

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – NOVEMBER 14, 2018 – 6 P.M.

BOARD OF EDUCATION

LESLIE RAY BUNKER • ARMANDO FARIÁS
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. Audio recordings are available on the District website at www.cvesd.org. Please contact the Superintendent's Office, (619) 425-9600, Extension 1311, if you wish to schedule an appointment to review a recording.

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Persons wishing to address the Board of Education on any agenda item should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting. Under Oral Communications, individuals may also speak to any item not appearing on the agenda. This may include feedback or criticism of programs, policies, or District personnel. Board Policy 1312.1 stipulates the formal District process to file official complaints against District personnel. 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 54954.3. Speakers are requested to limit remarks to five minutes.

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COMPLIANCE WITH AMERICANS WITH DISABILITIES ACT

The Chula Vista Elementary School District, in compliance with the Americans with Disabilities Act and Government Code Section 54953.2, provides special accommodations to individuals who may need assistance with access, attendance, and/or participation in Board meetings, including alternative formats for agendas, documents constituting agenda packets, and materials distributed during public meetings. Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Please contact the Superintendent's Office at (619) 425-9600, Extension 1300, for specific information on resources or programs that may be available for such accommodations. Please call at least 48 hours in advance of meetings and five days in advance of scheduled services and activities. Translation and services for the Hearing Impaired are also available.

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

In compliance with Government Code Section 54957.5, nonexempt writings that are distributed to a majority or all of the Board of Education in advance of a meeting may be reviewed at our website by clicking on the following link: <http://www.cvesd.org/DISTRICT/Pages/Meetings.aspx> or at the scheduled meeting.

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EQUAL OPPORTUNITY EMPLOYER

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

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 14, 2018
6 P.M.
Dr. Lowell J. Billings Board Room
Education Service and Support Center

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 Led by Students from Mae L. Feaster Charter and Karl H. Kellogg, J. Calvin Lauderbach, Liberty, Saburo Muraoka, and Palomar Elementary Schools

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: _____, Second: _____, Vote: _____

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

*Presentations/
Awards*

- A. Presentation of Newly Hired and Promoted Employees
- B. Report on District Cohort Schools: Mae L. Feaster Charter and Karl H. Kellogg, J. Calvin Lauderbach, Liberty, Saburo Muraoka, and Palomar Elementary for the 2017-18 School Year
- C. Report on Results of California School Dashboard Local Indicators

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 five minutes. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the topic 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 and Regular Meetings October 10, 2018
- B. Approve and/or Ratify Human Resources Items A Through J
- C. Approve Modernization and Year-Round Calendars for the 2019-20 School Year
- D. Approve Year-Round Calendar for the 2020-21 School Year
- E. Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Compensation for Classified Employees for the 2018-19 School Year
- F. Approve Single Plans for Student Achievement for the 2018-19 School Year
- G. Acknowledge Receipt of Leonardo da Vinci Health Sciences Charter School Renewal Petition
- H. Adopt Resolution Authorizing the Chula Vista Elementary School District to Accept *TransNet* Active Transportation Grant Program Funds and Execute a Grant Agreement with San Diego Association of Governments
- I. Approve Subcontract Agreement with South Bay Community Services for Community Assessment Team Services for the 2018-19 School Year

- J. Authorize Staff to Extend Project Labor Agreement for the Period of December 10, 2018, Through December 31, 2021
- 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 November 15, 2018, Through October 16, 2019
- L. Adopt Resolution Authorizing Participation of the Chula Vista Elementary School District in the CAL-Card Program Awarded to U.S. Bank by the State of California, Department of General Services Participating Addendum No. 7-14-99-22 for the Period of January 1, 2019, Through December 31, 2020
- M. Adopt Resolution Authorizing Utilization of Irvine Unified School District Furniture and Equipment #2, Bid No. 2017/2018-1FA, for the Period of November 15, 2018, Through June 30, 2019
- N. Approve Contract with School Services of California, Inc., for Fiscal Information Services for the Period of December 1, 2018, Through November 30, 2019
- O. Adopt Resolution Authorizing the Purchase of One 120' x 32' (Eight Classrooms) Two-Story Relocatable Classroom Building and One 12' x 40' Relocatable Restroom Building for Saburo Muraoka Elementary School in the Amount of \$3,124,421 from Silver Creek Industries, Inc., Pursuant to Bid No. 14/15-3
- P. Approve Amendment No. 2 to Purchase Agreement and Escrow Instructions for Village 3 Elementary School Site (School No. 47)
- Q. Approve Charter School Facilities Program Memorandum of Understanding with Leonardo da Vinci Health Sciences Charter, the California State Allocation Board, and the California School Finance Authority for Proposition 51 State Bond Funds
- R. Approve Memorandum of Understanding with San Diego County Air Pollution Control District for the Sole Purpose of an Air Pollution Monitoring Station
- S. Accept Donations
- T. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2018
- U. Approve and/or Ratify Inservice/Travel Requests
- V. Ratify Requests for Use of District Facilities

7. PUBLIC HEARINGS*Public Hearings*

- A. (1) Conduct Public Hearing on Short-Term Classified Employees; and
- (2) Adopt Resolution Regarding Short-Term Classified Employees to Perform Specified Service for the Period of November 15, 2018, Through June 30, 2019

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

- B. (1) Conduct Public Hearing to Receive Input on the Tentative Agreement with Chula Vista Educators; and
- (2) Ratify the Tentative Agreement with Chula Vista Educators for the Period of July 1, 2018, Through June 30, 2021

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

- C. Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Elementary School District to the Chula Vista Classified Employees Organization

- D. Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Classified Employees Organization to the Chula Vista Elementary School District

- E. Conduct Public Hearing on Leonardo da Vinci Health Sciences Charter School Renewal Petition

- F. Conduct Public Hearing on Robert L. Mueller Charter School Renewal Petition

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; and
- (2) Adopt December 19, 2018, at 6 P.M. as the Date and Time of the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

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

- B. Nominate Candidates for the 2019 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*

- A. Second Reading and Adopt/Approve: Proposed Board Policy and Administrative Regulation 0460 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Local Control and Accountability Plan

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

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

- A. Report Calendar to Board of Education

11. BOARD COMMUNICATIONS *Board Communications*

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

13. ADJOURN TO CLOSED SESSION *Closed Session*

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfroost, 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. 2018070223 for Student No. 305185

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018071044 for Student No. 305201

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018090925 for Student No. 163320

Government Code Section 54956.9(d)(2): Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation: Two Potential Cases

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 5, 2018, AT 6 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Pledge of Allegiance Led by Students from Mae L. Feaster Charter and Karl H. Kellogg, J. Calvin Lauderbach, Liberty, Saburo Muraoka, and Palomar Elementary Schools

 Action

 X **Information**

BACKGROUND INFORMATION:

The following students will lead the Pledge of Allegiance at the November 14, 2018, Board of Education meeting.

- Preston Bellinger – Liberty
- Isabella Diaz – Kellogg
- Samara Shani Dumas – Palomar
- James Espitia – Muraoka
- Monica Franco Law – Feaster Charter
- Joseline Medel Martinez – Lauderbach

School administrators will accompany the students to the meeting.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Report on District Cohort Schools: Mae L. Feaster Charter and Karl H. Kellogg, J. Calvin Lauderbach, Liberty, Saburo Muraoka, and Palomar Elementary for the 2017-18 School Year

 Action

 X Information

BACKGROUND INFORMATION:

The District views the cohort school support model as an opportunity for research and development of innovative educational practices. The District's expectation is communication and collaboration amongst school sites will support leadership practices, teacher development, and student achievement. The District cohort model is guided by "Principal Leads" who support cohorts of five to six schools. In collaboration with Executive Directors, Principal Leads nurture, support, and sustain the interdependence that defines our District.

ADDITIONAL DATA:

Tonight, Principal Lead Erin Dare, Principals Dr. Sarah Motsinger, Christopher Houck, Melody Belcher, Dr. Charles Grisier, and David Muñoz will provide an oral overview of how their cohort works interdependently with school site staffs, community members, and District staff to support Local Control and Accountability Plan (LCAP) goals. They will share the cohort work towards three priority areas within the LCAP:

- Pupil Achievement.
- Student Social-Emotional Wellness.

A copy of the report is attached as Exhibit A.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

Agenda Item
November 14, 2018
Exhibit A



Mae L. Feaster Charter and
Karl H. Kellogg, J. Calvin Lauderbach,
Liberty, Saburo Muraoka,
and Palomar Elementary Schools

Presentation to the Board of Education
November 14, 2018



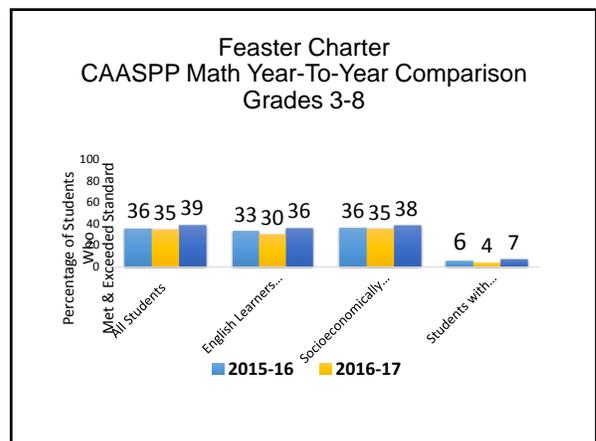
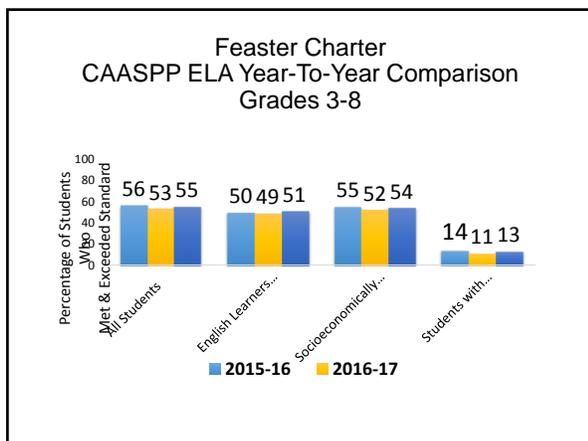


Feaster Charter
English Language Arts / Grades 3-8

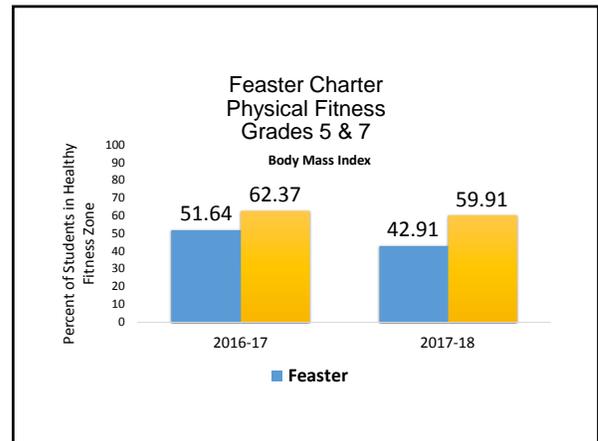
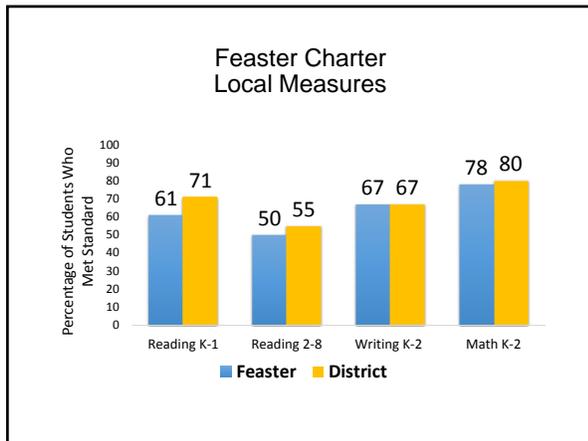
LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above					
High 18 points above to less than 45 points above					
Medium 5 points below to less than 18 points above			All		
Low 5 points below to 70 points below				EL w/ RFEP	
Very Low More than 70 points below		SWD			

Feaster Charter
Mathematics / Grades 3-8

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High zero points to less than 35 points above					
Medium 25 points below to zero					
Low More than 25 points below to 95 points below			All EL w/ RFEP		
Very Low More than 95 points below	SWD				



Agenda Item November 14, 2018 Exhibit A



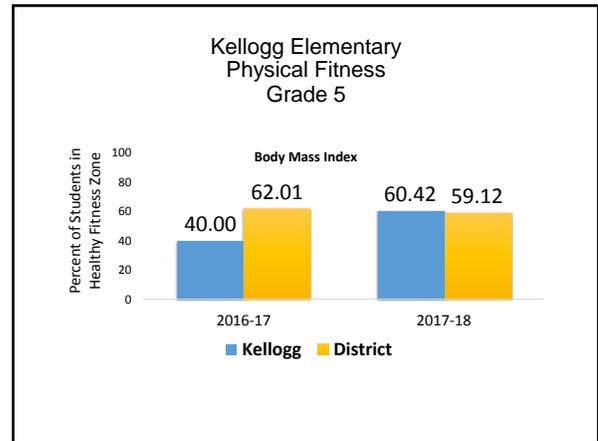
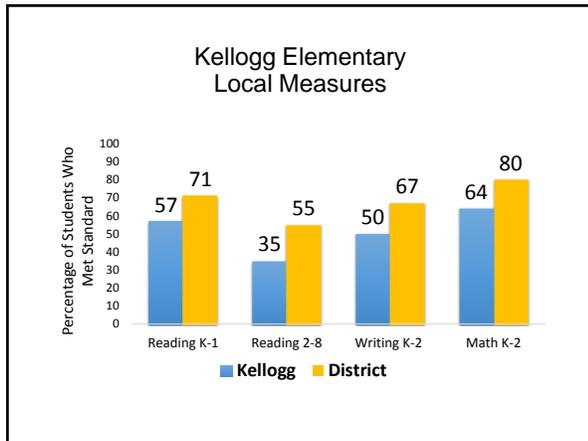
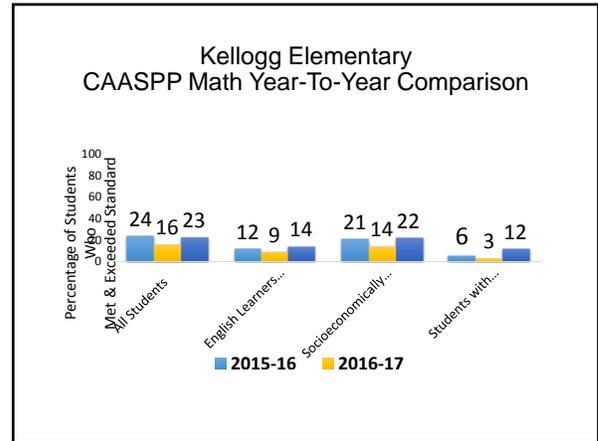
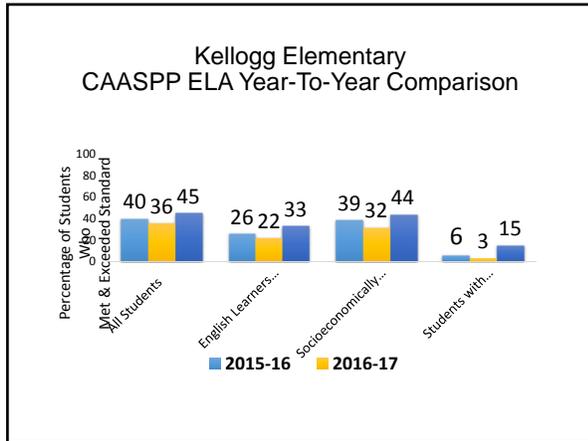
Kellogg Elementary English Language Arts

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green	Green	Green	Blue	Blue
High 10 points above to less than 45 points above	Green	Green	Green	Green	Blue
Medium 5 points below to less than 10 points above	Yellow	Yellow	Yellow	Green	Green
Low More than 5 points below to 70 points below	Orange	Orange	Orange	Yellow	All SWD
Very Low More than 70 points below	Red	Red	Red	Orange	EL w/ RFEP

Kellogg Elementary Mathematics

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green	Green	Green	Blue	Blue
High zero points to less than 35 points above	Green	Green	Green	Green	Blue
Medium 25 points below to zero	Yellow	Yellow	Yellow	Green	Green
Low More than 25 points below to 65 points below	Orange	Orange	Orange	Yellow	All EL w/ RFEP
Very Low More than 65 points below	Red	Red	Red	Orange	SWD

Agenda Item November 14, 2018 Exhibit A



Karl H. Kellogg Elementary - Social Emotional Learning

Conflict Resolution Restorative Circles

Peace Patrol

Sanford Harmony Meet Up + Buddy Up

Youth Mental Health First Aid Training

J. Calvin Lauderbach
Elementary School

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

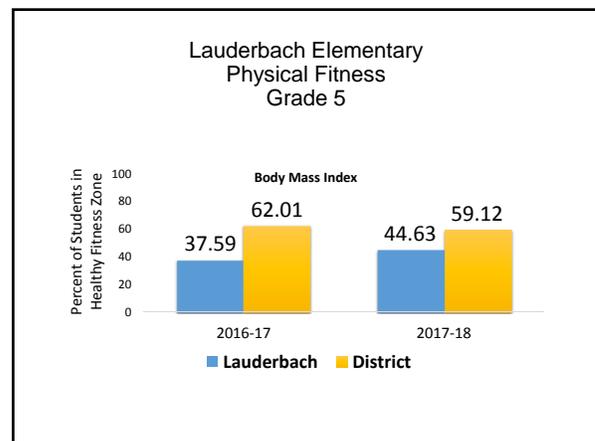
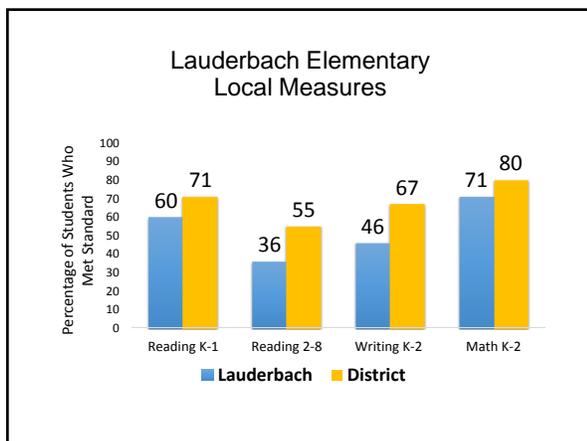
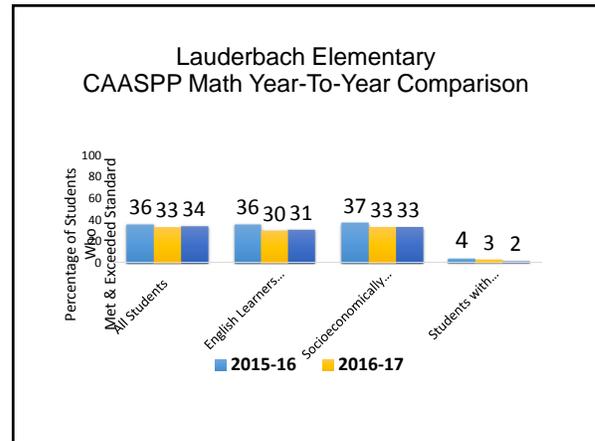
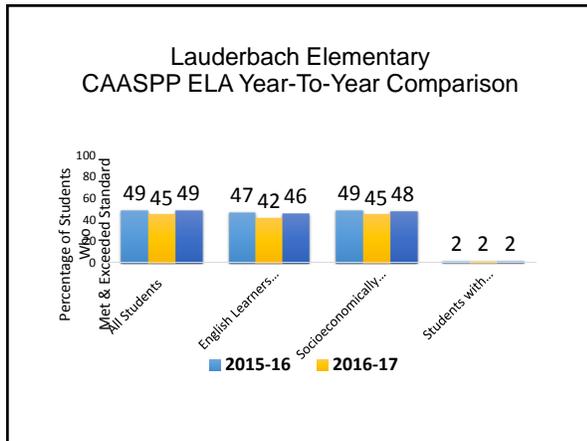
Agenda Item November 14, 2018 Exhibit A

Lauderbach Elementary English Language Arts

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Very High 45 or more points above					
High 15 points above to less than 45 points above					
Medium 5 points below to less than 10 points above					
Low More than 5 points below to 10 points below				All EL w/ RFEP	
Very Low More than 10 points below				SWD	

Lauderbach Elementary Mathematics

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High zero points to less than 35 points above					
Medium 25 points below to zero					
Low More than 25 points below to 10 points below			All EL w/ RFEP		
Very Low More than 10 points below	SWD				



Agenda Item November 14, 2018 Exhibit A

**J. Calvin
Lauderbach
Elementary
School**

Home of the Cougars

Sanford Harmony

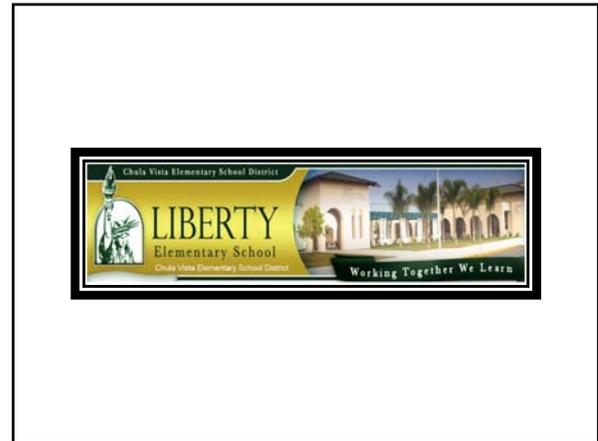
- Relationship Building
- Buddy Lights
- Classroom Entertainment
- Harmony Goals
- Student Surveys

Three Years

Band
Girl Scouts
Running Club
Sanford Harmony
Engaged & Learning
Week Workshops/ Museum
Friday Student Show Outs
Morning Music Mood Boost

Three Years

Three Circles
Trauma Informed Care
Dr. Ernie Mondes
PBIS Training

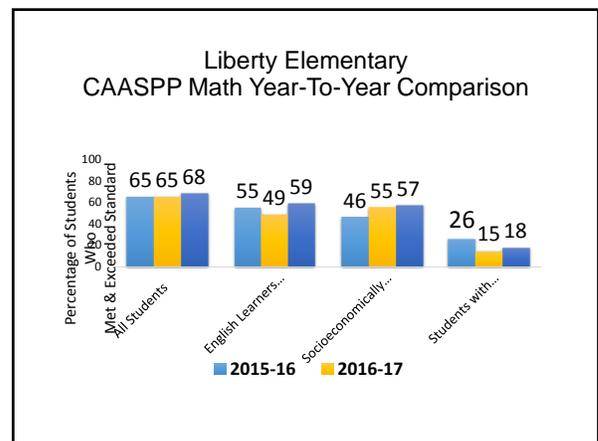
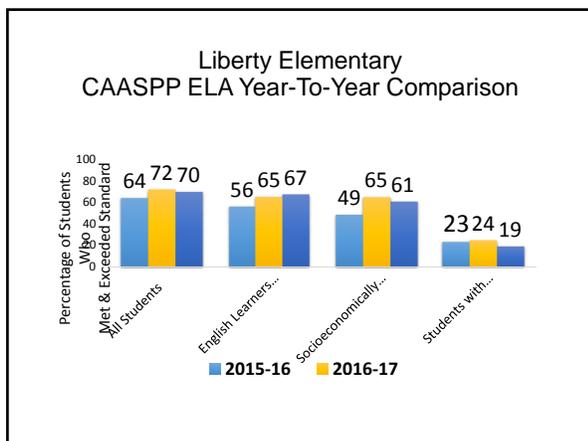


**Liberty Elementary
English Language Arts**

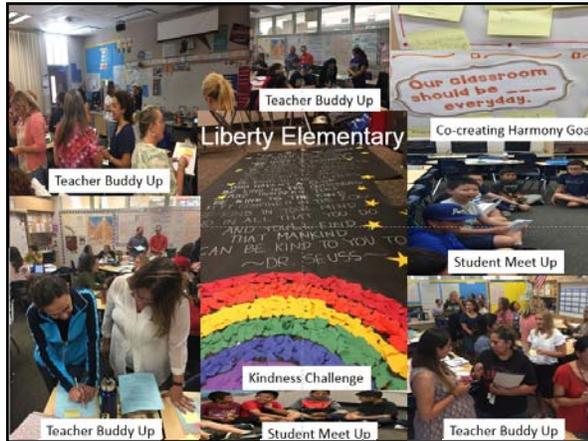
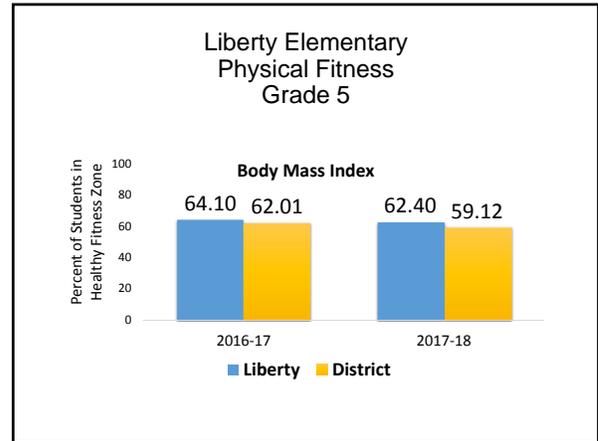
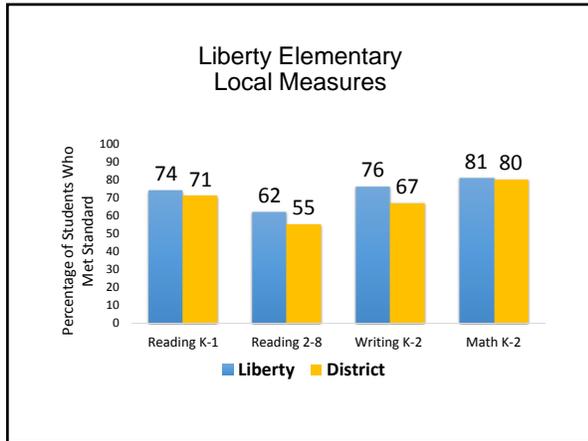
LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above					
High 18 points above to less than 45 points above			All	EL w/ RFP	
Medium 5 points below to less than 18 points above					
Low More than 5 points below to 70 points below					
Very Low More than 70 points below		SWD			

**Liberty Elementary
Mathematics**

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High zero points to less than 35 points above				All EL w/ RFP	
Medium 25 points below to zero					
Low More than 25 points below to 95 points below					
Very Low More than 95 points below			SWD		



Agenda Item November 14, 2018 Exhibit A



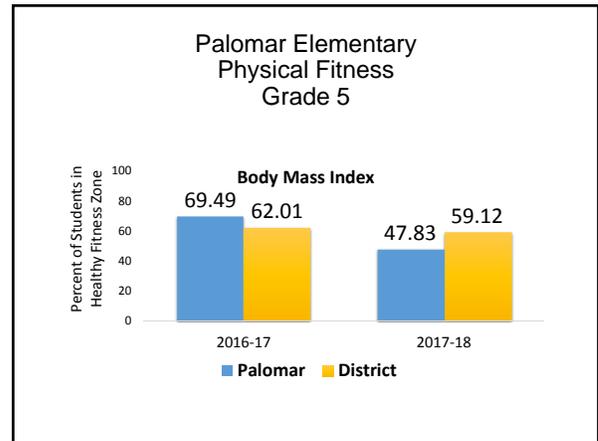
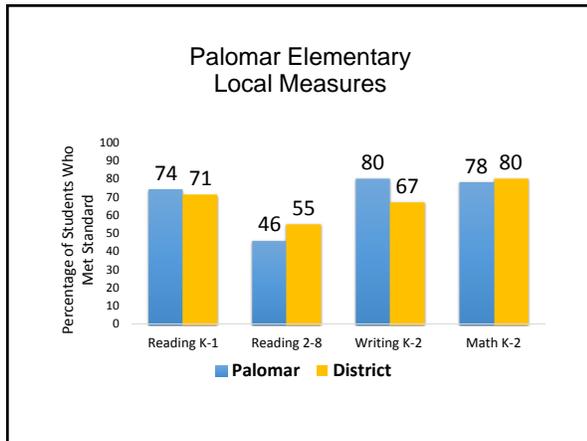
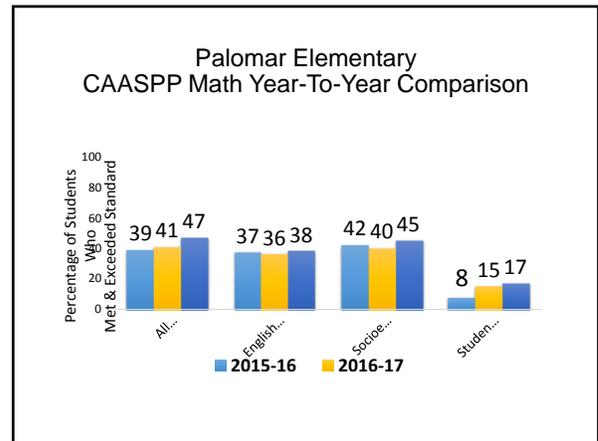
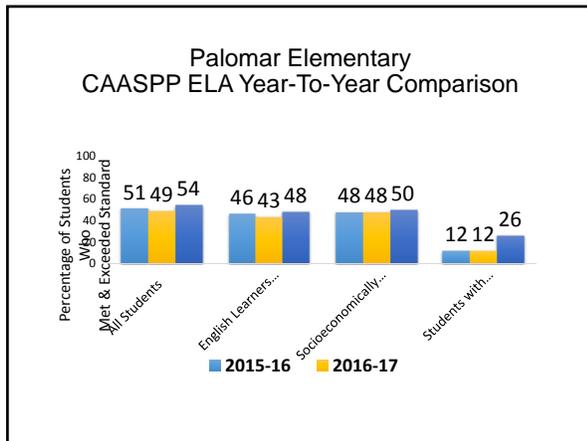
Palomar Elementary English Language Arts

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High 35 points above to less than 45 points above	Green	Green	Green	Green	Blue
Medium 5 points below to less than 35 points above	Yellow	Yellow	Yellow	Yellow	All EL w/ RFEP
Low More than 5 points below to 70 points below	Orange	Orange	Orange	Orange	SWD
Very Low More than 70 points below	Red	Red	Red	Red	Red

Palomar Elementary Mathematics

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green	Green	Green	Blue	Blue
High zero points to less than 35 points above	Green	Green	Green	Green	Blue
Medium 25 points below to zero	Yellow	Yellow	Yellow	All	Green
Low More than 25 points below to 65 points below	Orange	EL w/ RFEP	Orange	SWD	Yellow
Very Low More than 65 points below	Red	Red	Red	Red	Red

Agenda Item November 14, 2018 Exhibit A



ClassDojo Mindfulness
Lessons shared with parents via our school app

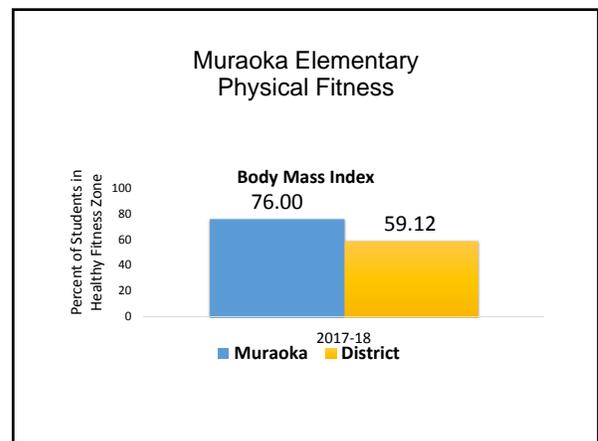
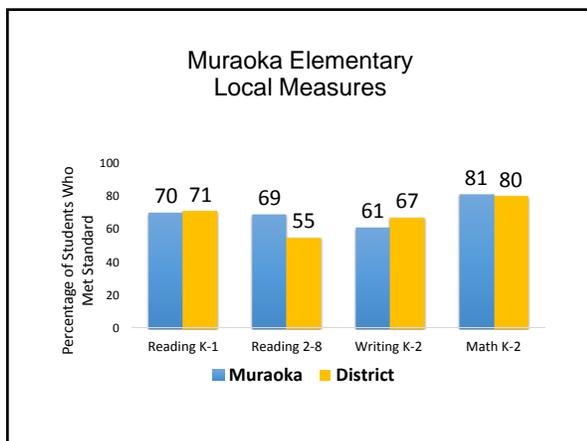
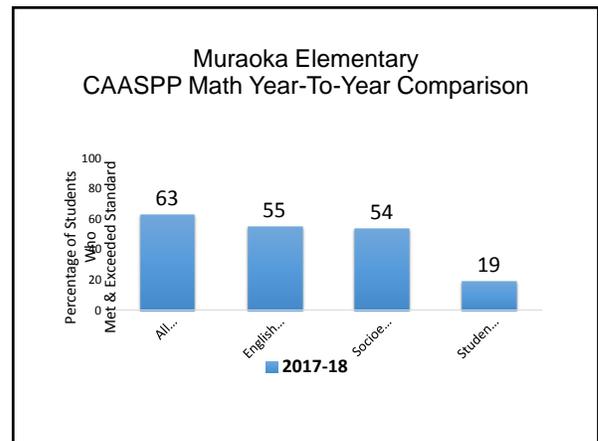
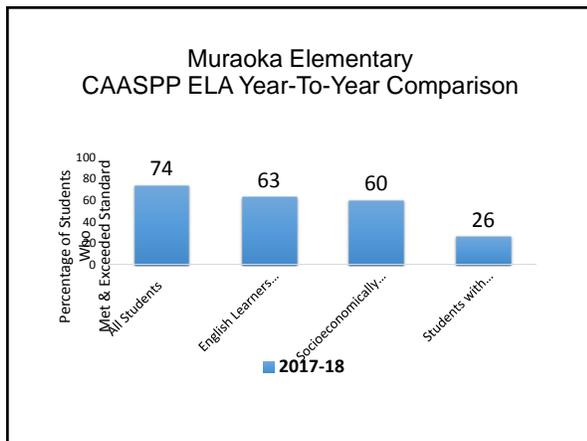
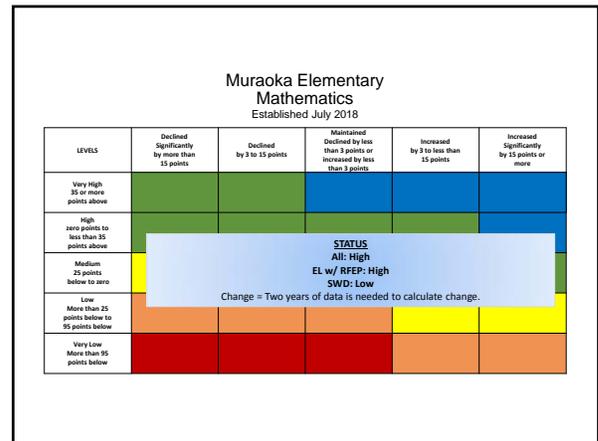
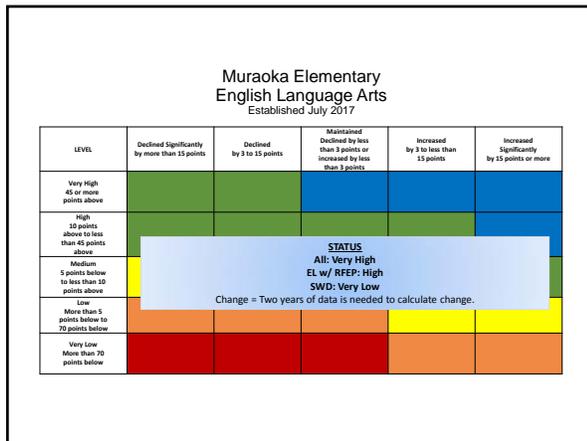
PALOMAR
2014-2018
California Healthy Kids Survey
Data Comparison
9th Grade
After Implementation of Project Cal-Well

Category	2014-2015	2017-2018	Change
School Environment	40%	58%	+18% ★
Caring Adults in School	40%	54%	+14% ★
High Expectations: Adults in School	60%	69%	+9% ★
School Connectedness	15%	44%	29% ★

Buddy Up Samford Harmony
Lessons are also shared with parents



Agenda Item November 14, 2018 Exhibit A



Agenda Item
November 14, 2018
Exhibit A

Muraoka Elementary Social-Emotional Learning



- Discover Your Passion
- Peace Patrol
- Be Kind Wednesdays
- Kindness Buddies
- Caught You Being Kind
- Quarterly Kindness Awards
- Inclusion



CHULA VISTA ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Report on Results of California School Dashboard Local Indicators

_____ **Action**

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

BACKGROUND INFORMATION:

The California School Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement. For Local Control Federal Funding priorities where data is not collected at the state level, LEAs will measure and report to the California Department of Education, no later than November 16, 2018, on their progress through the Dashboard based on locally collected data. Local Indicators on the California Dashboard are measured in Priority 1, Priority 2, Priority 3, and Priority 6. Results of Local Indicators in those four priority areas are as follows:

- **Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. Criteria: Met**

LEA annually measures its progress in meeting the *Williams* settlement requirements at 100 percent of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board, stakeholders, and the public through the evaluation rubrics.

- **Priority 2: Self-Reflection Tool for Implementation of State Academic Standards. Criteria: Met**

LEA annually measures its progress implementing state academic standards and reports the results to its local governing board, stakeholders, and to the public through the evaluation rubrics.

- **Priority 3: Self-Reflection Tool for Parent Engagement. Criteria: Met**

LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board, stakeholders, and the public through the evaluation rubrics.

- **Priority 6: School Climate. Criteria: Met**

LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span that the LEA serves, and reports the results to its local governing board, stakeholders, and the public through the evaluation rubrics.

The District has met the California School Dashboard criteria in all four of the Local Indicator priority areas.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

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 10, 2018
5:30 P.M.

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

ORDER OF BUSINESS

1. OPENING PROCEDURES

*Opening
Procedures*

A. Call to Order

President Bunker called the meeting to order at 5:30 p.m.

B. Roll Call

Members Present:

Mrs. Leslie Ray Bunker, President
Mrs. Laurie K. Humphrey, Vice President
Mr. Armando Farías, Clerk
Dr. Eduardo Reyes, Member
Mr. Francisco Tamayo, Member

Members Absent:

None.

Others Present:

Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Jeffrey Thiel, Asst. Supt., Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education

C. Pledge of Allegiance

Mr. Esquivel led the Pledge of Allegiance.

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: HUMPHREY, Second: FARÍAS, Vote: UNANIMOUS

3. 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 five minutes. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the topic and the number of persons wishing to be heard. No Board action can be taken.

None.

4. APPROVE CONSENT CALENDAR

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: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

A. Approve Human Resources Item A

2018-19.028

5. CLOSED SESSION

Closed Session

President Bunker adjourned to closed session at 5:31 P.M. in accordance with the following:

Government Code Section 54957(b)(1): Public Employee Employment: Principal – Loma Verde Elementary School

6. RECONVENE TO OPEN SESSION

Open Session

President Bunker reconvened to open session at 5:43 P.M. with all Board Members present.

President Bunker said that in closed session, the Board interviewed Ms. Bree Watson, who has been appointed as Principal of Loma Verde Elementary School. President Bunker asked if there was a motion to ratify Ms. Watson’s appointment to the position.

Motion: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

7. ADJOURNMENT

Adjournment

President Bunker adjourned the meeting at 5:44 P.M.

