schools, and Robert L. Mueller Charter School.

The District advertised the bid package by: publishing on August 21 and August 28, 2020, a Notice Inviting Bids in The Star News, a newspaper of general circulation; and emailing it to construction trade journals and to contractors on the contractor list compiled by the District for this type of work. Three (3) contractors submitted bids at the bid opening on October 22, 2020. Results of the bid are provided in the following chart.

Name of Contractor	Bid Amount
M.A. Stevens Construction, Inc	**$ 2,869,729**
Able Heating & Air Conditioning, Inc.	$ 3,076,725
Conan Construction, Inc.	$ 3,108,000

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

Based on the foregoing, District staff have determined that M.A. Stevens Construction, Inc., is the lowest responsive, responsible bidder, and recommend that the Board of Education award the contract for the J. Calvin Lauderbach, Palomar Elementary Schools, and Robert L. Mueller Charter School renovation project to M.A. Stevens Construction, Inc.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

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

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Extension of Memorandum of Understanding with the City of Chula Vista for School Resource Officer Services for the 2020-21 School Year

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) and the Chula Vista Police Department (CVPD) are committed to providing a safe, secure, and orderly learning and teaching environment for students and staff. To accomplish this goal, on March 6, 2019, the Board approved a Memorandum of Understanding (MOU) with the CVPD for three School Resource Officers (SROs) and a one-half of an SRO Agent at the 35 elementary schools, and 5 charter schools located in the City of Chula Vista for the 2018-19 school year. SROs focus on prevention, early intervention, diversion, and community-oriented policing to students and their families.

Pursuant to the terms of the MOU, the parties may choose to extend the MOU for a maximum of two (2) additional one-year periods upon written approval of both parties. On July 17, 2019, the Board approved the first extension of the MOU for the 2019-20 school year. CVPD and the District now choose to extend the term of the MOU for an additional period of July 1, 2020, through June 30, 2021. This will be the second extension under the MOU.

ADDITIONAL DATA:

The District will cooperate and support the efforts of the CVPD SROs to work with students, school personnel, parents, and the community.

SROs will work with site principals, staffs, and community members to provide safe, secure, and drug-free learning environments for District students. When requested, SROs will attend various meetings/conferences, intervene with students in at-risk situations, schedule security activities, provide first response in all law enforcement-related matters as they occur during regular school hours, and provide high visibility of uniformed police officer presence on District

campuses, as well as other duties outlined in the MOU that was developed for this partnership.

Additional information is available for review in the Office of Emergency Preparedness and Security.

FISCAL IMPACT/FUNDING SOURCE:

Pursuant to the original MOU, the cost to the District for the 2020-21 school year will not exceed $530,473, and will be paid from General funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Contract with School Services of California, Inc., for Fiscal Information Services for the Period of December 1, 2020, Through November 30, 2021

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

School Services of California, Inc. (SSC), is a Sacramento-based consulting firm that provides a broad range of services including fiscal/budget services, analyses of all major school finance legislation, and other special projects. Through this contract, the District receives timely analyses of major legislative issues as well as updates on any changes made by the California Department of Education that impact education. The District's current agreement with SSC will expire on November 30, 2020.

ADDITIONAL DATA:

The District would continue to receive the latest information regarding state finance throughout the year, especially during the crucial budget development phase.

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

FISCAL IMPACT/FUNDING SOURCE:

The cost for services for the period of December 1, 2020, through November 30, 2021, is $3,900, which is the same as the previous year. To this base contract, the District is adding the purchase of the Comparative Analysis of District Income and Expenditures Report and the Salary and Benefits Report at the client rate of $800, which is $150 more than the previous year. Costs will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2020

____X____ Action **_____ Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

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

i.	Purchase Orders: 21001809-21002456	$ 7,050,229.73
ii.	Alternative Revolving Cash:	$ .00
iii.	Commercial Warrants: 323075-323894	$ 7,051,147.71
	Cafeteria Warrants: 0007082 - 00007134	$ 525,538.14
iv.	Payroll Warrants: Series 10 13300206-1330977, N-2529019-2532742	$22,418,829.04
v.	Revolving Cash Checks: 008953-009044	$ 14,038.63

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Inservice/Travel Requests

____X____Action **_____Information**

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

Chula Vista Elementary School District

Agenda Item 6.R.
November 18, 2020
Exhibit A

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Heredia, J.	AHERA Contractor Supervisor/Building Inspector Refresher	San Diego	11/02/20	11/03/20	$410	Dist. Operations	ESSC/Facilities
Dombrowski, J.	AHERA Contractor Supervisor/Building Inspector Refresher	San Diego	11/02/20	11/03/20	$410	Dist. Operations	ESSC/Facilities

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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

(1) Conduct Second Public Hearing on Howard Gardner Community School Charter Petition Renewal for the Period of July 1, 2021, Through June 30, 2026

(2) Adopt Resolution to Accept Exhibit "A," Staff Report, Analysis, and Findings, and to Deny the Howard Gardner Community School Charter Petition Renewal

____X____Action _____Information

BACKGROUND INFORMATION:

On September 8, 2020, the District received a charter petition for the renewal of Howard Gardner Community School (HGCS), which is set to expire on June 30, 2021. Education Code Section 47605(b) requires governing boards to conduct a public hearing no later than 60 days after receiving a petition (unless mutually agreed upon by District staff and the petitioner) to consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents. At its October 14 regular meeting, the Board of Education held a public hearing to receive input on HGCS's petition.

Assembly Bill (AB) 1505 went into effect July 1, 2020 and changed the renewal criteria for charter schools. These criteria are divided into three performance categories in accordance with Education Code sections 47607 and 47607.2: High Performing, Middle Performing, and Low Performing. These categories are defined by the school's performance on the California Dashboard. In the listing of charter schools posted annually by the California Department of Education (CDE), HGCS is listed as a Middle Performing charter school.

AB 1505 also requires that governing boards hold a second public hearing at the meeting at which they will take action. This mandate aims to provide the petitioner time to present evidence and testimony in response to the staff findings and recommendations described in the Staff Report, Analysis, and Findings.

ADDITIONAL DATA:

HGCS's petition for renewal was reviewed in accordance with Board Policy 0310, Administrative Regulation 0310.4, and Education Code Sections 47605.6, 47607, and 47607.2. The Staff Report, Analysis, and Findings was prepared, provided to

HGCS and the Board, and posted on the District's website for public review as required by Education Code, and is attached as Exhibit "A."

In addition to its comments and information shared during the November 18, 2020, public hearing, the District provided HGCS with the opportunity to present any information it would like the Board to consider by 8 A.M. on November 16, 2020. All information provided by HGCS was forwarded to the Board for consideration.

In accordance with Education Code Section 47607.2, the District has the following options regarding a petition renewal for a charter school in the Middle Performing category:

1. Grant the renewal petition in accordance with Education Code Section 47607.2 for a charter term of five years.
2. Grant the renewal petition in accordance with Education Code Section 47607.2 for a charter term of five years, provided that the charter school enters into a Memorandum of Understanding with the District prior to July 1, 2021 to address, reconcile, and resolve the findings presented in the staff report.
3. Deny the renewal petition and adopt the findings presented in the staff report.

If the District's Board of Education denies a renewal petition, the petitioner may not submit a material revision on appeal (Education Code Section 47605.6).

FISCAL IMPACT/FUNDING SOURCE:

There are substantial costs to the District for reviewing and overseeing any charter school. Those costs have not been calculated for this petition review nor do those costs constitute a condition for granting or denying the renewal.

STAFF RECOMMENDATION:

Recommend the Board: (1) Conduct a public hearing regarding HGCS's proposed charter petition renewal; (2) Consider any and all information provided by HGCS, its staff, students, and the community; and (3) Adopt the Resolution to Accept Exhibit "A," Staff Report, Analysis, and Findings, and to Deny the Howard Gardner Community School Charter Petition Renewal.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution to Accept Exhibit "A," Staff)
Report, Analysis, and Findings, and to)
Deny the Howard Gardner Community)
School Charter Petition Renewal)

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

WHEREAS, on or about February 15, 2011, the Board of Education ("Board") of the Chula Vista Elementary School District ("District") approved the initial charter petition for the Howard Gardner Community School ("HGCS"). Thereafter, on February 17, 2016, the District's Board approved HGCS's first charter renewal petition for an additional five years for the period of July 1, 2016, to June 30, 2021; and

WHEREAS, pursuant to California Education Code sections 47607 and 47605 and California Code of Regulations, Title 5, Section 11966.4, HGCS submitted to the District a renewal charter petition ("Petition" or "Charter") and supporting documents proposing renewal of the Charter on or about September 8, 2020, for the period of July 1, 2021 through June 30, 2026; and

WHEREAS, in accordance with California Education Code sections 47605 and 47607, the Board held a public hearing on the provisions of the renewal Charter on October 14 and November 18, 2020, at which time the Board considered, among many other things, the level of support for the renewal Charter by parents/guardians, teachers, and other staff; and

WHEREAS, in reviewing the Charter, the Board has considered the California Legislature's desire that charter schools should serve as an integral part of California's educational system and that establishment of charter schools should be encouraged; and

WHEREAS, in reviewing the Charter, the Board has considered the academic needs of the pupils HGCS proposes to serve; and

WHEREAS, District staff closely reviewed all information received with respect to the renewal of the Charter, including information related to pupil academic performance as well as the operation and potential effects of the proposed renewal of the Charter, and based on that review and other information prepared a written Staff Analysis and Proposed Findings of Fact, dated November 3, 2020 ("Staff Report, Analysis, and Findings") which is attached as Exhibit A; and

WHEREAS, the District Board considered pupil academic achievement for all groups of pupils served by HGCS as the most important factor in determining whether to grant the renewal; and

WHEREAS, District staff and the Board have specifically analyzed the information provided by HGCS with its renewal request related to pupil academic achievement and considered academic achievement as the most critical factor in analyzing HGCS's renewal request. Further, the Board analyzed HGCS's performance on the California Assessment of Student Performance and Progress ("CAASPP") and HGCS's performance on the California School Dashboard, including information related to HGCS's schoolwide performance and the performance of student subgroups. District staff's analysis of HGCS's academic achievement is described in detail in the Staff Report, Analysis, and Findings; and

WHEREAS, in its presentation, HGCS focused its discussion of its academic achievement on its comparison to certain specific District schools and other schools, some of which its students could attend; and