Francisco Escobedo, Ed.D., Secretary

Armando Farías, Clerk

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

MINUTES BOARD OF EDUCATION

Regular Meeting
October 10, 2018
6 P.M.

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

ORDER OF BUSINESS

1. OPENING PROCEDURES

*Opening
Procedures*

A. Call to Order

President Bunker called the meeting to order at 6 P.M.

B. Roll Call

Members Present:

Mrs. Leslie Ray Bunker, President
Mrs. Laurie K. Humphrey, Vice President
Mr. Armando Farías, Clerk
Dr. Eduardo Reyes, Member
Mr. Francisco Tamayo, Member

Members Absent:
None.

Others Present:

Dr. Francisco Escobedo, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Dr. Jeffrey Thiel, Asst. Supt., Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Anthony Millican, Director, Communications and Community Development
Mrs. Laura Casas, Communications Supervisor
Mrs. María Mayela Couturier, Translator/Interpreter
Mrs. Soreli M. Norton, Asst. to the Supt. and Board of Education
Mrs. Araceli Vargas, Administrative Assistant II

C. Pledge of Allegiance Led by Students from Howard Gardner Community Charter School

Students Lily Gutierrez, Isaias Magana, and Begonia Perez-Alonso
led the Pledge of Allegiance. Lily, Isaias, and Begonia provided

highlights about Howard Gardner programs and shared what makes the school special to them.

School administrators accompanied the students to the meeting. The artwork displayed in the Dr. Lowell J. Billings Board Room was prepared by Howard Gardner.

President Bunker thanked the students and said the Board would hear from the Howard Gardner administration, but that it was nice to hear the student's perspective. She presented each student with a Certificate of Appreciation and a stylus pen engraved with the District's name.

2. APPROVE AGENDA (Action)

Motion: HUMPHREY, Second: TAMAYO, Vote: UNANIMOUS

Approve Agenda

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

*Presentations/
Awards*

A. Presentation of Newly Hired and Promoted Employees

Dr. Thiel introduced new employees: Multi-Tiered Systems of Support Director Elizabeth Fogaren and School Attendance Secretary/Health Specialist Mariana Garcia (Harborside). He also introduced Bree Watson, whose promotion from Associate Principal (Olympic View) to Principal (Loma Verde) was ratified by the Board at the special meeting that took place prior to the regular meeting. President Bunker congratulated the employees.

B. Recognition of 2018-19 San Diego County Teacher of the Year and San Diego County Teacher of the Year Top Ten Finalist

Dr. Escobedo said that two of the three District Teachers of the Year were in the top ten County Teachers of the Year and one of them was selected as one of five San Diego County Teachers of the Year. He said he believes this is a first for the District. Dr. Escobedo introduced Top Ten Finalist Teacher Melissa Noble (Clear View) and Teacher Melissa Moreno (Rosebank), one of five County Teachers of the Year. He added that Ms. Moreno will now compete at the state level.

President Bunker presented Ms. Noble and Ms. Moreno with Certificates of Recognition. She congratulated them, saying it is a well-deserved recognition, that the District is fortunate to have them, and that the Board is proud to have them represent the District.

C. Recognition of Sanford Teacher Award Recipient

Dr. Escobedo said this is the first time National University presents this award. He mentioned that National University started a

curriculum in 2014 focusing on social emotional learning, which the District has been using for a couple of years and started using across the whole system this year. Dr. Escobedo added that philanthropist Danny Sanford gave millions of dollars for development of the curriculum, which is for Pre-Kindergarten to Grade 12 students. He said that one teacher will be selected from each state for the award, which includes \$10,000 and that one teacher will receive a national award, including \$50,000. Dr. Escobedo introduced Transitional Kindergarten Teacher Angela Karem (Marshall), who was selected to receive the award for her passion and for utilizing the curriculum to create a harmonious classroom. He remarked that while visiting Ms. Karem's classroom, he has witnessed polite and engaged students, who use the curriculum to discuss and resolve issues.

President Bunker presented Ms. Karem with a Certificate of Recognition and congratulated her. She added that it is exciting to recognize teachers and to realize that it is not only the District who thinks they are wonderful. Board Member Tamayo thanked Ms. Karem for what she is doing for District students and said he will visit her classroom.

D. Report on Howard Gardner Community Charter School for the 2017-18 School Year

Dr. Tessier introduced Howard Gardner (Director Beverly Jimenez. Ms. Jimenez presented a report on Howard Gardner Community Charter School. She included the school's demographics, California Assessment of Student Performance and Progress (CAASPP) results, and social-emotional student supports. Ms. Jimenez also answered questions from Board Members.

Board Members thanked Ms. Jimenez for the report, commended her on improvements attained, and remarked on several aspects of the presentation.

E. Report on Results of 2017-18 California Assessment of Student Performance and Progress and Local Measures Assessments

Dr. Tessier introduced Executive Director of Curriculum and Instruction Dr. Gloria Ciriza, who presented a report on CAASPP. The presentation included an overview of CAASPP components and achievement level descriptors as well as the percentages of students who met or exceeded standards in each of the assessments. It also showed how the District did when compared with neighboring districts, with the state of California, and with other states who also take the Smarter Balanced Assessments (for English Language Arts and Mathematics). Dr. Ciriza also reviewed the District's Five-by-Five placement, the 2018-19 Math focus, the science test rollout plan, and results of the Local Measures assessments. She also explained next

steps the District is taking to continue improving student achievement and answered questions by the Board. In addition, Ms. Ciriza shared information regarding recent studies that have been conducted in the District.

The Board thanked Dr. Ciriza for her presentation and commented on the District's achievement results.

4. COMMUNICATIONS TO THE BOARD OF EDUCATION

A. Chula Vista Classified Employees Organization

Chula Vista Classified Employees Organization (CVCEO) President Peter Zeitler acknowledged Purchasing Manager Ann Pering and Buyers Kathy Martinson and Katie Morris for their part in the modernization effort. He also thanked Mr. Esquivel for working with him on the San Diego Futures Foundation contract for recycling of old computers; said the contract will put new technology in District schools by providing computers to Kinder through Grade 2 classrooms. Mr. Zeitler thanked Chula Vista Educators (CVE), CVE President Susan Skala, and the District for working together to come to tentative agreement and said he hopes when the contract for CVCEO opens, the relationship can continue to move forward. Brought up the topic of noon duty supervisors as it relates to cost, saying the District should look at funding more of it, as it has a big impact on schools. Ended by thanking the District for recognizing that it takes the effort of all District employees to educate students.

B. Chula Vista Educators

CVE President Susan Skala said she attended Kellogg's Ribbon Cutting event and also conducted a site visit, noting that the school looks amazing. She shared that voting on the tentative agreement started earlier that day and that ballots would be counted the following week. Ms. Skala brought up concerns regarding the Brain Trust that is being planned to discuss the Resource Teacher program, stating that it is a "committee" that bypasses the tentative agreement. She also updated the Board on current grievances CVE has filed against the District.

Answering a clarifying question from Board Member Tamayo, Dr. Escobedo explained the Brain Trust is not a committee but a brainstorming protocol that was started by Pixar Films. He added that it is basically a way of thinking divergently, where a group of people (in this case from inside and outside the District) get together to offer suggestions on a problem. Dr. Escobedo reiterated that the group is not a decision-making body, and that this is a one-day event. He said the District will convene a committee in which CVE will be included.

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 five minutes. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the topic and the number of persons wishing to be heard. No Board action can be taken.

None.

6. APPROVE CONSENT CALENDAR (Action)

Consent
Calendar

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

Before approval of the Consent Calendar, President Bunker pulled Agenda Item 6.H. to be discussed and voted on separately.

Motion: *HUMPHREY, Second: FARÍAS*
Vote: *Ayes: BUNKER, FARÍAS, HUMPHREY*
Abstain: *TAMAYO*

- A. Adopt Board of Education Meeting Minutes: Special and Regular Meetings September 12, 2018
- B. Approve and/or Ratify Human Resources Items A Through H **2018-19.029**
- C. Review and Accept Quarterly Report to the San Diego County Office of Education on *Williams* Complaints for the Period of July Through September 2018
- D. Ratify Memorandum of Understanding with Commander, Navy Region Southwest, Fleet and Family Readiness for Military-Connected Student Services for the Period of July 1, 2018, Through June 30, 2026
- E. Ratify Memorandum of Understanding with the San Diego County Superintendent of Schools for Specialized Health Care Transportation Support for Friendship School for the Period of July 1, 2018, Through June 21, 2019
- F. Ratify Nonpublic, Nonsectarian Individual Services Agreement with The Institute for Effective Education for Student No. 312769 for the 2018-19 School Year

- G. Approve Transition of Service Agreement with the Health and Human Services Agency, Local Government Agency to the Orange County Department of Education, Region 9 Local Educational Consortium for Administrative Services of the School-Based Medi-Cal Administrative Activities Program for the Period of January 1 Through June 30, 2019
- H. Approve Agreement with Sweetwater Union High School District for Mentorship Program for the Period of October 11, 2018, Through June 30, 2021

In answering a clarification question from Vice President Humphrey, Dr. Tessier explained that it is a wonderful opportunity to collaborate with Sweetwater Union High School District. The plans are for Sweetwater High School students to provide mentorship in the Innovation Station and receive volunteer hours. He added that the collaboration will be extended to the Energy Station and the Hydro Station.

Motion: HUMPHREY, Second: TAMAYO
Vote: Ayes: BUNKER, FARIAS, HUMPHREY, TAMAYO
Abstain: REYES

- I. Approve Report on Annual Community Facilities Districts Activity for Fiscal Year 2017-18
- J. Approve Annual Report on Statutory Fees and Mitigation Payments for Fiscal Year 2017-18, and Five-Year Report for Fiscal Years 2013-14 Through 2017-18
- K. Approve Partial Retention Release for All Prime Contractors for Modernization/Renovation of Harborside, Karl H. Kellogg, and John J. Montgomery Elementary Schools
- L. Ratify Agreement with the Department of Toxic Substances Control for Environmental Oversight, Review, and Approval of the District's Preliminary Endangerment Assessment and Other Related Activities for School Site No. 47 in the Amount of \$22,821
- M. Approve Agreement Between San Diego Futures Foundation and Chula Vista Elementary School District for Disposal of Obsolete Technology Equipment for the Period of October 11, 2018, Through June 30, 2019
- N. Approve International Study Trip for Fifth and Sixth Grade Students from Otay Elementary School to Shanghai, Wenzhou, and Luoyang, China on October 12-22, 2018
- O. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through September 28, 2018 **2018-19.030**
- P. Approve and/or Ratify Inservice/Travel Requests **2018-19.031**

7. PUBLIC HEARINGS

Public Hearings

None.

8. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

None.

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

First and Second Readings

- A. First Reading/Possible Revision/Review: Board Policy and Administrative Regulation 0420, Philosophy-Goals-Objectives and Comprehensive Plans, School Plans/Site Councils

Dr. Escobedo said that while reviewing Board Policies (BPs) and Administrative Regulations (ARs), it came to light that the Local Control and Accountability Plan (LCAP) is not included in BP and AR 0420, which are the “umbrella” for Districtwide plans. This revision will correct that omission.

Motion: TAMAYO, Second: FARÍAS, Vote: UNANIMOUS

- B. First Reading/Possible Adoption/Approval: Proposed Board Policy and Administrative Regulation 0460 (New), Philosophy-Goals-Objectives and Comprehensive Plans, Local Control and Accountability Plan

Dr. Escobedo explained that even though the BP and AR on the LCAP are optional, due to the significance of the plan, it is important to add them. He asked the Board to hold off the vote on adopting the BP and AR, in order to give him time to share them with Parent Leaders.

Parent and District Advisory Council Chairperson David Bame spoke on this item.

- C. First Reading/Possible Approval: Proposed Administrative Regulation 4032 (New), All Personnel, Reasonable Accommodation

Dr. Thiel said this is a recommended AR that the District does not currently have, although the procedures outlined therein are presently followed. In answering a question from Board Member Tamayo, Dr. Thiel explained the guidelines included the AR come from the Education Code.

Motion: TAMAYO, Second: HUMPHREY, Vote: UNANIMOUS

- D. First Reading/Possible Adoption: Proposed Board Policy 4033 (New), All Personnel, Lactation Accommodation

Dr. Thiel explained this is another instance where the District follows certain regulations and procedures but does not have a BP or AR.

Motion: REYES, Second: FARÍAS, Vote: UNANIMOUS

- E. Second Reading/Adopt: Proposed Board Policy and Administrative Regulation 3230 (New), Business and Noninstructional Operations, Federal Grant Funds

Mr. Esquivel said the BP and AR would document the District's practice of ensuring that recording of federal grant monies and internal control processes correspond to federal grant requirements. He added that the District is audited every year and has had no findings on its federal procurement and disbursement process.

Motion: HUMPHREY, Second: TAMAYO, Vote: UNANIMOUS

10. GENERAL INFORMATION ITEMS/REPORTS

*Information
Items/Reports*

- A. Report Calendar to Board of Education
- B. Acknowledge Receipt of Charter Petition of Robert L. Mueller Charter School and Bayfront Charter High School

Dr. Tessier explained that in accordance with Education Code Section 47605(b), this item is to acknowledge receipt of Mueller Charter's petition renewal request and would commence the statutory timeline for review. He added that the two dates to keep in mind are November 14, when a public hearing on the provisions of the charter will be held, and December 5, when the Board will render its decision.

Answering a question from Board Member Tamayo, Dr. Tessier said the District will continue reviewing the petition with District counsel and the internal team, and that it does contain changes in governmental and oversight structures. Dr. Escobedo said he foresees significant changes and that he will ensure due diligence is done in order to give the Board the best recommendation possible. He added that Mueller charter school personnel will attend the Board meeting to answer any questions and that he will also provide his thoughts on the petition.

11. BOARD COMMUNICATIONS

*Board
Communications*

Mrs. Bunker:

- Congratulated Dr. Ciriza [on receiving her doctorate].

Mr. Farías:

- Said he feels very blessed to serve the District and believes his job is to ensure conditions are provided for everyone, including the staff.
- Said that anyone who needs his support is welcome to reach out to him.

Mrs. Humphrey:

- Wished everyone a good evening.

Mr. Tamayo

- Welcomed everyone back [from Fall Break]. Said he looks forward to visiting schools and to making sure he is supporting the District in every way possible.
- Encouraged District staff members to contact him if there is anything he can do to help them do their job better or easier.

12. SUPERINTENDENT’S COMMUNICATION

Superintendent’s Communication

Dr. Escobedo:

- Shared that earlier that day, Lemon Grove Board Member Katie Dexter met with him to review the District’s submission for the Golden Bell Awards. Said that Executive Director of Technology and Instruction Ernesto Villanueva, Dr. Ciriza, and Communications Director Anthony Millican wowed her. He added that he is sure the award will be validated and the District will receive the award, for the District’s LCAP [process].

13. ADJOURN TO CLOSED SESSION

Closed Session

President Bunker adjourned to closed session at 7:54 P.M. in accordance with the following:

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfroost, 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. 2018060056 for Student No. 307364

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2018070873 for Student No. 305062

Government Code Section 54957: Public Employee Performance Evaluation – Superintendent

14. RECONVENE TO OPEN SESSION

Open Session

President Bunker reconvened to open session at 8:30 P.M. with all Board Members present.

Clerk Farías announced that in closed session, the Board:

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2018060056 for Student No. 307364.

Motion: BUNKER, Second: TAMAYO

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

Noes: NONE, Abstain: NONE

Approved a settlement agreement in Office of Administrative Hearings,
Case No. 2018070873 for Student No. 305062.

Motion: HUMPHREY, Second: FARÍAS

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

Noes: NONE, Abstain: NONE

15. ADJOURNMENT

Adjournment

President Bunker adjourned the meeting at 8:31 P.M.

Francisco Escobedo, Ed.D., Secretary

Armando Farías, Clerk

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF
THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED
ON WEDNESDAY, NOVEMBER 14, 2018, AT 6 P.M.

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 J

 X **Action**

 Information

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Arlene Aquino, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective October 9, 2018

Nathan Avila, Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective November 5, 2018

Marco Barragan, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour, effective November 5, 2018

Melva Barragan-Frutos, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective October 19, 2018

Christina Brown, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective October 24, 2018

Yadira Calderon, Instructional Assistant-School Readiness Program, 6 hours per day, 5 days per week, Range 16, Step 1, \$14.98 per hour, effective October 22, 2018

Selene Camberos, Payroll Specialist I, 8 hours per day, 5 days per week, Range 29, Step 1, \$20.41 per hour plus 2 percent, effective October 22, 2018

Elizabeth Cantori, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 6, \$47.85 per hour plus 2 percent, effective November 1, 2018

Perla Cardenas Sanchez, Instructional Assistant (Preschool and Child Development Center), 3.5 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective October 15, 2018

Rudbelina Cazares Hernandez, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective September 20, 2018

Sarah Cerna, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 6, \$47.85 per hour plus 2 percent, effective November 16, 2018

Robert Chapin, Special Education Teacher, 127 days, Class IV, Step 1, salary \$34,427.16, effective October 24, 2018

Jacqueline Contreras, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour, effective October 9, 2018

Maria Del Carmen Cristo, Noon Duty Supervisor, 2.32 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective October 9, 2018

Talia Diaz, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective October 9, 2018

Araceli Esparza, Bus Driver, 5.54 hours per day, 5 days per week, Range 26, Step 2, effective November 1, 2018

Asoiva Faalave, Custodian I, 8 hours per day, 5 days per week, Range 22, Step 1, \$17.25 per hour, effective October 22, 2018

Nathalie Fernandez, Instructional Assistant-Special Education, 6.3 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour, effective October 23, 2018

Laura Flores, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 2, \$17.25 per hour plus 2 percent, effective October 11, 2018

Jeanette Gonzalez, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective October 29, 2018

Mishelle Gonzalez, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective November 5, 2018

Leonel Guerrero, Instructional Assistant-Special Education, 5.8 hours per day, 5 days per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective November 6, 2018

Jacqueline Gutierrez, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective October 15, 2018

Arcelia Hernandez Rojas, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective October 17, 2018

Mica Knox, Instructional Assistant-Parent Implementation Program Behavior Support, 6 hours per day, 3 days per week, Range 20, Step 2, \$17.25 per hour plus 2 percent, effective October 29, 2018

Kaitlynn Lyons, Instructional Assistant, 3 hours per day, 5 days per week, Range 14, Step 1, \$14.31 per hour plus 2 percent, effective October 22, 2018

Diana Martinez-Santa Cruz, Noon Duty Supervisor, .5 hours per day, 5 days per week, Range 5, Step 1, \$11.67 per hour, effective October 26, 2018

Chelsea Rhoads, CNS I, 3.75 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective October 30, 2018

Ana Rios, CNS I, 2 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective October 29, 2018

Eric Rodriguez Viramontes, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective November 7, 2018

Aurora Sanchez-Ramirez, Instructional Assistant-ELL, 5 hours per day, 3 days per week, Range 17, Step 1, \$15.43 per hour plus 2 percent, effective October 10, 2018

Stephanie Santana, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective October 9, 2018

Maria Shockley, Temporary Teacher (per Education Code Section 44920), 129 days, Class V, Step 1, salary \$36,980.43, effective October 22, 2018, through June 6, 2019

Susan Soto, Student Attendant, 6.3 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective October 9, 2018

Christina Tighe, Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour plus 2 percent, effective October 15, 2018

Aurora Torres Soto, Student Attendant, 3.5 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective October 15, 2018

Raul Valdivia, Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 1, \$16.46 per hour, effective November 6, 2018

Sayetzy Vejar, School Health Clerk, 2 hours per day, 5 days per week, Range 22, Step 1, \$17.25 per hour plus 2 percent, effective October 22, 2018

Sarah Verdin, Instructional Assistant (Preschool and Child Development Center), 3.5 hours per day, 5 days per week, Range 12, Step 1, \$13.66 per hour, effective October 16, 2018

Daniel Villa, Gardener-Groundskeeper, 10 hours per day, 4 days per week, Range 26, Step 2, \$19.84 per hour, effective October 11, 2018

Calen Winters, Instructional Assistant, 3.8 hours per day, 5 days per week, Range 14, Step 1, \$14.31 per hour, effective October 23, 2018

B. PROMOTION

Maria Contreras, from Student Attendant to Bus Driver, 5 hours per day, 5 days per week, Range 26, Step 5, \$22.88 per hour, effective November 1, 2018

Azalia Kim, from Instructional Assistant-Special Education to Student Attendant, 5.8 hours per day, 5 days per week, Range 20, Step 2, \$17.25 per hour plus 2 percent, effective October 15, 2018

Brittany Mabe, from Resource Teacher to Instructional Services Coordinator, 8 hours per day, 5 days per week, Management Range I, Step 1, \$486.77 per day, effective October 29, 2018

C. LEAVE OF ABSENCE

Nallely Castellon, Teacher, effective October 8, 2018

Mina Fagan, Teacher, effective November 13, 2018

Ashley Gonzalez, Resource Specialist, effective October 29, 2018

Ziphorah Hernandez, Teacher, effective November 26, 2018

Kelly Marin, Teacher, effective November 26, 2018

Blanca Nicasio, School Attendance Secretary/Health Specialist, effective October 22, 2018

Janelle Sluys, Teacher, effective October 8, 2018

D. LEAVE OF ABSENCE EXTENSION

Nidia Verduzco Gonzalez, Student Attendant, effective November 6, 2018

E. JOB DESCRIPTION

Commercial Appliance/Heating, Ventilating, and Air Conditioning (HVAC)
Technician

Human Resources Technician III

Physical Education Teacher

F. SALARY SETTLEMENT FOR NONREPRESENTED EMPLOYEES FOR
THE 2018-19 SCHOOL YEAR

Increase salary schedule by 3 percent effective January 1, 2019, the
nonrepresented employees will have a \$1,000 increase to their health
benefits contribution to \$10,500

G. RESIGNATION

Rafael Arredondo Jr., Electrician, effective November 2, 2018

Paul Cucinotta Jr., Noon Duty Supervisor, effective November 10, 2018

Jennifer Fint, LSH Specialist, effective December 22, 2018

Timothy Miller, Bus Driver, effective October 12, 2018

Maria Modde, Special Education Teacher, effective October 25, 2018

Martina Mosqueda, CNS I, effective October 27, 2018

Elizabeth Pesce, Noon Duty Supervisor, effective October 23, 2018

Carmen Richard Martinez, Instructional Assistant (Preschool and Child
Development Center), effective November 17, 2018

Carolina Torres, Instructional Assistant-Behavioral Specialist, effective
October 13, 2018

H. RETIREMENT

Richard Aguirre, General Maintenance-Equipment Operator, effective
December 8, 2018

Terry Castaneda, Dispatcher, effective December 31, 2018

Diana De La Parra, Instructional Assistant-Special Education, effective November 1, 2018

Lucille Holtzapple, Student Attendant, effective November 1, 2018

Elizabeth Ramos, Instructional Media Center Library Technician, effective December 29, 2018

Kevin Riley, Executive Director, effective December 22, 2018

Margarita Velasco, School Secretary, effective December 22, 2018

I. TERMINATION

Employee No.: 1122018118

J. CONSULTANTS

Coast Music Therapy is providing music therapy. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$10,000 will be paid from Special Education, Special Day Class-Moderate/Severe funds.

On September 12, 2018, the Board approved a contract in the amount of \$227,920 with Coastal Speech Therapy, Inc., to provide speech services. This amendment will increase the contract by \$104,720. The amended contract sum not to exceed \$332,640 will be paid from Speech and Language Services funds.

Dudek Inc., will provide Environmental Services for California Environmental Quality Act Compliance (CEQA) for Elementary School 47 located in Otay Ranch Village 3. The cost will not exceed \$14,150, and will be paid from Capital funds.

Franklin Covey Client Services, Inc., is providing a one-year membership: The Leader in Me Online, Intellectual Property License, and The Leader in Me Coaching System that includes two onsite coaching days, Regional Lighthouse Coordinator Academy, Regional New-Staff Training, and Regional Principal's Academy at Clear View. Services commenced September 20, 2018, and will continue through September 19, 2019. The sum not to exceed \$10,350 will be paid from Local Control Accountability Plan funds.

K12 Insight will provide services related to family exit surveys and focus groups to help the District identify concerns, trends, and topics in enrollment considerations. Services will be provided December 1, 2018, through September 30, 2020. Cost of the services is \$33,000 and will be paid from the General Fund.

Larry Alvarado Training Solutions provided classroom behavior management support to three Vista Square teachers. Services were provided September 3 through November 9, 2018. The sum not to exceed \$1,200 will be paid from Title I funds.

McGrath Consulting Group is providing support for the implementation of Common Core Standards and leadership development for key personnel at Palomar. Services commenced November 14, 2018, and will continue through June 30, 2019. The sum not to exceed \$1,500 will be paid from Local Control Accountability Plan funds.

San Diego Kids Party Rentals provided delivery, set-up of inflatables, and break down of materials at Rohr. Services were provided November 9, 2018. The sum not to exceed \$1,865 will be paid from Reimbursable funds.

Soliant Health, Inc., will provide occupational therapy services. Services will commence November 15, 2018, and continue through June 30, 2019. The sum not to exceed \$77,824 will be paid from Occupational Therapy Services funds.

Soren Bennick Productions provided two anti-bullying assemblies at Halecrest. Services were provided November 7, 2018. The sum not to exceed \$865 will be paid from Local Control Accountability Plan funds.

South Bay Community Services will build out new programs in Chula Vista Community Collaborative's new Efforts to Outcome (ETO) Enterprise which includes planning meetings, creation of planning documents, development of touchpoints and reports within ETO, transfer data to new Enterprise, and troubleshoot issues associated with the build-out of ETO during development and initial stages. Services will commence November 15, 2018, and continue through June 30, 2019. The sum not to exceed \$1,500 will be paid from Family Resource Center funds.

Target River will provide services in enrollment marketing and branding to help boost student enrollment at schools with excess capacity, and to retain students at schools that might be impacted by charter and/or private school outreach. Services will commence December 1, 2018, and will continue through July 30, 2019. The sum not to exceed \$64,960 will be paid from Innovation and Instruction funds.

The Stepping Stones is providing occupational therapy services. Services commenced July 1, 2018, and will continue through June 30, 2019. The sum not to exceed \$718,872 will be paid from Occupational Therapy funds.

Vincent Pompei is providing professional development for District school leaders, staff, and parents on embracing family diversity; creating Lesbian, Gay, Bisexual, Transgender, Questioning-inclusive schools; preventing

bias-based bullying and gender stereotyping; and supporting transgender and gender expansive students. Services commenced October 18, 2018, and will continue through June 30, 2019. The sum not to exceed \$5,000 will be paid from District Administration funds.

ADDITIONAL DATA:

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

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

CLASSIFIED JOB DESCRIPTION

CHILD NUTRITION SERVICES COMMERCIAL APPLIANCE/HEATING, VENTILATING & AIR CONDITIONING (HVAC) TECHNICIAN

JOB SUMMARY:

Under general supervision, performs journeyman-level installations, maintenance, and repairs of commercial food service equipment and heating, ventilating, and air conditioning HVAC equipment; is familiar with applicable refrigeration, heating, and electrical codes; and performs other duties as required.

ESSENTIAL JOB FUNCTIONS:

- Troubleshoots, installs, adjusts, and replaces commercial kitchen appliance equipment.
- Performs major and/or minor repair, as well as preventive and corrective maintenance of kitchen equipment.
- Coordinates, prioritizes repairs in a timely manner, and recommends equipment replacement as needed.
- Commissions new kitchens and equipment installation.
- Reads and understands Health Department regulations and keeps equipment compliant.
- Troubleshoots and diagnoses HVAC equipment and performs repairs as needed.
- Cleans coils and maintains cleanliness in refrigeration and HVAC systems.
- Installs HVAC and associated equipment.
- Documents work orders, equipment inventory, and preventive maintenance log and associated paperwork.
- Transports self and materials to job sites.
- Recovers and recycles refrigerants.
- Diagnoses equipment failure and recommends remedy.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Evidence of four years of recent successful experience in the heating and refrigeration field.
- Advanced troubleshooting and repair skills related to commercial kitchen systems.
- Ability to read blueprints, schematics, and operations and maintenance manuals and apply this knowledge in the repair of all District food service and HVAC equipment.

- Ability to train and demonstrate proper, safe use and operation of equipment to staff.
- Ability to estimate time and materials.
- Under limited supervision, must have ability to troubleshoot and repair heavy commercial HVAC equipment (5 tons and above) and repair most light commercial HVAC equipment (5 tons and below).
- Ability to communicate and interact effectively and professionally under pressure.
- Ability to get along well with others.
- Knowledge of equipment used in District kitchens, i.e. walk-in and reach-in refrigerators/freezers, hoods, dish machines, gas and electric stoves, ranges, convection ovens, hot cabinets, steam tables, and milk coolers.
- Knowledge of methods, tools, and equipment associated with HVAC trade.
- Graduation from high school and a recognized trade school or completion of equivalent training or experience.
- Must possess a CFC Class I and II certification.
- Must complete asbestos and lead awareness training.
- Must be willing to carry a cellular phone and respond to off-hour calls.
- Must possess a valid California driver's license. Must have a good driving record. Be insurable under the District's insurance program and must maintain insurability.

CONFIDENTIAL JOB DESCRIPTION

HUMAN RESOURCES TECHNICIAN III

JOB SUMMARY:

Under general supervision, performs a wide variety of clerical duties of complex difficulty including human resources technology and negotiation issues, and performs related work as required involving cross-training within the Human Resources Department.

ESSENTIAL JOB FUNCTIONS:

- Assists with processing newly contracted employees.
- Answer phone calls, and emails.
- Releases District receptionist for breaks and lunch.
- Places orders and maintains Human Resources supplies and forms.
- Files documents for Human Resources personnel.
- Maintains personnel records utilizing various computer programs.
- Monitors evaluations for classified contracted employees.
- Inputs and updates the Human Resources Directory.
- Processes District employee change of address/phone information.
- Maintains CPR records including sign ups, payment, and CPR cards.
- Maintains and updates TB clearances.
- Assists with proctoring of classified testing.
- Assists with classified scantron scoring.
- Prepares appropriate letters on Human Resources items approved by the Board.
- Assists **the** public and employees in matters related to Human Resources and employment.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Evidence of successful full-time clerical experience at the level of Human Resources Technician I or equivalent.
- Ability to maintain the security of sensitive, confidential, and privileged information; relate to employees and the public in a positive and caring manner; compose correspondence in response to routine inquiries; type or keyboard at a net corrected speed of 45 words per minute; understand and carry out oral and written directions; establish and maintain cooperative working relationships.
- Knowledge of modern office procedures, methods, and practices; appropriate English usage, spelling, grammar, punctuation, and mathematical processes; and standard office machines, equipment, and personal computer applications.

- Graduation from high school or equivalent, including or supplemented by courses in typing/keyboarding and office practices.

CERTIFICATED JOB DESCRIPTION

PHYSICAL EDUCATION TEACHER

JOB SUMMARY:

Under the supervision of the site administrator, the Physical Education Teacher provides sequential, standards-based physical education instruction for students in Grades K-6 in the use of age-appropriate skill and fitness activities that align with the California Physical Education Content Standards. Planned instruction is aimed towards improving the physical literacy of all students through the use of various teaching strategies.

ESSENTIAL JOB FUNCTIONS:

- Provides students with direct instruction aligned with California Physical Education standards that increases physical literacy.
- Implements a physical education program collaboratively with classroom teachers.
- Develops and implements physical education lessons and activities for students which provide ample amounts of Moderate to Vigorous Physical Activity.
- Develops lesson plans and instructional materials and provides scaffolded lessons to adapt the curriculum to the needs of each student.
- Monitors and reports student progress to classroom teachers and facilitates goal-setting for students.
- Collaborates with other District Physical Education teachers and personnel.
- Creates an effective environment for learning.
- Maintains professional competence through participation in professional development activities provided by the District, school, and/or in self-selected professional growth activities.
- Supports the administration of physical fitness testing.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Plans and coordinates the work of instructional assistants and other paraprofessionals.
- Attends meetings and conferences as assigned.
- Demonstrates professional ability to relate to staff and students.
- Demonstrates ability to implement effective positive behavior management systems.
- Communicates with parents through a variety of means, as needed.
- Performs other duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Knowledge of Physical Education Content Standards.

- Experience in the field of fitness, athletics, or physical education.
- Strong written and oral communication skills.
- Physical stamina to work outside every day.
- Creative, flexible team player.

Credential:

- Multiple Subject K-8 Teaching Credential
 - With supplemental credential in Physical Education
- OR
- Multiple Subject K-8 Teaching Credential
 - With verified year(s) of teaching/coaching experience in fitness, athletics or physical education
- OR
- Single Subject Physical Education credential
- AND
- CLAD or BCLAD or equivalent
 - No Child Left Behind compliant

Education:

- Bachelor's Degree, including all courses needed to meet credential requirements
- CPR Certification/First Aid preferred

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Modernization and Year-Round Calendars for the 2019-20 School Year

 X **Action**

 Information

BACKGROUND INFORMATION:

The District and representatives from Chula Vista Educators and Chula Vista Classified Employees Organization discussed and came to agreement on the two proposed calendars for the 2019-20 school year. One of these is the modernization calendar, which consists of a modified schedule for District schools undergoing modernization. During summer 2019, renovations are scheduled for Sunnyside Elementary School, so the site would follow the modernization calendar. Proposed starting and ending dates for students at Sunnyside are as follows:

<u>Starting Date</u>	<u>Ending Date</u>
September 3, 2019	June 11, 2020

Key breaks for the modernization calendar include:

Thanksgiving Break	November 28 – November 29, 2019
Winter Break	December 23, 2019 – January 3, 2020
Spring Break	March 30 – April 3, 2020

Proposed year-round calendar starting and ending times are as follows:

<u>Starting Date</u>	<u>Ending Date</u>
July 22, 2019	June 3, 2020

Key breaks for the year-round calendar include:

Fall Break	September 23 – October 4, 2019
Thanksgiving Break	November 25 – November 29, 2019
Winter Break	December 23, 2019 – January 10, 2020
Spring Break	March 23 – April 3, 2020

ADDITIONAL DATA:

Schools on the modernization calendar return to the regular year-round schedule the school year following their renovation. Sunnyside will be on the year-round calendar for the 2020-21 school year.

The year-round calendar excludes some District charter schools. Some charters adopt their own respective calendars.

The proposed modernization and year-round calendars for the 2019-20 school year are available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Year-Round Calendar for the 2020-21 School Year

 X **Action**

 Information

BACKGROUND INFORMATION:

The District and representatives from Chula Vista Educators and Chula Vista Classified Employees Organization discussed and came to agreement on the proposed calendar for the 2020-21 school year. Proposed starting and ending dates for students are as follows:

Starting Date

July 22, 2020

Ending Date

June 3, 2021

Key breaks include:

Fall Break

Thanksgiving Break

Winter Break

Spring Break

September 21 – October 2, 2020

November 23 – November 27, 2020

December 21, 2020 – January 8, 2021

March 22 – April 2, 2021

ADDITIONAL DATA:

The year-round calendar excludes some District charter schools. Some charters adopt their own respective calendars.

Copies of the proposed year-round calendar for the 2020-21 school year are available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with Chula Vista Classified Employees Organization Regarding Compensation for Classified Employees for the 2018-19 School Year

 X **Action**

 Information

BACKGROUND INFORMATION:

On November 8, 2018, the District and Chula Vista Classified Employees Organization (CVCEO) came to an agreement and signed a Memorandum of Understanding (MOU) regarding wage and health benefits for the 2018-19 school year.

For the 2018-19 school year, the District agrees to increase all cells on the Classified Employees' salary schedule by three (3) percent, effective January 1, 2019. The District also agrees to increase the health benefits cap described in Article 7.1.1 of the Agreement to \$13,000 per year, payable in monthly installments, effective January 1, 2019. Additionally, the District agrees to increase the minimum retiree health benefit cap described in Article 7.1.5.1 on all cells by \$500, effective January 1, 2019.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The fiscal impact is described in "Exhibit A," Disclosure of Collective Bargaining Agreement.

STAFF RECOMMENDATION:

Recommend approval.

Disclosure of Collective Bargaining Agreement

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

Agenda Item 6.E.
November 14, 2018
Exhibit A

Chula Vista Elementary School District

Name of Bargaining Unit: Chula Vista Educators (CVE) and Certified: X Classified: X
Chula Vista Classified Employee Organization (CVCEO)

The proposed agreement covers the period: Beginning: 7/1/2018 Ending: 6/30/2019

This agreement will be acted upon by the Governing Board at its meeting on: 11/14/2018
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement					
		Current Year 2018-19		Year 2 2019-20		Year 3 2020-21	
		(a) \$	(b) \$	(c) %	(b) \$	(c) %	(b) \$
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$142,269,501	\$0	0.00%	\$0	0.00%		0.00%
2. Salary Schedule - Increase (Decrease)	\$142,269,501	\$2,134,043	1.5%	\$4,268,086	3.0%		0.00%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$0	\$147,780		\$170,182			
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$30,316,593	\$454,749	1.5%	\$909,498	3.0%		0.00%
5. Health/Welfare Benefits - Increase (Decrease)		\$415,333		\$712,000			
6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	\$172,586,094	\$3,151,905	1.8%	\$6,059,766	3.4%	\$0.00	0.00%
7. Total Number of Represented Employees		2,213.49		2,213.49			
8. Total Compensation Cost for Average Employee - Increase (Decrease)		\$1,423.95		\$2,737.65			

Impact on other Funds: _____

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

CVE/CVCEO: For fiscal year 2018-19, there shall be a salary schedule increase of 3%, effective January 1, 2019.

CVE, CVCEO; District agreed to a \$1,000 increase to the Health Benefits cap as follow: Effective January 1, 2019 – increase from \$12,000 to \$13,000

CVE/CVCEO: Effective January 1, 2019 - \$500 increase in retiree health benefits for Eligible retirees.

CVE: Special Education case managers provided four release days for substitute costs per year for IEP preparation.

B. Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.)

CVE: Two additional minimum days will be set aside per semester, one for teacher Prep and one for staff development.

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None

E. Source of Funding for Proposed Agreement

1. Current Year

The 2018-19 LCFF is the primary source of funding for the proposed agreement
Which is 100% funded effective 2018-19.

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

Current and Future LCFF funding will be used to fund the proposed
agreement in future years.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

Not a multi-year fiscal agreement.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$286,584,936
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	22,595.38
d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)	\$8,597,548

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

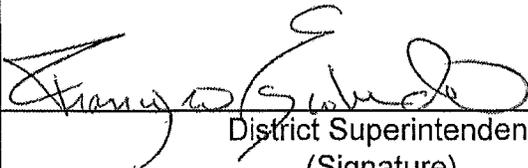
a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$31,860,961
b. General Fund Budgeted Unrestricted Unappropriated Amount	
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	
e. Total District Budgeted Unrestricted Reserves	\$31,860,961

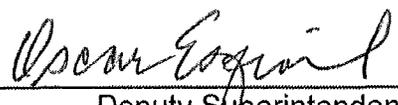
3. Do unrestricted reserves meet the state standard minimum reserve amount? Yes No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.