WHEREAS, the consideration of HGCS's pupil academic achievement as a critical factor in determining whether to approve the renewal Charter does not involve a comparison of HGCS to other schools, but rather the focus of the analysis should be HGCS's student's academic performance; and

WHEREAS, as also explained in the Staff Report, Analysis, and Findings, HGCS's CAASPP results, and several other state performance indicators, revealed deficits in student performance in the area of English Language Arts (ELA). Specifically, in 2016, only 46% of HGCS's students met or exceeded standards in the area of ELA. In 2017, that number dropped to 45.1%. After an increase of 56.6% in 2018, HGCS's students dropped significantly to only 39.4% of its students meeting or exceeding ELA standards in 2019. When analyzing student subgroups, HGCS's student performance in the area of ELA becomes even more concerning. Specifically, the percentage of English Learner students who met or exceeded standards was 25% in 2016, 35.4% in 2017, 32.2% in 2018, and 17.8% in 2019. The percentage of socioeconomically disadvantaged students who met or exceeded standards was 46% in 2016, 42.6% in 2017, 55.5% in 2018, and 36.5% in 2019. The ELA CAASPP data also revealed students with disabilities declined overall between 2016 and 2019. HGCS's ELA CAASPP results clearly demonstrate that HGCS's failed to produce appropriate and sustained increases in academic performance in ELA; and

WHEREAS, as also explained in the Staff Report, Analysis, and Findings, HGCS's CAASPP results, and several other state performance indicators, revealed similar deficits in student performance in the area of Math. Specifically, in 2016, only 34% of HGCS's students met or exceeded standards in the area of math. In 2017 and 2018, that number increased slightly to 36.6% and 39.2% respectively. However, HGCS students who met or exceeded standards dropped significantly to only 27.2% in 2019. When analyzing student subgroups, HGCS's student performance in the area of Math becomes even more concerning. Specifically, the percentage of Hispanic students who met or exceeded standards was 28% in 2016, 33.6% in 2017, 36.9% in 2018, and 24.1% in 2019. The percentage of English Learner students who met or exceeded standards was 25% in 2016, 30% in 2017, 22.6% in 2018, and 15.8% in 2019. The percentage of socioeconomically disadvantaged students who met or exceeded standards was 32% in 2016, 34.8% in 2017, 36.6% in 2018, and 23.7% in 2019. HGCS's math CAASPP data also revealed students with disabilities declined overall between 2016 and 2019. HGCS's Math CAASPP results clearly demonstrate that HGCS's failed to produce appropriate and sustained increases in academic performance in math; and

WHEREAS, as described in detail in the Staff Report, Analysis, and Findings, HGCS's brief increase in student performance in 2018 was attributable to the performance of two grade levels, one of which left at the conclusion of the 2017-18 school year; and

WHEREAS, a close review of HGCS's finances illustrates concerns related to its use of resources in a manner that has deprived its students access to necessary services and a lack of a rigorous or well-established plan to implement services. Specifically, as described in detail in the Staff Report, Analysis, and Findings, HGCS maintained the following excessive ending balances when compared to its total expenses during the period since its most recent renewal: 55.88% at the end of the 2016-17 school year, 75.65% at the end of the 2017-18 school year, 85.78% at the end of the 2018-19 school year, and 81.73% at the end of the 2019-20 school year. HGCS's ending balance at the end of the current school year is expected to be 81.41% of its total expenses. The District anticipates that HGCS will continue to maintain excessive ending balances in the future. At present, it is expected that HGCS will have ending balances representing the following percentages of its ending balances at the end of the following school years: 78.4% in 2021-22, 76.84% in 2022-23, and 74.7% in 2023-24. As described in the Staff Report, Analysis, and Findings, in order to properly meet the needs of students with high academic needs, schools must dedicate significant resources targeted to address the needs and implement rigorous and well-established plans

to implement those services. HGCS either failed or refused to provide adequate supports to its students and neglected to develop high-quality professional development necessary to build teacher capacity and improve student outcomes, which is likely to continue in future school years. As a result, it is likely the student performance concerns described above will continue in future years and HGCS students will not achieve a year's worth of educational progress each school year; and

WHEREAS, the Board considered the past performance of HGCS's academics, finances, and operation, and future plans for improvement, if any, in evaluating the likelihood of future success by HGCS; and

WHEREAS, HGCS has demonstrated unacceptable past academic performance and financial patterns and HGCS's renewal Charter does not establish future plans for improvement to resolve these deficiencies; and

WHEREAS, the issues, concerns, and omissions noted in the Staff Report, Analysis, and Findings establish that renewal of the Charter is not consistent with sound educational practice and the Charter does not comply with all of the standards for approval; and

WHEREAS, the Board analyzed and considered all information, including the renewal Charter and statements presented at the public hearing, the Staff Report, Analysis, and Findings, and District staff's recommendation that it deny HGCS's renewal request; and

WHEREAS, the Board reviewed and deliberated on the renewal Charter, pursuant to the procedures set forth in California Education Code sections 47605, 47607, and 47607.2; and

WHEREAS, the Board specifically notes that this Resolution does not, and is not intended to, describe each and every deficiency in HGCS's renewal Petition, and that the findings set forth herein are sufficient to support denial of the renewal Petition.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Chula Vista Elementary School District Board of Education finds the above listed recitals to be true and correct and incorporates each of them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the Board, having fully considered and evaluated the Petition for the renewal of HGCS's Charter, hereby

finds: (1) granting the renewal of the Charter not to be consistent with sound educational practice, (2) HGCS is demonstrably unlikely to successfully implement the program described in the renewal Charter, and (3) HGCS has failed to make sufficient progress towards meeting standards that provide benefit to HGCS's students after considering and providing greater weight to performance on measurements of academic performance, based upon numerous grounds and factual findings, including, but not limited to, those described in the Staff Report, Analysis, and Findings, and hereby denies the renewal of the Petition pursuant to California Education Code Sections 47605, 47607, and 47607.2:

1. HGCS presents an unsound educational program for the pupils to be enrolled in the charter school. (Cal. Educ. Code section 47605(b)(1).)
2. HGCS is demonstrably unlikely to successfully implement the program set forth in the Petition. (Cal. Educ. Code section 47605(b)(2).)
3. HGCS has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, the closure of the charter school is in the best interest of pupils after providing greater weight to performance on measurements of academic performance. (Cal. Educ. Code section 47607.2(b).)

BE IT FURTHER RESOLVED AND ORDERED that the Board hereby determines that the foregoing findings are supported by specific facts, including the following facts and findings:

The Board hereby adopts and incorporates herein by this reference all findings and facts described in the Staff Report, Analysis, and Findings as though they are fully set forth herein. Each of the factual findings, and the causes that each factual finding supports, as set forth in the Staff Report, Analysis, and Findings, are specifically adopted by the Board as factual findings supporting this denial and each of the causes for denial, which are briefly described herein. The specific factual findings set forth below in this Resolution are provided as examples to support staff's findings and recommendation, but do not limit, in any way, the Board's causes and factual findings supporting denial.

1. HGCS presents an unsound educational program for its students and HGCS has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and that this decision provided greater weight to performance on measurements of academic performance. (Cal. Educ. Code sections 47605(b)(1) and 47607.2(b).)

As explained in greater detail in the Staff Report, Findings and Analysis, HGCS's performance in both ELA and math has been below standard since the 2016-2017 school year. Despite some minimal increases in HGCS's performance between 2017 and 2018, there were sharp declines again in 2019 in both subjects, as described both above and in the Staff Report, Findings and Analysis. As also described in detail in the Staff Report, Findings and Analysis, English Learner students, Hispanic students, socioeconomically disadvantaged students, and special needs students performed at unacceptable levels. HGCS students failed to make appropriate academic progress.

HGCS's failure to properly serve students, including is failure or refusal to provide adequate services and supports to those students, have limited and likely will limit student performance and ensure that its students will continue to fail to make one year's progress over the course of future school years. HGCS has not provided and is unable to provide a sound educational program for its students.

Given HGCS's longstanding failure to properly serve its students, as evidenced by its students' performance and other factors, the closure of HGCS is in the best interest of students. Several educational programs that will ensure students make at least one year's progress during the course of the school year remain readily available to those students. The Board reached the foregoing conclusions following careful review of academic performance measurements, as described herein and in the Staff Report, Analysis and Findings, and after providing greater weight to those performance measurements.

2. HGCS is demonstrably unlikely to successfully implement the program set forth in the Petition. (Cal. Educ. Code section 47605(b)(2).)

Data from the CAASPP and other performance indicators described herein and in the Staff Report, Findings and Analysis illustrate that HGCS has implemented an unstable instructional program that is failing to meet the needs of students. In fact, data from the CAASPP indicate that HGCS students experienced drastic declines in performance since HGCS's most recent renewal to present.

HGCS has and will continue to fail to dedicate appropriate resources to improve student outcomes. For example, a review of HGCS's budgets and ending balances over the course of most years since its

inception illustrates HGCS's ongoing commitment to withhold funds and services from students despite the District's attempts to assist HGCS in the proper use of these funds. This commitment to withhold funds has caused HGCS's ending balance to swell to over 80% of its total operating budget. HGCS is on track to continue to withhold services from students in the interest of inflating its ending balance even in the midst of a global pandemic when student progress will necessarily be heavily impacted due to limitations to in-person instruction, as described above and in the Staff Report, Findings and Analysis. HGCS's longstanding pattern illustrates its ongoing commitment to maintain excessive ending balances rather than dedicating much needed services to its students. HGCS's commitment to preserve excessive funds in its ending balance each year has produced observable declines in student achievement and its inability to maintain appropriate academic performance in prior and future years.

It should also be noted that HGCS has and will continue to fail to develop and implement clear intervention and/or instructional plans, which has resulted in, and will continue to cause, its failure to achieve and maintain appropriate academic performance. For example, during a report to the Board on October 14, 2020, HGCS failed to effectively identify and articulate a clear intervention and/or instructional plan to improve student achievement. HGCS shared multiple assessment tools used at the school such as NWEA MAP for K-8, ESGI: Kindergarten, Developmental Reading Assessment (DRA) for K-8, Interim Assessment Block (IAB) for 3-8, and Daily Formative Assessments (Exit Slips). Although it appears multiple tools are being used at the site, it was unclear how those assessment tools would be used to: (1) improve student performance,(2) address learning gaps, (3) provide clear expectations regarding the use of these tools in classrooms, (4) use the assessment tools to inform instruction, or (5) monitor progress on an ongoing basis.

For the reasons described above and described in detail in the Staff Report, Analysis, and Findings, HGCS is demonstrably unlikely to successfully implement the program set forth in the Petition.

BE IT FURTHER RESOLVED AND ORDERED by the Board that for the forgoing reasons and based on the forgoing findings, the Petition for the renewal of HGCS is hereby denied.

BE IT FURTHER RESOLVED AND ORDERED that if one or more of the findings and/or conclusions supporting the findings in this Resolution is/are held to be invalid or unenforceable, the remaining findings and/or conclusions in this Resolution shall remain in full force and effect. The Board specifically finds that each and every factual determination, standing alone, is a sufficient basis for the findings and conclusions it supports, and each such finding, standing alone, is a sufficient basis for denial.

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of November 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

Howard Gardner Community School
Charter Renewal Petition

Exhibit "A"
Staff Report, Analysis, and Findings
November 3, 2020

Background Information

Howard Gardner Community School ("HGCS") is a charter school located within the boundaries of the Chula Vista Elementary School District ("District"). The District's Board initially approved HGCS's charter petition on February 15, 2011. Thereafter, on February 17, 2016, the District's Board approved HGCS's first charter renewal petition for an additional five years for the period of July 1, 2016, to June 30, 2021.

On September 8, 2020, HGCS submitted a second charter renewal petition for an additional five years for the period of July 1, 2021, to June 30, 2026. The District's Board is scheduled to hold a public hearing on the renewal petition on November 18, 2020.

The following shall constitute the District Staff Report, Analysis, and Findings:

Relevant Legal Authority

California Education Code section 47607(b) states, in pertinent part, "Renewals of charters are governed by the standards and criteria described in Section 47605." Education Code section 47605(c) states, in relevant part:

> In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual

findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

Education Code section 47607.2(b) states, in relevant part:

(1) For all charter schools for which [the criteria for high performing and low performing schools, such as HGCS] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [California School Dashboard] and the performance of the charter school on the local indicators included in the [California School Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing…the following:

A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

…

(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance.

For a charter renewed pursuant to California Education Code section 47607.2(b), the chartering authority shall grant a renewal for a period of five years. (Cal. Educ. Code 47607.2(b)(7).)

Findings and Analysis

Below we analyze (1) HGCS's lack of performance on state and local indicators described on the California School Dashboard for all student groups between 2017-2019, and (2) HGCS's failure to demonstrate appropriate measurable increases in academic performance between 2016-2019. We also provide a detailed explanation related to the likely cause of HGCS's demonstrated failure to ensure appropriate academic progress below.

I. Performance on State and Local Indicators on the California School Dashboard

The California School Dashboard ("Dashboard") state indicators include, in relevant part, the following: (1) Academic Indicators (which are reported separately for English language arts/literacy ("ELA") and mathematics assessments); (2) Chronic Absenteeism; and (3) Suspension Rate. The Dashboard local indicators include, in relevant part: (1) Basics: Teachers, Instructional Materials, Facilities; (2) Implementation of Academic Standards; (3) Parent and Family Engagement; (4) Local Climate Survey; and (5) Access to a Broad Course of Study. All students and student groups meeting population criteria are assigned a Distance from Standard score. The Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Below we analyze HGCS's performance for each state and local indicator available through the Dashboard during the period of HGCS's most recent renewal.

a. State Indicator – Academic (ELA)

As described below and based on available data, HGCS's performance on the Academic Indicator in ELA has been in the Yellow to Orange range and below standard since the 2016-17 school year. Although it appears there was a minimal increase in HGCS's performance in ELA from 2017 to 2018, HGCS's performance in ELA declined in 2019. Below we summarize HGCS's performance in ELA for all student groups in 2017, 2018, and 2019, the period within HGCS's most recent renewal.

2017

According to the 2017 Dashboard, HGCS students performed in the Orange range and 14.4 points below standard in ELA. English Learner students performed in the Yellow

range and 23.4 points below standard. Hispanic students performed in the Orange range and 21.5 points below standard. Socioeconomically disadvantaged students performed in the Orange range and 20.3 points below standard.

2018

According to the 2018 Dashboard, HGCS students performed in the Yellow range and 9.8 points below standard in ELA, which increased by only 4.6 points from the previous year. English Learner students performed in the Yellow range and 17.8 points below standard, which increased by only 5.6 points from the previous year. Hispanic students performed in the Yellow range and 13 points below standard, which increased by only 8.6 points from the previous year. Socioeconomically disadvantaged students performed in the Yellow range and 12.2 points below standard, which increased by only 8.1 points from the previous year.

2019

According to the 2019 Dashboard, HGCS's students performed in the Orange range and 24.5 points below grade-level standards in ELA, which declined by 14.7 points from the previous year. English Learner students performed in the Orange range and 43.1 points below standard, which declined significantly by 25.3 points from the previous year. Hispanic students performed in the Orange range and 31.3 points below standard, which declined significantly by 18.4 points from the previous year. Socioeconomically disadvantaged students performed in the Orange range and 29.5 points below standard, which declined significantly by 17.3 points from the previous year.

Based on the foregoing, HGCS failed to achieve at least one year's progress for students during each year in school in the area of ELA throughout the period since its most recent renewal.

b. State Indicator – Academic (Math)

As described below and based on available data, HGCS's performance on the Academic Indicator in Math has been in the Yellow to Orange range and below standard since the 2016-17 school year. Since its most recent renewal, HGCS's performance in Math has significantly declined. Although it appears there were minimal increases in performance for English Learner, Hispanic, and Socioeconomically disadvantaged students in 2018, HGCS's overall performance declined significantly in 2019 compared to the prior two years. Below we summarize HGCS's performance in Math for all student groups in 2017, 2018, and 2019.

2017

According to the 2017 Dashboard, HGCS students performed in the Yellow range and 30.6 points below standard in Math. English Learner students performed in the Yellow range and 39.6 points below standard. Hispanic students performed in the Yellow range and 38.1 points below standard. Socioeconomically Disadvantaged students performed in the Yellow range and 36.3 points below standard.

2018

According to the 2018 Dashboard, HGCS students performed in the Orange range and 29.8 points below standard in Math. English Learner students performed in the Yellow range and 28.3 points below standards, which increased by only 11.3 points from the previous year. Hispanic students performed in the Yellow range and 33 points below standard, which increased only 5.1 points from the previous year. Socioeconomically disadvantaged students performed in the Yellow range and 32.7 points below standard, which increased by only 3.6 points from the previous year.

2019

According to the 2019 Dashboard, HGCS students performed in the Orange range and 52.4 points below standard in Math, which declined significantly by 22.6 points from the previous year. English Learner students performed in the Orange range and 65.1 points below standard, which declined significantly by 36.8 points from the previous year. Hispanic students performed in the Orange range and 57.5 points below standard, which declined significantly by 24.5 points from the previous year. Socioeconomically disadvantaged students performed in the Orange range and 56.4 points below standard, which declined significantly by 23.7 points from the previous year.

Based on the foregoing, HGCS failed to achieve at least one year's progress for students during each year in school in the area of math throughout the period since its most recent renewal.

c. State Indicator – Chronic Absenteeism

Below we describe the HGCS's performance on the state indicator for Chronic Absenteeism for all student groups in 2018 and 2019.[1]

[1] The California School Dashboard does not provide data regarding HGCS's performance in the area of Chronic Absenteeism in 2017.

2018

In 2018, the Dashboard shows that HGCS's performance fell within the Yellow range and that 13.1% of its students were chronically absent. Students with Disabilities fell within the Yellow range with 14.3% of these students chronically absent. English Learner students fell within the Yellow range with16.8% of these students chronically absent. Hispanic students fell within the Yellow range with 13.6% of these students chronically absent. Socioeconomically disadvantaged students fell within the Yellow range with12.9% of these students chronically absent.

2019

According to the 2019 Dashboard, HGCS's performance fell within the Orange range with 13.3% of its students chronically absent. Students with Disabilities fell within the Orange range with 15.2% of these students chronically absent, which shows a slight increase from the previous school year. English Learner students fell within the Orange range with 19.2% of these students chronically absent, which increased by 2.4% from the previous year. Hispanic students fell within the Yellow range with 13.1% of these students chronically absent, which shows a slight decline from the previous year. Socioeconomically disadvantaged students fell within the Orange range with14.2% of these students chronically absent, which increased by 1.3% from the previous year.

d. State Indicator – Suspension Rate

As described below, overall, the percentage of suspensions of HGCS students gradually increased during the period since its most recent renewal. Below we describe the HGCS's performance on the state indicator for Suspension Rate for all student groups in 2017, 2018, and 2019.

2017

According to the 2017 Dashboard, HGCS's performance fell within the Blue range and .4% of students were suspended at least once. Students with Disabilities fell within the Orange range with 2.8% of these students suspended at least once. English Learner students fell within the Green range with .8% of these students suspended at least once. Hispanic students fell within the Blue range with .5% of these students suspended at least once. Socioeconomically Disadvantaged students fell within the Blue range with .5% of these students suspended at least once.

2018

According to the 2018 Dashboard, HGCS's performance fell within the Orange range with 1.8% of students suspended at least once, which increased by 1.3% from the previous year. Students with Disabilities fell within the Red range with 6.8% of these

students suspended at least once, which increased by 4% from the previous year. English Learner students fell within the Green range with .9% of these students suspended at least once. Hispanic students fell within the Orange range with 2% of these students suspended at least once, which increased by 1.5% from the previous year. Socioeconomically Disadvantaged students fell within the Orange range with 1.9% of these students suspended at least once, which increased by 1.5% from the previous year.

2019

According to the 2019 Dashboard, HGCS's performance fell within the Orange range with 2.4% of students suspended at least once, which increased by .6% from the previous year. Students with Disabilities fell within the Yellow range with 4.3% of these students suspended at least once, which declined by 2.5% from the previous year. English Learner students fell within the Orange range with 2.3% of these students suspended at least once, which increased by 1.3% from the previous year. Hispanic students fell within the Yellow range with 1.8% of these students suspended at least once. Socioeconomically disadvantaged students fell with the Yellow range with 1.8% of these students were suspended at least once.

e. Local Indicators

According to the Dashboard, HGCS has met standards on all the Local Indicators in 2017, 2018, and 2019.

f. Summary of HGCS Performance on State Indicators

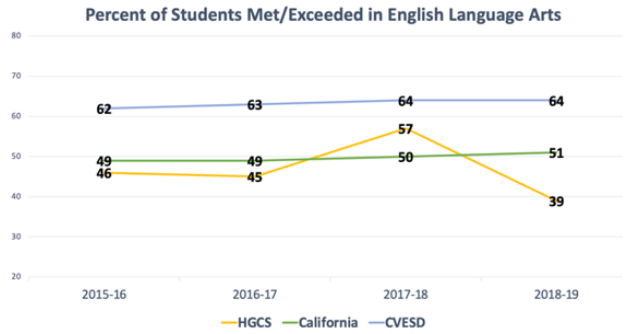
Dashboard data since HGCS's most recent renewal reflect significant declines in student performance in the areas of ELA and Math, as described above. Dashboard data also reflects high chronic absenteeism and suspension rates, and therefore, has failed to meet the state's accountability measures.