11/9/18
 District Superintendent Date
 (Signature)


11/9/2018
 Deputy Superintendent Date
 (Signature)

Contact Person: Theresa Villanueva Telephone No.: 619-425-9600

Supplement

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: Not Applicable
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of (July 11, 2018)	(Col. 2) Adjustments as a Result of Settlement CVE and CVCEO (certificated and classified)	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	208,036,178			208,036,178
Remaining Revenues (8100-8799)	67,075,380			67,075,380
TOTAL REVENUES	275,111,558			275,111,558
EXPENDITURES:				
1000 Certificated Salaries	128,934,225	1,689,103		130,623,328
2000 Classified Salaries	47,227,325	542,540		47,769,865
3000 Employee Benefits	68,595,032	920,262		69,515,294
4000 Books and Supplies	8,825,892			8,825,892
5000 Services and Operating Expenses	27,874,530			27,874,530
6000 Capital Outlay	1,049,024			1,049,024
7000 Other	884,793			884,793
TOTAL EXPENDITURES	283,390,821	3,151,905		286,542,726
OPERATING SURPLUS (DEFICIT)	(8,279,263)	(3,151,905)		(11,431,168)
OTHER SOURCES AND TRANSFERS IN				0
OTHER USES AND TRANSFERS OUT	42,210			42,210
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(8,321,473)	(3,151,905)		(11,473,378)
BEGINNING BALANCE	44,419,339			44,419,339
CURRENT YEAR-ENDING BALANCE	36,097,866	(3,151,905)	0	32,945,961
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	835,000			835,000
Restricted (9740)	0			0
Committed (9750/9760)	0			0
Assigned (9780)	250,000	0		250,000
Reserve Economic Uncertainties (9789)	35,012,866	(3,151,905)	0	31,860,961
Unassigned/Unappropriated (9790)				0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Page 5 Column 2 includes the salary schedule increase of 3% for 2018-19 effective January 1, 2019. Page 5 also includes the costs related to the increase in health benefit cap from \$12,000 to \$13,000 to the eligible employees effective January 1, 2019.

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

GENERAL INSTRUCTIONS

- Please submit this form to the county superintendent of schools and make available to the public for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreement.
- Separate documents must be completed for each collective bargaining agreement, but if more than one agreement is discussed at the same time, you may summarize the financial impact "all" agreements on page 4 (supplement).
- Include, as applicable, *Cost Prior to Proposed Agreement, Current Year, Year 2 and Year 3* information for the period covered in the proposed agreement. For example, for a 2-year mu year agreement, complete *Cost Prior to Proposed Agreement, Current Year and Year 2*.
- Any time a contract is reopened with a financial impact on "any area of compensation," a disclosure of the proposed agreement must be made.
- The specific manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the local district.
- The governing board shall adopt revisions to its budget needed in the current fiscal year to fulfill the terms of the collective bargaining agreement within 45 days of adoption (EC § 4214: Provide a copy of the board-approved budget revisions and board minutes to the county office. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.
- All revisions to the budget needed in the current fiscal year to meet the costs of the collective bargaining agreement shall be adopted no later than the statutory deadline for certification of the next interim report by the county superintendent of schools (GC § 3547.5, EC § 42131).

SPECIFIC INSTRUCTIONS FOR COMPLETION

PROPOSED CHANGE IN COMPENSATION

1. Step and Column

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of all salaries for the bargaining unit prior to the proposed agreement. Remove any "one-time" bonuses or payments that were paid in prior year, if applicable.
- b. \$: Enter the annual increase cost of *Step and Column* movement on the *Salary Schedule* for the affected bargaining unit.
- c. %: Divide the annual cost of *Step and Column*, Line 1(b), by the *Cost Prior to Proposed Agreement*, Line 1(a).

2. Salary Schedule

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 1(a) plus Line 1(b).
- b. \$: Enter the annual \$ amount of the proposed change in the *Salary Schedule*.
- c. %: Divide Line 2(b) by the *Cost Prior to the Proposed Agreement*, Line 2(a).

3. Other Compensation

Description: Indicate specific changes in *Other Compensation* for the current year. For example: 1% off schedule or \$200/employee. For *Year 2* and *Year 3*, explain in "Comments" section, if applicable.

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 2(a).
- b. \$: Enter the annual amount of the proposed change in *Other Compensation*.
- c. %: Divide the amount by the *Cost Prior to the Proposed Agreement*, Line 3(a).

4. Statutory Benefits

- a. Cost Prior to Proposed Agreement: Enter the total prior year cost of *Statutory Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" benefit costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Statutory Benefits* resulting from changes in *Salary Schedule*, *Step and Column*, and *Other Compensation* reported on Line 1(b) through Line 3(b).
- c. %: Divide Line 4(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement*, Line 4(a).

5. Health/Welfare Benefits

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of *Health/Welfare Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Health/Welfare Benefits*, resulting from the affected bargaining unit agreement.
- c. %: Divide Line 5(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement* Line 5(a).

6. Total Compensation

- a. Cost Prior to Proposed Agreement: Total Lines 3(a), 4(a), and 5(a).
- b. \$: Total Lines 1(b), 2(b), 3(b), 4(b), and 5(b).
- c. %: Divide the total by *Cost Prior to Proposed Agreement*, Line 6(a).

7. Total Number of Represented Employees

Enter the total full-time equivalent (FTE) employees for the affected bargaining unit for each applicable year.

8. Total Compensation Cost for Average Employee

- a. Cost Prior to Proposed Agreement: Divide *Cost Prior to Proposed Agreement*, Line 6(a) by Prior Year FTE Employees, Line 7.
- b. \$: Divide *Total Compensation*, Line 6(b) by FTE employees, Line 7, for each applicable year.
- c. %: Divide *Total Compensation Cost for Average Employee*, Line 8(b) by *Cost Prior to Proposed Agreement*, Line 8(a).

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Approve Single Plans for Student Achievement for the 2018-19 School Year

 X **Action**

 Information

BACKGROUND INFORMATION:

In January 2002, the California Legislature amended the planning requirements for schools that participate in state and federal programs funded through the Consolidated Application process. As required by the Education Code and the federal Elementary and Secondary Education Act, each school must develop a Single Plan for Student Achievement (SPSA) to improve the academic performance of all pupils to the level of the performance goals, as established by the new state accountability system.

The following are specific requirements for school plans and are directly related to improving tested student performance.

1. School districts must assure “that School Site Councils (SSCs) have developed and approved a SPSA for schools participating in programs funded through the Consolidated Application and Reporting (CARS) process.”
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”
3. Any plans required by programs funded through the CARS must be consolidated into a single plan.
4. The content of the plans must be aligned with school goals for improving student achievement.
5. School goals must be based on an analysis of verifiable state data, including the new state accountability system and the English Language Proficiency Assessment for California and may include any data voluntarily developed by districts to measure pupil achievement.

6. The plans must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC.”
7. Plans must be reviewed and approved by the governing board of the local educational agency (LEA) “whenever there are material changes that affect the academic programs for students covered by programs” funded through the CARS.

Each school is responsible for monitoring the effectiveness of its SPSA. All performance goals will be evaluated to assess the impact on student achievement. Charter schools are not required to submit a separate plan as their LEA Plan fulfills requirements.

ADDITIONAL DATA:

Attached is a summary of the goals to be met by the end of the 2018-19 school year. Goals are robust and intended to close the achievement gap.

Complete copies of the 2018-19 SPSAs are available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated Districtwide allocation for site-based discretionary and categorical expenditures including prior year carryover is \$15,450,348.

STAFF RECOMMENDATION:

Recommend approval.

**2018-19 Single Plan for Student Achievement
 Summary of SMARTe Goals**

Acronyms

Target Populations	EL LTEL GATE SED SwD	English Learners Long-Term ELs Gifted and Talented Education Socioeconomically Disadvantaged Students with Disabilities
Assessments	CAASPP ELPAC ELA LM SBAC DF3 PRC	California Assessment of Student Performance and Progress English Language Proficiency Assessment for California English Language Arts/Literacy Local Measures Smarter Balanced Assessment Consortium Distance from 3 Performance Rating Color

Ella B. Allen

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	89%
ELs	73%	83%
SwD	75%	85%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	52%	59%
ELs	17%	24%
SwD	8%	15%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	61%
ELs	19%	29%
SwD	17%	27%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	69%
ELs	41%	51%
SwD	25%	35%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	82%
ELs	65%	75%
SwD	40%	50%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+17.5	+32.5
Status	High	High
Change	+7.2	+15
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-22.4	-5
Status	Low	Medium
Change	+14.7	+17.4
	Increased	Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-75.3	-60.3
Status	Very low	Low
Change	+45.7	+15
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	87%	90%
ELs	76%	82%
SwD	60%	67%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	52%	59%
ELs	45%	55%
SwD	15%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-9.1	+5.9
Status	Medium	High
Change	-10.6	+15
	Declined	Increased significantly
PRC	Yellow	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-43.6	-28.6
Status	Low	Medium
Change	-13.7	+15
	Declined	Increased significantly
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-87.8	-72.8
Status	Low	Low
Change	+18.7	+15
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	56%	76%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	13%	23%

Enrique S. Camarena

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	87%	95%
ELs	85%	95%
SwD	43%	50%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	58%	80%
ELs	32%	75%
SwD	19%	40%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	73%	85%
ELs	74%	85%
SwD	21%	40%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	85%
ELs	61%	50%
SwD	0%	33%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	85%
ELs	71%	80%
SwD	23%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+52.9	+55.9
Status	Very high	Very high
Change	+15.3	+3
	Increased significantly	Increased
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+21.6	+45
Status	High	Very high
Change	+16.6	+23.4
	Increased significantly	Increased significantly
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-55.1	-5
Status	Low	Medium
Change	-29.7	+25.7
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	84%	90%
ELs	75%	85%
SwD	48%	66%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	64%	75%
ELs	51%	75%
SwD	15%	33%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+25	+40
Status	Medium	Very high
Change	+9.9	+15
	Increased	
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-1.9	+13.1
Status	Medium	Medium
Change	+4.3	+15
	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-71.1	-56.1
Status	Low	High
Change	+32.7	+15
	Increased significantly	
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	37%	50%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	11%	25%

Joseph Casillas

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77%	80%
ELs	68%	75%
SwD	46%	53%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	73%
ELs	36%	43%
SwD	21%	28%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	83%
ELs	72%	79%
SwD	30%	37%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77%	82%
ELs	70%	77%
SwD	32%	39%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	74%
ELs	63%	70%
SwD	19%	26%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+57	+62
Status	Very high	Very high
Change	+24	+5
	Increased significantly	Increased
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+28	+38
Status	High	High
Change	+6	+10
	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-50	-25
Status	Low	Medium
Change	+37	+25
	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	60%	65%
ELs	56%	61%
SwD	30%	35%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	20%	25%
ELs	15%	20%
SwD	0%	5%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-65	-25
Status	Low	Medium
Change		+15
		Increased significantly
PRC	Blue	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	0	+15
Status	Medium	High
Change	-3	+15
	Declined	Increased significantly
PRC	Yellow	Blue

By June 2019, the average DF3 in math for SwD will from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-85	-65
Status	Low	Increase significantly
Change	+21	+20
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	56%	61%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	8%	13%

Castle Park

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	72%	77%
ELs	72%	81%
SwD	40%	49%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	52%	57%
ELs	38%	47%
SwD	6%	15%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	56%
ELs	50%	59%
SwD	28%	37%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	47%	52%
ELs	18%	27%
SwD	9%	18%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	72%	77%
ELs	72%	81%
SwD	37%	46%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-18.8	-15.8
Status	Low	Low
Change	-0.4	+3
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-26.2	-11.2
Status	Low	Low
Change	+6.3	+15
PRC	Yellow	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-122.6	-107
Status	Very low	Very low
Change	-14.6	+15
PRC	Orange	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79%	84%
ELs	73%	82%
SwD	50%	59%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	47%	52%
ELs	27%	36%
SwD	9%	18%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-27.7	-24.7
Status	Low	Medium
Change	+8.6	+3
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-31.6	-11.2
Status	Low	Low
Change	+15.9	+15
PRC	Yellow	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-134.5	-119.5
Status	Very low	Very low
Change	+32.7	+15
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	43%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	9%	19%

Chula Vista Hills

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	83%
ELs	76%	83%
SwD	67%	75%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	40%	45%
ELs	17%	27%
SwD	19%	29%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	70%
ELs	50%	58%
SwD	33%	43%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	73%
ELs	57%	65%
SwD	35%	45%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	70%
ELs	58%	66%
SwD	32%	42%

By June 2019, our average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+33.5	+45
Status	High	Very high
Change	+0.2	+11.5
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+3	+18
Status	Medium	High
Change	-6.8	+15
PRC	Yellow	Blue

By June 2019, our average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-21.2	-3.2
Status	Low	Medium
Change	+3.4	+18
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	85%
ELs	79%	85%
SwD	62%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	61%	66%
ELs	51%	59%
SwD	46%	56%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+22.3	+35.3
Status	High	Very high
Change	+2.2	+13
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-3.5	+11.5
Status	Medium	High
Change	+2.2	+15
PRC	Yellow	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	+3.3	+18.3
Status	High	High
Change	+0.8	+15
PRC	Green	Blue

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	47%	57%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	25%	33%

Clear View

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	79%
ELs	64%	69%
SwD	47%	53%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	57%	65%
ELs	36%	41%
SwD	16%	21%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	76%
ELs	47%	68%
SwD	0%	50%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79%	82%
ELs	45%	48%
SwD	18%	28%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	61%	80%
ELs	56%	73%
SwD	19%	41%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	48.6	52.0
Status	Very high	Very high
Change	Increased	Maintain
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+28.9	+32
Status	High	High
Change	Increased	Maintain
PRC	Green	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-77.2	-50
Status	Very low	Low
Change	Declined significantly	Increased
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	87%
ELs	79%	84%
SwD	64%	69%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	71%
ELs	38%	43%
SwD	12%	30%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+21.2	+24.2
Status	High	High
Change	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+0.7	+3.7
Status	Medium	High
Change	Increased significantly	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-92.5	-50
Status	Low	Low
Change	Declined	Increased significantly
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs		70%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	63%	70%

Hazel Goes Cook

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	79%
ELs	64%	69%
SwD	47%	53%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50%	55%
ELs	22%	29%
SwD	25%	32%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50%	57%
ELs	44%	51%
SwD	0%	15%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	70%
ELs	53%	60%
SwD	0%	15%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	70%
ELs	54%	61%
SwD	40%	47%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+27.2	+32.2
Status	High	High
Change	+8.5	+5
PRC	Green	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+1	+8
Status	Low	Medium
Change	+8.7	+7
PRC	Yellow	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-58.1	-51.1
Status	Low	Low
Change	+0.2	+7.2
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	77%
ELs	71%	77%
SwD	50%	56%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	46%	50%
ELs	33%	40%
SwD	19%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-7.3	+3
Status	Medium	Medium
Change	-1.6	+5
PRC	Maintained Yellow	Increased Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-32.8	-25.8
Status	Low	Low
Change	-0.4	+7
PRC	Maintained Orange	Increased Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-80.4	-73.4
Status	Low	Low
Change	-0.4	+7.0
PRC	Maintained Orange	Increased Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	56%	70%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	39%

EastLake

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79%	81%
ELs	60%	65%
SwD	39%	45%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	80%
ELs	47%	52%
SwD	24%	30%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	81%	83%
ELs	78%	80%
SwD	43%	48%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	76%	78%
ELs	60%	65%
SwD	14%	20%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	82%
ELs	68%	73%
SwD	36%	41%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+50.7	Maintain to Increase
Status	Very high	Maintain to Increase
Change	+14	Maintain to Increase
PRC	Blue	Maintain to Increase

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+0.6	Maintain to increase
Status	Medium	Increased
Change	+19	Maintain to increase
PRC	Yellow	Increased

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-99.4	Increased
Status	Very low	Increased significantly
Change	+5	Increased
PRC	Red	Increased significantly

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	72%
ELs	82%	84%
SwD	65%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	72%
ELs	52%	57%
SwD	14%	20%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+23.5	Maintain to increase
Status	High	Maintain to increase
Change	+14	Maintain to increase
PRC	Green	Maintain to increase

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-6.0	Increase significantly
Status	Medium	Increased
Change	+6	Maintain to increase
PRC	Yellow	Increased

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-141	Increased significantly
Status	Red	Increased significantly
Change	-16	Increased significantly
PRC	Red	Increased significantly

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	25%	35%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	63%	Maintain

Myrtle S. Finney

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	72%
ELs	48%	58%
SwD	30%	40%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	29%	34%
ELs	12%	20%
SwD	0%	10%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	60%	65%
ELs	55%	60%
SwD	0%	25%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	68%
ELs	60%	67%
SwD	19%	26%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	75%
ELs	55%	65%
SwD	60%	65%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+16.3	+32
Status	High	High
Change	+4.3	+15.7
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+4.5	+19.5
Status	Medium	High
Change	+6.7	+15
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-64	-5
Status	Low	Medium
Change	+13.6	+59
	Increased	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	85%
ELs	69%	75%
SwD	75%	82%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	35%	40%
ELs	29%	36%
SwD	0%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-32.6	-17.6
Status	Low	Medium
Change	-17.2	+15
	Decreased	Increased significantly
PRC	Orange	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-40.6	-24.6
Status	Low	Medium
Change	-10.3	+16
	Decreased	Increased significantly
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-108.9 -93.9	
Status	Very low	Low
Change	-9.3	+15
		Increased significantly
PRC	Red	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	32%	37%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	8%	12%

Halecrest

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	63%	75%
ELs	37%	63%
SwD	27%	35%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	61%
ELs	39%	46%
SwD	9%	13.5%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	76%
ELs	39%	46%
SwD	10%	23%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	64%	72%
ELs	29%	43%
SwD	30%	35%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	76%
ELs	46%	55%
SwD	32%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+18.3	+36
Status	High	High
Change	+13.6	+18
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-19.1	-3.1
Status	Low	Medium
Change	+13.9	+16
	Increased	Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-51	-26
Status	Very low	Low
Change	+1.7	+25
	Maintained	Increased significantly
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	89%
ELs	71%	80.5%
SwD	51%	53%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	48%	53%
ELs	24%	35%
SwD	5%	11%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-18.9	0
Status	Medium	High
Change	+11	+15
	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-59.9	-24
Status	Low	Medium
Change	Maintained	+35.9
		Increased significantly
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-82.7	-67
Status	Very low	Low
Change	Declined	Increased significantly
PRC	Red	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	35.7%	44%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	13.22%	30%

Harborside

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	49%	54%
ELs	52%	57%
SwD	31%	36%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	29%	34%
ELs	29%	34%
SwD	29%	34%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	39%	44%
ELs	22%	27%
SwD	5%	10%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	24%	29%
ELs	16%	25%
SwD	5%	10%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	46%	51%
ELs	45%	50%
SwD	17%	22%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-34	-5
Status	Low	Medium
Change	-6.4	-3.4
	Declined	
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-70.5	-69
Status	Very low	Low
Change	-5.7	-2.7
	Declined	
PRC	Red	Orange

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-125.5	-69
Status	Very low	Low
Change	+15.5	+3
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56.1%	61.1%
ELs	55.6%	62.6%
SwD	31.3%	38.3%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	30%	35 %
ELs	18%	23%
SwD	4%	9%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-65	-25
Status	Low	Medium
Change	-15.4	-12.4
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-89.9	-25
Status	Low	Medium
Change	-14.9	-11.9
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-174.2	-95
Status	Very low	Low
Change	-28.5	-25.5
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	24%	29%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	40%	45%

Anne and William Hedenkamp

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	75%
ELs	58%	68%
SwD	53%	63%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	67%
ELs	22%	32%
SwD	37%	50%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	75%
ELs	53%	63%
SwD	42%	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	78%
ELs	57%	65%
SwD	37%	47%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	75%
ELs	58%	68%
SwD	34%	44%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+41.8	+51.8
Status	High	Very high
Change	Maintained	Increased
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-1	+11
Status	Medium	High
Change	Maintained	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-29	-4
Status	Low	Medium
Change	Increased	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	85%	88%
ELs	76%	86%
SwD	50%	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	63%	70%
ELs	49%	59%
SwD	33%	43%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+21	+37
Status	High	Very high
Change	Maintained	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-1	+5
Status	Medium	High
Change	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-78	-25
Status	Low	Medium
Change	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	43%	50%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	40%

Heritage

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75.5	80%
ELs	71%	75%
SwD	59.5%	65%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77%	80%
ELs	48%	55%
SwD	35%	40%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80.9	85%
ELs	70%	75%
SwD	54.5	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	83.9	85%
ELs	75.5	80%
SwD	36.6	40%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	85%
ELs	80%	83%
SwD	50%	55%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+73.2	+78.2
Status	Very high	Very high
Change	+13.8	+5
	Increased	Increased
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+48.6	+54
Status	Very high	Very high
Change	+10.8	+5.4
	Increased	Increased
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-21.1	-5.1
Status	Low	Low
Change	+48.3	+16
		Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	94%	97%
ELs	86%	90%
SwD	63%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69.1%	73%
ELs	53.5%	58%
SwD	31.7%	35%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+31.9	+37
Status	High	High
Change	+19.4	+5.1
	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+4.1	+15
Status	Low	Low
Change	+6.5	+10.9
	Increased	Increased
PRC	Yellow	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-88	-73
Status	Low	Low
Change	+12.6	+15
	Increased	Increased significantly
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	40%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	34%	40%

Hilltop Drive

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	71%
ELs	34%	39%
SwD	50%	55%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	57%
ELs	20%	28%
SwD	6%	12%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56%	63%
ELs	26%	33%
SwD	11%	17%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	48%	55%
ELs	31%	38%
SwD	10%	15%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	73%
ELs	44%	50%
SwD	40%	47%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+4.5	+12
Status	Medium	High
Change	-19.2	+7.5
	Declined	Increased
	significantly	
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-65.9	+58.9
Status	Low	Low
Change	-13.3	+7
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-99.9	-92.9
Status	Very low	Very low
Change	-11.5	+7
	Declined	Increased
PRC	Red	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	76%	82%
ELs	62%	70%
SwD	35%	42%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	45%	53%
ELs	23%	31%
SwD	4%	11%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-20.3	-15.3
Status	Medium	Medium
Change	-20.8	+5
	Declined significantly	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-71.7	-66.7
Status	Low	Low
Change	-4.9	+5
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-128.6	-123.6
Status	Very low	Very low
Change	-12	+5
	Declined significantly	Increased
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	37%	44%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	17%	25%

Juarez-Lincoln

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	72%
ELs	64%	72%
SwD	44%	50%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	48%	55%
ELs	26%	35%
SwD	8%	20%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	60%
ELs	51%	58%
SwD	25%	34%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	60%
ELs	46%	52%
SwD	14%	20%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50%	55%
ELs	46%	55%
SwD	14%	25%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+7.64	+18
Status	Medium	High
Change	+21.83	+10.36
PRC	Green	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-8.08	+5
Status	Low	Medium
Change	+22.15	+13.92
PRC	yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-69.1	-35
Status	Low	Low
Change	+34.03	+34.1
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	80%
ELs	73%	80%
SwD	54%	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	32%	45%
ELs	25%	40%
SwD	6%	20%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-32.95	-15
Status	Low	Medium
Change	+10.39	+17.95
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-42.38	-25
Status	Low	Medium
Change	+12.51	+17.38
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-99.89	-75
Status	Very low	Low
Change	+25.46	+24.89
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	39%	45%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	8%	13%

Karl H. Kellogg

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	57%	67%
ELs	53%	63%
SwD	17%	27%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	35%	45%
ELs	20%	30%
SwD	5%	15%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53.8	64%
ELs	30%	40%
SwD	14%	24%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	45%	55%
ELs	32.8	43%
SwD	14.7	25%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50%	60%
ELs	46%	56%
SwD	17%	27%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-20.5	-0.5
Status	Low	Medium
Change	+17.3	+20
	Increased	Increased
	significantly	significantly
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-46.3	-21.3
Status	Low	Low
Change	+15	+25
	Increased	Increased
	significantly	significantly
PRC	Yellow	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-88.6	-48.6
Status	Very low	Low
Change	+39.34	+40
	Increased	Increased
	significantly	significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	64%	74%
ELs	55%	65%
SwD	15%	25%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	23%	33%
ELs	14%	24%
SwD	12%	22%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-48.8	-18.8
Status	Low	Medium
Change	+25.8	+30
	Increased	Increased
	significantly	significantly
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-66.7	-36.7
Status	Low	Low
Change	+23.5	+30
	Increased	Increased
	significantly	significantly
PRC	Yellow	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-98.1	-58.1
Status	Very low	Low
Change	+49.9	+40
	Increased	Increased
	significantly	significantly
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	37%	42%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	24%	29%

J. Calvin Lauderbach

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	60%	74%
ELs	62%	74%
SwD	17%	36%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	36%	40%
ELs	19%	30%
SwD	5%	15%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	65%
ELs	51%	65%
SwD	13%	23%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	49%	55%
ELs	46%	60%
SwD	2%	20%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	46%	53%
ELs	48%	55%
SwD	14%	21%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-11.7	-3.3
Status	Low	Medium
Change	+6.4	+15
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-18.1	-9
Status	Low	Medium
Change	+7.2	+9.1
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-136.1	-121.1
Status	Very low	Very low
Change	+3.8	+15
PRC	Orange	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	95%
ELs	69%	95%
SwD	19%	40%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	34%	39%
ELs	31%	40%
SwD	2%	15%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-46.6	-31.6
Status	Low	Medium
Change	+0.6	+15
PRC	Orange	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-51.4	-36.4
Status	Low	Green
Change	-1.3	+15
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-174.5	-142
Status	Very low	Very low
Change	-30	+32.5
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	22%	30%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	11%	15%

Liberty

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	78%
ELs	59%	65%
SwD	41%	49%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	66%
ELs	24%	29%
SwD	23%	31%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	70%
ELs	73%	79%
SwD	25%	31%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	72%	78%
ELs	65%	73%
SwD	24%	31%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	76%	79%
ELs	69%	74%
SwD	41%	50%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+36.2	+45
Status	High	Very high
Change	+0.7	+8.8
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+16.5	+32
Status	Green	Blue
Change	-1.4	+15.5
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-87.2	-60
Status	Very low	Low
Change	-6.4	+7.5
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	81%	84%
ELs	64%	70%
SwD	46%	52%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	72%
ELs	59%	65%
SwD	17%	30%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+25	+40
Status	High	High
Change	+3.9	+15
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+6.4	+21.4
Status	High	High
Change	+14.3	+15
PRC	Green	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-99.2	-90
Status	Very low	Low
Change	+0.5	+9.2
PRC	Red	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	36%	39%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	34%	37%

Loma Verde

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	49%	59%
ELs	48%	58%
SwD	14%	24%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	44%	54%
ELs	17%	27%
SwD	13%	23%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	40%	50%
ELs	19%	29%
SwD	N/A	N/A

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56%	66%
ELs	22%	32%
SwD	14%	24%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53%	60%
ELs	54%	64%
SwD	25%	35%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+9.7	+24.7
Status	Medium	High
Change	-2	+15
PRC	Yellow	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-1.4	-13.6
Status	Medium	High
Change	-17	+15
PRC	Yellow	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3		
PRC	Yellow	Blue

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	58%	68%
ELs	56%	66%
SwD	47%	57%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	43%	54%
ELs	22%	32%
SwD	14%	24%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-14	+1
Status	Medium	High
Change	-2.8	+15
PRC	Orange	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-20.2	-5.2
Status	Medium	Medium
Change	-14.9	+0.1
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-75	-60
Status	Low	Medium
Change	+31	+15
PRC	Yellow	Green

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	49%	56%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	39%	46%

Los Altos

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	60%
ELs	42%	60%
SwD	14%	25%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	17%	25%
ELs	6%	13%
SwD	0%	10%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	43%	48%
ELs	32%	38%
SwD	0%	10%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	41%	46%
ELs	38%	45%
SwD	9%	17%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	57%
ELs	52%	60%
SwD	5%	50%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-28.7	-5
Status	Low	Medium
Change	+1	+23
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-31.3	-5
Status	Low	Medium
Change	-0.4	+26
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-106	-70
Status	Very low	Low
Change	-16.1	+36
PRC	Red	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	57%	65%
ELs	51%	60%
SwD	24%	30%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	24%	29%
ELs	23%	29%
SwD	0%	10%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-57	-25
Status	Low	Medium
Change	-2	+27
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-59.3	-25
Status	Low	Medium
Change	-0.9	+29
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-121.8	-95
Status	Very low	Low
Change	-26.6	+26.8
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	39%	45%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	11%	18%

Thurgood Marshall

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	81%
ELs	63%	66%
SwD	38%	41%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	72%	75%
ELs	26%	29%
SwD	35%	38%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	8%
ELs	53%	56%
SwD	57%	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79.7%	82.7%
ELs	33.3%	36.3%
SwD	16.7%	19.7%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74.29%	77.29%
ELs	55.75%	58.75%
SwD	42%	45%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+51.4	+54.4
Status	Very high	Very high
Change	Declined	Maintained
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+18.2	+21.2
Status	High	High
Change	Declined	Maintained
PRC	Green	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-18.9	-15.9
Status	Low	Low
Change	+39.34	+40
	Increased significantly	Increased significantly
PRC	Green	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	88%	91%
ELs	76%	79%
SwD	60%	63%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	65%
ELs	49%	52%
SwD	32%	35%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+29.2	+32.2
Status	High	High
Change	Maintained	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+3.9	+6.9
Status	High	High
Change	+23.5	+30
	Declined	Maintained
PRC	Green	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-33.6	-36.6
Status	Low	Low
Change	+49.9	+40
	Increased	Increased
	significantly	significantly
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	39%	42%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs		

Corky McMillin

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	85%	90%
ELs	80%	85%
SwD	69%	75%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53%	58%
ELs	47%	54%
SwD	14%	22%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	68%
ELs	47%	54%
SwD	38%	45%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	75%
ELs	65%	70%
SwD	24%	33%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	73%	78%
ELs	60%	67%
SwD	40%	47%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+37	+42
Status	High	High
Change	-3	+5
PRC	Maintained Green	Increased Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+10.4	+25
Status	High	High
Change	-4.2	+14.6
PRC	Declined Green	Increased Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-44.1	-54.8
Status	Low	Low
Change	-2	-10.7
PRC	Maintained Yellow	Declined Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	90%	93%
ELs	82%	87%
SwD	75%	80%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	64%
ELs	54%	61%
SwD	33%	38%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+8.3	+15.6
Status	High	High
Change	-5	+7.3
	Declined	Increased
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-11.6	-0.2
Status	Low	Low
Change	-2.9	+16
	Maintained	Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-63.8	-43.8
Status	Low	Low
Change	-13	+11.4
	Declined	Increased
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	42%	50%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	30%	38%

John J. Montgomery

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	78%
ELs	60%	67%
SwD	39%	45%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	65%
ELs	44%	50%
SwD	18%	25%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	33%	40%
ELs	26%	35%
SwD	20%	25%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53%	60%
ELs	50%	56%
SwD	15%	25%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	60%
ELs	54%	50%
SwD	45%	50%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-2.9	+10
Status	Medium	High
Change	-6	+10
	Decreases	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-11.5	+10
Status	Low	Medium
Change	+2	+6
	Maintained	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-103.8	-70
Status	Very low	Low
Change	+2.2	+3
	Maintained	Increased
PRC	Red	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	63%	69%
ELs	61%	67%
SwD	64%	69%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	32%	40%
ELs	30%	38%
SwD	18%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-32.7	-25
Status	Low	Medium
Change	+19.1	+15
	Significantly increased	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-33.4	-25
Status	Low	Medium
Change	+21.2	+10
	Increased	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-123.7	-95
Status	Very low	Low
Change	+13.2	+10
	Increased	Increased
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	38%	45%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	35%	40%

Saburo Muraoka

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	80%
ELs	75%	80%
SwD	33%	50%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	80%
ELs	44%	60%
SwD	27%	40%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	62%	80%
ELs	50%	70%
SwD	25%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	80%
ELs	63%	70%
SwD	26%	70%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	61%	80%
ELs	61%	71%
SwD	23%	50%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+52.5	+55.5
Status	Very high	Very high
Change	N/A	Increased
PRC	N/A	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+25.8	+28.8
Status	High	High
Change	N/A	Increased
PRC	N/A	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-70.2	-66
Status	Very low	Low
Change	N/A	Increased
PRC	N/A	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	81%	87%
ELs	74%	80%
SwD	59%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	63%	75%
ELs	41%	60%
SwD	19%	30%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+20.4	+35
Status	High	Very high
Change	+25.8	+30
	N/A	Increased significantly
PRC	N/A	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+10.2	+25.2
Status	High	High
Change	+23.5	+30
		Increased significantly
PRC	N/A	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-81.3	-71.3
Status	Low	Low
Change	+49.9	+40
	N/A	Increased
PRC	N/A	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	53%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	14%	25%

Olympic View

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	85%	87%
ELs	72%	78%
SwD	55%	77%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	65%	68%
ELs	41%	45%
SwD	22%	25%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	70%
ELs	58%	62%
SwD	0%	17%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	67%	75%
ELs	44%	50%
SwD	9%	20%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77%	82%
ELs	71%	77%
SwD	55%	70%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+31.4	+45.4
Status	High	Very high
Change	+0.7	+14
	Maintained	Increased
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-23.4	-8.6
Status	Medium	Medium
Change	+23.6	+15
	Increased	Increased
	significantly	significantly
PRC	Green	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-83.3	-55.1
Status	Very low	Low
Change	-28.2	+28.2
	Declined	Increased
	significantly	significantly
PRC	Red	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	92%	95%
ELs	91%	95%
SwD	93%	95%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	57%	64%
ELs	34%	40%
SwD	13%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+7.6	+22.6
Status	High	High
Change	-4.1	+15
	Declined	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-29	-14
Status	Low	Medium
Change	+3.6	+15
	Increased	
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-102.3	-78.5
Status	Very low	Low
Change	-24.3	+24.3
	Declined significantly	Increased significantly
PRC	Red	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	59%	65%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	8%	50%

Otay

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	58%	63%
ELs	56%	63%
SwD	25%	35%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	43%	48%
ELs	22%	32%
SwD	8%	18%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	45%	50%
ELs	38%	43%
SwD	0%	10%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	58%	63%
ELs	56%	61%
SwD	20%	30%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	59%
ELs	51%	61%
SwD	25%	35%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+8.8	+11
Status	Medium	High
Change	+2.1	+7
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-18.8	+2
Status	Low	Medium
Change	-18.5	+20
PRC	Orange	Orange

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-90.7	-80.7
Status	Very low	Very low
Change	+0.6	+10
PRC	Red	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	80%
ELs	73%	78%
SwD	58%	68%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	37%	42%
ELs	38%	43%
SwD	6%	16%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-33.5	-28.5
Status	Low	Low
Change	-5.4	+5
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-36.1	-28
Status	Low	Low
Change	-10.9	+5
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-124	+103.5
Status	Very low	Very low
Change	+49.6	+20
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	33%	40%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs		

Palomar

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	79%
ELs	70%	75%
SwD	70%	75%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	46%	51%
ELs	26%	31%
SwD	19%	24%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	73%
ELs	67%	72%
SwD	43%	50%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	59%
ELs	48%	53%
SwD	26%	31%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	80%	85%
ELs	79%	85%
SwD	71%	76%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+8.2	+10
Status	Medium	High
Change	+20.7	+15
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-4.4	+10
Status	Medium	High
Change	+28.6	+15
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-45.3	-5
Status	Low	Medium
Change	+39.2	+40
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	83%
ELs	79%	84%
SwD	59%	64%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	47%	52%
ELs	38%	43%
SwD	17%	22%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-12.8	0
Status	Medium	High
Change	+5.8	+13
PRC	Green	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-34.4	-25
Status	Low	Medium
Change	-3.4	+10
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-61.4	-25
Status	Low	Medium
Change	+21.2	+36.4
PRC	Yellow	Green

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	31%	36%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	6%	11%

Parkview

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	88%	91%
ELs	83%	88%
SwD	50%	55%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	74%	77%
ELs	39%	44%
SwD	31%	36%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	76%	79%
ELs	61%	66%
SwD	0%	80%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	81%
ELs	65%	70%
SwD	38%	43%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	88%	91%
ELs	33%	88%
SwD	50%	55%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+58.1	+61.1
Status	Very high	Very high
Change	+8.2	+3
	Increased	Increased
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+23.6	+38.6
Status	High	High
Change	+2.2	+15
	Maintained	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-20.8	-5
Status	Low	Low
Change	+17.2	+15.8
	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	87%	90%
ELs	76%	81%
SwD	40%	80%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	74%
ELs	56%	66%
SwD	29%	80%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+33.6	+48.6
Status	High	Very high
Change	+2.6	+15
	Maintained	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+10.8	+25.8
Status	High	High
Change	+0.2	+15
	Maintained	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-36	-21
Status	Low	Medium
Change	+27.7	+15
	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	30%	40%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	30%	33%

Lilian J. Rice

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54.6%	61.6%
ELs	57%	64%
SwD	48%	55%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	22.22%	27.22%
ELs	12%	19%
SwD	13%	20%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	35.82%	42.82%
ELs	31.11%	38.11%
SwD	15.38%	22.38%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53.14%	60.14%
ELs	47.09%	54.09%
SwD	28.57%	35.57%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50.95%	55.95%
ELs	58%	65%
SwD	36%	43%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+0.4	+15.4
Status	Medium	High
Change	+8.8	+15
	Increased	Increased
PRC	Green	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-12.5	+2.5
Status	Low	Medium
Change	+6.2	+15
		Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-50.8	-35.8
Status	Low	Medium
Change	+22.2	+15
		Increased significantly
PRC	Yellow	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	64%	71%
ELs	59%	66%
SwD	71%	78%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	38.82%	45.82%
ELs	33.16%	40.16%
SwD	38.82%	45.82%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-31.6	-16.6
Status	Low	Medium
Change	+6.3	+15
		Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-42.3	-25
Status	Low	Medium
Change	+5	+17.3
	Increased	Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-81.3	-56.3
Status	Low	Low
Change	+20.5	+25
	Increased significantly	Increased significantly
PRC	Yellow	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	30%	37%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	4%	11%

Greg Rogers

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71.8%	74.8%
ELs	43.24%	48.24%
SwD	25%	30%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	50.3%	53.3%
ELs	24.3%	29.3%
SwD	16.7%	21.7%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	42.8%	45.8%
ELs	9%	14%
SwD	28.7%	33.3%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56.5%	60%
ELs	48.7%	53%
SwD	28%	33%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	64.5%	67.5%
ELs	51.7%	56.7%
SwD	31.6%	36.6%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+9.4	+12.3
Status	Medium	High
Change	+0.5	+3.5
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-10	+1
Status	Low	Medium
Change	+10	+10
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-54.7	-44.7
Status	Low	Low
Change	+10.2	+10
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77.7%	80.7%
ELs	70%	75%
SwD	42.1%	47.1%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	38.79%	44.79%
ELs	21.74%	26.74%
SwD	32.61%	37.61%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-29.1	-21.1
Status	Low	Medium
Change	+7.48	+8
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-48.6	-38.6
Status	Low	Low
Change	+2.5	+10
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-70	-60
Status	Low	Low
Change	+32	+10
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	31%	36%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	2%	7%

Fred H. Rohr

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56%	59%
ELs	42%	45%
SwD	22%	25%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	23%	26%
ELs	7%	10%
SwD	2%	5%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	42%	47%
ELs	40%	45%
SwD	0%	5%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	44%	49%
ELs	39%	44%
SwD	7%	12%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	49%	52%
ELs	45%	48%
SwD	15%	18%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-17.6	-8.6
Status	Low	Low
Change	-5.3	+9
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-28.6	-25.6
Status	Low	Low
Change	-2.1	+3
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-99.8	-69.8
Status	Very low	Low
Change	+14.14	+30
	Increased	Increased significantly
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	59%
ELs	54%	59%
SwD	26%	31%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	32%	37%
ELs	28%	33%
SwD	17%	22%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-51.9	-41
Status	Low	Low
Change	-14.4	+9
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-60.9	-50
Status	Low	Low
Change	+12.7	+9
	Declined	Maintained
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-149.7	-140
Status	Very low	Low
Change	-9.7	+3
	Declined	Increased
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	35%	40%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	3%	8%

Rosebank

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	65%
ELs	53%	63%
SwD	42%	52%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56%	67%
ELs	32%	50%
SwD	17%	34%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	41%	51%
ELs	27%	44%
SwD	24%	44%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	57%
ELs	43%	47%
SwD	13%	23%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	70%
ELs	62%	70%
SwD	46%	60%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+4	+10
Status	Medium	High
Change	-0.3	+6
PRC	Maintained Yellow	Increased Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-21.2	-5
Status	Low	Medium
Change	+2	+16.2
PRC	Maintained Orange	Increased Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-95.6	-80
Status	Very low	Very low
Change	+39.34	+40
PRC	Increased Orange	Increased significantly Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	76%	80%
ELs	68%	76%
SwD	60%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	38%	42%
ELs	30%	35%
SwD	9%	20%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-33	-28
Status	Low	Low
Change	-6	+5
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-54	-48
Status	Low	Low
Change	-5	6
	Declined	Increased
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-132	-124
Status	Very low	Very low
Change	-3	+8
	Declined	Increased
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	26%	30%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	6%	20%

Salt Creek

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82.2%	95%
ELs	73.1%	95%
SwD	53.3%	100%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71.9%	81%
ELs	41.4%	76%
SwD	32.8%	55%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78.2%	81.2%
ELs	75.8%	79%
SwD	30.8%	64%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	83.3%	87%
ELs	77.1%	80.1%
SwD	46.5%	71%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	73.3%	87%
ELs	66.4%	80%
SwD	56%	81%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+70.7	+75.7
Status	Very high	Very high
Change	+21.4	
	Increased significantly	Maintain
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+44.8	+49.8
Status	High	Very high
Change	+23.8	
	Increased significantly	Maintain
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-13.2	+1.8
Status	Low	Medium
Change	+30	+15
	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	86.9%	96%
ELs	80.5%	95%
SwD	72%	88%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71.2%	84%
ELs	61.1%	81%
SwD	34.9%	68%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+38.9	+43.9
Status	Very high	Very high
Change	+11.9	
	Increased	Maintained
PRC	Blue	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+14.8	+29.8
Status	High	High
Change	+13.9	+15
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-50.3	-25
Status	Low	Medium
Change	+16.8	+25
	Increased significantly	Increased significantly
PRC	Yellow	Green

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	47%	55%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	9%	20%

Silver Wing

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	74%
ELs	61%	71%
SwD	50%	60%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	40%	45%
ELs	18%	30%
SwD	5%	30%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	80%
ELs	65%	75%
SwD		50%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	42%	46%
ELs	41%	46%
SwD	11%	30%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	60%	65%
ELs	59%	64%
SwD	15%	30%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+10	+15
Status	High	Very high
Change	-6.5	+15
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-43.8	-5
Status	Low	Medium
Change	+19.7	+3
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-74.8	-65
Status	Very low	Low
Change	-18.7	+15
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	66%	71%
ELs	64%	70%
SwD	23%	33%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	42%	50%
ELs	41%	50%
SwD	0%	30%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-17.7	+1
Status	Medium	High
Change	-12.4	+3
PRC	Yellow	Green

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-54.8	-25
Status	Low	Medium
Change	+2.8	+3
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-110.8	-95
Status	Very low	Low
Change	-29.2	+3
PRC	Red	Orange

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	32%	42%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	9%	20%

Sunnyside

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	80%
ELs	59%	70%
SwD	39%	50%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	80%
ELs	43%	55%
SwD	27%	40%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	57%	70%
ELs	33%	48%
SwD	9%	24%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	80%
ELs	29%	44%
SwD	22%	37%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	70%
ELs	34%	50%
SwD	23%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+31.5	+46.5
Status	High	Very high
Change	-2	+15
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+2.2	+2.3
Status	Medium	High
Change	+12	+20
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-76	-56
Status	Very low	Low
Change	-27	+20
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79%	85%
ELs	71%	80%
SwD	59%	70%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56%	65%
ELs	46%	55%
SwD	12%	30%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+1.7	+17
Status	High	High
Change	+3	+15
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-29	-14
Status	Low	Medium
Change	+1	+15
PRC	Orange	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-101	-51
Status	Very low	Low
Change	-5	+50
PRC	Red	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	21 / 67 or 31.3%	30 / 67 or 44.7?

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	3 / 89 or 3.3%	21 / 89 or 31.3%

Burton C. Tiffany

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	75%
ELs	70%	75%
SwD	42%	49%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	54%	59%
ELs	27%	34%
SwD	3%	10%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	68%	74%
ELs	56%	63%
SwD	29%	36%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	74%
ELs	56%	62%
SwD	20%	27%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	59%	64%
ELs	53%	60%
SwD	18%	25%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+27	+45
Status	High	Very high
Change	-1	+18
	Maintained	increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-11.7	-5
Status	Low	Medium
Change	+11.8	+6.7
	Increased	Increased
PRC	Yellow	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-92.9	-70
Status	Very low	Low
Change	-3.9	+22.9
	Declined	Increased significantly
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	72%	78%
ELs	65%	72%
SwD	25%	35%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	52%	56%
ELs	42%	49%
SwD	13%	21%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-11.3	+3.7
Status	Medium	High
Change	+8	+15
	Increased	Increased significantly
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-49.6	-25
Status	Low	Medium
Change	+10.9	+24.6
	Increased	Increased significantly
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-173	-95
Status	Very low	Low
Change	+15.9	+78
	Increased significantly	Increased significantly
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	8%	13%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	34%	38%

Valle Lindo

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	75%
ELs	62%	67%
SwD	15%	20%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	43%	48%
ELs	18%	25%
SwD	7%	12%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	53.23%	60%
ELs	30%	56%
SwD	0%	25%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	56.44%	62%
ELs	22.37%	28%
SwD	10%	15%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	84%	89%
ELs	11%	16%
SwD	31%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+11.47	+20
Status		
Change		
PRC		

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-60.3	-50.3
Status		
Change		
PRC		

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3		
Status		
Change		
PRC		

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	87%
ELs	83%	88%
SwD	29	35

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	42.8%	48%
ELs	17.11%	25%
SwD	20%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-10.9	+10.9
Status		
Change		
PRC		

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-54.4	-30
Status		
Change		
PRC		

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-98.2	-80
Status		
Change		
PRC		

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	39.7%	44.7%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	7.3%	15.3%

Valley Vista

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	80%
ELs	59%	67%
SwD	100%	100%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	44%	55%
ELs	11%	25%
SwD	21%	30%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	41%	50%
ELs	14%	25%
SwD	0%	50%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	51%	56%
ELs	35%	44%
SwD	9%	25%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	80%
ELs	59%	70%
SwD	22%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-1.74	+10
Status	Medium	High
Change	+5.36	+12
PRC	Green	Green

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-35	-5
Status	Low	Medium
Change	-12.7	+30
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-88.3	-69
Status	Very low	Low
Change	-12.1	+20
PRC	Red	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the **LM Math Assessment** will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	82%	85%
ELs	69%	74%
SwD	50%	60%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	33%	45%
ELs	21%	35%
SwD	10%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-32	-28
Status	Low	Low
Change	-1	+5
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-55	-42
Status	Low	Low
Change	-7.5	+13
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-49	-38
Status	Low	Low
Change	-7.6	+12
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	43%	50%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	7%	20%

Veterans

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	79%	84%
ELs	69%	74%
SwD	50%	55%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	69%	74%
ELs	40%	45%
SwD	24%	29%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	80%
ELs	63%	68%
SwD	0%	5%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	88%
ELs	50%	55%
SwD	32%	34%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	76%
ELs	61%	66%
SwD	32%	37%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+46.9	+49.9
Status	Very high	Very high
Change	-12.9	+3
PRC	Green	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+24.8	+39.8
Status	High	High
Change	-10.4	+15
PRC	Green	Blue

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-44.8	-41.8
Status	Low	Low
Change	-35	+3
PRC	Orange	Yellow

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	84%	89%
ELs	76%	81%
SwD	50%	55%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	70%	75%
ELs	49%	54%
SwD	35%	40%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+31.4	+36.4
Status	High	Very high
Change	-14	+5
PRC	Green	Blue

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-13.5	-28.5
Status	High	High
Change	-12.1	+15
PRC	Green	Blue

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-53.7	-50.7
Status	Low	Low
Change	-55.2	+3
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	61%	65%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	42%	47%

Vista Square

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	63.8%	70%
ELs	65.4%	72%
SwD	29%	40%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	38.1%	50%
ELs	17.4%	42%
SwD	2%	15%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	41.67%	52%
ELs	40.91%	52%
SwD	15.38%	25%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	45.92%	55%
ELs	42.93%	52%
SwD	14.81%	25%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	55.3%	68%
ELs	53.8%	65%
SwD	26.4%	40%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-19.3	-12.3
Status	Low	Low
Change	+3	+7
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-26.3	-19.3
Status	Low	Low
Change	+2.9	+7
PRC	Orange	Yellow

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-88.1	-68.1
Status	Very low	Very low
Change	+26.6	+20
	Increased significantly	Increased significantly
PRC	Orange	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	77.04%	85%
ELs	80.32%	85%
SwD	46.76%	55%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	31.01%	45%
ELs	31%	45%
SwD	13%	25%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	-38	-23
Status	Low	Low
Change	+6.8	+15
	Increased	Increased significantly
PRC	Orange	Yellow

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-42.8	-27.8
Status	Low	Low
Change	+3.8	+15
	Increased	Increased significantly
PRC	Orange	Yellow

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-76.4	-61.4
Status	Low	Low
Change	+66.4	+15
	Increased significantly	Increased significantly
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	43%	52%

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs	29%	42%

Wolf Canyon

Goal 1: ELA

By June 2019, the percentage of Grades K-1 students scoring at grade level or above on the LM Reading Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	84%	87%
ELs	74%	84%
SwD	42%	52%

By June 2019, the percentage of Grades 2-6 students scoring at grade level or above on the LM Lexile Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	83%
ELs	45%	55%
SwD	9%	20%

By June 2019, the percentage of Grade 3 students scoring at grade level or above on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	67%	75%
ELs	33%	43%
SwD	13%	23%

By June 2016, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	78%	82%
ELs	44%	54%
SwD	13%	23%

By June 2019, the percentage of Grades K-2 students scoring at grade level or above on the LM Writing Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	75%	82%
ELs	66%	76%
SwD	20%	30%

By June 2019, the average DF3 for all students in ELA will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+59	+65
Status	Very high	Very high
Change	-1.5	+3
	Maintain	Maintain
PRC	Blue	Blue

By June 2019, the average DF3 in ELA for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	+20	+35
Status	High	High
Change	-8.3	+15
	Declined	Increased
PRC	Green	Green

By June 2019, the average DF3 in ELA for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-103.8	-83.8
Status	Very low	Low
Change	+10.3	+20
	Increased	Increased significantly
PRC	Orange	Orange

Goal 2: Mathematics

By June 2019, the percentage of Grades K-2 students meeting or exceeding the LM Math Assessment will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	86%	89%
ELs	86%	89%
SwD	33%	43%

By June 2019, the percentage of Grades 3-6 students scoring met or proficient on the SBAC/CAASPP will increase from:

<u>Student Groups</u>	<u>From</u>	<u>To</u>
All	71%	76%
ELs	57%	67%
SwD	11%	21%

By June 2019, the average DF3 in math for all students will increase from:

<u>All Students</u>	<u>From</u>	<u>To</u>
Average DF3	+30.7	+40.7
Status	High	Very high
Change	+1.8	+10
PRC	Green	Maintain to increase

By June 2019, the average DF3 in math for ELs will increase from:

<u>ELs</u>	<u>From</u>	<u>To</u>
Average DF3	-4	+6
Status	Medium	Medium
Change	-2.9	+6
PRC	Yellow	Green

By June 2019, the average DF3 in math for SwD will increase from:

<u>SwD</u>	<u>From</u>	<u>To</u>
Average DF3	-126.3	-96
Status	Very low	Very low
Change	+6.6	+20
PRC	Orange	Yellow

Goal 3: English Language Development

By June 2019, the percentage of ELs at an overall ELPAC score of 4 will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs		

Reclassification: By June 2019, the percentage of ELs in Grades K-6 reclassified to Fluent English Proficient will increase from:

<u>Student Group</u>	<u>From</u>	<u>To</u>
ELs		

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Acknowledge Receipt of Leonardo da Vinci Health Sciences Charter School
Renewal Petition

 Action

 X Information

BACKGROUND INFORMATION:

To commence the renewal petition process under Education Code sections 47607 and 47605(b), and Title 5, Cal. Code Regs., section 11966.4, the Board of Education shall receive the Leonardo da Vinci Health Sciences Charter School renewal petition. The public hearing regarding the renewal petition will take place at this Board meeting on November 14, 2018, as agendized and the Board's decision regarding the renewal petition will be agendized for action at the meeting on December 5, 2018, within 60 days of the Board's receipt.

ADDITIONAL DATA:

A copy of the proposed renewal petition is available for review in the Office of the Executive Director of Technology and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Receive the renewal petition and commence statutory timeline for review of it. This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Adopt Resolution Authorizing the Chula Vista Elementary School District to Accept *TransNet* Active Transportation Grant Program Funds and Execute a Grant Agreement with San Diego Association of Governments

 X Action

 Information

BACKGROUND INFORMATION:

The District has submitted an application for the Active Transportation Program (ATP) Cycle 4 grant, which was created by Senate Bill 99 (Chapter 359) and Assembly Bill 101 (Chapter 354) to encourage increased use of active modes of transportation, such as biking and walking. The ATP is administered jointly by the California Transportation Commission (CTC) and Caltrans.

Receipt of this grant would allow the Chula Vista Elementary School District to initiate activities to support school pedestrian safety.

ADDITIONAL DATA:

The District believes that promoting active modes of transportation, such as biking and walking, will have a positive effect on reducing obesity and promoting overall wellness.

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing the Chula Vista)
Elementary School District to Accept)
TransNet Active Transportation Grant)
Program Funds and Execute a Grant)
Agreement with San Diego Association)
of Governments)

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

WHEREAS, the Legislature and Governor of the State of California have provided funds for the Active Transportation Program (ATP) under Senate Bill 99, Chapter 359, and Assembly Bill 101, Chapter 354; and

WHEREAS, the California Transportation Commission has statutory authority for the administration of the ATP and established necessary procedures; and

WHEREAS, the California Transportation Commission has required in its ATP Guidelines that Metropolitan Planning Organizations coordinate the competitive selection process to select projects to receive a portion of the ATP funding; and

WHEREAS, the San Diego Association of Governments (SANDAG), as the Metropolitan Planning Organizations for the San Diego region, is conducting a competitive selection process for the Cycle 4 distribution of ATP funds in the San Diego region; and

WHEREAS, SANDAG is required to submit the proposed ranked list of Regional ATP projects and funding recommendations to the California Transportation Commission for final consideration; and

WHEREAS, SANDAG may offer a funding exchange with projects recommended through the Regional ATP competitive selection process which would reduce the administrative burden to local jurisdictions associated with federal funding requirements; and

WHEREAS, if a funding exchange is offered to the Chula Vista Elementary School District (District), Promoting Driver Etiquette to Support School Pedestrian Safety, Chula Vista (Project) would be removed from the regional ATP ranking and funded through the *TransNet* Active Transportation Grant Program; and

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Authorize Staff to Extend the Project Labor Agreement for the Period of December 10, 2018, Through December 31, 2021

 X Action

 Information

BACKGROUND INFORMATION:

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

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

The District believes the PLA has been successful in achieving the efficient and economical completion of projects as well as meeting its intent to improve local labor participation and in providing improved apprenticeship programs, accordingly, District staff are requesting that the Board grant the District authorization to extend the PLA through December 31, 2021. District staff will work with the San Diego Building and Construction Trades Council and related unions in extending the current PLA.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

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 November 15, 2018, Through October 16, 2019

 X Action

 Information

BACKGROUND INFORMATION:

On October 16, 2018, the Glendale Unified School District (GUSD) awarded its Bid No. P-13 18/19 to Apple Inc., (Apple) for the purchase of Apple computer products, services, and related items.

The Chula Vista Elementary School District (CVESD) is eligible to use the GUSD bid per Public Contract Code Sections 20118 and 20652. This bid will allow CVESD to purchase or lease Apple computers and related products to support student and staff needs. In addition, service for any Apple-related equipment will be provided directly from Apple or an Apple-certified technician.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Pricing structure for this bid is based on the current government and educational price list for Apple products that is published several times each year. Included in the GUSD bid documents is a "Technology Clause" which allows product and component upgrades that meet the general technical requirements of school districts. A representative list of items that includes current pricing is attached as Exhibit "A." Purchase of equipment, related items, and services will be paid from General, Categorical Program, and other District funds.

STAFF RECOMMENDATION:

Recommend adoption.

EXHIBIT "A"

**Bid No. P-13 18/19
Representative Pricing for
Glendale Unified School District
Apple Computer Products, Services, and Related Items
(Prices as of September 12, 2018)**

MacBook Pro	
13.3" 2.3 GHz with Retina Display (MPXR2LL/A)	\$1,249.00
15" 2.2 GHz (MR962LL/A)	\$2,249.00
Apple Care for above items	\$ 183.00 each

MacBook Air	
13" 128 GB (MQD32LL/A)	\$ 849.00
Apple Care for above items	\$ 183.00 each

Mac Mini	
2.6 GHz (MGEN2LL/A)	\$ 679.00
Apple Care for above item	\$ 79.00 each

iPad 6th Generation	
32GB WiFi (MR7F2LL/A)	\$ 299.00
Apple Care for above item	\$ 99.00 each
32GB WiFi, 10 pack (BN3X2LL/A)	\$2,940.00

iPod Touch	
32 GB (MKHV2LL/A)	\$ 199.00
Apple Care for above item	\$ 59.00 each

Apple TV	
Apple TV – 4TH Generation (MR912LL/A)	\$ 149.00

Pricing above is based on the current government and educational price list for Apple Inc. that is published several times a year.

Pricing is subject to change.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

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 November 15, 2018, Through)
October 16, 2019)

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

WHEREAS, the Glendale Unified School District (GUSD) has conducted a cooperative bid process that allows the Chula Vista Elementary School District (District), to purchase, lease or contract under the bid at the same prices and upon the same terms and conditions as GUSD pursuant to Sections 20118 and 20652 of the Public Contract Code of California; and

WHEREAS, Apple Inc., (Apple) agrees to provide Apple computer products, services, and related items to the District under the terms and conditions of the bid with GUSD; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract with Apple to meet the needs of the District.

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the District in the GUSD Bid No. P-13 18/19 for Apple computer products, services, and related items is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the GUSD 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 Apple.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Participation of the Chula Vista Elementary School District in the CAL-Card Program Awarded to U. S. Bank by the State of California, Department of General Services Participating Addendum No. 7-14-99-22 for the Period of January 1, 2019, Through December 31, 2020

 X **Action**

 Information

BACKGROUND INFORMATION:

U.S. Bank and the State of California (State), Department of General Services (DGS) entered into an agreement, under the State of Washington NASPO ValuePoint Commercial Card Solutions Contract Number 00612-Category 1 (CAL-Card). The State has authorized use of this contract by the Chula Vista Elementary School District (District) through the State of California Participating Addendum No. 7-14-99-22, Amendment 2. The agreement was executed on October 22, 2018 and was approved through December 31, 2020, with one remaining extension, if mutually agreed upon.

The CAL-Card program provides State and local government agencies with Purchase Cards, Managed Spend Cards, and Emergency Response cards, through U.S. Bank. District Administrators have been issued Purchase Cards obtained through the CAL-Card program. The cards are to be used for travel related expenditures when Purchase Orders are not accepted. Authorization will allow District expenditures to continue without any break in services.

ADDITIONAL DATA:

U.S. Bank will support District personnel to ensure the program runs effectively. U.S. Bank has a web-based reporting environment and allows the Districts program administrator to view, create, cancel or modify accounts, as needed. The District has identified eligible services for which the CAL-Card can be used and this information has been provided to District Administrators.

FISCAL IMPACT/FUNDING SOURCE:

This is a cost-free program; there is no membership or administrative fees. U.S. Bank offers incentive rebates through the CAL-Card program for prompt payment, which is based on a sliding scale for processed transactions and mailed out quarterly.

The funding source to be charged will be identified by the Administrator when the CAL-Card is used.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing)
Participation of the Chula Vista)
Elementary School District in the)
CAL-Card Program Awarded to)
U. S. Bank by the State of)
California, Department of)
General Services Participating)
Addendum No. 7-14-99-22 for)
the Period of January 1, 2019,)
Through December 31, 2020)

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

WHEREAS, The State of California has entered into an agreement that allows the Chula Vista Elementary School District to utilize this contract as a participating local agency, under Public Contract Code 10298; and

WHEREAS, U. S. Bank agrees to provide purchasing cards to designated employees for purchases as provided under the terms and conditions of the Master Services Agreement; and

WHEREAS, this Board has determined it to be in the best interest of the District to contract for the above-stated item in an effort to reduce out of pocket expenses for travel related expenditures and other eligible expenses identified by the district; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that participation by the Chula Vista Elementary School District in the CAL-Card Program awarded to U.S. Bank is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in the State of California, Master Contract bid and award 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 the State of California, Department of General Services.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Adopt Resolution Authorizing Utilization of the Irvine Unified School District Furniture and Equipment #2, Bid No. 2017/2018-1FA, for the Period of November 15, 2018, Through June 30, 2019

 X Action

 Information

BACKGROUND INFORMATION:

On October 17, 2017, the Irvine Unified School District (IUSD) Board of Education awarded Furniture and Equipment #2, Bid No. 2017/2018-1FA, to Concepts School & Office Furnishings, CN School and Office Solutions Inc., dba Culver-Newlin, GM Business Interiors, Hamel Interiors, Inc. and McDowell & Craig Office Systems, Inc. The contract was approved for renewal, with no increase in pricing by IUSD on June 12, 2018. The Chula Vista Elementary School District (District) is eligible to use the bid per Public Contract Code Section 20118.

The IUSD evaluated the bids to ensure adherence to specifications and responsiveness according to Public Contract Code. The bid award was made by manufacturer, to the vendor who provided the highest percentage discount. The bids were reviewed, and discounts were found to be competitive.

This bid will be used, in part, to procure furniture for the Summer 2019 modernization of Sunnyside Elementary, and for other furnishing needs that may arise during the contract term and any extensions. The current term will end on June 30, 2019, with the option to renew, if mutually agreed upon by IUSD and the awarded vendors.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

Purchases will be made through various funds as determined by each project.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing)
Utilization of the Irvine Unified School)
District Furniture and Equipment #2,)
Bid No. 2017/2018-1FA, for the)
Period of November 15, 2018,)
Through June 30, 2019)

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

WHEREAS, The Irvine Unified School District competitively bid furniture and equipment, allowing the Chula Vista Elementary School District (“District”), the ability to utilize this contract under Public Contract Code 20118; and

WHEREAS, the awarded contract allows the District to purchase classroom and miscellaneous support furniture and equipment, using percentage discount pricing off manufacturer’s list price, through Concepts School & Office Furnishings, CN School and Office Solutions Inc., dba Culver-Newlin, GM Business Interiors, Hamel Interiors, Inc. and McDowell & Craig Office Systems, Inc.; and

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

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

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the contract for furniture and equipment for the Chula Vista Elementary School District be provided by Concepts School & Office Furnishings, CN School and Office Solutions Inc., dba Culver-Newlin, GM Business Interiors, Hamel Interiors, Inc. and McDowell & Craig Office Systems, Inc., under Bid No. 2017/2018-1FA is hereby authorized and approved and is subject to all terms and conditions as specified in the contract documents.

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

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, 2018, Through November 30, 2019

 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, 2018.

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, 2018, through November 30, 2019, is \$3,660, which is the same cost 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 \$650, which is a \$50 increase from 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:

Adopt Resolution Authorizing the Purchase of One 120' x 32' (Eight Classrooms) Two-Story Relocatable Classroom Building and One 12' x 40' Relocatable Restroom Building for Saburo Muraoka Elementary School in the Amount of \$3,124,421 from Silver Creek Industries, Inc., Pursuant to Bid No. 14/15-3

 X Action

 Information

BACKGROUND INFORMATION:

Saburo Muraoka Elementary School (Muraoka) opened in July 2017, and is experiencing a steady increase in enrollment. Additional classrooms will be needed at Muraoka to provide additional space for future Muraoka boundary area students. The addition of one 120 x 32' two-story relocatable classroom building will provide eight additional classrooms and restrooms at the school site, which are projected to be available for students by October 2019.

ADDITIONAL DATA:

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

FISCAL IMPACT/FUNDING SOURCE:

The cost of the relocatable classroom building and restroom building is \$3,124,421, and will be paid from Community Facilities District (CFD) funds.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Authorizing the Purchase of)
One 120' x 32' (Eight Classrooms))
Two-Story Relocatable Classroom Building)
and One 12' x 40' Relocatable Restroom)
Building for Saburo Muraoka Elementary)
School in the Amount of \$3,124,421 from)
Silver Creek Industries, Inc., Pursuant)
to Bid No. 14/15-3)

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

WHEREAS, the Chula Vista Elementary School District has conducted a bid process for relocatable buildings at the same prices and upon the same terms and conditions as Bid No. 14/15-3; and

WHEREAS, said bids were opened and publicly read aloud at the time and place specified in the Notice to Bidders, and it was determined that Silver Creek Industries, Inc., was the lowest overall responsible bidder; and

WHEREAS, this Board has determined it to be in the best interest of the District to purchase one 120' x 32' two-story relocatable classroom building and one 12' x 40' Relocatable Restroom Building from the bid awarded on February 26, 2015; and

NOW, THEREFORE, BE IT RESOLVED, ORDERED, AND DECLARED that the contract for the purchase of one 120' x 32' two-story relocatable classroom building and one 12' x 40' Relocatable Restroom Building in the amount of three million, one hundred twenty-four thousand, four hundred twenty-one dollars (\$3,124,421) with Silver Creek Industries, Inc., is hereby authorized and approved and is subject to all terms, conditions, and documents as specified in Bid No. 14/15-3 and award 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 Silver Creek Industries, Inc.

FISCAL IMPACT/FUNDING SOURCE:

The Purchase Agreement provides that the District shall pay a purchase price in an amount equal to the lesser of: (i) the fair market value of the school site, as determined by an appraisal conducted on behalf of the District in accordance with the State Allocation Board ("SAB") regulations and in accordance with the terms of the Purchase Agreement; or (ii) \$8,760,000. The funding source will be from Community Facilities District funds or state New Construction Funding.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Charter School Facilities Program Memorandum of Understanding with Leonardo da Vinci Health Sciences Charter, the California State Allocation Board, and the California School Finance Authority for Proposition 51 State Bond Funds

 X Action

 Information

BACKGROUND INFORMATION:

The State Allocation Board (SAB) approved a preliminary apportionment of Proposition 51 State Bond funds to the Chula Vista Elementary School District. The apportionment is for modernization of facilities used by Leonardo da Vinci Health Sciences Charter School (da Vinci), which is located on the campus of Karl H. Kellogg Elementary School.

Sections 10155 and 10158 of the Charter School Facilities Program stipulate that to receive Proposition 51 funds, awardees must execute a Memorandum of Understanding (MOU) with the State. The MOU guarantees, among other things, a “50 percent local share matching obligation” by the chartering agency.

ADDITIONAL DATA:

The District requests Board approval of the MOU in order to receive Proposition 51 funds for the da Vinci modernization project. The MOU and additional information are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Proposition 51 funds of approximately \$1.6 million will be used to partially fund modernization of facilities at Kellogg Elementary that are shared or occupied by da Vinci. The balance of the modernization cost will be paid from Proposition E General Obligation Bond funds.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Memorandum of Understanding with the San Diego County Air Pollution Control District for the Sole Purpose of an Air Pollution Monitoring Station

 X **Action**

 Information

BACKGROUND INFORMATION:

The San Diego County Air Pollution Control District (APCD) has requested the Chula Vista Elementary School District (District) enter into a memorandum of understanding (MOU) granting APCD permission to renew, occupy and operate an air pollution monitoring station on a 42 feet x 60 feet portion of land located at 84 East J Street, Chula Vista, CA 91910. In addition, the MOU grants the APCD the right of ingress and egress through District property to operate and monitor the air pollution control monitoring station. Either party may terminate this agreement at any time with 60 days' notice.

ADDITIONAL DATA:

For many years the APCD has occupied, operated, and maintained within District premises a portion of land for the sole purpose of collecting weather data and air quality measurements at no cost to the District. The District and the APCD now wish to memorialize this long standing arrangement with an MOU. A copy of the MOU is available in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Accept Donations

 X Action

 Information

BACKGROUND INFORMATION:

1. In October 2018, Wolf Canyon Elementary School received a donation of \$2,000 from Frank and Carol Infusino. These funds will be used to purchase school equipment and supplies benefitting both students and staff at Wolf Canyon.
2. On August 28, 2018, EduAbroad, Consultants for International Education, donated \$3,300 to Hazel Goes Cook Elementary School. Cook Elementary participated in EduAbroad's American Companion Program and hosted 13 visiting students from China for a two-week period. The funds will be used to purchase educational supplies.

ADDITIONAL DATA:

District staff will write letters of appreciation for the above donations.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend acceptance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and
Support

ITEM TITLE:

Approve and/or 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.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
De La Rosa, T	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Allen
Zambrano, R	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Allen
Evans, L	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Gama, J	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Martinez, L	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Mueller, A	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Rambeau, B	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Roach, E	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Saffer, B	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Sniff, B	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Warner, S	Assoc of Christian Schools Int'l Prof Dev Forum 2018	Anaheim	11/18/18	11/20/18	\$179	Title II	Bonita Christian School
Beltran, A	California School Nutrition Association Annual Conf	Long Beach	11/08/18	11/11/18	\$1,118	CNS	Business Services
Esquivel, O	SSC Governor's Budget Workshop	Ontario	01/16/19	01/16/19	\$225	District Admin	Business Services
Grabowski, M	2018 CETPA Annual Conference	Sacramento	11/13/18	11/15/18	\$1,133	District Admin	Business Services
Landers, J	California School Nutrition Association Annual Conf	Long Beach	11/08/18	11/11/18	\$1,258	CNS	Business Services
Villanueva, T	SSC Governor's Budget Workshop	Ontario	01/16/19	01/16/19	\$225	District Admin	Business Services
Jarquín, B	CMC South Annual Mathematics Conference	Palm Springs	11/01/18	11/03/18	\$328	LCAP/SCE	Casillas
Chamberlain, H	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$351	Title I PD	Castle Park
Bangle, V	Getting Ready for Smarter Balanced Assmnt Consortium	Portland, OR	11/14/18	11/16/18	\$620	Title I	Chula Vista Hills
Bonner, M	Getting Ready for Smarter Balanced Assmnt Consortium	Portland, OR	11/14/18	11/16/18	\$620	Title I	Chula Vista Hills
Chaniot, M	Getting Ready for Smarter Balanced Assmnt Consortium	Portland, OR	11/14/18	11/16/18	\$620	Title I	Chula Vista Hills
Hamilton, J	Getting Ready for Smarter Balanced Assmnt Consortium	Portland, OR	11/14/18	11/16/18	\$620	Title I	Chula Vista Hills
Myers, B	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Chula Vista Hills
Ortiz, R	Getting Ready for Smarter Balanced Assmnt Consortium	Portland, OR	11/14/18	11/16/18	\$620	Title I	Chula Vista Hills
Seiter, D	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Chula Vista Hills
Mages, C	SSC Governor's Budget Workshop	Ontario	01/16/19	01/16/19	\$225	District Admin	CVCEO
Zeitler, P	SSC Governor's Budget Workshop	Ontario	01/16/19	01/16/19	\$225	District Admin	CVCEO
Banatao, E	2018 Calif Educational Research Assoc Annual Conf	Anaheim	11/12/18	11/14/18	\$917	Title I PD	EastLake
Banatao, E	Restorative Practices Training of Trainers	San Diego	12/12/18	12/13/18	\$200	Title I PD	EastLake
Barton, A	Restorative Practices Training of Trainers	San Diego	12/12/18	12/13/18	\$200	Title I PD	EastLake

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Estimated cost per participant. Funds may vary by site for this event.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Chico, A	Restorative Practices and Using Circles Effectively	San Diego	12/06/18	12/11/18	\$222	Title I PD	EastLake
Choi, S	Restorative Practices and Using Circles Effectively	San Diego	12/06/18	12/11/18	\$222	Title I PD	EastLake
Innes, P	Restorative Practices and Using Circles Effectively	San Diego	12/06/18	12/11/18	\$222	Title I PD	EastLake
Lewis, M	Restorative Practices and Using Circles Effectively	San Diego	12/06/18	12/11/18	\$222	Title I PD	EastLake
Mendoza, A	Restorative Practices and Using Circles Effectively	San Diego	12/06/18	12/11/18	\$222	Title I PD	EastLake
Varela, L	Instructional Media Resource Assoc Certificate Course	San Diego	10/11/18	10/11/18	\$200	LCAP	EastLake
Clemetson, S	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Finney
Farmer, A	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Finney
Pridmore, C	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Finney
Tom, F	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Finney
Grue, D	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Halecrest
Taylor, H	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Halecrest
Guerrero, D	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCAP	Hedenkamp
Herrera, C	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCAP	Hedenkamp
Cerda, M	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Figueroa, J	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Flores, A	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Galvan, G	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Hultenius, G	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Martinez, J	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Nunez, A	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Ogas, S	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Rynd, K	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Vincent, L	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$35	LCAP	Heritage
Wood, D	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$60	LCAP	Heritage
Garcia, M	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Hilltop Drive
Siegfried, V	CMC South Annual Mathematics Conference	Palm Springs	11/02/18	11/03/18	\$327	Title I	Hilltop Drive
Thiel, J	SSC Governor's Budget Workshop	Ontario	01/16/19	01/16/19	\$225	District Admin	Human Resources
Thiel, J	Calif Association for Bilingual Education (CABE) 2019	Long Beach	03/20/19	03/23/19	\$1,321	Title III	Human Resources
Anderson, S	Annual CABE Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Estimated cost per participant. Funds may vary by site for this event.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Bame, D	Annual CABA Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services
Beltran, M	Annual CABA Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services
Butcher, L	Annual CABA Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services
Casey, S	Putting It All Together III (5-day Event)	San Diego	10/16/18	05/16/19	\$83	District Admin	Instructional Services
Casey, S	2019 Alternative Dispute Resolution Conference	Riverside	03/06/19	03/08/19	\$748	SELPA	Instructional Services
Ciriza, G	Putting It All Together III (5-day Event)	San Diego	10/16/18	05/16/19	\$83	District Admin	Instructional Services
Ciriza, G	2019 CISC Leadership Symposium	Anaheim	02/20/19	02/22/19	\$939	District Admin	Instructional Services
Dargis, T	Calif Assoc of School Psychologists Fall Convntn 2018	San Diego	11/08/18	11/09/18	\$160	Psych	Instructional Services
Diaz, M	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title III	Instructional Services
Fogaren, E	School-Wide Information System Facilitator Training	Huntington Bch	11/07/18	11/09/18	\$1,350	Cal-Well	Instructional Services
Gould, C	Calif Autism Profsnl Training and Info Ntwrk Summit 2018	Camarillo	12/03/18	12/05/18	\$668	SELPA	Instructional Services
Guillermo, M	Annual CABA Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services
Mabe, B	2018-19 CAASPP Institute	San Diego	10/22/18	10/23/18	\$200	District Admin	Instructional Services
Mabe, B	Regional Teacher Induction Leaders Meetings	San Diego	11/01/18	05/16/19	\$45	District Admin	Instructional Services
Malcom, K	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title III	Instructional Services
Marquez, E	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title III	Instructional Services
Marquez, E	Annual CABA Conference 2019	Long Beach	03/20/19	03/23/19	\$1,252	Title III	Instructional Services
Millican, A	Calif Association for Bilingual Education (CABA) 2019	Long Beach	03/20/19	03/23/19	\$1,321	Title III	Instructional Services
Morales, G	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title III	Instructional Services
Obtera, K	Calif Assoc of School Psychologists Fall Convntn 2018	San Diego	11/08/18	11/09/18	\$160	Psych	Instructional Services
Tessier, M	Putting It All Together III (5-day Event)	San Diego	10/16/18	05/16/19	\$83	District Admin	Instructional Services
Villanueva, E	CSBA Golden Bell Awards	San Francisco	11/28/18	11/30/18	\$860	District Admin	Instructional Services
Zabala, J	National Adapted Physical Education Conference	San Diego	11/08/18	11/10/18	\$280	Adapted Phys	Instructional Services
de Esquivel, G	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Juarez-Lincoln
Hinojosa, D	CABA Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Juarez-Lincoln
Anderson, M	Youth Mental Health First Aid Training	San Diego	02/11/19	02/11/19	\$147	Title I	Kellogg
Houck, C	Youth Mental Health First Aid Training	San Diego	02/11/19	02/11/19	\$25	Title I	Kellogg
Kuramoto, M	Youth Mental Health First Aid Training	San Diego	12/06/18	12/06/18	\$147	Title I	Kellogg
Marcial, J	Youth Mental Health First Aid Training	San Diego	12/06/18	12/06/18	\$147	Title I	Kellogg
Partch, M	Youth Mental Health First Aid Training	San Diego	02/11/19	02/11/19	\$147	Title I	Kellogg

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Estimated cost per participant. Funds may vary by site for this event.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Soto, E	Youth Mental Health First Aid Training	San Diego	12/06/18	12/06/18	\$147	Title I	Kellogg
Wara, A	Youth Mental Health First Aid Training	San Diego	12/06/18	12/06/18	\$147	Title I	Kellogg
Maggiore, K	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Kellogg/Palomar
Romo, A	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCAP	Los Altos/Parkview
Ruiz, M	OCDE Project GLAD® Presentation (Spanish)	Chula Vista	11/27/18	11/30/18	\$700	Title II	Mater Dei Catholic High
Salter, F	OCDE Project GLAD® Presentation (English)	Chula Vista	11/27/18	11/30/18	\$700	Title II	Mater Dei Catholic High
Diaz, M	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Palomar
Munoz, D	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	Title I PD	Palomar
Gomez, C	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Rohr
Mednick, R	Spring CUE 2019 Conference	Palm Springs	03/13/19	03/16/19	\$1,350	LCAP	Rosebank
Arnold, D	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCFF/Site	Salt Creek
Lincoln, S	Arts Empower Mega Conference	San Diego	10/18/18	10/18/18	\$75	LCFF/Site	Salt Creek
Krautscheid, A	Best New Children's Books! (K-5) Presentation	San Diego	12/04/18	12/04/18	\$75	Site Control	Sunnyside
Escobedo, F	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	District Admin	Superintendent
Escobedo, F	ALI Conference	San Francisco	12/03/18	12/04/18	\$642	District Admin	Superintendent
Escobedo, F	Wallace Foundation UPPI PLC Meeting	New York, NY	12/08/18	12/12/18	\$650	District Admin	Superintendent
Escobedo, F	Annual CABE Conference 2019	Long Beach	03/20/19	03/23/19	\$950	District Admin	Superintendent
Faddis, T	2018-19 ACSA Academies	Ontario	10/11/18	04/13/19	\$1,295	Wallace Fndtn	Supt/Special Assignment
Faddis, T	Calif Assoc of Professors of Educ Adminstrtn	San Diego	10/20/18	10/20/18	\$159	Wallace Fndtn	Supt/Special Assignment
Faddis, T	Wallace Network Activities	Sonoma	11/01/18	11/02/18	\$520	Wallace Fndtn	Supt/Special Assignment
Faddis, T	Presenter at California Induction Conference	Fresno	12/03/18	12/05/18	\$420	Wallace Fndtn	Supt/Special Assignment
Luzak, C	UCSD Robotics Tournament	La Jolla	11/11/18	11/11/18	\$200	Site Control	Valle Lindo
Song, P	SIPPS® Professional Learning Training	San Diego	09/12/18	09/12/18	\$100	Title I PD	Valle Lindo
Velasquez, I	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	Title I	Valle Lindo
Lizarraga, M	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$60	Title I	Vista Square
Muñoz, J	San Diego Computer Using Educators 2018 Tech Fair	Chula Vista	11/03/18	11/03/18	\$60	Title I	Vista Square
Zavala, X	SIPPS® Professional Learning Training	San Diego	09/11/18	09/11/18	\$100	Title I PD	Vista Square
Aguilar, H	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon
Herrera, Y	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon
Padilla, K	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Estimated cost per participant. Funds may vary by site for this event.