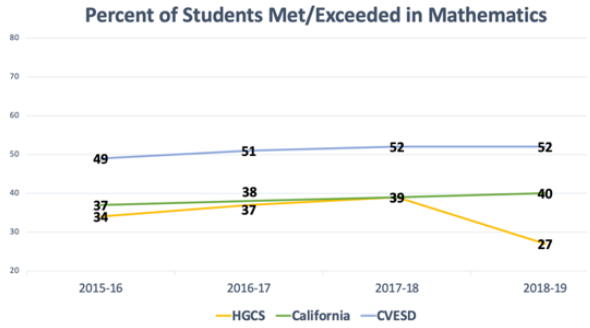
II. Measurable Increases in Academic Performance

As noted above, in addition to the state and local indicators, the District, as the chartering authority, must consider clear and convincing evidence showing, in relevant part, that HGCS achieved measurable increases in academic achievement, which is defined by at least one year's progress for each year in school. (See Cal. Educ. Code § 47607.2(b)(3)(A).) HGCS's renewal petition describes data related to student performance on the CAASPP assessment for ELA and Math between 2016-2019.

As illustrated and described in detail below, although the ELA CAASPP assessment data shows a measurable increase in student academic performance in 2018, that data

illustrates a significant decline in student academic performance in 2019. Similarly, HGCS's Math CAASPP assessment data shows a slight measurable increase in student performance between 2016-2018, and then a significant decline in student academic performance in 2019.





a. 2016-2019 CAASPP Performance Overall

Overall, CASSPP performance results for HGCS have remained lower than both CVESD and statewide averages in both ELA and math over a four-year period, with the exception of the 2017-18 school year.

i. ELA

According to the ELA CAASPP results, the percentage of students schoolwide who met or exceeded standards was 46% in 2016, 45.1% in 2017, 56.6% in 2018, and 39.4% in 2019. The percentage of Hispanic students who met or exceeded standards was 42% in 2016, 42.3% in 2017, 54.3% in 2018, and 37% in 2019. The percentage of English Learner students who met or exceeded standards was 25% in 2016, 35.4% in 2017, 32.2% in 2018, and 17.8% in 2019. The percentage of socioeconomically disadvantaged students who met or exceeded standards was 46% in 2016, 42.6% in 2017, 55.5% in 2018, and 36.5% in 2019.

Based on the percentages above, HGCS demonstrated measurable annual growth in student academic performance between 2016 (46%) and 2018 (56.6%). However, HGCS's performance significantly declined by 17.2 % from 2018 to 2019. The ELA CAASPP data also shows that Students with Disabilities and English Learners declined overall from 2016 to 2019.

In the 2017-18 school year, HGCS achieved a 12% increase in ELA achievement, increasing the percentage of students meeting or exceeding the standard above the state average. However, a closer review of this anomalous year demonstrates that two grade levels in particular contributed to the strong overall performance that year.

Specifically, 70% students in 6th grade (14 out of 20) met or exceeded the standards and 69% of students in 8th grade (20 out of 29) met and exceeded the standard that year. These two grade levels performed significantly higher than all other grade levels that year.

Although achievement in the 2017-18 school year was higher than usual for HGCS, overall results still fell far below the CVESD average, and most importantly, were not sustainable. In fact, ELA achievement in the 2018-19 school year dropped an astonishing 18% overall, resulting in ELA achievement at a mere 39%, which represents its lowest level within the four-year period since HGCS's most recent renewal.

The chart below illustrates the remarkable changes in percentage of students who met or exceeded the standards by grade level. For example, in 2017-18, 45% of 3rd graders performed at the met or exceeded level, then in 2018-19, only 20% of a new group of 3rd graders performed at the met or exceeded level, which was 25% less than the year before. Although this chart does not compare matched cohorts of students, we would expect to see consistent levels of growth performance from year-to-year. The drastic declines represent an unstable instructional program that is failing to meet the needs of students.

HGCS ELA **Grade Level** Change

	2017 -18	2018-19	Grade Level Change from year to year
3rd	45%	20%	-25%
4th	50%	32%	-18%
5th	57%	31%	-26%
6th	70%	32%	-38%
7th	48%	69%	+21%
8th	69%	43%	-26%
Overall	57%	39%	-18%

More importantly, these overall declines in achievement from 2017-18 to 2018-19 further indicate atrocious declines among all cohorts of students. The color-coded chart below illustrates how cohorts of students perform from one year to the next. For example, in 2017-18, 45% of 3rd graders performed at the "met" or "exceeded" levels, yet only 32% of those students "met" or "exceeded" standards in the following school year. Evidence suggests the same pattern of regression among cohorts across all grade levels between 2017-18 to 2018-19. It should also be noted that the cohort of 8th graders who performed well in 2017-18 were no longer attending HGCS and enhancing

the school's overall scores. This chart confirms that <u>every</u> cohort of students from 2017-18 to 2018 -19 declined from one year to the next. Not one cohort of students improved in ELA.

HGCS ELA **Cohort** Change

	2017 -18	2018-19	Cohort Change
3rd	45%	20%	N/A
4th	50%	32%	-13
5th	57%	31%	-19
6th	70%	32%	-25
7th	48%	69%	-1
8th	69%	43%	-5
Overall	57%	39%	N/A

Please also note, in 2018-19, only 20% of third graders (4 out of 20) met or exceed the ELA standards. These results suggest that students in the primary grades at HGCS (for whom we do not have CAASPP data) lack the essential early literacy foundational skills necessary for appropriate reading comprehension and literacy development.

ii. <u>CAASPP ELA Growth from 2015-16 – 2018-19</u>

HGCS's student achievement data reveals that HGCS has failed to achieve adequate student progress for a prolonged period. Specifically, when comparing overall growth in English Language Arts across the four-year period between the 2015-16 school year through the 2018-19 school year, the following becomes apparent:

- HGCS has shown **-6.6% decline** in ELA
- CVESD has shown **+2.3% growth** in ELA
- State of CA has shown **+2.1% growth** in ELA

As part of an effort to justify its prolonged period of underperformance in the area of ELA, HGCS points to the schools that its students would otherwise attend. These schools include three CVESD schools. The three schools referred to, Harborside, Vista Square, and Lauderbach, are among CVESD's ten highest needs schools. HGCS's argument is flawed because, as illustrated below, data related to CVESD's ten highest needs schools reveals CVESD has achieved progress in the area of ELA between the 2015-16 and 2018-19 school years in most of those schools and none experienced declines as significant to those achieved by HGCS.

School	2015-16 ELA	2018-19 ELA	Change
HGCS	46	39.4	-6.6
CVESD	62	64.3	+2.3
Lauderbach	49	44.8	-4.2
Harborside	43	41.6	-1.4
Vista Square	41	46.4	+5.4
Los Altos	33	44.4	+11.4
Castle Park	51	47.9	-3.1
Kellogg	40	51.5	+11.5
Montgomery	36	55.6	+19.6
Otay	54	56.6	+2.6
Rice	47	53.4	+6.4
Rohr	49	45.7	-3.3[2]

- The average growth among CVESD's ten highest needs schools is **+4.49%**
- 6 out of 10 schools demonstrated growth from 2015-16 to 2018-19
    - The average increase was **+9.5%** among the 6 schools demonstrating growth
    - The average decline was **-3%** among the 4 schools that did not demonstrate growth

iii. Math:

According to the Math CAASPP results, the percentage of students schoolwide who met or exceeded standards was 34% in 2016, 36.6% in 2017, 39.2% in 2018, and 27.2% in 2019. The percentage of Hispanic students who met or exceeded standards was 28% in 2016, 33.6% in 2017, 36.9% in 2018, and 24.1% in 2019. The percentage of English Learner students who met or exceeded standards was 25% in 2016, 30% in 2017, 22.6% in 2018, and 15.8% in 2019. The percentage of Socioeconomically disadvantaged students who met or exceeded standards was 32% in 2016, 34.8% in 2017, 36.6% in 2018, and 23.7% in 2019.

Based on the percentages above, HGCS demonstrated slight measurable annual growth in student academic performance between 2016 (34%) and 2018 (39.2%).

[2] See footnote 3 below.

However, HGCS's performance significantly declined by 12% from 2018 to 2019. The Math CAASPP data also shows that Students with Disabilities and English Learners declined overall from 2016 to 2019. HGCS's ELA and Math CAASPP results clearly demonstrate that HGCS's failed to produce appropriate and sustained increases in academic performance in math.

Like ELA, a closer review of HGCS's math results also indicate significant declines in student performance between the 2017-18 and 2018-19 school years. The 12% overall decline in achievement between those two school years is a product of outrageous declines in achievement at all grade levels, with the exception of 7th and 8th grade.

The chart below illustrates the changes in percentage of students who met or exceeded the standards by grade level. For example, in 2017-18, 43% of 3rd graders performed at the met or exceeded level, then in 2018-19, only 25% of a new group of 3rd graders performed at the met or exceeded level, which was 18% lower than the prior year. Similar to the ELA charts above, even though this chart does not compare matched cohorts of students, drastic declines from year-to-year should not occur. Again, this data represents an unstable instructional program that is inexcusably failing to meet the needs of students.

HGCS Math **Grade Level** Change

	2017 -18	2018-19	Change
3rd	43%	25%	-18%
4th	41%	32%	-9%
5th	43%	14%	-29%
6th	62%	31%	-31%
7th	38%	42%	+4%
8th	17%	20%	+3%
Overall	39%	27%	-12%

It is important to note that, even though there are increases in the percentage of 7th and 8th graders meeting or exceeding the standard in 2018-19, cohorts of students significantly declined from one year to the next. For example, in 2017-18, 62% of 6th graders met or exceeded the standards, yet in the following school year, only 42% of those students performed at performed at the "met" or "exceeded" levels. Similarly, in the 2017-18 school year, 38% of 7th graders met or exceeded the standards, yet in the next school year, only 20% of those students perform at the "met" or "exceeded" levels. The color-coded chart illustrates the performance of cohorts of students from one year to the next. Like HGCS's ELA results, every single cohort of students from 2017-18 to 2018 -19 declined from one year to the next. Like ELA, not one cohort improved in the area of math.

HGCS Math **Cohort** Change

	2017 -18	2018-19	Cohort Change from one year to the next
3rd	43%	25%	N/A
4th	41%	32%	-11
5th	43%	14%	-27
6th	62%	31%	-12
7th	38%	42%	-20
8th	17%	20%	-18
Overall	57%	39%	N/A

iv. CAASPP Math Growth from **2015-16 – 2018-19**

When comparing overall growth in math across the four-year period between the 2015-16 school year through the 2018-19 school year, the following is evident:

- HGCS has shown **-6.8% decline** in mathematics
- CVESD has shown **+3.5% growth** in mathematics
- State of CA has shown **+2.7% growth** in mathematics

Again, as part of an effort to justify its prolonged period of underperformance in the area of math, HGCS points to the schools that its students would otherwise attend. As noted above, these schools include three CVESD schools. The three schools referred to, Harborside, Vista Square, and Lauderbach, are among CVESD's ten highest needs schools. HGCS's argument is similarly flawed because, as illustrated below, data related to those schools reveals CVESD has achieved progress in the area of math between the 2015-16 and 2018-19 school years.

- The average growth among CVESD's ten highest needs schools in math is **+3.79**
- 8 out of 10 schools demonstrated growth from 2015-16 to 2018-19
  - The average increase was **+6.5%** among the 8 schools demonstrating growth
  - The average decline was **-7.1%** among the 2 schools that did not demonstrate growth

School	2015-16 MATH	2018-19 MATH	Change
HGCS	34	27.2	-6.8
CVESD	49	52.5	+3.5
Lauderbach	36	35.4	-0.6
Harborside	26	27.8	+1.8
Vista Square	25	32.8	+7.8
Los Altos	22	34.9	+12.9
Castle Park	37	39.2	+2.2
Kellogg	24	39.6	+15.6
Montgomery	30	36.6	+6.6
Otay	34	34.5	+0.5
Rice	35	39.7	+4.7
Rohr	41	27.4	-13.6[3]

v. District Efforts and Underperforming Schools

CVESD dedicates a tremendous amount of financial, human, and other resources to improve academic achievement at each of the three schools targeted in HGCS's renewal petition, as well as to the remaining seven schools that make up the top ten highest needs schools. Close collaboration between CVESD central office leadership, the school principals, teachers, and the diverse school communities ensures a well-developed instructional plan that is responsive to the needs of the students. HGCS provides no evidence that it dedicates similar resources to its students despite the continued lack of performance. Examples of some of the supports provided by CVESD to schools with the highest needs, including the 3 schools targeted by HGCS in its renewal petition, include the following:

1. School Plan for Student Achievement

CVESD District leaders work collaboratively with site principals to ensure the development of measurable, attainable academic achievement goals. Along with the development of the goals, CVESD ensures collaboration with the school's staff,

[3] The lack of progress in academic achievement at Rohr Elementary in both ELA and math resulted in the development of a robust instructional reform program to address the needs of students and staff. Included in the plan to address the declines in student achievement included, among many other things, the following:

- Implementation of common assessments administered quarterly in ELA and Mathematics
- Curriculum mapping and standards-unpacking professional development
- Cohort professional development in mathematics lesson design and implementation of high impact metacognition strategies
- i-Ready Math Diagnostic Assessment and Instructional Program implemented in response to the need for increased math support
- Implementation of quarterly English Learner student monitoring for language development
- Building teacher capacity through Professional Learning Cycle focused on Balanced Literacy
- Partnership with Benchmark Advance instructional coaches for side-by-side mentoring and instructional planning

including teachers and other classified employees, as well as parents and other community members in order to align the appropriate funding for strategic actions and services to meet the needs of students. Plans identify areas of professional development and will include, among other things, materials, supplies, and other resources needed to ensure the school will meet the established goals.

In addition, goals are approved by the Board and accountability for meeting those goals or showing progress towards them is expected by all. Schools with the highest needs generally receive more funding and are therefore responsible for allocating the funding appropriately and in a timely and appropriate manner. CVESD expects that funds will be used in a manner that targets student needs with minimal, if any, carryover of those funds year to year.

2. Professional Development for Teachers

Plans designed to ensure student achievement must include building teacher capacity around research-based instructional strategies and developing sound instructional pedagogy. Ongoing professional development for teachers, paired with collaboration and intentional planning for implementing new learning, is essential to ensuring that the investments will effectively impact student achievement. Instructional coaching and feedback are essential components of high-quality professional development in order to building teacher capacity.

Each CVESD school has a carefully constructed instructional focus and aligns its professional development to that focus. This past year, CVESD invested significant state and federal funds for each of its schools to support professional development for building teacher capacity.

3. Guided Language Acquisition and Design

CVESD has invested nearly $300,000 annually to maintain two Guided Language Acquisition and Design (“GLAD”) Teachers on Special Assignment. These teachers’ primary role is exclusively supporting the specific schools targeted by HGCS in its renewal petition through professional development, feedback, and coaching to teachers. GLAD is not a program. Rather, it is an instructional approach that utilizes various strategies to support students in simultaneously learning content and acquiring language. GLAD instructional practices are grounded in research related to second language acquisition and sheltered instruction.

4. Equitable Access to Technology and Instructional Resources

CVESD has purchased access for students to Smarty Ants (for foundational skill learning), Achieve3000 (for vocabulary and comprehension), and to i-Ready

Mathematics. These adaptive learning programs are being used as a common District-wide diagnostic assessment and measurement of growth three times a year for all students in Grades K-6. The additional training, support, and resources provided to teachers to build capacity is essential. CVESD teachers have been equipped with how to best utilize the data and resources from these online tools in order to diagnose and prescribe next steps for instruction. Teachers are required to monitor data and regularly use it to guide their instruction. Principals use this data to guide progress monitoring discussions with teachers regarding each individual student. The expectations of implementation and monitoring of student growth are clear and concise for teachers and principals. In addition, the District has implemented a multitude of supports to assist students, some of which are briefly described below.

a. Summer Learning Camp

Recognizing the severity of the impact our students would be facing as a result of school closures related to the lack of physical access to campus and direct contact with teachers since March, CVESD initiated a Summer Learning Camp, specifically focusing on the 10 schools with highest needs which include 3 of the schools targeted in HGCS's renewal petition. CVESD allocated over $1.2 million for teachers to provide virtual instruction to students from those schools over the summer months. In addition, CVESD developed intensive literacy and math instructional programs and provided teacher training, instructional materials, and other resources. Over 1,200 students attended the summer program to continue learning and mitigate the negative effects of school closures related to COVID-19.

b. Extended Day Services

CVESD offers a rigorous after school instructional program for students who are not performing at grade level. All schools, and in particular, the 10 highest needs schools, including the 3 schools targeted in HGCS's renewal petition, have access to funding to be used for the after school instructional program. Funds are allocated to provide extra teacher service to work with students in the areas of ELA and math. Teachers are provided with professional development and resources to support reading foundational skills instruction, reading intervention, and math intervention. Teachers meet with students in smaller groups of up to 10 students and provide both one on one and small group instruction.

c. Innovation Stations

Each of the 10 highest needs schools within CVESD, including the 3 schools targeted by HGCS's renewal petition, receive direct access to CVESD's Innovation Stations. The Stations are enrichment experiences for 4th, 5th and 6th graders to establish meaningful connections to career-based educational activities. The Innovation Stations provide students with access to career education in areas related to the five San Diego

Work Force Sectors, and specifically highlight careers generally underrepresented by girls and people of color.

Relevant educational experiences that promote critical thinking and inspire meaningful learning experiences are key to developing a sense of agency among our students and ensuring positive and meaningful postsecondary outcomes. These experiences engage students in activities that generate potential interest in careers that students may not have had any knowledge about, prior to their visit to the Innovation Stations.

d. Resource Teachers

Understanding the importance of building teacher capacity and efficacy, beginning in 2014, CVESD allocated LCAP funds to hire a site resource teacher for each site. These resource teachers were trained how to support teachers with the implementation of Common Core State Standards initially, but then broadened their pedagogical and instructional impact by supporting teachers with all facets of teaching and learning. These resource teachers were able to assist teachers with planning, new learning, side by side coaching, understanding data to drive instruction, and how to provide intervention for those students most in need. CVESD allocated a several million dollar investment over the course of six years to provide the coaching and support needed for building teacher instructional capacity.

e. Materials and Supplies

CVESD provides intervention materials, such as Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS). Each school site, including the 3 schools targeted by HGCS in its renewal petition, has access to SIPPS intervention materials for all grade levels K – 6. CVESD has also provided tremendous professional development to classroom teachers, resource teachers, and intervention specialists to utilize the assessments and the instructional materials to develop literacy. Building teacher capacity around the use of this tool as a strong intervention program is necessary to addressing the development of early literacy skills. In addition, careful monitoring of this intervention program by the site principal is necessary to ensure fidelity to the program and monitoring student success.

f. Additional Efforts Based on Testing Data

In addition to the foregoing examples of efforts to address deficiencies in student performance, HGCS should have implemented interventions based on careful review of its students' performance, but failed to do so. These interventions would have significantly improved student performance and avoided the significant deficits described above. Specifically, based on an analysis of CAASPP ELA and math data, HGCS leadership and staff should have developed an instructional intervention plan that would have, at a minimum, addressed the following areas:

ELA

- Reading: Results from the 2018-19 CAASPP assessment indicate that only 13% of their students performed above the standard in the key area of reading. This area measures how well students comprehend stories and information they read. In this particular claim area, only 5% of HGCS's 3rd graders were able to perform above standard. The school should have invested a considerable amount of their fiscal and human resources to develop a balanced literacy program that would have supported reading and writing skills across all grade levels, and included high leverage interventions for all students. Learning to read is highly complex and involves tremendous training, and improvement in instructional pedagogy. Reliance on research-based literacy development programs for teachers and students would have ensured that students are learning to read from PreK through third grade and are then reading to learn from fourth grade and beyond. Rigorous literacy plans should have included building teacher capacity in how to teach literacy, with an emphasis on:

    - Word recognition: Sight word recognition, decoding and phonological awareness.
    - Language Comprehension: Building background knowledge, academic vocabulary, language structures, verbal reasoning and literacy knowledge.
- Listening: Results from the 2018-19 CAASPP assessment indicate only 10% of HGCS's students were performed above standard in this area. This area measures how well students are able to understand spoken information. In this particular claim area, 0% of HGCS's 6th graders performed above the standard. An investment in building teacher capacity through professional development on understanding that a balanced literacy program would have included a rigorous component of listening and speaking to develop comprehension. Emphasis on including high impact language strategies in daily instruction such as collaborative conversation and discussion to deepen comprehension would have greatly benefited students at all grade levels. Regular access to rich language models for students to listen to and interact would have been essential to development in this area.