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Powell, A	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon
Ramirez, R	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon
Villegas, A	CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	\$100	LCFF/LEP	Wolf Canyon
Williamson, M	Elementary Science Field Day	Lakeside	05/18/19	05/18/19	\$200	Site Control	Wolf Canyon
Various Participants	2018 CABE Mini-Conference	Chula Vista	11/03/18	11/03/18	*\$100	Various Funds	Various Locations
Various Participants	Calif Association for Bilingual Education (CABE) 2019	Long Beach	03/20/19	03/23/19	*\$500	Various Funds	Various Locations

NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

*Estimated cost per participant. Funds may vary by site for this event.

STAFF RECOMMENDATION:

Conduct public hearing and adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. _____

Resolution Regarding Short-Term Classified)
Employees to Perform Specified Service)
for the Period of November 15, 2018,)
Through June 30, 2019)

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

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

WHEREAS, the District has a need for two short-term classified School Bus Drivers to transport students to Anne and William Hedenkamp Elementary School each school day on bus routes dedicated only to that school between November 15, 2018, and June 30, 2019, as a result of certain road alterations and construction conducted by the San Diego Association of Governments and its contractors. This service or similar services will not be extended or needed on a continuing basis.

NOW, THEREFORE, BE IT RESOLVED that the above-described short-term classified employees shall be hired to provide the above-noted service between November 15, 2018, and June 30, 2019.

BE IT FURTHER RESOLVED and certified that the short-term classified employees described above shall be hired on or after November 15, 2018, and complete their assignments on June 30, 2019.

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

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 14th day of November 2018, 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

Article 10 Class Size: This article includes new language for support for Dual Immersion Teachers decided by each school site. Any cost incurred for this support will be handled by the individual school sites.

Article 47 Special Education: This article includes new language that specifies that all case managers will be provided with four release days for preparing/writing IEPs on site, which includes providing substitutes. This cost will be incurred by the District at an approximate cost of \$116,000.

Article 51 Health: The fiscal impact based on the health benefit cap increase of \$1,000 per eligible certificated employee effective January 1, 2019, will be approximately \$260,000.

Article 52 Wages: The fiscal impact based on a three percent salary increase effective January 1, 2019, is approximately \$1,900,000 including benefits.

The major cost provisions of this agreement are noted above. The Superintendent and Deputy Superintendent for Business Services and Support will certify in writing that any costs incurred by the District under this Agreement can be met by the District during the term of this Agreement. Attached is the certification pursuant to Education Code Sections 42130 and 42131 to comply with necessary disclosure and certification requirements.

ADDITIONAL DATA:

A copy of the Tentative Agreement, which was ratified by CVE earlier, is attached as "Exhibit B." Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The fiscal impact is described in "Exhibit A," Disclosure of Collective Bargaining Agreement.

STAFF RECOMMENDATION:

Conduct the public hearing and ratify the Tentative Agreement.

Disclosure of Collective Bargaining Agreement

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

Agenda Item 7.B.
November 14, 2018
Exhibit A

Chula Vista Elementary School District

Name of Bargaining Unit: Chula Vista Educators (CVE) and Certified: X Classified: X
Chula Vista Classified Employee Organization (CVCEO)

The proposed agreement covers the period: Beginning: 7/1/2018 Ending: 6/30/2019

This agreement will be acted upon by the Governing Board at its meeting on: 11/14/2018
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2018-19		Year 2 2019-20		Year 3 2020-21	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$142,269,501	\$0	0.00%	\$0	0.00%		0.00%
2. Salary Schedule - Increase (Decrease)	\$142,269,501	\$2,134,043	1.5%	\$4,268,086	3.0%		0.00%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$0	\$147,780		\$170,182			
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$30,316,593	\$454,749	1.5%	\$909,498	3.0%		0.00%
5. Health/Welfare Benefits - Increase (Decrease)		\$415,333		\$712,000			
6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	\$172,586,094	\$3,151,905	1.8%	\$6,059,766	3.4%	\$0.00	0.00%
7. Total Number of Represented Employees		2,213.49		2,213.49			
8. Total Compensation Cost for Average Employee - Increase (Decrease)		\$1,423.95		\$2,737.65			

Impact on other Funds: _____

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

CVE/CVCEO: For fiscal year 2018-19, there shall be a salary schedule increase of 3%, effective January 1, 2019.

CVE, CVCEO; District agreed to a \$1,000 increase to the Health Benefits cap as follow: Effective January 1, 2019 – increase from \$12,000 to \$13,000

CVE/CVCEO: Effective January 1, 2019 - \$500 increase in retiree health benefits for Eligible retirees.

CVE: Special Education case managers provided four release days for substitute costs per year for IEP preparation.

B. Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.)

CVE: Two additional minimum days will be set aside per semester, one for teacher Prep and one for staff development.

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None

E. Source of Funding for Proposed Agreement

1. Current Year

The 2018-19 LCFF is the primary source of funding for the proposed agreement
Which is 100% funded effective 2018-19.

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

Current and Future LCFF funding will be used to fund the proposed
agreement in future years.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

Not a multi-year fiscal agreement.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$286,584,936
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	22,595.38
d. State Standard Minimum Reserve Amount for this District <i>(Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)</i>	\$8,597,548

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

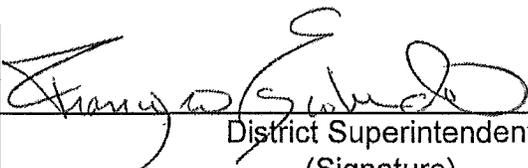
a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$31,860,961
b. General Fund Budgeted Unrestricted Unappropriated Amount	
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	
e. Total District Budgeted Unrestricted Reserves	\$31,860,961

3. Do unrestricted reserves meet the state standard minimum reserve amount? Yes No

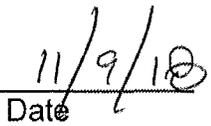
G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

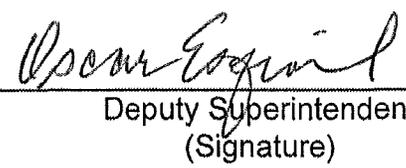
We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.



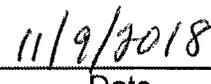
 District Superintendent
 (Signature)



 Date



 Deputy Superintendent
 (Signature)



 Date

Contact Person: Theresa Villanueva Telephone No.: 619-425-9600

Supplement

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: _____ Not Applicable
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of (July 11, 2018)	(Col. 2) Adjustments as a Result of Settlement CVE and CVCEO (certificated and classified)	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	208,036,178			208,036,178
Remaining Revenues (8100-8799)	67,075,380			67,075,380
TOTAL REVENUES	275,111,558			275,111,558
EXPENDITURES:				
1000 Certificated Salaries	128,934,225	1,689,103		130,623,328
2000 Classified Salaries	47,227,325	542,540		47,769,865
3000 Employee Benefits	68,595,032	920,262		69,515,294
4000 Books and Supplies	8,825,892			8,825,892
5000 Services and Operating Expenses	27,874,530			27,874,530
6000 Capital Outlay	1,049,024			1,049,024
7000 Other	884,793			884,793
TOTAL EXPENDITURES	283,390,821	3,151,905		286,542,726
OPERATING SURPLUS (DEFICIT)	(8,279,263)	(3,151,905)		(11,431,168)
OTHER SOURCES AND TRANSFERS IN				0
OTHER USES AND TRANSFERS OUT	42,210			42,210
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(8,321,473)	(3,151,905)		(11,473,378)
BEGINNING BALANCE	44,419,339			44,419,339
CURRENT YEAR-ENDING BALANCE	36,097,866	(3,151,905)	0	32,945,961
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	835,000			835,000
Restricted (9740)	0			0
Committed (9750/9760)	0			0
Assigned (9780)	250,000	0		250,000
Reserve Economic Uncertainties (9789)	35,012,866	(3,151,905)	0	31,860,961
Unassigned/Unappropriated (9790)				0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Page 5 Column 2 includes the salary schedule increase of 3% for 2018-19 effective January 1, 2019. Page 5 also includes the costs related to the increase in health benefit cap from \$12,000 to \$13,000 to the eligible employees effective January 1, 2019.

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

GENERAL INSTRUCTIONS

- Please submit this form to the county superintendent of schools and make available to the public for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreement.
- Separate documents must be completed for each collective bargaining agreement, but if more than one agreement is discussed at the same time, you may summarize the financial impact "all" agreements on page 4 (supplement).
- Include, as applicable, *Cost Prior to Proposed Agreement, Current Year, Year 2 and Year 3* information for the period covered in the proposed agreement. For example, for a 2-year mu year agreement, complete *Cost Prior to Proposed Agreement, Current Year and Year 2*.
- Any time a contract is reopened with a financial impact on "any area of compensation," a disclosure of the proposed agreement must be made.
- The specific manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the local district.
- The governing board shall adopt revisions to its budget needed in the current fiscal year to fulfill the terms of the collective bargaining agreement within 45 days of adoption (EC § 4214: Provide a copy of the board-approved budget revisions and board minutes to the county office. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.
- All revisions to the budget needed in the current fiscal year to meet the costs of the collective bargaining agreement shall be adopted no later than the statutory deadline for certification of the next interim report by the county superintendent of schools (GC § 3547.5, EC § 42131).

SPECIFIC INSTRUCTIONS FOR COMPLETION

PROPOSED CHANGE IN COMPENSATION

1. Step and Column

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of all salaries for the bargaining unit prior to the proposed agreement. Remove any "one-time" bonuses or payments that were paid in prior year, if applicable.
- b. \$: Enter the annual increase cost of *Step and Column* movement on the *Salary Schedule* for the affected bargaining unit.
- c. %: Divide the annual cost of *Step and Column*, Line 1(b), by the *Cost Prior to Proposed Agreement*, Line 1(a).

2. Salary Schedule

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 1(a) plus Line 1(b).
- b. \$: Enter the annual \$ amount of the proposed change in the *Salary Schedule*.
- c. %: Divide Line 2(b) by the *Cost Prior to the Proposed Agreement*, Line 2(a).

3. Other Compensation

Description: Indicate specific changes in *Other Compensation* for the current year. For example: 1% off schedule or \$200/employee. For Year 2 and Year 3, explain in "Comments" section, if applicable.

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 2(a).
- b. \$: Enter the annual amount of the proposed change in *Other Compensation*.
- c. %: Divide the amount by the *Cost Prior to the Proposed Agreement*, Line 3(a).

4. Statutory Benefits

- a. Cost Prior to Proposed Agreement: Enter the total prior year cost of *Statutory Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" benefit costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Statutory Benefits* resulting from changes in *Salary Schedule, Step and Column*, and *Other Compensation* reported on Line 1(b) through Line 3(b).
- c. %: Divide Line 4(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement*, Line 4(a).

5. Health/Welfare Benefits

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of *Health/Welfare Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any "one-time" costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Health/Welfare Benefits*, resulting from the affected bargaining unit agreement.
- c. %: Divide Line 5(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement* Line 5(a).

6. Total Compensation

- a. Cost Prior to Proposed Agreement: Total Lines 3(a), 4(a), and 5(a).
- b. \$: Total Lines 1(b), 2(b), 3(b), 4(b), and 5(b).
- c. %: Divide the total by *Cost Prior to Proposed Agreement*, Line 6(a).

7. Total Number of Represented Employees

Enter the total full-time equivalent (FTE) employees for the affected bargaining unit for each applicable year.

8. Total Compensation Cost for Average Employee

- a. Cost Prior to Proposed Agreement: Divide *Cost Prior to Proposed Agreement*, Line 6(a) by Prior Year FTE Employees, Line 7.
- b. \$: Divide *Total Compensation*, Line 6(b) by FTE employees, Line 7, for each applicable year.
- c. %: Divide *Total Compensation Cost for Average Employee*, Line 8(b) by *Cost Prior to Proposed Agreement*, Line 8(a).

Agenda Item 7.B.
November 14, 2018
Exhibit B

AGREEMENT

BETWEEN

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

AND

CHULA VISTA EDUCATORS

JULY 1, 2018 – JUNE 30, 2021

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ARTICLE 1. AGREEMENT

- 1.1 The Board of Education of the Chula Vista Elementary School District of San Diego County, State of California, hereinafter referred to as District, and Chula Vista Educators, a local chapter of the Chula Vista Teachers Association and the National Education Association, hereinafter referred to as the Association, agree as follows:

ARTICLE 2. RECOGNITION

- 2.1 The bargaining unit described pursuant to Chapter 10.7, Division 4 of Title I, Section 3545(b)(1), (2), and (3) of the Government Code excludes management employees, supervisory employees, and confidential employees. The Board recognizes Chula Vista Educators, a local chapter of the California Teachers Association, as the exclusive representative defined in Section 3540.1(e) of the Government Code for the employees in the representation unit composed of the following positions:

Adapted Physical Education Specialists	PAR Consulting Teachers
Counselors	Part-Time Program Support Employees
Educational Audiologist	Permit Teachers
Extended Year Special Education Teachers	Resource Teachers
Instrumental Music Teachers	Resource Specialists (Resource Spec Prog)
Transitional Kindergarten through Grade Six Teachers	Special Day Class Teachers
Language Arts Specialists	Special Opportunity Session Teachers
Language, Speech, and Hearing Specialists	Summer School/Intersession Teachers (pursuant to Article 11)
Librarians	Teachers on Special Assignment
Library Media Specialists	Nurses
Orientation and Mobility Specialists	

And excluding all other certificated positions not designated including:

Academy Directors	Supervisors
Administrators	Consultants
Assistants to the Superintendent	Coordinators
Assistant Superintendents	Day-to-Day Substitutes
Associate and Acting Principals	Directors
Interim Principals	Executive Directors
Child Development	Long-term Substitutes
	Non-contract Hourly Employees

Principals	Research and Evaluation
Program Specialists	Specialists
Project Specialists	Student Teachers
Psychologists	Substitute Teachers
Reading Recovery Specialists	Superintendent

2.2 The Board and Association agree that the composition of the bargaining unit is appropriate and that both parties to this agreement shall attempt to agree on the status for purposes of recognition, of any disputed newly created position or any disputed position in the unit as a result of a change in the job description. If the parties cannot agree, either or both parties may submit the dispute to PERB which is the proper agency to determine said dispute. Thereafter, should there be a decision by PERB regarding classification additions or deletions specific to the above bargaining unit listings, this section shall be amended to abide by that decision.

ARTICLE 3. DEFINITIONS

- 3.1 **“Agreement”** shall mean the collective negotiations contract entered herein between the Chula Vista Elementary School District and Chula Vista Educators.
- 3.2 **“Employee”** shall mean an employee of the Chula Vista Elementary School District who is included in the certificated employee bargaining unit specified by Article 2 Recognition, section 2.1.
- 3.3 **“Immediate Supervisor”** shall mean that member of the District management team, who is not included in the certificated bargaining unit specified by Article 2. Recognition, section 2.1, that has been designated by the District to have immediate jurisdiction over an employee and has been designated to adjust grievances.

ARTICLE 4. ORGANIZATIONAL SECURITY

- 4.1 **Association Rights**
 - 4.1.1 The Association shall have the right to reasonable use of buildings and facilities.
 - 4.1.2 The Association shall have the reasonable use of the District internal school mail system to distribute materials which emanate from the Association office for communication to its unit members provided that such materials include the name of the Association and date. Distribution of District materials shall have priority over distribution of organizational materials and shall be subject to the workload of the District mail delivery service. The Association is

responsible for the content of all information sent in the District mail, and ten (10) copies of the materials to be placed in employee mailboxes shall be provided to the Superintendent or designee. This last requirement of ten (10) copies shall not apply to individual correspondence intended for ten (10) or less employees in the District and/or which is intended for final distribution to ten (10) or less employees in the District. The District will maintain a mailbox from which the Association may pick up mail.

- 4.1.3 The District shall include the Association office on its Monday-Thursday mail run for pickup and delivery as long as the Association office is located within the boundaries of the Chula Vista Elementary School District.
- 4.1.4 The Association shall have the right to post notices of activities and matters of Association concern on a reasonable section of a designated bulletin board, at least one of which shall be provided in each school building in areas frequented by employees. The Association shall be responsible for the content of all its information posted on school bulletin boards.
- 4.1.5 Authorized Association representatives conducting Association business shall, upon arriving at a school site, report initially to the office of the principal to announce their presence and purpose. Normally such visits shall be scheduled only during the employee's duty-free lunch period or non-duty hours. The Association representative may request a visit with an employee during duty hours provided the visit does not interfere with assigned duties and the efficient operation of the school. Such visitation may be terminated by the principal if the employee's services are needed in case of emergency.
- 4.1.6 The Association shall have the right to distribute Association meeting agendas for Association meetings which are to follow a building site meeting. The time of distribution shall be prior to the start of the building site meeting and the burden and responsibility for the execution of this provision shall remain entirely with the Association. Association meetings can be held immediately following any school faculty meeting and at all other times during the duty day provided the instructional day has been completed and/or said meeting does not interfere with the operations of the school.
- 4.1.7 Names, addresses, telephone numbers and school email addresses of all District employees shall be provided to the extent

that such information is public knowledge and not confidential, to the Association upon written request to the Human Resources Office prior to August 15 (year-round school at a time determined by the Assistant Superintendent for Human Resources). An updated listing, not more than once each month shall be provided upon written request for each updated list.

4.1.8 The Association shall have reasonable opportunity to prepare and present a position in the event of any proposed policy change or new policy.

4.2 **Release Time for Association Business.** The Association shall have the right to receive released time without loss of compensation not to exceed twenty (20) days during a period of one (1) school year, for conducting business that is between the District and the Association.

4.2.1 **Method of release.** The District's released time request form signed by the President or designee of the Association must be submitted to the immediate supervisor of each specific individual to be released twenty-four (24) hours in advance of the requested released time. This requirement may be waived by the Superintendent or designee in special situations. The request shall be granted upon approval of the Superintendent or designee.

4.2.2 **Length of Released Time.** Released time must be taken in increments of no less than one-half ($\frac{1}{2}$) day per specified individual employee released.

4.2.3 **Designation of Released Persons.** The Association may specify the number of days and specific individual employees to be released within the number of days authorized.

4.3 **Professional Dues Deduction**

4.3.1 The right of payroll deduction for payment of organizational dues shall be accorded to the Association. Association members who currently have authorization cards on file need not be resolicited. Association dues, initiation fees, and general assessments, upon formal written request from the Association to the District, shall be increased or decreased without resolicitation and authorization from Association members under the terms set forth above and provisions of the Education Code Section 45060 and Government Code Section 3540.1(1)(2).

4.3.2 The District shall honor the terms of CVE/CTA/NEA written authorization for payroll deduction. These authorizations shall be

maintained by the CVE/CTA/NEA. The District shall process payroll dues deductions for all employees whom the union reports as having written authorizations. The Association may provide the employer with copies of the employees' authorization agreements, but is not required to do so unless there is a dispute about the existence or terms of the agreements.

Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues, fees, or assessments from the regular salary check of the employees each month for ten (10) months. Deductions for employees who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year. Payment of membership dues in one lump sum payment shall be made by October 10 of each school year or within forty-five (45) days of employment if employed during the school year.

- 4.3.3 The District agrees to promptly remit such monies to the Association along with an alphabetical list of Association members for whom such deductions have been made and any changes that may have occurred since the previous list.
- 4.3.4 Upon appropriate written authorization from an employee, the Board shall deduct from the salary of such employee and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Association and the Board.
- 4.3.5 Employees may have contributions to the CVE-PEC voluntarily deducted from their pay warrants upon delivery to the District of an appropriate payroll authorization form. Such contributions may be terminated at any time upon delivery to the District of an appropriate form.
- 4.3.6 The Association shall indemnify and hold the District harmless from any claims, demands, or lawsuits arising out of or from the maintenance of membership provisions contained in this Agreement.

4.4 Transmittal of Dues

- 4.4.1 With respect to all sums deducted by the District pursuant to Sections 4.3 for membership dues the District agrees to promptly remit such monies to the Association accompanied by an alphabetical list of employees for whom such deductions have been made and indicating any changes in personnel from the list

previously furnished. There shall be no charge to the Association or employee for processing of dues deductions.

4.4.2 The Association agrees to furnish any information needed by the District to fulfill the provisions of Section 4.3.

4.5 **New Employee Orientations**

The District shall hold yearly new employee orientations. The initial orientation shall be offered no later than the last week of August. Following a brief District introduction, CVE/CTA/NEA will be given the opportunity to make a presentation (including use of audio and video equipment if necessary) for thirty (30) to forty-five (45) minutes. CVE/CTA/NEA reserves the right to exclude management from its portion of the orientation session. A second orientation shall be held no later than the last week of January. The District and CVE will collaborate to determine the dates of the new employee orientation sessions each year. The orientation sessions shall take place on mutually agreed upon minimum days and times. Principals shall make every effort to provide coverage so that all new employees can attend. Employees who are unable to attend the first orientation, shall be eligible to attend the next orientation. The orientation shall not exceed the regular work day. Additionally, newly hired CVE/CTA/NEA bargaining unit members will be given CVE information in their employment packet. This provision is entered into pursuant to AB 119 and is comprehensive of CVE's right to access new employee orientations.

ARTICLE 5. DISTRICT RIGHTS

5.1 It is understood and agreed that the District retains all of its duties, powers, rights and authority to direct, manage and control to the full extent of the law such as determining its organization; directing the work of its employees, determining the time and hours of operation; determining those kinds and levels of services to be provided and the methods and means of providing them; establishing its educational policies, goals and objectives; ensuring the rights and educational opportunities of students; determining staffing patterns; determining the number and kinds of personnel required; maintaining the efficiency of District operations; determining methods of raising revenue; and taking action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, promote, lay off, terminate and discipline employees, except as otherwise provided in this Agreement or by law. The parties recognize that the Association may seek to negotiate the impacts and effects of employee layoffs or the impacts and effects concerning other matters outside the scope of representation, but the Association agrees that the District may act to implement its decisions on these matters when reasonably necessary

during any meeting and negotiating pending any final conclusion in negotiations.

- 5.2 The exercise of the foregoing powers, rights, authority, duties and responsibilities of the District adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the terms of this Agreement, and then only to the extent such terms are in conformance with law, and shall not be subject to the grievance procedure of this Agreement unless limited by the terms of this Agreement.
- 5.3 It is not the intention of the parties to allow the District to violate sections of the Education Code nor to treat this provision as an agreement reached under section 3543.2(b) and (c) of the Government Code in effect on January 1, 1982.
- 5.4 **Emergency Defined.** For purpose of understanding the term "Emergency" as used in District Rights, the parties agree that it shall be defined as an act of God, riot, flood, fire, civil disorder, national emergency and/or similar acts.
- 5.5 The District shall have the right to contract out unit work only for other than regular employment where service cannot be performed by a current employee or is precluded by availability, lack of expertise, or where the position is not regularly budgeted but is funded under a grant or restricted funds.

ARTICLE 6. CONSULTATION

- 6.1 The exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law. The right to consult on "educational objectives" includes changes that directly affect education in the classroom which would benefit from teacher input/consultation including, but not limited to, curriculum selection, assessments, report cards, professional development, and technology in the classroom. Nothing in this provision shall be construed to limit the right of the District to consult with any employee organization or anyone else on any matter outside the scope of representation.
- 6.2 **Procedures for Consultation Rights**
 - 6.2.1 The purpose of consultation meetings herein described is to provide the Association with a mechanism to consult on areas of interest specified in this article. It is not intended to diminish the Association's right to consult as specified in Government Code section 3543.2.

6.2.2 The Consultation Committee, with employee members selected by the Association and District members appointed by the District, shall meet as needed for consultation on matters set forth in this Article. Additional members may be invited by each party to provide expertise on particular subjects scheduled for consultation. It is understood, however, that the District may not unilaterally bring other members of the Association's bargaining unit to consultation

6.2.3 Nothing in this Article is intended to modify the District's right to conduct its normal business and activities in all areas of the curriculum as necessary to fulfill its goals. Up to four Consultation Committee members selected by the Association shall be provided one-half day released time to attend the standing monthly Consultation Committee meeting up to a maximum of ten (10) meetings per year. Additional Consultation Committee meetings shall be scheduled during the District business day.

6.2.4 The Consultation Committee may choose to establish subcommittees to deal with issues where appropriate District committees do not exist. Employee vacancies for consultation subcommittees shall be selected by the Association. The Association shall exclusively select or agree to a selection process of any bargaining unit members to participate in District committees related to consultation as defined in Article 6.1. However, the Special Education Task Force, covered in Article 47, shall have selection procedures set forth in Article 47.

It is the desire of both the Association and the District to elicit accurate input of teachers' opinions through the consultation process. In that spirit, it is further agreed that when the District seeks consultation from all members of the bargaining unit or all relevant members to a particular issue (e.g., all RSP teachers with respect to an RSP issue), either by way of a survey or invitation to a meeting in which all members have an equal opportunity in which to participate (e.g., LCAP stakeholder input meetings), the Association will find this to be a legitimate representative body and not seek to restrict the consultation to a smaller group. However, the Association would still maintain the right of consultation with respect to how this body should be consulted (e.g., the framing of the survey questions, or the number, location, and time of the meetings.)

6.2.5 The Association president or designee may attend any meetings of the Consultation Committee or consultation subcommittees

(and other District Committees on which employees serve) which were established to discuss issues specified in this Article. The Association President shall be provided with advance notification of these meetings, as well as any Districtwide surveys or Districtwide data collection solicited from unit members concerning the subjects of consultation.

- 6.2.6 Every effort shall be made to provide the Association with reasonable information regarding subjects under consultation.
- 6.2.7 An Association statement can, upon request by the Association, be attached by the District to the material which is sent to the Board of Education regarding the agenda item which has been, is, or may be under consideration.
- 6.2.8 Professional Development will be a subject of consultation as it relates to educational objectives, curriculum and course content and use of adopted texts and materials including assessments. The association retains all rights to negotiate Professional Development as granted in the EERA under scope.
 - a. Teachers will be provided access and training on new technology to serve their students' needs.

ARTICLE 7. GRIEVANCE PROCEDURE

7.1 Definitions

- 7.1.1 A **“grievance”** is a written claim that there has been a violation, misinterpretation, or misapplication of the Agreement which adversely affects the grievant.
- 7.1.2 A **“grievant”** is an employee or the Association making the claim.
- 7.1.3 **“Duty Day”** is a day when schools in the District are in session, excluding Saturdays, Sundays, and Summer Session.
- 7.1.4 **“Party in Interest”** is a person or the persons making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

7.2 Purpose

- 7.2.1 The purpose of this grievance procedure is to secure, at the administrative level closest to the grievant, solutions to problems which may arise from time to time. The parties agree that confidentiality at any level should be maintained.

7.2.2 Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximums and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.

7.2.3 In the event a grievance is filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, the time limits set forth herein may be reduced by mutual agreement, so that the procedure may be completed prior to the end of the school year, or as soon as is practicable, in order to assure the rights of the grievant.

7.3 Procedure

7.3.1 **Informal Level.** The grievant will first discuss the grievance with the appropriate principal or immediate supervisor with the object of resolving the matter informally. The parties agree that even though a grievance claim is not written at this "Informal Level," it shall nonetheless be considered a grievance if it conforms to the other requirements in 7.1.1.

7.3.2 **Level I – School Principal/Immediate Supervisor.** If the grievance is not settled during the informal step and the grievant wishes to formally grieve the matter, he or she shall present the grievance in writing on the appropriate form (Appendix A) to the principal or supervisor. A grievance shall be filed as soon as possible; however, it must be filed within thirty-five (35) duty days after the act or omission being grieved occurred. The written grievance shall contain the following information:

- a. A concise description of the grievance including necessary names, dates, and places.
- b. A listing of the provision(s) of this Agreement which are alleged to have been violated, misapplied, or misinterpreted.
- c. A statement of the principal's or supervisor's decision.
- d. A listing of specific remedy sought.

7.3.3 Within six (6) duty days following receipt of the grievance, the principal or supervisor shall meet with the grievant and an Association representative, if requested by the grievant or the Association. The principal or supervisor shall, within six (6) duty

days after meeting with the grievant, render a written decision and the reasons therefore, in writing, to the grievant and the Association.

7.3.4 Level II – Superintendent’s Designee

- a. If the grievant is not satisfied with the disposition of the grievance at Level I, the grievant may forward the written grievance to the Superintendent’s designee and the Association within ten (10) duty days after the decision at Level I.
- b. Within six (6) duty days after receipt of the written grievance by the Superintendent’s designee, he or she shall meet with the grievant and the Association representative in an effort to resolve the grievance. The designee may have a representative at such meeting. The written grievance shall contain the same information as provided in Level I with the addition of a copy of the decision rendered at Level I.
- c. The Superintendent’s designee shall, within six (6) duty days after meeting the grievant, render a written decision and the reasons therefore, in writing, to the grievant and the Association.
- d. The Association may initiate a grievance at Level II if the grievance affects unit members assigned more than one (1) site.

7.3.5 Nothing in these procedures shall be construed as prohibiting the mediation of a grievance which is filed at Level III, if mediation and the mediator are mutually agreed to by and between the District and the Association.

7.3.6 Level III – Arbitration. If the Association decides to appeal the grievance to arbitration, the Association shall file a written notification to the Superintendent within thirty-five (35) duty days following receipt of the Level II decision of the Superintendent’s designee or at the end of the mediation process. The parties may attempt to select a mutually acceptable arbitrator; however, should the parties be unable to agree on an arbitrator within ten (10) duty days of the Association’s appeal to arbitration, submission of the grievance shall be made by the Association to the American Arbitration Association or the State Mediation and Conciliation Service.

- 7.3.7 In any event, the parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator, and the arbitrator shall proceed under the Voluntary Labor Arbitration Rules of said Association. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after he or she has had the opportunity to hear the merits of the grievance; however, no party in interest shall be permitted to assert any evidence before the arbitrator which was not previously disclosed to the other party. The arbitrator shall consider only those issues raised by the parties in interest. No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the thirty-five (35) day period for filing a written grievance specified in Level I of this grievance procedure. The arbitrator shall have no power to render an award in any grievance arising before the effective date or after the expiration date of this Agreement.
- 7.3.8 The arbitrator's decision will be in writing and will set forth to all parties his findings of fact, reasoning and conclusions on the issues submitted. The arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law or which is in violation of the terms of this Agreement. The arbitrator will have no power to add to, subtract from, or modify the terms of this Agreement, or the written policies, rules, regulations, and procedures of the District. The decision of the arbitrator shall be binding.
- 7.3.9 All costs for the services of the arbitrator, including but not limited to, per diem expenses, travel and subsistence expenses, will be borne equally by the Board and the Association. Odd numbered arbitration grievance hearings shall be held at the District office. Even numbered arbitration hearings shall be held at the Association office. The hearing room requirements may be waived by mutual agreement of the parties. All other costs will be borne by the party incurring them. It is agreed that an arbitrator, whenever possible, shall be selected from the Southern California area.

7.4 Rights of Employees to Representation

- 7.4.1 No reprisals of any kind will be taken by the District or representatives of the District against any grievant, any party in interest, any member of the Association, or any other participant in the grievance procedure by reason of such participation.

7.4.2 An employee may be represented at all stages of the grievance procedure by himself or herself or at his or her option, with a representative selected by the Association. If an employee is not represented by the Association or its representative, the Association shall have the opportunity to be present and to state its views at all stages of the grievance procedure.

7.5 **Miscellaneous**

7.5.1 If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the grievant may submit such grievance in writing to the Superintendent's designee and the Association directly, and the processing of such grievance will be commenced at Level II.

7.5.2 Any grievance not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the decision given in the preceding level.

7.5.3 The District may have other management representatives present at any level of the grievance procedure.

7.5.4 Forms for filing grievances shall be prepared jointly by the District and the Association. The costs of preparing such forms shall be borne by the District.

7.6 **Released Time for Processing Grievances**

7.6.1 The District agrees to provide reasonable periods of released time with pay to the grievant for the purpose of processing grievances; however, every effort will be made to process grievances at times other than during the instructional day.

7.6.2 The District shall provide and pay for a substitute while the employee is appealing in grievance hearings required during the regular school day.

ARTICLE 8. HOURS

8.1 The hours of employment for employees shall include the minimum number of instructional minutes specified in the California Education Code.

8.2 The school day may be scheduled by the school site provided, however, that it cannot exceed a seven-hour work day, cannot have less than thirty

(30) minutes of preparation time, and except as set out below must have a forty-five (45) minute period for lunch time.

- 8.2.1 A school site may modify the contractually agreed upon day as set out in 8.2 if approved by the Board of Education and CVE.
- 8.3. Employees shall have a forty-five (45) minute duty-free lunch period, except for the purpose of walking their classes to the lunch area.
- 8.4 Employees may be asked to furnish a reasonable amount of time outside the regular instructional day to provide for a reasonable number of meetings, parent conferences, and no more than two (2) required evening school programs (e.g., "Back to School Night," "Open House Night," Literacy Night," etc.) per year. Employee participation in each event need not exceed two and a half hours (2½). Employees may voluntarily participate in additional events.
- 8.5 Necessary school supervision time must be shared as equally as practical given other school responsibilities and taken within the seven-hour day.
- 8.6 A school site may modify hours (including rainy day schedules) in a way designed to serve the interests of the students at that site. However, on rainy day schedules, employees are entitled to a minimum of thirty (30) minutes for a duty-free lunch period.
- 8.7 The opening school day of each new school year shall be a minimum day for individual classroom preparation, free from staff meetings or professional development. This day does not count as one (1) of the days as outlined in Article 8.14.
- 8.8 Child care teachers may be required to work an eight (8) hour day.
- 8.9 Employees will remain on site until the safety of the students under their supervision is insured.
- 8.10 Summer school employees are expected to be on site four and one-half (4½) hours each day.
- 8.11 Kindergarten scheduling is subject to site level modification (jointly agreed upon between the administration and all teachers on site).
- 8.12 Each school site is given the discretion to set or modify a school schedule. The principal and the certificated staff will first discuss the situation at a staff meeting allowing for teacher input and agreement upon a mechanism for decision-making. The concept of site-based determination of hours and composition of the workday is flexible enough to allow for either the entire

staff and the principal or a joint committee of staff and the principal to set or modify a schedule.

8.13. No staff or professional development meetings may be held during parent conference weeks, except in circumstances where the immediate health or safety of students or staff is impacted.

8.14 Half of the total time of the five student-free duty days in the regular contract (185 days) will be used for individual classroom preparation.

Three minimum days will be scheduled per quarter for individual classroom preparation, free from staff meetings or professional development.

Two additional minimum days will be set aside per semester; one for individual classroom preparation, and one for staff development regarding a Districtwide initiative agreed upon through consultation. The additional teacher preparation minimum days shall be scheduled during the second and third quarters.

8.15 Both CVE and the District understand the importance of including teacher input prior to adopting Districtwide curriculum.

1. CVE will have an opportunity to provide input prior to the adoption and implementation of Districtwide curriculum. (Article 6 Consultation)
2. Teachers at individual school sites will have an opportunity to provide input prior to the implementation of school-wide programs.

CVE and the District agree that workload expectations should be reasonable. In the event that CVE believes that members have been subject to unreasonable expectations regarding hours by an administrator, CVE should bring that information to the attention of the Assistant Superintendent of Human Resources. The Assistant Superintendent will investigate the claim and have the authority to settle the matter. If CVE is dissatisfied with the decision, it shall have the right to submit an appeal to the Superintendent who shall also have authority to settle the matter. If CVE is dissatisfied with the decision, it shall have the right to submit an appeal to the Board which could include a conference with the Board in closed session. The Board shall have the authority to hire an outside entity to investigate CVE's claim and issue an advisory to the Board, which the Board may use in making their final decision. The Board's decision shall be final.

The decision of the Board as to whether the work demands are reasonable is not subject to Article 7, Grievance Procedure. However, a failure to follow the process of 8.15 is subject to Article 7, Grievance Procedure. Work

limitations covered by Article 8.1 through 8.14 remain subject to Article 7, Grievance Procedure.

ARTICLE 9. CALENDAR

- 9.1 The work year for employees shall be 185 days in which there shall be 180 pupil-teaching days.
- 9.2 The District shall establish and publish to employees a calendar consistent with the provisions of this Article.
- 9.2.1 The following shall be identified in the calendar as nonpaid holidays for employees and shall be scheduled in future years to conform, where possible, to the following pattern:
- | | |
|-----------------------------------|---|
| New Year's Day | January 1 |
| Martin Luther King, Jr. Day | 3 rd Monday in January |
| Lincoln Day | 2 nd Friday in February |
| Washington Day | 3 rd Monday in February |
| Cesar Chavez Day | Last Friday in March |
| Memorial Day | Last Monday in May |
| Independence Day | July 4 |
| Labor Day | 1 st Monday in September |
| Veterans' Day | November 11 |
| Thanksgiving Day | Thursday in November
Proclaimed by President |
| Christmas Day | December 25 |
- 9.2.2 The Friday immediately following Thanksgiving Day shall be declared a non-paid holiday.
- 9.2.3 When any of the holidays listed in 9.2.1 of this Article fall on Sunday, the holiday shall be declared on the following Monday. When any of the holidays listed in 9.2.1 fall on Saturday, the holiday shall be declared on the preceding Friday.
- 9.3 Any substantial deviation from section 9.2 shall be brought to the attention of the Association prior to implementation and shall be subject to bargaining if the Association so requests.
- 9.4 Article 52.1.5 shall apply to employees who mutually agree to an extended work year.

ARTICLE 10. CLASS SIZE

- 10.1 **District Average.** The District shall maintain a District-wide average class at less than thirty (30) pupils. The Districtwide class size is determined by dividing the total District regular K-6 enrollment by the number of teacher equivalencies assigned to all schools in the District.
- 10.2 **Building Average.** Building Class Size is determined by dividing the total regular K-6 enrollment at the school by the number of teacher equivalencies assigned to the school. When an individual building class size average deviates from the budgeted class size by two (2) or more pupils, enrollment adjustment procedures may include, but need not be limited to additional positions; authorizing reduction in force transfers; and transferring pupils between schools.
- 10.3 **Individual Class Size**
- 10.3.1 The Association and the District agree that there is a maximum class size of thirty-one (31) pupils per class.
- 10.3.2 The Chula Vista Educators and the Chula Vista Elementary School District agree to allow the placement of a thirty-second (32nd) child in an individual classroom for up to three (3) days in order for adjustment procedures to be processed. These procedures may include reorganizing one or more classes, transferring pupils between schools, etc.
- 10.3.3 Each individual classroom shall not receive a thirty-second (32nd) child as per 10.3.2 more than once each semester (half-year).
- 10.4 The District may deviate from the above maximum individual class size for the first two (2) weeks of any school year.
- 10.5 The District will comply with legal requirements for staffing special education programs.
- 10.6 Resource Specialist teacher class load shall conform to the requirements of the California Master Plan for Special Education. The plan currently specifies an average of twenty-four (24) pupils and a maximum of twenty-eight (28) pupils. Students on a thirty-day (30) placement with a current IEP will count as part of the Resource Specialist teachers' class load.
- 10.7 **Upper Grade Support and Dual Immersion Support.** At each school site, a committee, which includes a CVE representative along with other staff members, shall generate a plan to address upper grade and Dual Immersion working condition issues related to class size and inherent workload. The plan generated by the committee shall be documented in the single site plan.