Math:

- Concepts and Procedures: Results from the 2018-19 CAASPP assessment indicate that only 15% of HGCS's students performed above standard in this area. This area measures how well students use mathematical rules and ideas. In this claim area, assessment targets are aligned directly with grade level Common Core State Standard cluster headings. Investment in teacher knowledge of the grade-level standards and expectations is critical for growth within this area and should have occurred.

- Communicating Reasoning: Results from the 2018-19 CAASPP assessment indicate only 9.5% of HGCS's students performed above standard in this area. This area measures how well students think logically and express their thoughts in order to solve a problem. In this claim area, only 4% of HGCS's 5th graders are performing above standard. Careful, strategic development of an instructional plan that includes setting clear, measurable goals to improve individual student outcomes in math, as well as the development of a rigorous instructional plan that addresses how students communicate reasoning in math would have supported the overall improvement of student achievement.

NWEA MAP Results

As part of its effort to justify renewal, HGCS claimed that NWEA Reading and Math assessment data display an increase in scores between the Fall 2018, and Spring 2019, administrations of the assessment, as well as Fall 2019 and Winter 2020 administrations. However, in a deeper analysis of the mean RIT growth per grade level on the NWEA Map results for reading, sixth grade declined from a mean RIT of 207.7 to 206.3 during the 2017-18 school year. This means that students in sixth grade demonstrated negative reading progress after one school year. During 2018-19, four grade levels showed negative mean growth. The mean RIT growth for 5th, 6th, 7th, and 8th grades were negative with 8th grade displaying a shocking -12.2 decline.

Mean RIT growth analysis of the NWEA Map results for mathematics display two grade levels with negative growth. 7th grade displayed -0.5 mean RIT growth and 8th grade displayed a mean RIT growth of -7.

It is also important to note that both the 2018 and 2019 Spring results display all grade levels falling short of the 85th Percentile EOY Norm. This means that for two consecutive years, **no** grade levels at HGCS achieved the end of year expectations for both reading and math.

It is apparent that HGCS has failed to implement additional efforts similar to those described above to improve student performance. Further, it is apparent that HGCS misinterprets student data that should be used to inform student instruction and overcome student performance deficits.

HGCS's longstanding failure to ensure appropriate student achievement, coupled with the lack of appropriate planning to address these performance deficits, ensure that its unacceptable student results will continue in the future if its renewal petition is granted. Further, as discussed in detail below, HGCS has demonstrated a longstanding commitment to withholding funding that is intended to provide services designed to improve student achievement, such as the many above-noted services provided by CVESD. Simply put, HGCS's educational program has failed to ensure students have made one year's worth of progress for each year in school. Further, HGCS's renewal petition and its established practices makes it reasonably likely that students will not

make one year's worth of progress for each year in school. In fact, students at HGCS must receive accelerated learning and achieve greater than one year's worth of progress to position them to meet grade level standards.

III. Causes of HGCS's Failure to Achieve and Maintain Appropriate Academic Performance

Obtaining and ensuring appropriate student academic performance, particularly with students in certain subgroups, requires a multitude of targeted interventions and supports often at a significant financial cost. As described in detail below, HGCS has and will continue to fail to dedicate appropriate resources to students. Further, as also described below, HGCS has and will continue to fail to develop and implement clear intervention and/or instructional plan has resulted in, and will continue to cause, its failure to achieve and maintain appropriate academic performance.

a. HGCS's Excessive Ending Balances

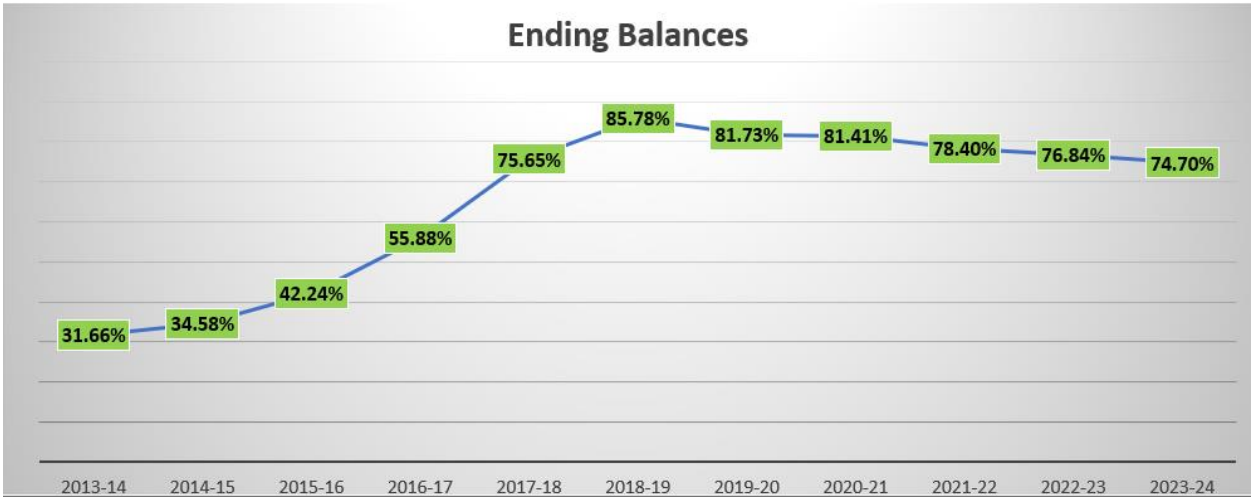
A review of HGCS's budgets and ending balances since over the course of most years since its inception illustrates HGCS's ongoing commitment to withhold funds and services from students despite the District's attempts to assist HGCS in the proper use of these funds. As described in detail below, this commitment to withhold funds has caused HGCS's ending balance to swell to nearly 82% of its total operating budget in the 2019-20 school year.

For example, at the end of the 2013-14 school year, HGCS maintained an ending balance of $397,719, which represented 31.66% of its total expenses. At the end of the 2014-15 school year, HGCS maintained an ending balance of $587,053, which represented 34.58% of its total expenses. At the end of the 2015-16 school year, HGCS maintained an ending balance of $839,970, which represented 42.24% of its total expenses. At the end of the 2016-17 school year, HGCS maintained an ending balance of $1,176,786, which represented 55.88% of its total expenses. At the end of the 2017-18 school year, HGCS maintained an ending balance of $1,677,682, which represented 75.65% of its total expenses. At the end of the 2018-19 school year, HGCS maintained an ending balance of $2,101,956, which represented 85.78% of its total expenses. At the end of the 2019-20 school year, HGCS maintained an ending balance of $2,174,432, which represented 81.73% of its total expenses.

HGCS is on track to continue to withhold services from students in the interest of inflating its ending balance even in the midst of a global pandemic when student progress will necessarily be heavily impacted based on limitations on in-person instruction. Specifically, we anticipate that HGCS will have an ending balance of

approximately $2,198,899, or 81.41% of its total expenses, at the close of the 2020-21 school year. [4]

We expect this trend to continue, as evidenced by the HGCS's financial information, with District corrections. For example, at the close of the 2021-22 school year, HGCS anticipates an ending balance of $2,231,623, representing 78.40% of its total expenses. At the close of the 2022-23 school year, HGCS anticipates an ending balance of $2,244,815, representing 76.84% of its total expenses. Finally, at the close of the 2023-24 school year, HGCS anticipates an ending balance of $2,254,632, representing 74.70% of its total expenses. The following illustrates HGCS's ending balances through each of the above-mentioned years.



The District has alerted HGCS to its significant ending balances. For example, on December 15, 2017, the District informed HGCS that it completed its review of HGCS's First Interim Report. The District explained that HGCS must maintain a reserve for economic uncertainty and recommended the reserve equal at least three percent of HGCS's expenditures. The District specifically explained that the First Interim Report illustrated that HGCS's ending balance for the 2017-18 school year was expected to be $1,200,836, or 49.69% of its total expenditures. Despite this specific explanation, HGCS's ending balance increased to $1,677,682, which represented 75.65% of its total expenses, by the end of that school year.

[4] HGCS utilized its estimated 2019-20 revenue when preparing its budget projections. However, given the timing of this recommendation, the District was able to access HGCS's unaudited actual actuals which resulted in a greater beginning balance at the start of the 2020-21 school year and greater ending balances in the 2020-21, 2021-22, 2022-23 and 2023-24 school years. Note also, HGCS has not revised its budget to reflect the rescission of the Governor's 7.92% LCFF revenue reduction proposed in the 2020-21 May Revise. This additional revenue also affects HGCS's ending balance in the 2020-21, 2021-22, 2022-23 and 2023-24 school years.

Similarly, the Board of Education has received information related to concerns pertaining to student achievement and specifically alerted HGCS to its own concerns regarding the same. For example, during the December 18, 2019 Board of Education meeting, Superintendent Francisco Escobedo shared that he was greatly concerned regarding the significant academic decline of HGCS students. Dr. Escobedo specifically identified significant declines in the performance of student with disabilities and socio-economically disadvantaged students. Dr. Escobedo described his concerns related to HGCS's delivery of instruction and emphasized the need for improved academic achievement. Dr. Escobedo concluded his comments by advising HGCS that he would not advocate for the renewal of the charter if HGCS failed to make improvements in student progress.

During the course of that same meeting, the Board of Education advised HGCS of its concerns related to low student achievement. Specifically, Board Member Francisco Tamayo expressed concerns related to HGCS's large ending fund balance and stated that those funds must be dedicated to services for students. Similarly, Board Member Eduardo Reyes emphasized the HGCS's Executive Director's responsibility in ensuring student success and explained that HGCS's student achievement at the time was unacceptable. Finally, Board President Armando Farias specifically addressed the decline in student scores and demanded that student progress improve in the future.