ARTICLE 11.
SUMMER SCHOOL/INTERSESSION/EXTENDED SCHOOL
YEAR/EXTENDED DAY

- 11.1 Employees who also teach in summer school/intersession/extended school year shall be considered unit members if under contract the preceding or current school year.
- 11.2 Articles 16, 20, 21, 25, 33, and 45 shall not apply to employees employed in the summer school/intersession/extended school year program. Article 52 shall apply only to employees who are classified as temporary, probationary or permanent in the immediately preceding regular school year.
- 11.3 The salary schedule shall be included in Appendix F of this Agreement.
- 11.4 Summer school/intersession/extended school year employees shall be selected in accordance with the following process:
 - 11.4.1 There shall be an initial posting of positions prior to the applicable session with no requirement to repost for any vacancy, which may arise during the session. Such posting shall have a closing date that is no sooner than ten (10) working days subsequent to the date of the posting.
 - 11.4.2 A unit member desiring to fill a summer school position shall submit a completed application per the summer school posting to the Department of Human Resources by the date specified on the posting.
 - 11.4.3 Subsequent to the closing date specified in the posting, representatives of the Association and the District shall jointly conduct a random lottery from the names submitted in response to the posting. This lottery shall determine the order by which the unit member is assigned to a vacancy. This is based on the site/grade level preference indicated by the teacher on the completed application. The applicant must meet all requirements as outlined in the posting.
 - 11.4.4 The parties understand and agree the District may select non-unit personnel to fill any remaining summer school and S.O.S. positions which exist following the application of 11.4.2 and 11.4.3.

- 11.5 Unit members currently assigned to the site at which an intersession or extended school year program is to operate, shall be given first consideration for filling positions. Unit members at the respective school site shall be informed of the scheduled program and have a reasonable opportunity to express interest in filling the position to the site principal in writing. Such positions shall be posted district-wide in circumstances when insufficient numbers of unit members are available at the school site to meet staffing needs. The selection process for these site-based programs shall be determined by the individual school site committee responsible for development of the program, whether the selection is among members at the site or recruited from Districtwide postings.
- 11.6 Sick leave may be used but shall not accrue during summer school/intersession/extended school year employment.
- 11.7 The employment of summer school/intersession/extended school year employees shall be based on projected enrollment. Employees can be released if the enrollment does not warrant the number of teachers employed. The site administrator will determine the students' needs in identifying the release of any employee contracted to work summer school/intersession/extended school year. When selecting or releasing employees, the site administrator will consider employee qualifications, including credentials, specialized credentials, specialized training, specialized experience, and length of service. In the event two or more employees have equal qualifications, the employee with greater length of service shall be selected or retained. In addition, employees to be released shall be paid for the day(s) worked plus one day.
- 11.8 The District may enroll up to thirty-five (35) students in a summer school/intersession/extended school year class provided, however, that the District will take immediate steps to insure that no more than thirty-one (31) students are in attendance in any class.
- 11.9 Site based supplemental instruction programs shall be paid no less than ninety percent (90%) of Step 1, Class 1 as set out on the Summer School and Extended Year Teachers' Salary Schedule. Current rates for supplemental instruction programs higher than the above rate shall not be reduced.
- 11.10 Extended Day programs are included in this article as supplemental instruction programs. As such, the provisions for selection of teachers will follow Article 11.5.

ARTICLE 12. VACANT

ARTICLE 13. PEER ASSISTANCE AND PEER REVIEW (PAR)

The Chula Vista Educators and the Chula Vista Elementary School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance.

13.1 Joint Committee (JC)

- 13.1.1 The Joint Committee shall consist of five (5) members, three (3) of whom shall be designated by CVE. The District shall designate the remaining two members of the Joint Committee who shall be administrators in the CVESD.
- 13.1.2 The Joint Committee shall establish its own meeting schedule. To meet, four (4) of the five (5) members of the Joint Committee must be present. Such meetings shall take place during the regular teacher workday. Teachers who are members of the Joint Committee shall be released from regular duties to attend meetings when deemed necessary by the Joint Committee, without loss of pay or benefits. If, in carrying out their responsibilities as members of the Joint Committee, teachers find it necessary to work beyond their regular workday or work year, they shall be compensated at the unit member's pro rata hourly rate of pay not to exceed \$4,000.00 per person in any one fiscal year. Compensation for Joint Committee members shall not be considered an administrative expense but direct services for the operation of the program.
- 13.1.3 The Joint Committee shall be responsible for the following:
- (1) Ensuring expenditures for the PAR program shall not exceed the funds received from the state for the PAR program.
 - (2) Developing and administering the annual budget for the expenditure of funds allocated by The State for the PAR program in accordance with the District budget development process.
 - (3) Providing annual training for the Joint Committee members.

- (4) Establishing its own rules of procedure, including the method for the selection of a Chairperson.
- (5) Selecting the panel of Consulting Teachers.
- (6) Selecting trainers and/or training providers.
- (7) Providing training for Consulting Teachers prior to the Consulting Teacher's participation in the program.
- (8) Sending written notification of participation in the PAR program to the Referred Participating Teacher, the Consulting Teacher and the site principal.
- (9) Making available a list from the panel of Consulting Teachers for selection by the Participating Teacher.
- (10) Determining a reasonable and appropriate caseload for Consulting Teachers.
- (11) Adopting Rules and Procedures to effect the provisions of this Article. Said Rules and Procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the Agreement will prevail.
- (12) Distributing a copy of the adopted Rules and Procedures to all bargaining unit members and administrators after the initial adoption of such.
- (13) Establishing a procedure for application as a Consulting Teacher.
- (14) Determining the number of Consulting Teachers in any school year based upon participation in the PAR Program, the budget available and other relevant considerations, including the needs of the BTSA program.
- (15) Reviewing the final report prepared by the Consulting Teacher and making recommendations to the Governing Board regarding the Referred Participating Teacher's progress in the PAR Program including providing names of participants not able to demonstrate satisfactory improvement after receiving sustained assistance.

(16) Evaluating annually the impact of the PAR program in order to improve the program with recommendations to the bargaining teams.

13.1.4 All proceedings and materials related to evaluations, reports and other personnel matters shall be confidential. Therefore, Joint Committee members and Consulting Teachers may disclose such information only as necessary to administer this Article. It is intended that any information provided to the evaluator is necessary for the administration of this Article.

13.1.5 Decisions of The PAR Council will be made utilizing a consensus model. In the absence of consensus, decisions shall be made by a majority vote of the committee members present.

13.2 Participating Teachers (PT)

13.2.1 Effective July 1, 2016, a Referred Participating Teacher is a teacher with permanent or probationary status who receives assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance as a result of a rating of "unsatisfactory" in Sections 1, 2, 3, or 4 on Form E-2 (CVESD Summary Evaluation Report).

13.2.2 A Volunteer Participating Teacher is a teacher with permanent, probationary, or temporary status who volunteers to participate in the PAR program. The purpose of participation in the PAR Program for the Volunteer Participating Teacher is for peer assistance only and the Consulting Teacher shall not participate in a performance review of the Volunteer Participating Teacher. The Volunteer PT may terminate his or her participation in the PAR Program at any time.

13.2.3 A Referred Participating Teacher may select his or her Consulting Teacher from a list of Consulting Teachers made available by the Joint Committee. The Joint Committee may assign a different Consulting Teacher to work with the Participating Teacher at any time during the process when requested to do so by the Participating Teacher or the Consulting Teacher.

13.2.4 All communication between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential, and without the written consent of the Volunteer, shall not be shared with others, including the site principal, the evaluator, or the Joint Committee, nor be placed in the employee's personnel file.

- 13.2.5 A Referred Participating Teacher has the right to be represented throughout these procedures by the Association representative of his or her choice.

13.3 Consulting Teachers (CT)

- 13.3.1 A Consulting Teacher is a teacher who provides assistance to a Participating Teacher pursuant to the PAR Program. The qualifications for the Consulting Teacher shall be:

- (1) A credentialed classroom teacher with permanent status.
- (2) Substantial recent experience in classroom instruction.
- (3) Shall demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- (4) A minimum of six years' experience as a classroom teacher; three years' experience in the District.

- 13.3.2 In filling a position of Consulting Teacher, each applicant is required to submit three confidential references from individuals with specific knowledge of his or her expertise, as follows:

- (1) A confidential reference from a building principal or immediate supervisor.
- (2) A confidential reference from another classroom teacher.
- (3) A confidential reference from any other individual of the unit member's choice.

All applications and references shall be treated with confidentiality.

- 13.3.3 Consulting Teachers shall be selected by a majority vote of the Joint Committee following classroom observations by the Joint Committee.

- 13.3.4 A Consulting Teacher shall be provided release time as designated by the Joint Committee. The term of the Consulting Teacher shall be three (3) years, and may be reappointed. A

teacher may not be appointed to an administrative position in the District while serving as a Consulting Teacher.

- 13.3.5 Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions. The Consulting Teacher shall continue all rights of bargaining unit members.
- 13.3.6 In addition to the regular salary, a Consulting Teacher shall receive compensation as determined by the Joint Committee.
- 13.3.7 Upon completion of his or her service as a full time released Consulting Teacher, a teacher shall have the right to return to his or her previous school site in a similar assignment, upon request. Otherwise the teacher shall be returned to a regular assignment in accordance with the Transfer article of this Agreement.
- 13.3.8 Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the Participating Teacher.
- 13.3.9 At the request of Consulting Teacher, the Joint Committee shall consider an appeal to reduce the caseload of that Consulting Teacher based on considerations that include, but are not limited to, the need to provide additional support to Participating Teachers assigned to that individual and budget priorities.
- 13.3.10 After the Consulting Teacher has been designated, he or she shall meet with the Referred Participating Teacher and the Participating Teacher's evaluator to discuss the basis for the unsatisfactory performance as well as assistance and recommendations previously made for the teacher by the evaluator. Thereafter, the Consulting Teacher shall maintain a cooperative relationship with the evaluator.
- 13.3.11 After consulting with the evaluator, the Consulting Teacher shall meet with the Referred Participating Teacher to discuss the PAR Program, to establish performance goals, develop a mutually agreed upon assistance plan and develop a process for determining successful completion of the PAR Program. A copy of the assistance plan, including performance goals, shall be given to the Evaluator.

- 13.3.12 The Consulting Teacher shall conduct multiple observations of the Participating Teacher during classroom instruction, and shall have both pre-observation and post-observation conferences.
- 13.3.13 The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and shall provide, at a minimum, quarterly written reports to the Referred Participating Teacher and Joint Committee for discussion and review.
- 13.3.14 A Referred Participating Teacher may, at any time, make a request to the Joint Committee for specific forms of additional peer assistance that the individual feels is necessary to make progress toward the identified goals. This request may include, but is not limited to, assistance from a different Consulting Teacher, or additional time with the designated Consulting Teacher. The Joint Committee has the sole authority to grant or deny such a request.
- 13.3.15 The Consulting Teacher shall continue to provide assistance to the Referred Participating Teacher until he or she concludes that the teaching performance of the Participating Teacher is satisfactory, or that further assistance will not be productive. At such time, the Consulting Teacher shall make a written report to the Joint Committee regarding the progress of the Referred Participating Teacher's progress toward the identified objectives.

A copy of the Consulting Teacher's report shall be submitted to and discussed with the Referred Participating Teacher to receive his or her input and signature before it is submitted to the Joint Committee. The Participating Teacher's signing of the report does not necessarily mean agreement, but rather that he or she has received a copy of the report. The Consulting Teacher shall submit a final report to the Joint Committee.

The Referred Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report. The Referred Participating Teacher shall also have the right to request a meeting with the Joint Committee, and to be represented at this meeting by the Association representative of his or her choice.

- 13.3.16 The results of the Referred Participating Teacher's participation in the PAR Program shall be made available for placement in his or her personnel file, and may be used in the evaluation of The Referred Participating Teacher.

13.4 Miscellaneous Provisions

- 13.4.1 All procedural elements of this Article shall be subject to the grievance provisions of the Agreement. Decisions of the Joint Committee shall not be subject to the grievance provisions of the Agreement.
- 13.4.2 The District agrees to indemnify and provide a defense for teacher representatives of the Joint Committee and Consulting Teachers against any claims, causes of action, damages, administrative proceedings or any other litigation arising from their participation in Peer Assistance and Peer Review except for grievances.

ARTICLE 14. SAFETY

- 14.1 An employee shall not be required to engage in any activity that could reasonably be deemed hazardous to life or limb. When conditions seriously threaten bodily harm, the employee should report these conditions to the District as soon as possible. If requested, the employee shall follow up with a written report.
- 14.2 An employee may suspend any pupil from the employee's class for any of the acts enumerated in Education Code section 48900 for the day of suspension and the day following. The employee shall report immediately the suspension to the principal of the school and send the pupil to the principal or designee for appropriate action. Pursuant to Education Code 48910, as soon as possible, the employee shall ask the parent or guardian or the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the employee or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the employee of the class and the principal as indicated by Education Code section 48910. A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this provision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.
- 14.3 When the safety of the employee is threatened, physical restraint may be used as is reasonable under the circumstances to protect the employee from assault. When physical restraint is used, the employee shall notify the immediate supervisor immediately.
- 14.4 Employees shall, as soon as reasonably possible, report cases of assault suffered by them in connection with their employment to their immediate

supervisor. The employee and his or her immediate supervisor shall report to the appropriate law enforcement authorities the incident. The employee may request in writing reasonable and non-confidential information in the possession of the District relating to the incident or persons involved. The District shall act reasonably, in an appropriate manner, on the request for the information.

- 14.5 The provisions of this Article shall apply to District authorized activities (such as a field trip) where the employee is assigned duty and such duty involves student contact.
- 14.6 The Board shall insure against the personal liability of members of the bargaining unit for damages resulting from death or injury to a person or damage to property caused by the negligent act or omission of the employee when acting in the scope of this or her office of employment. Such insurance shall be maintained in the amount of one million dollars (\$1,000,000). Employees shall be entitled to all expenses incident in litigation of resulting damage suits as set forth in the conditions of the insurance policy.
- 14.7 All affected employees shall be notified by the District of the violent behavior of any student assigned, or being assigned to them immediately upon assignment or knowledge of the behavior.
- 14.8 Specialized health care services for students will be done by employees only if the school nurse or other authorized employees are unavailable and the individual employee has completed District training in that service. This performance shall be considered by the District as within the scope of employment for indemnification purposes. Training in these health services shall be provided by the District to employees at no cost to the employees. Said training shall either be during the employee workday or remunerated at the rate of pay established for workshop participants.
- 14.9 No employee shall be required to lift a student without the assistance of another employee or a Hoyer lift or other similar device.
- 14.10 The District will make every reasonable effort to be within the guidelines as contained in the Asbestos Emergency Response Act of 1986.

ARTICLE 15. SICK LEAVE

- 15.1 Employees shall earn one (1) day of sick leave for each calendar month of service up to a maximum of ten (10), during each fiscal year for use if absent from duty because of illness or injury to the employee or his or her family member defined as follows: the employee's parent, child, spouse, grandparent, grandchild, and sibling as defined by the California Labor

Code, and including registered and unregistered domestic partners and any relative who has established legal residency at the same address as the employee. The unused portion of sick leave days shall accumulate from year to year. A part-time employee on a regular basis shall be entitled to a prorated amount of such sick leave.

- 15.2 During each school year, when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties as a result of illness or accident to the unit member or his or her family member for an additional period of five school months or less, he or she shall receive 50 percent of his or her regular salary during the period of such absence. The sick leave, including accumulated sick leave and the five-month period, shall run consecutively. For purposes of Article 15.2, family member shall be defined as the employee's parent, child, spouse, and registered or unregistered domestic partner.

For purposes of calculating the five school month period referenced above, the month of June shall not be considered part of that five-month calculation, but all other eleven months will be part of that calculation for all bargaining unit members except those on a modernization calendar. For example, a bargaining unit member whose sick leave, including accumulated sick leave, expired on February 5, would continue to receive 50 percent sick leave pay until, and including, August 5 (five full school months not counting June). For bargaining unit members serving at schools on modernization calendars, June and July shall not be considered part of that five-month calculation, but the remaining ten months will be part of that calculation.

After the exhaustion of accumulated and current year sick leave, a unit member if eligible may be entitled to catastrophic leave which if granted shall be coordinated with the five school month leave to allow for no more than full pay. The actual amount a unit member receives may also include the group salary protection as set out in 51.4 of this agreement which provides for 75% pay for a period of one year from the date 100% pay stops.

A unit member is entitled to only one five school month period for an illness or accident, but may use the entire five school month period, even if it bridges fiscal years.

After the exhaustion of all available leaves, provided that the unit member is still medically unable to return, the unit member will be placed on a 24-month reemployment list if probationary or a 39-month reemployment list if permanent.

- 15.3 An employee reporting illness as the reason for absence may be notified that a doctor's certificate may be required for any future absences where the District suspects there is an abuse of this provision.
- 15.4 Any employee may access and review their unused earned full-salary sick leave and personal necessity leave through an online database. An employee may also request a written report of the information described in this paragraph.
- 15.5 Any employee who is employed for a full school year and maintains perfect attendance without use of any sick leave or absence as specified in this Agreement shall earn and receive one (1) additional sick leave day following the last day in each school year in which eligibility is established.

Donation to the Catastrophic Leave Bank will not be counted against perfect attendance qualifications.

- 15.6 The District shall require that the employee provide written verification by a physician of either the employee's inability to return to work duties or the employee's family member's incapacity and need for care if the employee has been on sick leave for ten (10) or more consecutive days. The District shall require different written verification for an employee who has objections to the use of medical doctors.
- 15.7 So long as a unit member is receiving some form of District paid leave, including catastrophic leave, regardless of the percentage level of pay, the unit member shall continue to receive the monthly maximum contribution of health care as specified in Article 51.1.1. The unit member will continue to receive such monthly maximum contribution of health care until the end of the month on which his or her last day of paid leave falls.

ARTICLE 16. HEALTH REHABILITATION LEAVE

- 16.1 When all paid sick leave of absence has been exhausted by a certificated employee, the employee, at his or her written request, may be placed on a health leave of absence without pay. Verification of such illness or disability must be provided by a licensed physician. Such leave may be granted for one (1) year only, but may be extended for a maximum of one (1) additional year. Reassignment for such employees will be granted when a written application is submitted and is accompanied by evidence of full health recovery; a vacancy exists within such employee's certification; or the employee has the ability to meet current employment standards.
- 16.2 If an employee who was classified as a permanent employee is reassigned within a thirty-nine (39) month period after his or her last day of paid service,

the District shall restore all rights, benefits and responsibilities of a permanent employee as provided by law.

SPECIAL NOTE: Refer to Article 54 for Catastrophic Leave Bank.

ARTICLE 17. PERSONAL NECESSITY COMPELLING PERSONAL IMPORTANCE LEAVE

17.1 Personal Necessity

17.1.1 Personal necessity leave shall be granted with pay. When possible, application shall be made prior to leave. Forms for such leave shall be mutually agreed upon and placed in the appendix for the duration of this Agreement (Appendix C).

17.1.2 Entitlement to three (3) days of personal necessity leave accrues to each employee annually. The unused portion shall accumulate to ten (10) days. Part-time employees shall be entitled to a prorated amount of such leave.

17.1.3 In any year, a maximum of ten (10) earned and unused days may be used for personal necessity.

17.2 Compelling Personal Importance

17.2.1 Each employee who has completed three (3) years of service with the District is entitled to use one (1) day leave for personal business if it is beyond the ability of the employee to schedule outside of working hours.

17.2.2 This leave may be accumulated to a limit of three (3) days.

17.2.3 This leave is deducted from personal necessity leave.

17.3 Sick Leave Usage

17.3.1 Six (6) days of sick leave may also be used for personal necessity leave at the discretion of the employee.

17.3.2 To the extent that sick leave is used for personal necessity leave, the ten (10) day maximum Article 17.1.3 is limited proportionately. This limitation in no way alters accrued personal necessity leave.

17.4 **Additional Days**

- 17.4.1 Employees may request additional days of personal necessity leave.
 - 17.4.2 These days shall be without pay.
 - 17.4.3 Application will be made prior to leave.
 - 17.4.4 Leave without pay may be approved at the discretion of the Superintendent or designee.
- 17.5 Employees may request, by phone, the appropriate office of the District to give an audit of earned and unused days applicable to this provision.
- 17.6. Employees may request a reduction in contract for personal reasons.
- 17.6.1 These days shall be without pay.
 - 17.6.2 Application shall be made on the appropriate form (Appendix D) prior to the reduction.
- 17.7 A reduction in contract may be granted for up to twenty (20) working days.
- 17.8 A reduction in contract may be approved at the discretion of the unit member's immediate supervisor and the Superintendent or designee.
- 17.9 The District shall notify the Association when a reduction in contract has been approved which would result in a change in the deduction of dues of the affected employee.

ARTICLE 18. BEREAVEMENT LEAVE

- 18.1 In the event of the death of any member of the employee's immediate family (mother, mother-in-law, father, father-in-law, grandmother, grandfather, or grandchild of the employee, or of the spouse or registered or unregistered domestic partner of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee or of the spouse of the employee or registered or unregistered domestic partner of the employee, [or step-mother, step-father, step-brother, step-sister of the employee or spouse of the employee or registered or unregistered domestic partner of the employee], registered or unregistered domestic partners or any relative living in the immediate household of the employee), the employee shall be granted leave of absence with pay, not to exceed three (3) days, or five (5) days if in excess of two hundred (200) miles of one-way travel is required. An extension of these time limits or an inclusion of other

members of the immediate family may be granted at the discretion of the Superintendent or designee. The administration shall be notified prior to each leave unless extenuating circumstances prevent such timely notification, in which case the responsibility for notification shall remain with the employee.

- 18.2 In cases involving a long-established personal relationship between a unit member and an individual residing within the same household, bereavement leave may be granted at the discretion of the District.

ARTICLE 19. CHILDBEARING LEAVE

Employees are entitled to use sick leave for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom on the same terms and conditions governing absences from other illness or medical disability. The length of the disability including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the employee and the employee's physician with certification of such to be sent by the physician to the District upon request.

ARTICLE 20. CHILDREARING LEAVE

- 20.1 Leave without pay shall be granted to any employee according to the following provisions:
- 20.1.1 An employee on active duty is advised to arrange an appointment with the Assistant Superintendent, Human Resources, to review leave procedures and the related benefits available to employees. This meeting must be held at least thirty (30) days prior to the beginning date of leave.
 - 20.1.2 The employee is required to submit a written statement to the office of the Assistant Superintendent, Human Resources, at least thirty (30) days prior to the commencement of the leave. This statement shall include the date the leave is to begin; duration of the leave; and tentative date of delivery or adoption.
 - 20.1.3 Childrearing leave shall be granted upon written request to the Superintendent or designee for the current school year and one (1) additional year.
 - 20.1.4 An employee adopting a child may commence a leave at any time during the first year after receiving de facto custody of said child or prior to receiving such custody if necessary in order to fulfill the requirements for adoption.

- 20.1.5 Return to duty from a childrearing leave will be dependent upon the following:
- a. An employee whose leave expires at the end of the school year must submit a written notice to the office of the Assistant Superintendent for Human Resources by March 31 to return to work. The Human Resources office will notify the employee of this deadline date at least two (2) weeks prior.
 - b. If an employee desires to return to work at an earlier date, other than the beginning of the school year, the employee must notify the Assistant Superintendent for Human Resources, at least thirty (30) days prior to the desired date of return. If no opening is available at the time of desired return, then the first appropriate opening following this date of desired return will be used.
 - c. The employee shall be assigned to the same position or location which he or she held at the time the leave commenced, providing the return date is specified at the time of application for leave and such date does not exceed sixty (60) days from the date the leave commenced. If that position is no longer in existence, or if the employee returns after sixty (60) days, he or she will be entitled to an equivalent position and location.
 - d. Before returning to work, the employee's physician must verify that the employee is able to resume the normal duties of responsibility. This applies only to those employees who have given birth.
- 20.1.6 An employee on leave shall have the option to remain an active participant in the fringe benefit program offered by the District in the area of the District medical insurance program for the period of one year.
- 20.1.7 An employee on childrearing leave shall not be denied the opportunity to substitute in the Chula Vista Elementary School District by reason of the fact that he or she is on such leave.
- 20.1.8 For nontenured employees, childrearing leave shall be an interruption of the probationary period and not in lieu of service in meeting the requirements for serving this probationary period.

ARTICLE 21. LONG TERM LEAVE

- 21.1 A leave of absence without pay may be granted at the discretion of the Superintendent to an employee according to the following provisions:
- 21.1.1 An employee, who for personal or professional reasons, requests a leave of absence, should present a written request to the Assistant Superintendent for Human Resources.
 - 21.1.2 A leave of absence may, at the discretion of the Superintendent and Board of Education, be granted for a one (1) year period or less. At the discretion and approval of the Superintendent and the Board of Education, a one (1) year renewal may be granted.
 - 21.1.3 All requests for leaves of absence will be in writing to the office of the Assistant Superintendent for Human Resources at least thirty (30) days prior to the commencement of the leave, except in case of emergency or urgency. Employees who find it necessary for personal or professional reasons to request a leave of absence for the following school year should present a written request to the Assistant Superintendent for Human Resources by March 31 of the current school year, except in case of extenuating circumstances.
 - 21.1.4 The employee must notify the Superintendent or designee in writing of his or her intention to return from such leave or file a request for renewal for such leave by March 31 of the year of the leave of absence. The Human Resources office will notify the employee using certified receipt requested U.S. Mail, by March 15, of the necessity to respond in accordance with the March 31 requirement. The District shall consider failure on the part of the employee to respond as intention of resignation. Exceptions to this procedure may be made by the Superintendent or designee in case of emergency or urgency.
 - 21.1.5 Employees returning from leave shall be placed in accordance with the following:
 - a. Employees may file requests in writing for reassignment to positions listed on the annual posted list of vacancies projected for the coming year. All requests received after May 1 will also be considered subject to available vacancies. In the event that a returning employee does not request a particular vacancy, effort will be made to return the employee to the same or comparable position that the employee held prior to leave (e.g. 5th grade employee

reassigned to a teaching position with the K-6 grades) if one exists, or any other position mutually agreed to by the employee and administration.

- b. If the request to return to a particular vacancy is denied, the employee shall, upon written request, be provided reasons for the denial.
- c. When more than one employee applies for the same position, including employees who desire transfer, where ability is equal, the employee with the longest span of service within the District will be transferred.
- d. Reassignment requests following leave shall be acted upon prior to placement of employees new to the District.
- e. If an employee desires to return to active duty at an earlier date than the expiration date of the leave, the employee must submit a written request to the Assistant Superintendent for Human Resources at least thirty (30) days prior to the desired date of return. Pursuant to such request, the employee may, as soon as the District determines an appropriate opening is available, be allowed to prematurely terminate leave and return to active duty.

21.1.6 No benefits will accrue to an employee during a leave of absence except as otherwise stated herein. Upon return from leave, the employee's unused sick leave benefit, seniority and salary increments which had been accumulated at the time the leave commenced will be restored.

21.1.7 For nontenured employees, such leaves shall be an interruption of the probationary period and not in lieu of service in meeting the requirements for serving this probationary period.

21.1.8 Approved leaves of absence shall not be considered a break in service. An employee returning to duty from a leave of absence is entitled to all the benefits and rights accrued by him or her prior to the leave which is consistent with existing contractual agreement and policy.

ARTICLE 22. FAMILY CARE LEAVE

22.1 It is the intent of this provision to be consistent with the Federal Family Medical Leave Act of 1993 (29 U.S.C. Section 2601 et seq.) and the California Family Rights Act of 1991, as amended October 5, 1993

(Government Code Section 12945.2) and California Education Code Section 44977.5. It shall be interpreted so that there are no violations of State or Federal law. If any of these laws change, or are affected by other new laws, the changes will take effect in this Agreement as soon as such law becomes effective.

- 22.2 Eligibility for leave and compensation shall be consistent with the requirements stated in the respective laws above.
- 22.3 Upon termination of such leave, the unit member shall be returned to the position he/she held prior to the leave.
- 22.4 A unit member shall give 30 days notice (when possible) to make the employer aware the employee needs CFRA qualifying leave, stating the reason for the leave and its anticipated timing and duration.
- 22.5 If a unit member has worked .6 FTE or greater during the 12 months prior to taking paid CFRA leave for the birth, adoption, or foster care placement of their child, he or she will be deemed to have satisfied the requirement of having worked at least 1,250 hours in the 12-month period before the date the leave begins. If the unit member has taken sick leave for pregnancy disability leave or for the care of family for pregnancy disability leave, the 12-month period used for such calculation may be from the beginning of such sick leave or the beginning of the CFRA leave, whichever works most favorably for the unit member.

ARTICLE 23. JUDICIAL LEAVE/JURY DUTY STIPEND

- 23.1 On proof of necessity of jury service or to appear as a subpoenaed nonparty witness in court, other than as a litigant, an employee shall be granted a leave of absence with pay in the manner provided for by law. At the discretion of the District, an employee may be granted a leave of absence to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such leave shall be granted with pay up to the amount of difference between the employee's regular earnings and any amount he or she receives for jury or other reimbursement.
- 23.2 **Jury Duty Stipend:** The District will provide a stipend in an amount equal to 80% of the rate of pay for substitute teachers per day served for those teachers who postpone jury duty until vacation days, effective upon ratification.

ARTICLE 24. INDUSTRIAL ACCIDENT AND ILLNESS LEAVE

- 24.1 Employees are eligible for industrial accident and illness leave. The employee absent from duty, for whom worker's compensation payments are being made, and who has met the continuous service requirements shall be granted leave according to the following provisions:
- 24.1.1 Allowable leave shall be for not more than sixty (60) working days in any (1) fiscal year for the same accident.
 - 24.1.2 Allowable leave shall not accumulate from year to year. Leave shall be granted for absence due to injuries and accompanying illness suffered on school premises or in the line of duty covered by worker's compensation subject to certification by a duly qualified physician as to the duration of the disability. No deduction shall be made from the sick leave allowance.
 - 24.1.3 Industrial accident or illness leave will commence on the first day of absence.
 - 24.1.4 Payment for wages shall not exceed the employee's normal salary when added to the award granted the employee under worker's compensation laws of this State.
 - 24.1.5 When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to the amount of unused leave due him or her for the same illness or injury.
 - 24.1.6 The industrial accident or illness leave will be used prior to sick leave.
 - 24.1.7 Such paid leaves of absence shall not void or reduce the employee's eligibility for other employee benefits provided by law or by the policies of the District.
 - 24.1.8 During all paid leaves of absence, the employee shall endorse to the District salary loss benefit checks received under worker's compensation laws of this State.

ARTICLE 25. SABBATICAL LEAVE

Sabbatical leaves may be granted by the Chula Vista Elementary School District to employees who qualify under the following regulations:

25.1 Purpose of Sabbatical Leave

25.1.1 A sabbatical leave may be granted, at the discretion of the Superintendent and approval of the Board of Education, for the purpose of providing opportunity for professional growth in line with the improvement and the enrichment of the educational programs offered to the students in the Chula Vista Elementary School District.

25.2 Establishment of Eligibility

25.2.1 An employee who has completed seven (7) consecutive years of satisfactory service with the Chula Vista Elementary School District shall be eligible for a sabbatical leave for a qualified program of study, research, or travel. Employees in their seventh year of service who apply for such leave may, at the discretion of the Superintendent, be granted a sabbatical leave subject to the satisfactory completion of the years' service. The following regulations will apply:

- a. Periods of leave granted by the District shall not constitute a break in the continuity of service required for the sabbatical nor shall they be counted in the seven (7) years of service.
- b. The employee granted a sabbatical leave must return to the District and serve for two (2) school years following the sabbatical leave.
- c. After an employee has had a sabbatical leave, an additional seven (7) consecutive years must be served before becoming eligible for another sabbatical leave.

25.3 Qualifying Program for Sabbatical Leave

25.3.1 Formal study in an accredited college or university for the purpose of increasing one's professional knowledge, skills, and abilities with respect to present or prospective service to the District and the employee.

25.3.2 Independent study is a program of study, research, or special projects relating to the present or prospective service to the District and the employee, which promises to be of professional value to him or her and the District.

- 25.3.3 Travel for observation or study is planned travel which must show definite purpose and value for the participant and the District.
- 25.4 **Length of Leave.** The sabbatical leave may be granted, at the discretion of the Superintendent, for a full school year or for one-half ($\frac{1}{2}$) of the school year, as requested by the applicant. A half-year sabbatical leave may be taken during either the first or second half of the school year. Additional leave (extension), may, at the discretion of the Superintendent, be granted without pay at the request of the employee upon approval by the Board of Education.
- 25.5 **Limit.** The number of employees on sabbatical leave in any one time shall not exceed five (5) employees in any year.
- 25.6 **Tenure.** The sabbatical leave shall count as an equivalent period of service in the District except when calculating the time for another sabbatical leave. The employee's placement on the salary schedule shall count the sabbatical leave period as service; growth credits earned during the sabbatical shall be counted for reclassification units on the salary schedule; the sick leave benefits of the District shall accrue, although sick leave payments shall not be made and all other District benefits shall be provided as though the employee were on active duty.
- 25.7 **Retirement.** The contributions to the State Teachers Retirement System shall be made by the employee and the District as though the employee were on active duty, except that these payments will be made only on the actual compensation made to the employee.
- 25.7.1 The District shall not restrict an employee from entering into a lawful agreement with the State Teachers Retirement System allowing said member to pay all additional retirement costs as though the employee was working full time. The District shall not be required to perform any acts or pay any costs in the performance of 25.7.1.
- 25.8 **Interruption or Termination of the Sabbatical Leave**
- 25.8.1 If the employee should be incapacitated because of illness or accident and required to postpone or cancel his or her leave, this shall not prejudice the employee from returning to the District or from completing the leave requirements under a special extension.
- 25.8.2 Upon request to the District by registered mail, accompanied by a doctor's verification, the sabbatical leave may be postponed or terminated, effective the date of incapacitation. At such time, the

employee shall be eligible for sick leave benefits under this Agreement. When the employee is able to continue the provisions of the sabbatical leave, the leave may be continued.

25.8.3 In the event that a recipient of a sabbatical leave is forced to cancel the leave, he or she shall be reinstated in the District in a position similar to that from which he or she began the leave, if such vacancy exists. If no such vacancy exists, he or she shall be granted priority as a substitute teacher until a vacancy occurs.

25.9 **Liability.** Both the Governing Board of the District and the District shall be freed from any liability for the payment of any compensation or damages provided by law for the death or injury of any employee of the District, when the death or injury occurs while the employee is on sabbatical leave.

25.10 **Compensation for the Sabbatical Leave**

25.10.1 **Basic Payment.** The District shall pay to the employee fifty percent (50%) of the salary to which he or she would be entitled if he or she were actually on duty in the District. Approval of any employment during the sabbatical leave period must be secured from the Superintendent prior to the acceptance of the employment.

25.10.2 **Payment for District Service.** In the event that materials are accepted for use in the schools of the District as part of the regular instructional material, for example, teaching aids, filmstrips, teacher guides, test materials, the District may make additional compensation up to fifty percent (50%) of the regular salary for the period, as determined by and approved by the Board of Education prior to the leave. Such compensation shall be decided upon the basis of range of usefulness, value to the children, value to the District, and the amount of preparation needed.

25.10.3 **Method of Payment.** The sabbatical leave salary shall be paid in the same manner as though the employee was on actual duty in the District.

25.10.4 **Surety Bond.** Applicants must furnish a suitable bond indemnifying the school District for any salary paid the employee during the period of sabbatical leave in the event the employee fails to return to render two (2) full years of service to the District following the termination of the sabbatical leave; or, in the event the employee fails satisfactorily to carry out the program of study or the itinerary of the trip approved. Should the death, disability

or illness of the employee prevent the fulfillment of this obligation, no penalty shall be exacted of him or her, his or her heirs, or the surety.

25.11 Application Procedures

- 25.11.1 Application for sabbatical leave for the following school year shall be made in writing on the regular form and sent to the Superintendent by January 15. The application shall be acted upon no later than the first meeting in March of the Board of Education or at the earliest date under extenuating circumstances.
- 25.11.2 Application for sabbatical leave for the second semester of the school year shall be sent to the Superintendent by September 15 and shall be acted upon no later than the first meeting in November of the Board of Education or at the earliest date under extenuating circumstances.
- 25.11.3 The following points will be used in determining the priority for the granting of sabbatical leaves when more applications than the limit as indicated in 25.5 above are submitted:
 - a. The priority of application;
 - b. Relative merits of reasons for desiring leave;
 - c. Whether leave has been taken previously;
 - d. Seniority of years of service in the District; and
 - e. Reasonable distribution of applicants by schools.

25.12 Reporting Procedures

- 25.12.1 A brief written report should be made to the Superintendent by February during the year of sabbatical leave, or by mid-term (November-April) during a one-semester leave. Such report should show that the program is being followed in acceptable manner. If changes need to be made in the program, these should be reported at once.
- 25.12.2 Within sixty (60) days after return to active duty following a sabbatical leave, a written report shall be filed with the Superintendent. Such a report should contain detailed data about the educational activities undertaken, an appraisal of the

professional value of the experience gained while on leave, the manner in which such experience or knowledge may be used for the benefit of the students or District, and other data necessary for a satisfactory report. If a thesis or dissertation is produced, a copy shall be given to the District. A transcript of college units earned must be filed.

- 25.13 **Return to Duty.** At the expiration of the sabbatical leave, the employee who has been granted such leave shall be reinstated, unless he or she agrees otherwise, in a position equivalent to that held by the employee at the time leave was granted. It shall be understood that no employee will be guaranteed a return to his or her previous location.
- 25.14 **Additional Procedure.** The Superintendent is authorized to establish such further details of procedure as in his or her opinion may be necessary, provided that such details shall be consistent with the provisions of the Education Code and of these paragraphs.

ARTICLE 26. INSERVICE LEAVE

- 26.1 Employees may, at the discretion of the Superintendent or designee, be authorized to attend inservice meetings. Consideration for approval shall be based upon the following criteria:
- 26.1.1 The meeting is related to the needs, goals, and objectives of the District.
 - 26.1.2 The employer's attendance at the meeting will not, by virtue of the absence from teaching, negatively affect the educational program of the students.
 - 26.1.3 Financial expenditures are within the budget limitations of the District.
- 26.2 Employees are granted the opportunity to give input regarding inservice.

ARTICLE 27. LEAVE FOR THE PRESIDENT OF THE ASSOCIATION

- 27.1 The President of the Association shall, upon written request, be granted a leave of absence without pay for one school year. A one-year renewal may be granted at the discretion of Superintendent and approval of the Board of Education. All entitlements which apply to long-term leave shall apply to this leave.

- 27.2 Upon expiration of the leave, the President of the Association shall, subject to a written request from said employee, be returned to his or her previous location and assignment providing the specific previous assignment is still in existence and if the written request is filed with the Assistant Superintendent for Human Resources by June 1 in the year the leave expires.