HGCS's conduct illustrates its ongoing commitment to maintain excessive ending balances rather than dedicating much needed services to its students. HGCS's renewal petition illustrates an intent to continue this pattern in the future. HGCS's commitment to preserve excessive funds in its ending balance each year has produced the above-described observable declines in student achievement and its inability to maintain appropriate academic performance in prior and future years.

b. Failure to Develop and Implement Clear Intervention and/or Instructional Plan

During a report to the District's Board of Education on October 14, 2020, HGCS failed to effectively identify and articulate a clear intervention and/or instructional plan to improve student achievement. HGCS shared multiple assessment tools used at the school such as NWEA MAP for K-8, ESGI: Kindergarten, Developmental Reading Assessment (DRA) for K-8, Interim Assessment Block (IAB) for 3-8, and Daily Formative Assessments (Exit Slips). Although it appears multiple tools are being used at the site, it was unclear how those assessment tools would be used to: (1) improve student performance,(2) address learning gaps, (3) provide clear expectations regarding the use of these tools in classrooms, (4) use the assessment tools to inform instruction, or the (5) monitor progress on an ongoing basis.

Although HGCS included a slide in the its recent presentation regarding accelerating student learning, it failed to directly address any of the key components necessary to do so. For example, during its oral presentation, HGCS did not address any of the following strategies, all of which would be critical in correcting and improving student achievement: (1) targeted academic support/intervention built into the instructional day; (2) Intervention Specialist support; (3) daily teacher office hours for additional academic support; (4) after-school tutoring; (5) Designated & Integrated ELD; (6) Special Education, including Education Specialist collaboration with general education teachers and Instructional Aides; (7) social-emotional support through the counselor and psychologist; (8) tiered reengagement strategies; and (9) communication with families, including ClassTag, ClassDojo, HGCS's website, school messenger, and Social Media.

During its recent presentation, HGCS indicated that it has implemented programs such as iXL, Read Naturally, Reading A – Z, and NWEA MAP. Based on the above-described student performance deficits, HGCS should have selected quality instructional programs that are research-based and include intensive professional development for teachers. School leaders must be intentional and strategic about which programs the school uses to improve student achievement. Each of the programs mentioned require a tremendous amount of teacher training, clearly established schoolwide expectations, measurable and attainable goals, parent training, and ongoing professional development for teachers on how to maximize the impact of the program. It is concerning that the school is using all these programs simultaneously and did not indicate a correlation between those programs and improving student achievement. While HGCS has a significant population of students with disabilities, HGCS failed to acknowledge a strategic professional development plan for teachers to improve instructional practices related to meeting goals outlined in the individualized education plans of students.

During its recent presentation, rather than addressing the foregoing components of a successful educational program, HGCS emphasized the operational functions of running a school, with very little information regarding instructional focus, instructional pedagogy, or goals to improve student outcomes. Perhaps most notably, HGCS provided very little evidence regarding the components of the school's plan to improve literacy skills and mathematical practices in classrooms.

A notable concern during HGCS's recent presentation was its limited information regarding the NWEA MAP assessment results related to the predictability of CAASPP performance. When asked by one of our Board members if HGCS could share how the students at HGCS would have done on the CAASPP based on a correlation of the NWEA MAP data collected in January 2020, HGCS was unable to articulate a possible correlation. HGCS indicated there was a direct correlation between NWEA MAP scores and CAASPP proficiency, but did not know what that correlation was, and indicated they would provide the information to the Board for consideration. This was concerning,

especially as the context of the presentation was to seek a renewal, but had no concrete data to prove the efforts at the school had led to the improvement of student achievement.

Further, HGCS's plan to improve academic achievement through the use of NWEA MAP has been unsuccessful. Assessing and monitoring student progress at the local level is essential to addressing learning gaps. The MAP assessment tool must be paired with professional development that includes high leverage instructional practices delivered by the teacher along with clear, consistent implementation of targeted interventions provided to students in both one-on-one and in small group settings in the classroom.

In summary, HGCS failed to develop and implement a clear instructional plan and intervention strategies and, as a result, is demonstrably unlikely to successfully implement the program described in the renewal petition. For these and many other reasons, the renewal petition should be denied.

Conclusions and Recommendation

Based on the information above, HGCS's schoolwide performance and performance of all subgroups of students has been below standards during the term of the most recent renewal. Further, HGCS's academic performance significantly declined in 2019. The above-described data demonstrates that HGCS failed to meet standards that provide a benefit to the students enrolled in HGCS. HGCS's ongoing commitment to maintaining excessive ending balances will ensure that students will continue to not receive supports necessary to ensure appropriate academic progress. Finally, significant flaws and omissions in HGCS's renewal petition, including vital supports necessary to correct performance deficiencies, will prevent HGCS from successfully implementing the program described in the renewal petition.

District staff recommend that the Board find the following:

- The above-described District Staff Report, Analysis and Findings properly provided greater weight to measurements of academic performance, accurately describes HGCS's performance and deficiencies, and is incorporated into the Board's findings by this reference.

- HGCS failed to satisfy the applicable approval standards and cannot establish, through state or local indicators, that it achieved measurable increases in academic achievement, as defined as one year's progress for each year in school.

- Rather than experiencing an increase in student achievement, HGCS's academic achievement has significantly declined, as evidenced by the clear and convincing data described above, including declines in its significant pupil subgroups.

- Schoolwide performance and the performance of all subgroups of students served by HGCS on the state and local indicators included in the Dashboard reveal that HGCS failed to achieve measurable increases in academic performance and failed to produce at least one year's progress for each year in school.

- HGCS's past performance and lack of appropriate plans for improvement fail to position HGCS to resolve the above-described deficiencies.

- The approval of the renewal petition and charter is not consistent with sound educational practices and is inconsistent with the interests of the community and academic needs of the pupils served by HGCS. Further, HGCS provides and unsound educational program for students currently enrolled and those who would enroll in HGCS in the future.

- HGCS is demonstrably unlikely to successfully implement the program set forth in the petition.

- HGCS failed to make sufficient progress toward meeting standards that provide a benefit to its students and, after providing greater weight to performance on measurements of academic performance, the Board concludes that the closure of HGCS is in the best interest of pupils students.

- The overwhelming evidence described above demonstrates that the renewal petition should not be granted pursuant to Education Code sections 47605(c)(1) and (2), 47607(b), and 47607.2(b).

Based on the foregoing, staff recommend the Board deny HGCS's renewal petition.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Conduct Public Hearing Pursuant to Government Code Section 4217.12 Regarding a Proposed "Agreement for Installation of Energy Generation and Resilience Systems," and a Proposed "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems" with ENGIE Services US, Inc.; and

(2) Adopt Resolution of the Governing Board of the Chula Vista Elementary School District Making Findings, Approving an "Agreement for Installation of Energy Generation and Resilience Systems" and an "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems," and Authorizing Related Actions

_____X_____Action **_____Information**

BACKGROUND INFORMATION:

In April 2018, the Board of Education authorized the Chula Vista Elementary School District ("District") to understake a third-party, independent feasibility study of the District solar power and storage options. EcoMotion, Inc. ("EcoMotion") prepared the study.

On September 11, 2019, EcoMotion reported the results of the solar feasibility study to the Board, and the Board approved the services of EcoMotion to provide procurement support to solicit and invite the solar market to provide actual prices for installation, guarantees, and maintenance for a District-wide solar program.

On June 12, 2020, the District issued a "Request for Proposals for the Chula Vista Elementary School District Solar Power Project" ("RFP"). The RFP requested proposals from experienced and qualified contractors for installation, maintenance, and operation of solar photovoltaic energy-generation systems at locations throughout the District ("PV Systems") and battery-energy storage systems at the District's administrative and maintenance/operations facilities ("Energy Storage Systems"). The District received five responses to the RFP, including responses from Ameresco Inc. ("Ameresco"), Baker Electric, Inc., ENGIE Services U.S. Inc. ("ENGIE"), Schneider Electric, and SunPower Corporation. District staff and the District's consultant, EcoMotion, reviewed the responses and narrowed the

selection to Ameresco and ENGIE. Following interviews and further discussions, District staff now recommends, based on price and other relevant factors, that ENGIE be selected as the contractor to install, maintain, and operate the PV Systems and Energy Storage Systems (collectively, the "Systems").

The District and ENGIE have negotiated an agreement providing for installation of the Systems ("Installation Agreement") and a separate agreement providing for maintenance and operation of the Systems ("M&O Agreement"). The District anticipates that ENGIE will complete the installation within an 18 month period, and the M&O Agreement will have a 25 year term, during which ENGIE will guarantee that the PV Systems will generate at least 95% of the currently-estimated electrical output of the Systems. The cost for installation of all of the Systems will total approximately $32,588,000, which includes a $1,000,000 contingency controlled by the District, and the services portion of ENGIE's services will be approximately $206,000 per year escalated by three percent each year. Note that the Installation Agreement and M&O Agreement do not provide for ownership of the facilities by another entity and purchase by the District of energy from that entity. Instead, the District will own the Systems. The District has provided copies of the Installation Agreement and the separate M&O Agreement to the Board for its review.

ADDITIONAL DATA:

The Board is authorized by Government Code Section 4217.10, et seq., to enter into an energy service contract on terms that the Board determines are in the best interests of the District if the Board makes a finding, essentially, that the anticipated savings attributable to an energy-related project will exceed the anticipated costs of that project. Prior to making that finding, the Board is required by Government Code Section 4217.12 to hold a public hearing, notice of which is to be given not less than two weeks prior to the hearing.

Thus, Agenda Item 1 relates to the public hearing regarding the Installation Agreement and the M&O Agreement, which are interrelated agreements (i.e., the approval of one will not be valid absent the concurrent approval of the other). The District posted notice of this public hearing at least two weeks prior to the date of this meeting, in the District's normal posting location(s). District staff also provided to the Board a copy of a financial analysis indicating that anticipated savings attributable to the installation, maintenance, and operation of the Systems ("Project") will be greater than anticipated costs to the District of the Project.

Agenda Item 2 provides for adoption of the attached resolution, which sets forth the finding required pursuant to Government Code Section 4217.12 and, on that basis, approves the Installation Agreement and the separate M&O Agreement, and authorizes related actions.

FISCAL IMPACT/FUNDING SOURCE:

The District will use Measure M General Obligation Bond proceeds to pay the initial costs associated with the installation of the Systems. District General or other funds will be used to pay ongoing maintenance and operations costs, and District Facilities funds will be used to pay repair costs. Based on the financial analysis provided to the Board, the District anticipates that the energy-cost savings achieved by the District as a result of implementing the Project will exceed the costs to the District attributable to the Project.

STAFF RECOMMENDATION:

Conduct public hearing and adoption .

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution of the Governing Board of the Chula Vista Elementary School District Making Findings, Approving an "Agreement for Installation of Energy Generation and Resilience Systems" and an "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems," and Authorizing Related Actions

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

WHEREAS**,** the policy of the State of California and the intent of the California Legislature, as set forth in Public Resources Code Section 25008, is to promote all feasible means of energy conservation and efficiency; and

WHEREAS**,** the Board of Education of the Chula Vista Elementary School District ("Board of Education") finds that it is in the best interests of the Chula Vista Elementary School District ("District") to implement projects to achieve energy-cost reductions and related goals for the District; and

WHEREAS**,** the District has researched various energy conservation, generation and battery storage options, and has determined that a proposal to install solar photovoltaic energy generation systems at its facilities throughout the District ("PV Systems") and battery-energy storage systems at the District's main administrative offices and maintenance and operations facilities ("Energy Storage Systems") will allow the District to achieve certain of its energy and related goals; and

WHEREAS**,** the District reviewed all responses to its "Request for Proposals for the Chula Vista Elementary School District Solar Power Project," which requested proposals from experienced and qualified contractors for installation, maintenance, and operation of the PV Systems and Energy Storage Systems (collectively, the "Systems"), and the District determined that it would be in the District's best interests to select ENGIE Services U.S. Inc. ("ENGIE") as the contractor that will install, maintain, and operate the Systems ("Project"); and

WHEREAS**,** the District and ENGIE have negotiated the terms and conditions of those certain interrelated energy service contracts entitled "Agreement for Installation of Energy Generation and Resilience Systems" ("Installation Agreement") and "Agreement for Maintenance and Operation of Energy Generation and Resilience Systems" ("M&O Agreement"), and District staff has provided copies of the Installation Agreement and the M&O Agreement to the Board of Education for its consideration; and

WHEREAS**,** the Installation Agreement provides for ENGIE to install the Systems, and the M&O Agreement provides for ENGIE to maintain and operate the Systems, and to guarantee the savings attributable to the Systems; and

WHEREAS, the District has determined that the Project is unique and substantially complex because it involves mostly-concurrent construction activities at essentially all of the District's school and administrative facilities, something not typically undertaken by the District or other school districts, so it is essential for the District to have options for ensuring timely completion of the Project and, therefore, as authorized pursuant to Public Contract Code Section 7201, the District must withhold ten percent retention from payments to ENGIE.

WHEREAS**,** Government Code Sections 4217.10 through 4217.18, inclusive, authorize any public agency in the State of California to enter into an energy service contract and any related ground lease with another party if such party will provide energy or conservation services to the public agency, and if the anticipated cost to the public agency for the proposed energy or conservation services will be less than the anticipated marginal cost of the energy the public agency would have consumed if it hadn't entered into the energy service contract; and

WHEREAS**,** District staff provided to the Board of Education the information necessary for the Board of Education to make the findings required pursuant to Government Code Section 4217.12, which includes information regarding the anticipated costs of the Project and the anticipated energy-cost savings to be achieved by the District as a result of the Project; and

WHEREAS**,** District staff believes it will be in the best interests of the District to facilitate the Project by concurrently entering into the Installation Agreement and the M&O Agreement; and

WHEREAS**,** District staff has determined that the Project is exempt from the California Environmental Quality Act ("CEQA") in accordance with Sections 15303, 15311, and 15314 of Title 14, Division 6, Chapter 3, Article 19 of the California Code of Regulations ("CEQA Guidelines"); and

WHEREAS**,** in accordance with Government Code Section 4217.12, the District gave public notice at least two weeks in advance of the public hearing to be held on November 18, 2020; and

WHEREAS**,** on November 18, 2020, the Board of Education opened and completed the public hearing required pursuant to Government Code Section 4217.12;

NOW, THEREFORE, the Board of Education does hereby find, order, and resolve as follows:

Section 1. The Board of Education hereby finds that the foregoing recitals are true and correct, and hereby adopts such recitals as findings of the Board of Education, including, without limitation, the finding that the Project is substantially complex and, therefore, the District shall withhold ten percent retention from payments to ENGIE.

Section 2. The Board of Education hereby finds that, consistent with Government Code Section 4217.10 *et seq.*, the District duly gave public notice of the public hearing opened and completed on November 18, 2020, and that the Board of Education duly held such public hearing.

Section 3. Based on the information provided to the Board of Education, and as described in this Resolution, the Board of Education hereby finds that the anticipated cost to the District of the Project, as implemented through the Installation Agreement and the M&O Agreement, will be less than the anticipated marginal cost to the District of the energy that would be consumed by the District in the absence of the Project.

Section 4. The Board of Education hereby finds that it will be in the best interests of the District to enter into the Installation Agreement and the M&O Agreement, based on the provisions therein, and the Board of Education hereby concurrently approves the Installation Agreement and the M&O Agreement in the forms submitted to the Board of Education by District staff.

Section 5. The Board of Education hereby finds that the Project is exempt from CEQA pursuant to Sections 15303, 15311, and 15314 of the CEQA Guidelines and, therefore, authorizes and directs the Deputy Superintendent of the District ("Deputy Superintendent") or his assignee to file or cause the filing of a notice of exemption from CEQA.

Section 6. The Board of Education hereby authorizes and directs the Superintendent of the District ("Superintendent"), the Deputy Superintendent, or their respective designees, to: (i) execute and deliver the Installation Agreement and the M&O Agreement, in the forms hereby approved; (ii) make such non-substantive changes to the Installation Agreement and/or the M&O Agreement as they, in consultation with the District's legal counsel, reasonably deem necessary or appropriate; (iii) make such other changes to the Installation Agreement and/or the M&O Agreement as they, in consultation with the District's legal counsel, reasonably determine appropriate, for subsequent ratification by the Board of Education; and (iv) take such actions, execute and deliver such other documents, and expend such funds, as are necessary to implement the intent of this Resolution, the Installation Agreement, and the M&O Agreement.

Section 7. This Resolution shall take effect immediately upon approval by the Board of Education.

APPROVED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 18th day of November, 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 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: Superintendent's Office

ITEM TITLE:

(1) Adopt Revised Meeting Calendar of the Board of Education of the Chula Vista Elementary School District Rescheduling the December 16, 2020, Regular Meeting to December 15, 2020; and

(2) Adopt December 15, 2020, at 6 P.M. as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

Every year, California school district governing boards must hold annual organizational meetings in December within a specific 15-day period identified in Education Code Section 35143. A school district's governing board must also select the date and time of the annual organizational meeting at the regular meeting held immediately prior to the first day of such 15-day period. The school district shall then inform its county superintendent of schools of the date and time selected.

At the annual organizational meeting, new governing board officers are elected, and a schedule of regular meetings is adopted for the following year. At its December 18, 2019, organizational meeting, the Chula Vista Elementary School District (District) Board of Education adopted the dates, time, and place for its regular meetings in 2020. The last meeting of the year was scheduled for Wednesday, December 16, 2020.

In 2020, the 15-day period specified for organizational meetings is December 11 through 25 (inclusive) and the December 16 Board meeting date is within that time frame. An additional requirement, however, poses a scheduling challenge: A December 15 deadline imposed by the California Department of Education (CDE) for governing boards to approve districts' First Interim Budgets in conjunction with Budget Overviews for Parents. Should this deadline not be met, the District will be categorized as out of compliance and tagged as such by CDE and as such, it may face financial penalties and other consequences.

In order to avoid any potential problems related to noncompliance, the District recommends the following:

1. Adopt a revised calendar rescheduling the December meeting a day earlier, from December 16 (Wednesday) to December 15 (Tuesday).
2. Keep the usual time.
3. Keep the usual location.
4. Adopt the new date, December 15, as the annual organizational meeting.

ADDITIONAL DATA:

If the calendar is revised and the new date adopted, the organizational meeting of the Board of Education of the Chula Vista Elementary School District would be held as follows:

Date: December 15, 2020
Time: 6 P.M.
Place: Education Service and Support Center Board Room
84 East "J" Street, Chula Vista
Note: During the COVID-19 pandemic, meetings are being held virtually.

Copies of Education Code Sections 35143 and 35149 are accessible online at http://leginfo.legislature.ca.gov/.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption of a revised meeting calendar and adoption of Tuesday, December 15 at 6 P.M. as the date and time of the annual organizational meeting.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Nominate Candidates for the 2021 Election of the California School Boards Association's Delegate Assembly, Region 17

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

The California School Boards Association's (CSBA) Delegate Assembly is a vital link in the association's governance structure. The Delegate Assembly comprises more than 280 members who serve two-year terms and are elected by local member school boards in 21 geographic regions in California. The Delegate Assembly sets the general policy direction of the association and ensures that CSBA reflects the interests of school districts and county offices of education throughout the state.

In accordance with CSBA bylaws, nominations for the 2021 Delegate Assembly will be accepted through January 7, 2021. Delegate Assembly nominations for each region must be made by member school boards within that region. There is no limit to the number of individuals nominated. All nominees must serve on CSBA member boards and give their approval prior to being nominated.

The Chula Vista Elementary School District is part of Region 17, which encompasses San Diego County. Region 17 has a total of 23 delegates—17 are elected (including one that represents the San Diego County Office of Education) and six are appointed (by districts with an average daily attendance of 30,000 or more).

The terms of the six Region 17 Delegate Assembly Members listed below will expire on March 31, 2021, which will generate six vacancies. A vacant position will generate an additional spot for a total of seven positions.

1. Leslie Bunker – Chula Vista Elementary
2. Andrew Hayes – Lakeside Union
3. Beth Hergesheimer – San Dieguito Union
4. Christi Knight – Escondido Union
5. Dawn Perfect – Ramona Unified
6. Barbara Ryan – Santee
7. Vacant

The terms for four of the six Region 17 appointed delegates will also expire in March 2021: Two from San Diego Unified School District, one from Poway Unified School District, and one from Sweetwater Union High School District. These vacancies are not included in the nomination or voting process.

ADDITIONAL DATA:

Other important dates in the Delegate Assembly election process are as follows:

- February 1, 2021 – Mailing of ballots to CSBA member boards.
- March 15, 2021 – Deadline for returning completed ballots to CSBA.
- March 31, 2021 – Completion of count of ballots.
- April 1, 2021 – First day of the new two-year term for Delegates.

A copy of the Call for Nominations packet 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.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action ____X____Information

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Report on 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.