ARTICLE 28. LEAVE FOR DESIGNATED EMPLOYEE

The Association may designate one (1) employee and recommend that at the discretion of the Superintendent and the Board of Education, a leave of absence without pay for a period of not to exceed one (1) school year be granted, providing that the reasons for such leave are provided. All entitlements which apply long-term leave apply to this leave.

ARTICLE 29. PROFESSIONAL ACTIVITIES LEAVE

- 29.1 Leave for professional activities may be granted at the discretion of the Superintendent with or without pay. Written requests for professional activities leave should be addressed to the Superintendent.
- 29.2 Employees may request a reduction in contract for professional reasons.
- 29.2.1 These days shall be without pay.
- 29.2.2 Application shall be made on the appropriate form (Appendix D) prior to the reduction.
- 29.3 A reduction in contract may be granted for up to twenty (20) working days.
- 29.4 A reduction in contract may be approved at the discretion of the employee's immediate supervisor and the Superintendent or designee.
- 29.5 The District shall notify the Association when a reduction in contract has been approved which would result in a change in the deduction of dues of the affected employee.

ARTICLE 30. LEAVE FOR PUBLIC OFFICE

An employee who is elected or appointed to public office may upon written request from the employee and at the discretion of the Superintendent be granted a leave of absence without pay for the term or terms of office. At the conclusion of such leave, the employee shall be entitled to return to a position similar to that held at the time leave was granted.

ARTICLE 31. LEAVE FOR ELECTED OFFICIAL

- 31.1 Employees serving as public elected officials may, at the discretion of the Superintendent and approval of the Board of Education, be authorized five (5) days of leave without loss of pay each year to attend meetings related to that agency.
- 31.2 Prior to approval of such leave, it shall be the responsibility of the applicant to provide the District with sufficient assurance that the meeting attendance is authorized by the government agency.
- 31.3 If there is need for leave beyond the five (5) day period, each request will be considered on an individual basis predicated upon the importance of the activity which necessitates the request, the frequency of such requests, and the financial ability of the District to provide for such requests.

ARTICLE 32. MILITARY LEAVE

- 32.1 By request, an employee who enlists, is inducted or recalled to active duty shall be granted a leave of absence for the period of such enlistment or required service.
- 32.2 An employee who enters the military service has the right to return to and reenter a position similar to the one held by the employee at the time of entrance into the service within three (3) months after the termination of his or her active service, but not later than six (6) months after the end of the war or national emergency for which the employee entered the service, if the term of employment for which he or she was appointed has not ended during the employee's absence. Probationary service shall be considered an unlimited term of service. Employees who enter the service while on probationary status will assume the same probationary status upon return to the District.
- 32.3 Such right to return to his or her position shall not extend to or be granted to any employee who shall fail to return and reenter his or her position within twelve (12) months after the first date upon which he or she could terminate active service.
- 32.4 The District shall provide up to 30 calendar days of pay and benefits for all military staff called to military duty or as otherwise set out in existing law.

ARTICLE 33. TRANSFER

- 33.1 **Definition.** A **transfer** is defined as a change of school or administrative location.

Displaced Teacher: A displaced teacher is defined as a unit member who requires a change of school site due to reduction in enrollment, change in capacity or closing of a facility, change in educational program, or reconfiguration due to federal and/or state laws or regulations.

Vacancy: A vacancy is defined as any position that does not have a unit member assigned to it. This includes any vacated or newly created position including positions created by reconfiguration. Any position currently held by a temporary employee will be considered vacant for the following year.

33.2 Transfer of Displaced Teachers

33.2.1 Employees may need to be transferred due to displacement. No later than April 20 of each year, a meeting will be scheduled at the District Office where each Displaced Teacher will be provided with a list of the current vacancies. The CVE President or designee may attend. Principals with vacancies or their designees may attend.

- a. District criteria for selecting the employee to be transferred shall be based upon the following:
 - (1.) Credential limitations and qualifications;
 - (2.) Affirmative action program;
 - (3.) Qualifications of the adopted job description and posted specifications.
- b. When two or more employees qualify with respect to the above-stated conditions, the employee with the shortest span of service within the District will be transferred.
- c. No employee may be transferred involuntarily more than once every two (2) years unless justified by necessity.
- d. Advance notification will be given to the employee being transferred. Such notification will be given no less than five (5) school days immediately preceding the employee's day of detachment. The reasons for transfer shall be explained to the employee prior to the formal announcement of the transfer. The explanation shall be given in a personal conference by the employee's immediate supervisor.
- e. A minimum instruction-free duty time of at least one (1) day for closing out and one (1) additional day for preparation and orientation in the receiving school shall be allowed unless extenuating circumstances prevent such provision.

- f. The District will provide transportation and the labor to move the employee's materials to the new assignment.
 - g. Physical facilities provided at the time of transfer are to be adequate to enable the employee to carry out his or her responsibilities.
 - 33.2.2 During the week following the completion of the above referenced steps, Principals of a school site with a vacancy and individual Displaced Teachers may reach a mutual agreement on placement.
 - 33.2.3 Remaining Displaced Teachers may provide a list of preferences prior to April 27 that will be considered by the Superintendent. The Superintendent will make a reasonable effort to place teachers based on their top three (3) preferences; however, the Superintendent retains the authority to determine the final placement. All Displaced Teachers shall be placed no later than May 4. Nothing in this shall prohibit any Displaced Teacher from following the Transfer process in this article.
 - 33.2.4 Any Displaced Teacher who changes sites will be offered the opportunity to return to their site should a vacancy occur before the teacher work day of the beginning of the school year.
- 33.3 **Employee Initiated Transfers—Requests for Transfer for the Coming School Year.** (Nurse assignment procedures are in Appendix E)
 - 33.3.1 In the week immediately following the selection and/or placement of Displaced Teachers as noted in 33.2 above, all remaining vacancies will be posted for six (6) days and will only be open to current District employees, which includes teachers returning from leave.
 - 33.3.2 All eligible certificated employees will be permitted to submit applications for each of the positions for which they wish to transfer during this six (6) day time period. Principals will then begin to interview applicants in accordance to the following criteria:
 - a. The transfer of an employee will result in the best educational program;
 - b. The employee holds a required California credential;
 - c. The employee meets the qualifications of the adopted job description;

- d. The employee meets the specifications indicated for a particular vacancy.

All interviews must be completed by the end of the fourth week of May. Certificated employees returning from leave who have not previously been selected via the transfer process, will be placed by the District.

- 33.3.3 When more than one employee applies for the same position, the employee with the longest span of service within the school District will be transferred provided only that the employee meets the qualifications and specifications stated in the posting. Team employees may submit recommendations regarding District drafted qualifications and specifications. The number of specifications are limited to 15.

- 33.3.4 Transfer requests to vacancies shall be given first consideration prior to assignments on a nontransfer basis.

- 33.3.5 If a voluntary transfer request is denied, the employee shall, upon written request by the employee, be provided the reasons for denial in writing within two weeks following the employee's request.

- 33.3.6 All bargaining unit vacancies intended to be filled by the District, will be posted on one specific, fixed day of a week to be identified by Human Resources at the beginning of the school year.

33.3.7 Notification of Transfers

- a. When a transfer is approved, the employee and immediate supervisor(s) concerned will be notified in writing of the new assignment. In addition, when a position is filled, all applicants interviewed shall be notified in writing within ten (10) days as to who has been chosen.

33.3.8 Unit member request for administrative transfer

- a. A teacher, who has been repeatedly denied a transfer, may file a written request to the Superintendent by April 30 for a transfer when he or she believes that the best interest of the students, the District, and the employee will be served by the change in assignments for that particular employee.
- b. The transfer decision lies solely within the discretion of the Superintendent.

33.4 Requests for Transfer During the School Year

- 33.4.1 Vacancies that occur during the school year shall be posted online on Wednesdays for no less than five (5) calendar days and responded to in accordance to Article 33.3. Such posting will allow compliance with section 33.3.2 below. After reassignments are made within a school facility, all remaining positions shall be posted.
- 33.4.2 Application for transfer to vacancies posted during the school year shall be made within five (5) calendar days of the date of the posting of the vacancy.
- 33.4.3 Nothing in this Article shall prevent an employee from requesting a transfer.
- 33.4.4 Approval by the Superintendent or designee shall be based upon the following criteria:
- a. The transfer of an employee will result in the best educational program;
 - b. The employee holds a required California credential;
 - c. The employee meets the qualifications of the adopted job description;
 - d. The employee meets the specifications indicated for a particular vacancy;
 - e. Approval of the transfer does not restrict the District in complying with state and/or federal mandates regarding affirmative action.
- 33.4.5 When more than one employee applies for the same position, the employee with the longest span of service within the school District will be transferred provided only that the employee meets the qualifications and specifications stated in the posting. Team or loft employees may submit recommendations regarding District drafted qualifications and specifications.
- 33.4.6 Transfer requests to vacancies shall be given first consideration prior to assignments on a nontransfer basis.
- 33.4.7 If a voluntary transfer request is denied, the employee shall, upon written request, be provided the reasons for the denial.

33.5 District Initiated Transfers

33.5.1 Transfers for the Coming School Year

- a. The immediate supervisor may file a written request by April 30 for the transfer of an employee when he or she believes that the best interest of the students, the District, and then the employee will be served by the change in assignments for that particular employee. Any change from the April 30 deadline must be approved by the Superintendent. In cases of federal and/or state mandates necessitating transfers, the District may consult with the Association to attempt to work out a solution satisfactory to the parties.
- b. Before any requests for administrative transfer are acted upon, the employee must be advised through a personal interview of the reason(s) why an administrative transfer is being recommended. Prior to such interview, the employee shall be informed of the forthcoming interview.
- c. An employee has the right to representation.
- d. A list of open positions in the District will be made available to all employees being transferred under these conditions. When a choice of positions is possible, employees may indicate an order of preference for consideration.
- e. Administrative transfers shall not replace proper evaluation procedures; however, the District and the Association recognize the Administrative transfer as an alternative that can have a positive effect on the educational program.
- f. An employee transferred under section 33.4.1 shall, upon written request, be provided the reasons for such transfer in writing.
- g. When a transfer is approved, the employee and immediate supervisor(s) concerned will be notified in writing of the new assignment.
- h. Employees who are to be transferred will be notified by June 1, except when unforeseen circumstances prevent such timely notification.

33.5.2 Transfers During the School Year

- a. Employees may need to be transferred due to staff reductions which occur as a result of, but not limited to, reduction in enrollment, the change in capacity or closing of a facility, to comply with the District's affirmative action plan, or the needs and efficient operation of the District. In cases of federal and/or state mandates necessitating transfers, the District may consult with the Association to attempt to work out a solution satisfactory to the parties.
- b. District criteria for selecting the employee to be transferred shall be based upon the following:
 - (1) Credential limitations and qualifications;
 - (2) Affirmative action program;
 - (3) Qualifications of the adopted job description and posted specifications.
- c. When two or more employees qualify with respect to the above-stated conditions, the employee with the shortest span of service within the District will be transferred.
- d. No employee may be transferred involuntarily more than once every two years unless justified by necessity.
- e. Advance notification will be given to the employee being transferred. Such notification will be given not less than five (5) school days immediately preceding the employee's day of detachment. The reasons for transfer shall be explained to the employee prior to the formal announcement of the transfer. The explanation shall be given in a personal conference by the employee's immediate supervisor.
- f. A minimum instruction-free duty time of at least one day for closing out and one additional day for preparation and orientation in the receiving school shall be allowed unless extenuating circumstances prevent such provision.
- g. The District will provide transportation and the labor to move the employee's materials to the new assignment.
- h. Physical facilities provided at the time of transfer are to be adequate to enable the employee to carry out his or her responsibilities.

- 33.6 Notwithstanding any other provision in this article, should a determination be made by the Superintendent that an involuntary administrative transfer is reasonably necessary, such transfer may be made by the Superintendent following a conference with the employee.
- 33.7 For purposes of Agreement, a reassignment is the change of an employee's grade level or general subject matter teaching responsibility within a school site. The District shall agree that when employees are reassigned it shall not be for arbitrary or capricious reasons and no employee shall be involuntarily reassigned twice in two (2) successive school years except for necessity. Necessity means that there is no other employee on the site who can be reassigned to accommodate District needs.

ARTICLE 34. NEW SCHOOL STAFFING

- 34.1 This Article applies only to bargaining unit positions filled at each new school through the last instructional day in December.
- 34.2 **Definition.** A new school is defined as a school opened in a newly constructed facility (i.e. not in an existing facility).
- 34.3 **Procedure for Selection**
- 34.3.1 The District may fill up to fifty percent (50%) of the positions (teachers and specialists, excluding nurses) assigned to the school without reference to the provisions of Article 33, Transfer.
- 34.3.2 Fifty percent (50%) of the positions must be filled in compliance with the seniority requirements of Article 33, Transfer.
- 34.4 **Order of Selection**
- 34.4.1 The District shall fill the first twenty-five percent (25%) of the positions without reference to provisions of Article 33, Transfer.
- 34.4.2 The second twenty-five percent (25%) of the positions shall be filled in compliance with the seniority requirements of Article 33, Transfer.
- 34.4.3 The District shall fill the third twenty-five percent (25%) of the positions without reference to the provisions of Article 33, Transfer.
- 34.4.4 The fourth twenty-five percent (25%) of the positions shall be filled in compliance with the seniority requirements of Article 33, Transfer.

- 34.4.5 Odd numbers of positions remaining shall be filled in compliance with the seniority requirements of Article 33, Transfer.

ARTICLE 35. EVALUATION

- 35.1 Probationary and temporary employees shall be evaluated annually. Permanent employees shall be evaluated every two years.

- 35.2 **Employee Evaluation.** By no later than the employee's fifth duty day in a school year during which the employee is to be formally evaluated, the evaluator(s) will notify the evaluatee of the forms to be used in the areas to be covered in the evaluation. The evaluator(s) and the evaluatee may utilize others to assist in gathering data for the purpose of the evaluation. The areas to be evaluated are based on the responsibilities and criteria contained in the employee job description, school site plan, content area standards, State Frameworks and District-adopted curriculum. The evaluator will provide the evaluatee with copies of these documents by no later than the employee's fifth duty day. The areas to be evaluated include the following:

- 35.2.1 The progress of pupils toward the standards established by the Governing Board of expected pupil achievement at each grade level in each area of study.
- 35.2.2 The instructional techniques and strategies used by the employee.
- 35.2.3 The employee's adherence to curricular objectives.
- 35.2.4 The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.
- 35.2.5 Other related responsibilities.
- 35.2.6 Professional relationships with students, parents, and colleagues.

35.3 Identifying Needs and Establishing Objectives

The employee may, at his or her option, formulate objectives. If objectives are written, the following shall apply:

- 35.3.1 Objectives will be based on pupil instructional needs and will be developed during the first five (5) weeks of the employee's school year.

- 35.3.2 The objective submitted will describe what can reasonably be achieved by pupils at the end of the year. The employee need not specify daily instructional objectives believed necessary for attainment of year-long objectives. Objectives may be directed toward an individual pupil, a small group of pupils or the total class.
- 35.3.3 To help in preparing objectives, the employee and evaluator(s) will make reference to the District statement of philosophy and goals, job description, the District Course of Study and other materials prepared by the District.
- 35.3.4 At the time when the instructional objectives are presented in writing to the evaluator, there will be included examples of supporting data which will indicate other non-instructional duties as specified in the job description to be performed by the employee as well as examples of supporting data that the maintenance, proper control and requirements of a suitable learning environment will be met.
- 35.3.5 The employee should feel free to state the conditions that he/she expects the District to meet in order that objectives can be met. The employee and principal will agree on the requirements.
- 35.3.6 By no later than thirty (30) work days, or as soon thereafter as reasonably possible up to an additional ten (10) work days of the employee's current assignment, the employee and the principal will have recorded in writing their approval of the instructional objectives, that will serve to indicate the evaluatee's success in getting desired results. (Use Form O)
- 35.3.7 If there is a disagreement regarding the establishment of objectives, the employee may ask for an appropriate third party to assist the evaluator and evaluatee. If agreement is not reached on who the third party should be to assist the evaluator(s) and evaluatee, the Assistant Superintendent with the responsibility for the location will appoint appropriate staff to assist. In the event the parties remain unable to reach mutual agreement, the Superintendent or designee shall decide the matter.
- 35.3.8 Modifications in the objectives for the year can occur at any time conditions warrant it before the end of the first semester by mutual consent.

35.4 First-year, nontenured employees and any other employees who failed to meet standards during the previous year will have a preliminary report submitted by the evaluator(s) before the end of the first nine weeks of the employee's school year. (Interim Evaluation Report, Form E-1 Form, Appendix B)

35.5 Monitoring and Evaluating Expanded Results

35.5.1 Monitoring is used to gather data in order to assist the evaluatee in successful job performance. Techniques for monitoring shall include, but not be limited to, at least three of the following:

- a. Self-evaluating
- b. Progress testing
- c. Surveys and/or questionnaires
- d. Employee-requested classroom observations for specific purposes
- e. Evaluator-requested classroom observations for specific purposes
- f. Unplanned classroom observations
- g. Video and/or audio tape

35.5.2 During the monitoring period, if preliminary data identifies areas that need improvement, a report will be made by the evaluator(s) which identifies problem areas and makes recommendations for improvement. (Interim Evaluation Report, Form E-1 will be used, Appendix B)

35.5.3 Any employee who receives a negative Form E-1 shall be entitled to a subsequent observation(s), and conference(s).

35.5.4 The employee's evaluator shall take action to assist in correcting any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing such recommendations and adequate release time for the employee to visit and observe other similar classes in other schools if the evaluator(s) and evaluatee believe such observations would eliminate noted deficiencies.

35.5.5 When an evaluator is monitoring or observing the work or performance of an employee, no deliberate attempts shall be

made to prevent said employee from knowing of such occurrence. The parties agree that the term "monitoring" also shall include electronic monitoring.

35.6 Evaluation Summary Report

- 35.6.1 The purpose of the Evaluation Summary Report is to assist the evaluatee in the improvement of their job performance by:
- a. Providing data for decisions on recognizing outstanding competence and performance of individuals.
 - b. Improving individual performance.
 - c. Determining whether to continue or discontinue the services of the evaluatee.
- 35.6.2 The evaluator will write a summary each year for all probationary personnel and for any tenured personnel who received any "unsatisfactory" and/or "requires improvement" rating on the prior year's Form E-2, or in any year where an evaluator has reason to be concerned with an employee's performance, and every other year for all other tenured personnel.
- 35.6.3 The due date for the Summary Evaluation Report shall be not later than thirty (30) calendar days before the end of the employee's school year.
- 35.6.4 The steps to be used in preparing the evaluation summary will be as follows:
- (1) If the employee has developed objectives, the evaluator(s) will be provided with the results of the agreed-upon evaluative instruments at least one week prior to the scheduled evaluation conference.
 - (2) If the employee has developed objectives, the evaluator shall state in draft form his or her opinion, whether the goals and objectives agreed upon are in the process of being met and shall provide qualifying statements. Such opinions must be based upon fact (with direct reference to the evaluation methods used).
 - (3) If the employee has developed objectives, the Evaluator shall record goals and/or objectives upon which, in his or her opinion, agreement should be made for the following year.

- (4) The evaluator(s) or the evaluatee may request a conference to discuss the Evaluation Summary Report (Form E-2).
- (5) During the conference, the evaluator and evaluatee will discuss the Evaluation Summary Report and areas of agreement and disagreement.
- (6) The evaluator(s) will provide the evaluatee with a copy of the Evaluation Summary Report (Form E-2).
- (7) The evaluatee will sign and return the Evaluation Summary Report (Form E-2) within ten (10) working days of its receipt. The signature of the evaluatee will not constitute endorsement of the evaluation. It indicates that the evaluatee has had the opportunity to discuss the summary and to enter comments or disagreements.
- (8) The employee shall have thirty (30) days to file a written response which shall be attached to the Evaluation Summary Report.
- (9) The Evaluation Summary Report and/or any other supplemental evaluation material will be filed in the evaluatee's personnel file after a copy has been given to the employee.

35.7 Alternative Evaluation

A teacher, who has satisfactorily completed at least one evaluation cycle as a permanent employee, may design a personal alternative evaluation plan with the approval of the principal, and submit that design to a standing evaluation committee composed of two representatives from the District and two appointed by CVE for approval.

35.8 Grievability of Evaluations

The evaluation is subject to the grievance procedure to the extent that these guidelines and procedures have not been followed.

ARTICLE 36. COMPLAINT PROCEDURE

Citizens and parents or guardians of pupils enrolled in the District may present informal (oral) and/or formal (written) complaints regarding employees to the District. Parents or guardians shall be encouraged by the immediate supervisor or District administrator to present informal (oral) complaints first to the employee who

is the subject of the complaint prior to presenting any formal (written) complaint to the District. The employee shall be notified of the complaint as soon as possible after its receipt by the District.

36.1 This procedure shall not apply to any complaint regarding topics covered by the uniform complaint procedure described in Board Policy 1312.3.

36.2 To promote prompt and fair resolution of complaints, the District shall implement the following procedures (described in Board Policy 1312.1 and Administrative Regulation 1312.1) when investigating and processing complaints against District employees:

36.2.1 Within five (5) duty days of receiving the written complaint, the employee is notified. The written complaint shall include:

- a. The full name of each employee involved.
- b. A brief but specific summary of the complaint and the facts surrounding it.
- c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

36.2.2 Administration responsible for investigating complaints shall attempt to resolve the complaint within thirty (30) days. Such investigation shall include a conference with the employee and may include a District representative and the employee's representative. The employee shall be given a copy of the complaint and any investigation record to be filed. The employee has ten (10) working days to respond in the way of comment, explanation, and or presentation of facts to his or her immediate supervisor or to the Assistant Superintendent for Human Resources, or designee:

- a. The employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent/designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within thirty (30) days. The employee should consider and accept the Superintendent/designee's decision as final. However, the employee may ask to address the Board regarding the complaint.

- b. Before any Board consideration of a complaint, the Superintendent/designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - (1) The full name of each employee involved.
 - (2) A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the employee to prepare a response.
 - (3) A copy of the signed original complaint.
 - (4) A summary of the action taken by the Superintendent/designee, together with his/her specific finding that the problem has not been resolved and the reasons.
 - c. The Board may uphold the Superintendent's decision without hearing the complaint.
 - d. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
 - e. A Closed Session may be held to hear the complaint in accordance with law.
- 36.3 Any complaint of child abuse or neglect alleged against a District employee shall be reported to the appropriate local agencies in accordance with law, Board Policy, and Administrative Regulation (cf 2141.4-Child Abuse and Neglect).
- 36.4 No record of any complaint shall be kept if an investigation by the District shows that the complaint has no merit, and/or the District believes that no record shall be maintained. A record of a complaint shall be kept only if it is factual and reasonably related to the employee's job description.
- 36.5 If not appended as support of a discipline pursuant to Article 38 or to a summary evaluation pursuant to Article 35, a record of complaint shall be removed from an employee's personnel file after three years at the written request of the employee.
- 36.6 An employee shall, pursuant to Article 37, have the right to respond to any derogatory material placed in his or her personnel file and to have said response attached to the derogatory entry.

36.7 Anonymous complaints shall not be subject to this process by the District.

ARTICLE 37. PERSONNEL FILES

37.1 Personnel files mean those files maintained and located in the District Human Resources Office. Employees shall have the right to review documents contained in their personnel files, except for pre-employment information that is to be held confidential.

37.2 No material derogatory to a current employee's conduct, service, character, or personality will be placed in his/her personnel file unless the employee will have the opportunity to:

37.2.1 Review the material. The review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction.

37.2.2 Initial and date the material.

37.2.3 Attach a written response to the material.

37.3 Any material that is proven to be false shall be removed from the file following investigation. The failure to remove material may be the subject of a grievance so long as the employee first makes a good faith effort to prove that the material is false.

37.4 Upon written authorization by the employee, a representative shall be permitted to examine and/or obtain copies of non-confidential copies of materials in the employee's personnel file.

37.5 Documents that require a signature of the person or persons who draft and/or place material in an employee's personnel file shall be signed and dated.

37.6 Access to personnel files shall be limited to persons designated by the District on a need-to-know basis or need to include additional materials. The contents of all personnel files shall be kept in the strictest confidence.

37.7 Whenever a personnel file is reviewed, an authorized representative of the Human Resources Office shall be present to monitor the safekeeping of its contents.

ARTICLE 38. EMPLOYEE DISCIPLINE

This article was entered into pursuant to Section 3543.23(b) of the Government Code. This Article does not include the termination of any permanent employee

or temporary employee, and does not include the implementation of Sections 44939, 44940, 44941 and 44942 of the Education Code and any amendments to those sections or successor laws to those sections.

38.1 An employee in the bargaining unit may be disciplined by the District only for just cause. The District shall utilize progressive discipline except in cases where a more severe form of discipline is warranted. The term "discipline" shall mean, except for 38.8, a verbal warning, a written warning, a written reprimand, a notice of unprofessional conduct, suspension without pay for up to and including fifteen days and loss of extra compensation. A verbal and/or written reprimand will normally precede a suspension without pay. A suspension without pay is intended to provide for an intermediate form of discipline. The term "discipline" specifically does not include adverse or negative evaluations, directives and the implementation of other Articles in the Agreement such as the denial of any leave.

Verbal Warning: A verbal warning may result in a written conference summary. The employee has the right to provide a written response to be attached to the conference summary within ten (10) duty days of receipt. This conference summary will not be included in the employee's personnel file unless it is used to substantiate further disciplinary action.

Written Warning: A written warning may be issued when the verbal warning fails to result in the meeting of the stated expectations/directives. The employee has the right to provide a written response to be attached to the written warning within ten (10) days of receipt.

Written Reprimand: Unless conduct warrants a reprimand in the first instance, a written reprimand shall not be used unless the employee has been verbally warned about similar actions. The employee has the right to provide a written response to be attached to the written reprimand within ten (10) duty days of receipt.

38.2 Prior to the taking of suspension without pay, the Superintendent or designee shall give written notice to the employee. This written notice of proposed action shall be served by mail or personal delivery to the employee at least ten (10) calendar days prior to the date when suspension without pay may be imposed. In cases where it is deemed appropriate by the Superintendent or designee to remove the employee immediately, the employee shall not lose compensation prior to the date when the suspension without pay may commence. Loss of compensation in all cases may occur after the tenth (10th) calendar day following the date written notice was served. Upon written request from the employee within ten (10) calendar days of the service of the written notice herein, the Superintendent or designee shall not implement the suspension without pay until the final decision is rendered in the Grievance Procedure or by a hearing officer

except in cases of serious misconduct, or the employee is scheduled to terminate employment prior to the final decision.

38.3 The written notice of proposed suspension without pay shall be served by personal delivery or by certified mail. Service by mail shall be deemed completed on the date of mailing. The contents of the written notice shall include at least the following:

38.3.1 A statement identifying the District.

38.3.2 A statement in ordinary and concise language of the specific acts and omissions upon which the proposed suspension without pay is based.

38.3.3 The specific suspension without pay proposed and effective date(s).

38.3.4 The cause(s) or reason(s) for the specific suspension without pay proposed.

38.3.5 A copy of the applicable regulation(s) where it is claimed a violation of the regulation(s) took place.

38.3.6 A statement that the employee has the right to respond to the matters raised in the written notice both orally and in writing, including the submission of affidavits, prior to the end of the ten (10) calendar days following the date the written notice was served.

38.3.7 A statement that the employee, upon request, is entitled to appear personally before the Superintendent of Schools or his or her designee regarding the matters raised in the written notice prior to the end of the ten (10) calendar days following the date the written notice was served. At such meeting, the employee shall be granted a reasonable opportunity to make any representations the employee believes are relevant to the case.

38.3.8 A statement that the employee shall have a right to be represented by counsel or other representation upon request and a statement that the Association has not been sent a copy of the notice.

38.3.9 A statement that the employee, upon written request, is entitled to a full evidentiary hearing before a hearing office before the suspension without pay is final. The statement shall indicate that the proposed suspension without pay may commence after the

ten (10) calendar days following the date the written notice was served unless the employee makes a written demand within ten (10) calendar days following the date the written notice was served indicating that the Superintendent or designee should not implement the suspension without pay until the first decision is rendered in the Grievance Procedure or by a hearing officer except in cases of serious misconduct, or the employee is scheduled to terminate employment prior to the final decision. The statement also shall indicate that no full evidentiary hearing shall take place unless a written demand for such hearing is delivered to the Superintendent of Schools within ten (10) calendar days after the date the written notice of proposed suspension without pay was served.

- 38.4 The employee shall receive a full evidentiary hearing on the proposed suspension without pay if a written demand for such hearing is delivered to the Superintendent within ten (10) calendar days of the proposed suspension without pay. In the absence of a demand for a full evidentiary hearing, the Superintendent shall act upon the charges after the time period for hearing demand has expired. By demanding a hearing, the employee waives all rights under the grievance procedure in this Agreement. An employee may waive rights to a hearing under this article, but file a grievance under the Grievance Procedure, Article 7.
- 38.5 The full evidentiary hearing shall be conducted before a hearing officer. The hearing officer shall be selected pursuant to the Voluntary Labor Arbitration Rules of the American Arbitration Association. Such hearings shall take place within a reasonable period of time, but not before five (5) calendar days after the filing of a request for a hearing. Hearings will be presided over by the hearing officer. The employee shall have a right to appear in person on his or her behalf, with counsel or such representation as he or she requests to represent his defense.
- 38.6 The hearing officer shall conduct the hearing and shall rule on questions, evidence and procedure. Either party may call witnesses, introduce evidence, testify, and question witnesses. The District has the burden of proof and shall first present evidence and testimony. Normal procedures shall be followed, i.e., charging party presentation, defense cross-examination, defense presentation, charging party cross-examination, defense presentation, charging party cross-examination, and rebuttal evidence from each party. Hearings will be recorded at the request of either party. All costs for the hearing except any fees of legal counsel for either party, including the services of the hearing officer, as well as any costs associated with the production of a record of the hearing, shall be borne entirely by the losing party, except in any case where there is a split decision by the hearing officer, at which time the hearing officer shall determine the

apportionment of expenses to be borne by each party. In any case involving Article 38.8 where the hearing officer does not recommend the Board of Education take action to discipline the employee, and the Board does so notwithstanding the recommendation, then the Board shall bear the cost of the hearing except for any fees of legal counsel or other representative.

- 38.7 The decision of the hearing officer shall be in writing summarizing the facts, setting forth findings and making a decision which shall be final and binding on the District, and the employee, and the Association if the Association participates in the hearing.
- 38.8 With respect to probationary employees, the following provisions shall apply:
- 38.8.1 The parties acknowledge that such probationary employees may be dismissed or suspended without pay for a specified period of time in excess of fifteen (15) workdays under Education Code section 44948.3. Nothing in this Article shall be construed to limit such right to dismiss or suspend. Among the reasons that might be deemed sufficient by the District to dismiss or suspend without pay such probationary employees are:
- a. Unsatisfactory performance determined pursuant to the Stull Act (Education Code sections 44660, et seq.);
 - b. Cause, as defined in Education Code section 44932.
- 38.8.2 The Superintendent or designee shall give thirty (30) days' prior written notice of dismissal not later than March 15 in the case of second-year probationary employees. Notice of suspension without pay shall be given pursuant to Section 36.3. The notice shall include a statement of the reasons for the dismissal or suspension and notice of the opportunity to appeal. In the event of a dismissal or suspension for unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code section 44664 shall accompany the written notice.
- 38.8.3 If the notice of dismissal or suspension is given, the employee shall have fifteen (15) days from receipt of the notice of dismissal or suspension to submit to the Board of Education a written request for a hearing. The failure of an employee to request a hearing within fifteen (15) days from the receipt of a dismissal or suspension notice shall constitute a waiver of the right to a hearing. The hearing provided for in section 38.6 shall constitute the hearing on the dismissal or suspension; however, the hearing

officer's decision shall constitute a recommendation to the Board of Education and shall be advisory only.

ARTICLE 39. HALF-TIME EMPLOYMENT

- 39.1 Half-time employment may be requested by an employee through written application and granted at the discretion of the District.
- 39.2 An employee who agrees to a reduced load of one-half time will have the option to return to a full-time assignment the following year.
- 39.3 An employee must notify in writing the Assistant Superintendent for Human Resources no later than February 1 of the intent to continue or terminate part-time status. Any employee who terminates from his or her part-time position shall be eligible for full-time employment under the provisions of transfer.
- 39.4 An employee accepting a half-time assignment will have a salary reduced from full annual salary at his/her present class and step to one-half the annual salary at the same class and step.
- 39.5 An employee on a half-time assignment will receive sick leave and leave credit for compelling personal importance on a prorated basis.
- 39.6 The employee shall receive full District benefits for health, life, and dental insurance as though rendering full-time service.
- 39.7 Approval of the employee's request shall be predicated upon District staff requirements with consideration given to the strengths of employees so that a balanced curriculum meeting the adopted policies of the Board of Education is provided.

ARTICLE 40. PART-TIME PROGRAM SUPPORT EMPLOYEES

- 40.1 Part-time program support employees shall be defined as non-management, non-supervisory, certificated employees funded through categorical, site funds, and private sources who are employed less than half time.
- 40.2 Part-time employees shall be paid on a pro rata per diem basis and placed on the appropriate step of the current certificated salary schedule.
- 40.3 Part-time employees shall be eligible for transfer after their first school year of service, pursuant to Article 33, Transfer, for positions to be filled between March 15 and the last day of the traditional schedule instructional year.

- 40.4 Part-time employees hired pursuant to this article shall be utilized to support programs for students in addition to employees filling permanent bargaining unit positions in accordance with Article 10 of the Agreement.

ARTICLE 41. PERSONAL PROPERTY

- 41.1 The Board of Education will pay the cost of replacing or repairing property of an employee such as, but not limited to eyeglasses, hearing aids, dentures, watches or articles of clothing necessarily worn or carried by the employee, or vehicles and any optional equipment attached thereto, when such items are damaged in the line of duty without fault of the employee or if such property is stolen from the employee by robbery or theft while the employee is in the line of duty. The District will reimburse an employee for the loss, destruction or damage by arson, burglary, or vandalism of personal property used in the schools or offices subject to section 41.2.3. If the items are damaged beyond repair, or stolen, the actual value of such items will be paid. The value of such items shall be determined as of the time of the damage thereto or the robbery or theft and shall include normal allowance for depreciation.

41.2 **Payments shall be based on the following:**

- 41.2.1 No payment shall be made for any loss having a value of less than \$10.00 at the time of damage or theft nor shall any payment be made for repairs of less than \$10.00.
- 41.2.2 A written request for reimbursement for damage to property shall be filed by the employee with the Business Office, on forms provided by the District, within forty-five (45) days of the date of loss and shall be signed by the employee's immediate supervisor, principal, or department head. The Business Office shall conduct such investigation as may be necessary.
- 41.2.3 Reimbursement for loss, destruction or damage by arson, burglary or vandalism of personal property used at the schools or office is provided only when approval for the use of the personal property at the schools or office was given BEFORE the property was brought to the school or office, when the value of the property was agreed upon by the person bringing in the property and the administrator. All personal property shall be listed on forms provided by the District and on file in the Risk Management Office prior to loss. It is the unit member's responsibility to update all required forms as needed. The original form filed need only be updated annually unless new items are brought in. Principals are encouraged to make every effort to release employees in order to reconstruct teacher-made materials without causing additional

cost to the District and without disrupting the educational program of children.

- 41.2.4 Reimbursement for vehicle damage shall be limited to payment for damages resulting from malicious acts of others or student-caused damage while a vehicle is being used on authorized school business or from acts while a vehicle is being used on authorized school business or while parked or driven:
 - a. On District property;
 - b. Adjacent to school or other District premises; or
 - c. On the site of authorized school District activities.
- 41.2.5 Where the claim involves a vehicle or theft of property, a report shall be made to the police. If damage is to a vehicle, the employee shall present either two estimates of the repair cost or proof of the amount deductible.
- 41.2.6 The employee must assign to the District right of subrogation to the extent of any payment made by the District. The employee shall also file a claim with his or her personal insurance carrier with a copy of said insurance claim provided for the District.
- 41.2.7 Payment shall be made by the Assistant Superintendent for Business Services within thirty (30) days.
- 41.2.8 The District will reimburse unit members an amount up to the unit member's applicable insurance deductible, should the unit member's personal property be stolen or damaged while the unit member is in the course of employment.
- 41.2.9 If the unit member has not elected to purchase insurance on the covered personal property and/or comprehensive and collision coverage for the unit member's vehicle, then the loss is not reimbursable.

ARTICLE 42. MILEAGE

- 42.1 Mileage reimbursement to employees is granted when there is prior approval from the Superintendent or designee for the following: employees who must use their automobiles in connection with their assignments and the performance of their duties, and employees who must travel between schools during their daily assignments.
- 42.2 Reimbursement shall be made at the prevailing IRS approved standard mileage rate for the maximum number of miles recognized by IRS as

business related transportation. Reimbursement shall be rendered following the employee's presentation to the Business Office a computation mileage claim once each month of service.

ARTICLE 43. NONDISCRIMINATION

- 43.1 The District and/or the Association shall not illegally discriminate against any employee on the basis of 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, 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.
- 43.2 This provision shall be limited to those circumstances when both of the following apply:
- 43.2.1 The matter involved is one within the scope of representation under SB 160, and
- 43.2.2 The discrimination is prohibited under appropriate and applicable federal and/or state statutes.
- 43.3 No grievance shall be processed through the grievance procedure involving this provision, if any employee pursues any other available legal remedy.

ARTICLE 44. LIAISON COMMITTEE

Employees at each location may form a committee which shall, upon mutual agreement with the immediate supervisor, meet at a mutually agreed time to discuss local school problems.

ARTICLE 45. CAMP

Employee participation in camp (weekday and weekend) and camp fundraising activities shall be voluntary.

ARTICLE 46. ASSIGNMENT OF PUPILS TO CLASSES

The right to assign and the responsibilities of assigning new pupils to any employee's class rests with the District and is delegated to its administrative staff.

ARTICLE 47. SPECIAL EDUCATION

- 47.1 A Special Education Task Force will be continued to address issues related to services for students with special needs and teacher needs in support of

those students. Eight unit members (RSP (2), Itinerant RSP, Special Education Preschool, Mild/Moderate Special Education, Moderate/Severe Special Education, LSH, and Adaptive P.E.) will serve on the Special Education Task Force. Membership on the Task Force runs for one academic year though a member can be reselected yearly through the procedures discussed below.

Initially, there shall be an attempt to fill the Task Force position by having each respective stakeholder group (e.g., LSH teachers) select a desired representative. It is sufficient that such selection occur at a meeting where more than 50% of such group members are present or a survey in which more than 50% of such group members participate. If a stakeholder group is unable to select a desired representative, the District and the Association will work to ensure an alternative process for selection which seeks a knowledgeable representative of the special education stakeholder group who is responsive to the group as a whole. If the Association and the District are unable to reach such agreement on the alternative selection process, a random lottery process will be used to select among those unit members who have volunteered for the position.

- 47.2 Professional development conducted which implements the identified training needs for impacted teachers shall be conducted during the normal workday of the teachers with substitutes employed if that is necessary. A unit member may request professional development.
- 47.3 The District will assure that all LSH teachers are provided appropriate assessment materials to ensure the delivery of services to students.
- 47.4 All case managers shall be provided with four (4) release days per year of his or her choice, for preparing/writing IEPs on site. The teachers shall be provided with a substitute for these days, as necessary.

ARTICLE 48. BOARD POLICY HANDBOOK

All District Board Policies are located on the CVESD website. The policies are updated online as soon as practicable following Board approved revisions.

ARTICLE 49. SERVICE RECORD

Employees shall receive a copy of his or her District service record upon written request.

ARTICLE 50. VACANT

ARTICLE 51. HEALTH

51.1 Health Insurance

- 51.1.1 For each eligible employee, effective January 1, 2019, the District agrees to provide a maximum total contribution annually of thirteen thousand dollars (\$13,000) in twelve monthly increments of one thousand eighty-three dollars and thirty-four cents (\$1,083.34) minus the twelve monthly premium costs of employee only dental insurance, employee only vision insurance, life insurance and group salary protection to be applied to the voluntary District group medical insurance program for employees and dependents for the duration of this Agreement.

The District and Chula Vista Educators will participate in the Health Benefits Committee (HBC) with the following membership: three CVE members, one Charter teacher representative, three CVCEO (Chula Vista Classified Employees Organization) members, and three District management representatives. Participating CVE members will be selected by CVE. This committee shall operate as a consensus committee. However, each organizational group may independently select the health care provider and plans (e.g., VEBA, SISC, etc.) of their choice.

It will be the responsibility of the HBC to evaluate current brokers and providers and solicit quotes when necessary.

- 51.1.2 Employees who are absent due to illness and who have exhausted all paid leaves shall continue to be provided the opportunity to elect the District group medical insurance. Effective January 1, 2019, the District shall contribute an amount up to six thousand five hundred dollars (\$6,500) to be applied toward the twelve monthly premium of the District group medical insurance program for the period of approved leave due to illness not to exceed twelve (12) months following the exhaustion of paid leave. These benefits shall be conditioned upon the employee remaining eligible for said benefits. In the event the employee becomes eligible for medical insurance benefits through another employer, he or she shall not be eligible for the District benefits. The employee shall be required to perform all acts necessary on the member's part to meet such requirements of the carrier of the District.
- 51.1.3 Retirement means withdrawal from active employment from the District with a California State Teachers' Retirement allowance. With the exception of the staff employed prior to October 1, 2007,

who shall remain eligible after five years of District benefit eligible service, employees who retire at age fifty-five or older with ten or more years of District benefit eligible service shall be eligible and may apply to have the individual employee medical insurance continued by the District. Effective January 1, 2019, the District shall contribute an amount up to the maximum of six thousand five hundred dollars (\$6,500) paid monthly at five hundred forty-one dollars and sixty-seven cents (\$541.67) to be applied toward the premium of the District group medical insurance program up to, but not including the month in which the retiree turns age sixty-five (65). These benefits shall be conditioned upon the employee remaining eligible for said benefits. In the event the employee becomes eligible for medical insurance benefits through another employer, he or she shall not be eligible for the District benefits. The employee member shall be required to perform all acts necessary on the member's part to meet such requirements of the carrier of the District.

51.1.4 An employee on District approved unpaid leave of absence shall have the option to remain an active participant in the District group insurance program conditioned upon the following:

- a. The employee bears the full cost of the premium.
- b. These benefits shall be conditioned upon the employee remaining eligible for said benefits. The employee submits annually a signed Certification of Eligibility confirming continued eligibility. In the event the employee becomes eligible for medical insurance benefits through another employer, he or she shall not be eligible for the District benefits.
- c. The employee shall be required to perform all acts necessary on the member's part to meet any such requirements set by the District or insurance carrier.

51.2 **Dental Insurance.** For each eligible employee, the District agrees to provide a dental insurance program for the duration of this Agreement. The dental plan shall have benefits at least equivalent to the benefits provided in the Delta Preferred Benefits Option administered in 2010. The carriers and plans will be recommended by the HBC.

51.3 **Life Insurance.** For each eligible employee, the District agrees to provide a group life insurance program in the amount of \$50,000 for the duration of this Agreement. Effective July 1, 1997, the District will provide the option

for the employee to purchase, at the employee's expense, life insurance. The carriers and plans will be recommended by the HBC.

- 51.4. **Group Salary Protection.** The District agrees to provide for each eligible employee a District group salary protection plan. The carriers and plans will be recommended by the HBC and will include Standard Insurance Company among the choices.
- 51.5 **Vision Insurance.** The District agrees to provide for each eligible employee a vision plan. The vision plan shall have benefits at least equivalent to the benefits provided through CPIC Life, Group #F21102, administered by Medical Eye Services of California in 2010. The carriers and plans will be recommended by the HBC.
- 51.6 **Benefits Upon Termination of Employment.** Should an employee's employment terminate following the completion of his or her work year and before the commencement of the ensuing school year (work year) such employee shall be entitled to continued group medical, group dental and group life insurance coverage for the length of time and to the extent that the current group insurance premium has been completely paid. These benefits shall be conditioned upon the employee remaining eligible for said benefits. In the event the employee becomes eligible for medical insurance benefits through another employer, he or she shall not be eligible for the District benefits. The employee shall be required to perform all acts necessary on the member's part to meet any such requirements set by the District or insurance carrier. This provision shall not serve to limit employees who retire from any other benefits to which they might otherwise be entitled.
- 51.7 The employee shall be responsible for any premium which is in excess of the total maximum premium sum specified in 51.1.1. Any amount beyond the maximum total shall be paid by the employee through payroll deductions.
- 51.8 **Physical Examination.** Examination for tuberculosis will be required every four (4) years. The District shall not illegally require a physical nor mental examination of any employee.
- 51.9 **COBRA.** The District will comply with all federal regulations regarding COBRA.
- 51.10 **Medical Benefit Waiver.** The District agrees to provide an annual cash option of \$1,200 for those employees who elect the cash option in lieu of the medical benefit options. Per Southern California Schools VEBA requirements, effective January 1, 2016, all employees waiving coverage for the first time are not eligible for the cash option. Employees who elect

the cash option shall provide proof of current alternative medical coverage. Should an employee lose alternative coverage due to a qualifying event, he/she will be able to enroll in any one of the medical insurance options available but must enroll within thirty (30) days of the date the alternate coverage is canceled.

The HBC will examine the elimination of waivers along with other insurance related options and will develop an appropriate plan to deal with waivers.

- 51.11 The District agrees to provide employees the option of utilizing a flexible spending account (IRC 125 Plan) in conformance with state and federal regulations.

ARTICLE 52. WAGES

52.1 Salary Information

- 52.1.1 Salary schedules shall be related to accomplishment of increased professional competence gained from graduate courses and District-sponsored inservice courses, where both are consistent with the educational goals and objectives of the District, and service experience.
- 52.1.2 Warrants shall be issued subject to the rules and regulations of the County Board of Education.
- 52.1.3 The payroll period shall be defined as monthly beginning with July 1 unless changed by the County Board of Education.
- 52.1.4 The District shall, upon written request from an employee, provide a statement of the number of units that the District has on file for said employee, and shall respond within a reasonable amount of time.
- 52.1.5 All employees who serve more working days or less working days than the required number of working days for their job classification, shall receive only an amount of salary that bears the same ratio to the established annual salary for the position as the number of working days they serve bears to the number of working days required for their job classification.

52.2 Salary Provisions

- 52.2.1 Employees shall progress according to the regulations set forth in this section.

52.2.2 The salary schedule shall be increased by three percent (3%) effective January 1, 2019. The salary schedules of all employees are set forth in Appendix F.

52.2.3 Each employee shall be granted one step on the appropriate salary schedule for each year of satisfactory continuous service within the District conditioned upon and to the extent of whichever of the following occurs first:

- a. Duration of this Contract.
- b. The Salary provision is reopened for meeting and negotiating.
- c. The maximum of a salary class is reached.

52.2.4 Employees shall be granted credit for experience by the District for placement on the appropriate salary schedule conditioned upon the following:

- a. Teaching experience outside the District, as well as former teaching in the District, will be credited up to a maximum of five (5) years. One (1) step on the salary schedule is allowed for each year of teaching. Teaching experience must have been within the ten (10) years prior to employment with the District and must be verified from previous employers giving dates of service by school year.
- b. Language, Speech, and Hearing (LSH) Specialists will be placed on a separate salary schedule that begins with the equivalent of step eight (8) on the current General Education Teachers' Salary Schedule. Each LSH will receive the \$1,000 stipend for special education teachers to be noted on the LSH Specialists Salary Schedule contained in Appendix F.

The LSH Specialist Salary Schedule allows a maximum of twelve (12) prior years' service credit for salary placement. Teaching experience whether general or special education outside the District, as well as former teaching in the District, will be credited up to a maximum of twelve (12) years. One (1) step on the salary schedule is allowed for each year of teaching including paid internships. Some portion of teaching experience must have been within the ten (10) years prior to employment with the District and must be

verified from previous employers giving dates of service by school year.

- c. Active United States military service, if performed after December 7, 1941, and prior to being employed by the District, may be allowed conditioned upon the following:
 - (1) Eighteen (18) to thirty-six (36) months of service credit for one (1) year of experience.
 - (2) Thirty-six (36) months or more of service credit for two (2) years of experience.
 - (3) A limit of two (2) years credit may be allowed within the maximum of five (5) years' experience credit listed in paragraph 52.2.4.a of this provision.
- d. The employee shall be required to file official college transcripts with the Human Resources Office in order to verify salary placement.
- e. Special Education Teachers include the following: Special Day Class, Resource Specialist Program, Occupational Therapist, and Adaptive Physical Education teachers. Special Education Teachers employed in a position which requires a Special Education Teacher's Credential will be placed on the Special Education Teachers' Salary Schedule contained in Appendix F. Qualified Special Education Teachers will receive the annual \$1,000 stipend in addition to their salary to be noted on the Special Education Teachers' Salary Schedule contained in Appendix F.

A teacher holding a Special Education Credential who voluntarily transfers to a position not requiring that credential, will be placed on the General Education Teachers' Salary Schedule. In the event that the teacher received additional credit beyond the five years of service credit allowed on the General Education Teachers' Salary Schedule, the teacher will forfeit the years awarded beyond the five-year service credit initially awarded and the Special Education annual stipend if applicable. Any teacher who is currently assigned to teach general education, but transfers to a special education position and holds a valid credential will be placed on the Special Education Teachers' Salary Schedule appropriate to the guidelines listed below.

Teaching experience whether general or special education outside the District, as well as former teaching in the District, will be credited up to a maximum of twenty (20) years. One (1) step on the salary schedule is allowed for each year of teaching including paid internships. Some portion of teaching experience must have been within the ten (10) years prior to employment with the District and must be verified from previous employers giving dates of service by school year.

- f. Effective April 1, 2016, nurses who provided nursing services outside the District in a clinic or hospital setting while the nurse held both a Bachelor of Science in Nursing degree and was a fully licensed Registered Nurse, as well as former nursing services provided in the District, will be credited up to a maximum of five (5) years for all full years of service. Nursing experience must have been within the ten (10) years prior to employment with the District and must be verified from previous employers giving dates of service by school year and licensing agencies providing proof of licensure. The employee shall be required to file official college transcripts, proof of licensure, and proof of employment to the Human Resources office in order to verify salary placement.

52.2.5 Employees do not receive salary credit for experience while on leave (except sabbatical leave or military leave) but neither do they lose their position on the salary schedule.

52.2.6 **Anniversary Increments**

- a. After completing sixteen (16) years of accredited service and beginning with the seventeenth (17th) year, an employee on the maximum salary step in Class 3 or higher will receive an annual increment equivalent to one step on the salary schedule conditioned upon receiving a satisfactory or better evaluation from the employee's immediate supervisor for work the previous year.
- b. After completing twenty-one (21) years of accredited service and beginning with the twenty-second (22nd) year, an employee on the seventeenth (17th) year anniversary increment salary level will receive an annual increment equal to one additional step on the salary schedule conditioned upon receiving a satisfactory or better evaluation from the employee's immediate supervisor for work the previous year.

- c. After completing twenty-five (25) years of accredited service and beginning with the twenty-sixth (26th) year, an employee on the twenty-second (22nd) year anniversary increment salary level will receive an annual increment equal to one additional step on the salary schedule conditioned upon receiving a satisfactory or better evaluation from the employee's immediate supervisor for work the previous year.
- d. After completing twenty-eight (28) years of accredited service and beginning with the twenty-ninth (29th) year, an employee on the twenty-sixth (26th) year anniversary increment salary level will receive an annual increment equal to one additional step on the salary schedule conditioned upon receiving a satisfactory or better evaluation from the employee's immediate supervisor for work the previous year.

52.2.7 Employees shall be compensated for graduate credit beyond the Bachelor's Degree conditioned upon the following:

- a. Application for approval shall be in writing on the appropriate District form.
- b. Units and degrees accepted by the District for placement or movement on the salary schedule must be from institutions approved by the Western Association of Universities and Colleges or an equivalent accreditation organization.
- c. An official transcript must be submitted by the employee or from the college at the request and responsibility of the employee.
- d. Credit will be accepted for upper division and graduate courses taken in a program approved for an advanced degree in Education, for a credential in Education, for any special District-sponsored inservice courses, courses expected to have the effect of improving the learning of pupils, or for courses relevant to an employee's need for increased skills and knowledge. Upper division and graduate courses in the following areas may be selected without prior approval as long as there is maintained a balance of content in those courses that are selected.

Education
Social Work

Social Sciences
Foreign Language

Physical Sciences
Life Sciences
English

History
Philosophy
Mathematics

Prior approval must be received from the Superintendent or designee for any courses not specifically listed above or for lower division and community college courses.

- e. The skills acquired in the courses are related to the employee's individual teaching goals and the District's goals and objectives.
- f. Prior approval must be received from the Superintendent or designee before any graduate course or District-sponsored inservice program not listed in 52.2.7.d may be applied toward movement on the salary schedule. Submit form 813077. If approval is denied, the employee may resubmit the request and include rationale for the need to attend the course as such course is related to the employee's specific job assignment.
- g. Nurses who earn continuing education credits which are eligible for professional relicensure and for which college credit is not granted, shall be eligible to apply these credits toward salary reclassification on the following basis: Fifteen (15) hours of continuing education to one (1) semester unit of credit.
- h. During any one calendar year for salary credit:
 - (1) No more than a total of twenty (20) semester units or thirty (30) quarter units or the equivalent in District-sponsored inservice courses will be allowed.
 - (2) No more than a total of ten (10) semester units or fifteen (15) quarter units or the equivalent in District-sponsored inservice courses will be allowed while the employee is employed on full-time duty.
 - (3) No more than six (6) semester units per semester or ten (10) quarter units, or the equivalent in District-sponsored inservice courses, per quarter will be allowed.
 - (4) This provision in no way limits the actual number of units which can be taken by an employee.

- (5) Upon approval by the Superintendent, an employee may accrue additional units for salary credit.
- (6) Reassignment to a higher classification shall become effective at the beginning of the next pay period after the new classification requirements have been met in accordance with this provision.

52.2.8 Permit teachers shall be compensated for an Associate of Arts Degree or its equivalent as determined by the District, conditioned upon the following:

- a. Application for approval shall be in writing on the appropriate District form.
- b. The Associate of Arts degree or its equivalent as determined by the District for placement or movement on the salary schedule must be from institutions approved by the Western Association of Universities and Colleges or an equivalent accreditation organization.
- c. An official transcript must be submitted by the employee or from the college at the request and responsibility of the employee.
- d. The skills acquired in the degree are related to the permit teacher's assignment and the District's goals and objectives.
- e. Reassignment to Class II or III shall become effective at the beginning of the next pay period after the new classification requirements have been met in accordance with this provision.
- f. Class III (Associate of Arts Degree plus 30 units) shall be added for Permit Teachers.
- g. Anniversary Increment. After completing six (6) years of accredited service and beginning with the seventh (7th) year, a permit teacher on the fifth (5th) step will receive an annual increment equal to one additional step on the salary schedule conditioned upon receiving a satisfactory or better evaluation from the employee's immediate supervisor for work the previous year.

- 52.3 In the event an employee fails to timely release a substitute upon the expiration of leave, the employee may elect at his or her option, one of the following:
- 52.3.1 One day of pay shall be deducted from the employee's pay warrant, or
 - 52.3.2 An amount equal to a substitute's daily rate of pay shall be deducted from the employee's pay warrant providing the employee performs services the entire date of the failure to timely release the substitute, or
 - 52.3.3 The employee may utilize one day of compelling personal importance leave providing such leave is earned, unused and accumulated.
- 52.4 Employees who voluntarily apply and are selected for posted employment opportunities as presenters or trainers during nonwork-nonpaid days (for example: Saturdays, summer months, intersession) are to be paid at a prorated per diem or full per diem based on Class I, Step 1 of the current teachers' salary schedule depending upon the length (hours) of the presentation or the training.
- 52.5 Employees who voluntarily apply and are selected for posted employment opportunities as curriculum writers during nonwork-nonpaid days are to be paid an hourly rate based on Class I, Step 1 of the current teachers' salary schedule. The time necessary to complete the assignment shall be determined by the District.
- 52.6 The District may schedule inservice and/or staff development during employees' nonwork-nonpaid days as long as participation by employees is strictly voluntary, there is some type of written posting or general written announcement of the opportunity to participate prior to the activity, and employees are paid at .60 of the daily rate for Step 1, Class I or one-half (½) of the daily rate if the activity is less than 3.5 hours.
- 52.7 **Relocation.** For those teachers required to relocate during a school year (after having already set up a classroom) the District shall provide two (2) days of substitute time made available or the amount paid a substitute. The teacher may choose between the compensation and the classroom release time. Should the relocation require a second movement during that same school year (for example, as required during modernization), there shall be another two (2) days of substitute time, or substitute pay made available. It is not intended that a teacher be free from duty on the time made available by the substitute. Except in extraordinary circumstances as determined by the Superintendent/designee or within three years of opening a school, no

teacher shall be required to relocate to a different classroom at the same site for the same grade level or for a combination class, including the same grade level for two consecutive school years.

ARTICLE 53. NO STRIKE – NO LOCKOUT

- 53.1 The Association and the Board agree that the differences between the parties hereto shall be settled by peaceful means as provided in this Agreement.
- 53.2 During the term of this Agreement, the Association, in consideration of the terms and conditions of this Agreement, will not engage in, encourage, instigate, or condone any strike, work stoppage, or any concerted refusal to perform work duties as required in this Agreement. During the term of this Agreement, the Board of Education, in consideration of the terms and conditions of this Agreement, will not authorize or permit any lockout of any employees covered by this Agreement. During negotiations on contract reopeners pursuant to Articles 55 and 57, this Article is not in effect. During the suspension of this Article, binding interest arbitration of reopened articles and/or issues is waived.
- 53.3 If the District believes that sick leave is being used for the purpose of work stoppage, a doctor's certificate as proof of absence may be required by the District.

ARTICLE 54. CATASTROPHIC LEAVE BANK

54.1 Creation of Catastrophic Leave Bank

- 54.1.1 The District shall establish a Catastrophic Leave Bank effective July 1, 2000. The Catastrophic Leave Bank shall be funded in accordance with the terms of Article 54.2 below.
- 54.1.2 For the purposes of this section a "day" shall be any regular contract day a unit member is expected to be on duty as determined by the terms of this Agreement.
- 54.1.3 Days in the Catastrophic Leave Bank shall accumulate from year to year.
- 54.1.4 Days shall be contributed to the Bank and withdrawn from the Bank without regard to the daily rate of pay of the Catastrophic Leave Bank participant.

54.2 Eligibility and Contributions

- 54.2.1 All unit members on active duty with the District are eligible to contribute to the Catastrophic Leave Bank provided that the unit member has at least one (1) sick leave day to contribute.
- 54.2.2 Participation is voluntary, but requires contribution to the Bank as defined in 54.2.4. Only contributors will be permitted to withdraw from the Bank.
- 54.2.3 Contributions shall be made during the enrollment period between July 1 and the last duty day in October of each school year. Unit members returning from extended leave which included the enrollment period and new hires will be permitted to contribute within 30 calendar days of beginning work.
- 54.2.4 The annual rate of contribution by each participating unit member for each school year shall be one (1) day of sick leave which shall be deemed to equate to the legal minimum required by Education code Section 44043.5, up to a maximum of one-half (1/2) of the unit member's annual accrual. Unit members serving in part-time assignments shall also make a minimum annual contribution of a least one (1) full day, which is the equivalent of seven (7) hours.
- 54.2.5 A unit member's eligibility for the Bank terminates automatically if she/he fails to make the required annual contribution.
- 54.2.6 The Association and the District shall meet prior to June 30 of each school year to consider the appropriateness of a waiver of the annual donation requirement for current members of the Bank, based on the total number of days accrued in the Bank and the expected utilization of those days.

54.3 Withdrawal from the Bank

- 54.3.1 Catastrophic Leave Bank participants whose accrued sick leave is exhausted may request a withdrawal from the Bank for catastrophic illness or injury. Catastrophic illness or injury shall be defined as any illness or injury that incapacitates a unit member for an extended period of time, or that incapacitates a member of the employee's family, which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, as defined, in Education Code 44043.5(1). This definition does not include workers' compensation related injuries or illnesses. A "family member" shall include all persons defined as follows: the employee's parent, child, spouse,

grandparent, grandchild, and sibling as defined by the California Labor Code, and including registered and unregistered domestic partners and any relative who has established legal residency at the same address as the employee.

- 54.3.2 Unit members must use all accrued sick leave available to them as defined in Article 15.1, but not differential leave as defined in Article 15.2, before eligible for a withdrawal from the Bank. Additionally, personal necessity leave need not be exhausted before making a request to withdrawal from the Catastrophic Leave Bank.
- 54.3.3 If a unit member is incapacitated; applications may be submitted by the participant's agent or member of the unit member's family.
- 54.3.4 Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than twenty duty days. Unit members may submit a request for an extension of a withdrawal for one (1) additional twenty-duty day allotment for each catastrophic illness or injury. Catastrophic leave days not used by the unit member shall be returned to the catastrophic leave bank.
- 54.3.5 If a reoccurrence of the same illness or injury incapacitates a unit member, a request for withdrawal may be made if the unit member has returned to work for at least ninety consecutive duty days.
- 54.3.6 Participants in the Bank shall make requests for withdrawal of days to CVE and will be required to submit a doctor's statement indicating the nature of the illness or injury and the probable length of absence from work. If the request for withdrawal is based on the illness or injury of a family member as defined in 54.3.1, the doctor's statement shall also indicate the need of the family member to receive care. Participants shall submit the Request for Withdrawal form and doctor's statement to the Human Resources Services and Support Division or Payroll Division. The Human Resources Services and Support Division or Payroll Division will verify that the unit member has contributed to the Catastrophic Leave Bank such that he or she is potentially eligible for withdrawal. The Human Resources Services and Support Division or Payroll Division will also determine if the unit member has made a previous withdrawal. Then the request will be sent to the CVE President or his or her designee for approval or disapproval. The request shall be considered and a decision rendered within ten (10) working days of receipt of the request.
- 54.3.7 In the event that the request is approved, the unit member making the request and the Human Resources Services and Support

Division shall be notified in writing of the approval, including the number of days to be withdrawn.

- 54.3.8 In the event that the request is denied, the unit member making the request, the President of the Association, and the Human Resources Services and Support Division shall be notified in writing of the denial. The unit member may appeal the denial to a review committee consisting of one (1) District representative and two (2) Association representatives. The designated review committee must come to a majority decision and shall keep information regarding the nature of the illness or injury confidential. The decision of the review committee shall be reported in writing to the unit member within ten (10) duty days of receipt. This decision shall be final and not subject to the grievance process of the Agreement.
- 54.3.9 If the Catastrophic Leave Bank does not have sufficient days to fund a withdrawal request, the District is under no obligation to provide days. In such event, the District and the Association shall meet to consider a request of voluntary donations, as defined in 54.2.4, from the current participants for the purpose of replenishing the Bank. If a request is denied because of insufficient days to fund the request, the request may be reconsidered by Human Resources Services and Support Division at such time as sufficient donated days are available.
- 54.3.10 Approved withdrawals shall become effective immediately upon the exhaustion of the unit member's accrued sick leave.
- 54.3.11 The Association agrees to reimburse all District legal fees and costs incurred in defending the District, members of the Board, and/or agents of the Board, against any court action and/or administrative action challenging the legality of the catastrophic leave program and any decisions made related to a unit member's request for catastrophic leave pursuant to the procedures described above.

54.4 Administration of the Bank

- 54.4.1 The Human Resources Services and Support Division shall have the responsibility of maintaining the records of the Catastrophic Leave Bank.
- 54.4.2 The Human Resources Services and Support Division shall provide application forms for contributions to unit members annually.

54.4.3 Representatives of the District shall meet with representatives of the Association no later than November 30 of each school year to provide the following information:

54.4.3.1 The total number of accumulated days contributed by unit member for the current year.

54.4.3.2 The names of participation unit members.

54.4.4 If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Catastrophic Leave Bank shall be returned to the then current members of the Bank proportionately.

ARTICLE 55. TEACHER INDUCTION (BTSA)

55.1 The District and CVE will form a BTSA joint committee to establish rules and procedures to effect the provisions of this article provided that those rules shall be consistent with the statutory authority for the program and consistent with the current BTSA program design. The joint committee will be composed of three appointments made by CVE and three appointments made by the District. The rules and procedures established by the committee shall also be consistent with the provisions of this agreement and to the extent there is an inconsistency, the agreement will prevail.

BTSA Support Providers (SP) will provide support to beginning teacher participants in accordance with the BTSA program design. Functions performed by SP's pursuant to the BTSA program shall not constitute either management or supervisory functions.

An SP shall receive \$2,000 for each participating teacher up to a total of two. Should the SP agree to be assigned a third, the SP will receive an additional \$1,000. The committee shall determine the number of beginning teachers assigned to an SP; however, the maximum shall not exceed three (3). The term of the SP shall be two years renewable at the end of the term.

Should an SP fail to fulfill his or her roles and responsibilities, the committee may take action to remove the SP from the role with or without cause. The joint committee may remove an SP from the position at any time for performance problems. Prior to the effective date of such removal, the committee will provide the SP with a written statement of the reasons for the removal, and at the request of the committee, will meet with him or her to discuss the reasons. The performance of the SP as an SP shall not be a component of the regular evaluation and shall remain a matter between the teacher and the committee.

ARTICLE 56. COMPLETION OF NEGOTIATIONS

- 56.1 The Association acknowledges that during the negotiations which preceded this Agreement, the Association and the District had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective negotiations and that the understandings and agreement arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. This Agreement shall constitute the full and complete commitments of both parties.
- 56.2 The Association and the District mutually agree that for the life of the Agreement neither party shall be obligated to negotiate collectively with respect to any subject or matter referred to or covered in this Agreement, or with respect to any subject or matter not specifically referred to or covered in this Agreement, even though such subjects or matters may not have been within knowledge of contemplation of either or both of the parties at the time they negotiated and signed this Agreement, unless there is mutual agreement by both parties to reopen negotiations on those specific matters, except as otherwise specified in this Agreement.

ARTICLE 57. SAVINGS

- 57.1 Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction or PERB in a matter within its jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not affected by the deleted article, section, or clause.

ARTICLE 58. MEETING AND NEGOTIATING

- 58.1 Reopeners. The Association and the District agree that either party may notify the other party regarding the reopening of negotiations for the 2019-20 school year, only for Article 51 (Health) and Article 52 (Wages). Reopeners for the 2020-21 school year will include Article 51 (Health) and Article 52 (Wages) and up to two (2) additional articles of each party's choice.
- 58.2 The Association and the District agree that either party may notify the other in writing between February 1 and March 1 of the year in which this contract expires of its request to modify, amend, or terminate the Agreement.

58.3 The parties agree to meet and negotiate in good faith after appropriate written notice has been received on any of these specific provisions to be terminated or modified. Pending a conclusion of the negotiations to terminate or modify any of these specific provisions, these provisions shall remain in full force and effect.

~~ARTICLE 59. DURATION~~

~~This agreement shall be effective upon ratification and shall remain in effect until June 30, 2021. The parties shall sunshine their articles for negotiations for a successor agreement no later than the January 2021 Board meeting.~~

~~*(Signatures from both CVESD and CVE)*~~

APPENDIX

CERTIFICATED GRIEVANCE REPORT FORM
LEVEL I

Grievance # _____

(To be used only after Informal Conference has been held and grievance is not resolved, or in cases where the grievance is initiated at Level II.)

Date Informal Conference Held _____

TYPE ONLY

Last Name	First Name	M.I.	Date
School/Department			Position
Principal/Supervisor			

ALLEGED ARTICLE VIOLATION:

PROPOSED REMEDY TO GRIEVANCE:

I discussed this with my principal/supervisor on	
_____	_____
Date	Signature of Grievant
(Not applicable if grievance is initiated at Level II.)	

Distribution:	White – Grievant	Canary – Principal/Immediate Supervisor	Golden -- Association
	Pink – Superintendent	Green – Superintendent's Designee	

Attach additional sheets if necessary

CERTIFICATED GRIEVANCE REPORT FORM
LEVEL I RESPONSE

Grievance # _____

Date Received

GRIEVANCE REVIEWED – LEVEL I	DECISION OF PRINCIPAL/SUPERVISOR, LEVEL I
Grievant Name:	Grievance Subject:
School/Department:	

Signature: _____

Principal/Supervisor	Title	Date
----------------------	-------	------

Distribution: White – Grievant	Canary – Principal/Immediate Supervisor	Golden -- Association
Pink – Superintendent	Green – Superintendent's Designee	

Attach additional sheets if necessary

CERTIFICATED GRIEVANCE REPORT FORM
LEVEL II

Grievance # _____

TYPE ONLY

Last Name	First Name	M.I.	Date
School/Department			Position
Principal/Supervisor			

ALLEGED ARTICLE VIOLATION:

PROPOSED REMEDY TO GRIEVANCE:

I discussed this with my principal/supervisor on	
_____	_____
Date	Signature of Grievant

Distribution: White – Grievant	Canary – Principal/Immediate Supervisor	Golden -- Association
Pink – Superintendent	Green – Superintendent's Designee	

Attach additional sheets if necessary

CERTIFICATED GRIEVANCE REPORT FORM
LEVEL II RESPONSE

Grievance # _____

Date Received

GRIEVANCE REVIEWED – LEVEL II

DECISION OF SUPERINTENDENTS DESIGNEE

Grievant Name:

Grievance Subject:

School/Department:

Signature: _____

Superintendent's Designee

Title

Date

Distribution: **White** – Grievant

Canary – Principal/Immediate Supervisor

Golden -- Association

Pink – Superintendent

Green – Superintendent's Designee

Attach additional sheets if necessary

Chula Vista Elementary School District
INTERIM EVALUATION REPORT
(EMPLOYEES - FORM E-1)
 (For Commendation or Recommendations for Improvement)

NAME: # _____ DATE: # _____

POSITION: # _____ SITE: # _____

PERFORMANCE CRITERIA EXCEEDED, MET, OR FAILED TO MEET (DATED AND DOCUMENTED)
 # _____

COMMENDATION OR RECOMMENDATION (IF RECOMMENDATION, SEE ARTICLE 35.5.4)
 # _____

SPECIFIC ASSISTANCE TO BE PROVIDED (LIST TARGETED DUE DATES(S) AND EVIDENCE OF COMPLETION, IF REQUIRED BY PRINCIPAL)
 # _____

SPECIFIC ASSISTANCE REQUESTED (LIST TARGETED DUE DATES(S))
 # _____

EMPLOYEE RESPONSE

Copy to: Evaluatee
 Evaluator
 Human Resources Office

 Evaluatee

 Date

 Evaluator

 Date

Chula Vista Elementary School District
SUMMARY EVALUATION REPORT
 (EMPLOYEES - FORM E-2)

APPENDIX B-2

NAME: JOB DESCRIPTION TITLE: LOCATION:	TEMPORARY <input type="checkbox"/> RESTRICTED <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT <input type="checkbox"/> RECOMMENDED FOR TENURE: YES <input type="checkbox"/> NO <input type="checkbox"/>
--	---

SECTION I EVALUATION COMPONENTS

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

1. PROGRESS OF STUDENTS TOWARD ESTABLISHED STANDARDS

EVALUATOR COMMENTS:

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

2. INSTRUCTIONAL TECHNIQUES

EVALUATOR COMMENTS:

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

3. ADHERENCE TO DISTRICT CURRICULUM

EVALUATOR COMMENTS:

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

4. ESTABLISHMENT AND MAINTENANCE OF A SUITABLE LEARNING ENVIRONMENT WITHIN THE SCOPE OF THE EMPLOYEE'S RESPONSIBILITY

EVALUATOR COMMENTS:

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

5. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES AND RESPONSIBILITIES

EVALUATOR COMMENTS:

UNSATISFACTORY <input type="checkbox"/>	REQUIRES IMPROVEMENT <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>
--	---	---------------------------------------

6. PROFESSIONAL RELATIONSHIPS WITH STUDENTS, PARENTS, COLLEAGUES

EVALUATOR COMMENTS:

UNSATISFACTORY REQUIRES IMPROVEMENT EFFECTIVE

7. ACHIEVEMENT OF OBJECTIVES (IF APPLICABLE)

EVALUATOR COMMENTS:

II. ANY SUMMARY SECTION WHICH INDICATES IMPROVEMENT IS NEEDED MUST BE COMMENTED UPON BY THE EVALUATOR(S) USING FORM E1 AS USED DURING THE MONITORING PERIOD AND ATTACHING THE FORM HERETO.
CHECK IF INFORMATION IS ATTACHED

III. OVERALL EVALUATION SUMMARY STATEMENT
CHECK IF INFORMATION IS ATTACHED BY EVALUATOR(S)

IV. EVALUATEE COMMENTS:

CHECK IF INFORMATION IS ATTACHED

EVALUATEE

DATE

EVALUATOR

DATE

The evaluatee will sign and return the form within 10 working days of its receipt. The signature of the evaluatee is an indication the evaluation has been read and that discussion has taken place but does not constitute endorsement of the evaluation. The evaluatee shall have thirty (30) days to file a written response which shall be attached to the form. If this report is challenged on the basis that the facts presented are not true, this form will not be made a part of the evaluatee's file until a report has been made as to the veracity of those facts. The grievability of this process shall be as specified in Article 35.8.

Due date: Not less than 30 calendar days before the end of the employee's school year.

Copies to: Evaluatee
Evaluator
Personnel Office

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
 PLAN FOR THE IMPROVEMENT OF LEARNING (OPTIONAL)
 (EMPLOYEES - FORM O)**

SINCE LEVELS OF EXPECTANCY ARE CONTAINED IN THE EMPLOYEE JOB DESCRIPTION, SCHOOL SITE PLAN, STATE FRAMEWORKS AND DISTRICT ADOPTED CURRICULUM, REFERENCE SHOULD BE MADE TO THEM WHEN FORMULATING SPECIFIC OBJECTIVES FOR THE COMING YEAR.

NAME	SITE
POSITION	GRADE LEVEL

I. INSTRUCTIONAL OBJECTIVES AND STANDARDS OF EXPECTED STUDENT LEARNING
 (WHAT DO YOU EXPECT YOUR STUDENTS TO ACHIEVE?)

EVIDENCE OF ACHIEVEMENT
 (WHAT EVIDENCE WILL YOU PRESENT TO SHOW YOU HAVE ACHIEVED YOUR OBJECTIVE(S)?)

PROGRESS
 (INCLUDING ASSESSMENT TECHNIQUES)

Form E-1 Used Yes (If preliminary data identifies area(s) that need improvement, a report will be made on Form E-1 by the evaluator.

**PLAN FOR THE IMPROVEMENT OF LEARNING (OPTIONAL)
(EMPLOYEES - FORM O)**

II. CONTROL AND THE LEARNING ENVIRONMENT

**EVIDENCE OF ACHIEVEMENT
(WHAT EVIDENCE WILL YOU PRESENT TO SHOW YOU HAVE ACHIEVED YOUR OBJECTIVE(S)?)**

PROGRESS (INCLUDING ASSESSMENT TECHNIQUES)

Form E-1 Used Yes (If preliminary data identifies area(s) that need improvement, a report will be made on Form E-1 by the evaluator.

PLAN FOR THE IMPROVEMENT OF LEARNING (OPTIONAL)
(EMPLOYEES - FORM O)

III. OTHER RELATED RESPONSIBILITIES

EVIDENCE OF ACHIEVEMENT
(WHAT EVIDENCE WILL YOU PRESENT TO SHOW YOU HAVE ACHIEVED YOUR OBJECTIVE(S)?

PROGRESS
(INCLUDING ASSESSMENT TECHNIQUES)

EVALUATOR

DATE

EVALUATOR

DATE

Form E-1 Used Yes (If preliminary data identifies area(s) that need improvement, a report will be made on Form E-1 by the evaluator.

SPECIAL LEAVE FORM

(Certificated)

1. Prepare in triplicate and send **ALL** copies to the Payroll Department. A copy will be returned to you.
2. The employee should contact the personnel office if a substitute is needed.

<input type="checkbox"/> PERSONAL NECESSITY REASON: _____ _____ _____ _____ _____	<input type="checkbox"/> COMPELLING PERSONAL IMPORTANCE <input type="checkbox"/> <i>It is beyond my ability to schedule outside of working hours</i>	<input type="checkbox"/> BEREAVEMENT Relationship: _____ In excess of 200 miles (one way)? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> JUDICIAL <input type="checkbox"/> JURY DUTY <input type="checkbox"/> SUBPOENAED: NONPARTY WITNESS. <input type="checkbox"/> GOVERNMENT OFFICIAL ORDER. <input type="checkbox"/> ATTACHED - PROOF OF NECESSITY.
---	--	---	--

Date(s) of Leave _____ Number of days _____
MONTH DAY(S) YEAR

PRINT OR TYPE NAME POSITION

SCHOOL OR DEPARTMENT

All special leave days are subject to terms and conditions of written agreement between the Chula Vista Elementary School District and CVEEA, a local chapter of the CTA, and NEA.

SIGNATURE OF EMPLOYEE

DATE

DO NOT WRITE BELOW THIS LINE

	PERSONAL NECESSITY	COMPELLING PERSONAL IMPORTANCE	BEREAVEMENT	JUDICIAL
<i>Number of Days with Pay (Subject to number of days available, as per agreement)</i>				
<i>Number of Days without Pay (Subject to approval, as per agreement)</i>				

COMMENTS: _____

DATE

ASSISTANT SUPERINTENDENT

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

REQUEST FOR REDUCTION OF CONTRACT DAYS

[Prepare in triplicate and send all copies to the Human Resources Department]

I request my contract be reduced by _____ days for the _____ school year. This reduction is to start on _____ and continue through _____.

I understand that there will be a reduction in my salary at the daily rate on which my contract is based for each day my contract has been reduced.

PRINT OR TYPE NAME OF EMPLOYEE

POSITION

LOCATION

EMPLOYEE'S SIGNATURE

DATE

SUPERVISOR'S SIGNATURE

DATE

ASSISTANT SUPERINTENDENT, HUMAN RESOURCES

DATE

PAYROLL DEPARTMENT

DATE

- Original - Payroll
- Copy 1 - Employee
- Copy 2 - Personnel File

NURSE ASSIGNMENT PROCEDURES

The following procedures shall be utilized for the assignment of nurses:

1. The staffing formula criteria shall be:
 - a. Total school population
 - b. Percentage of free and reduced lunches
 - c. Number of kindergarten/first grade students
 - d. Number of special education students
2. The formula for the duration of this Agreement and the school allocation for shall be in accordance with the attached.
3. The school allocations shall be posted by May 30. Nurses not in residence will be notified by certified mail. Nurses shall be able to keep their existing assignments within the constraints of the next year's school allocations. Any nurse assigned to year-round and traditional schedules shall submit his or her schedule to his or her immediate supervisors within one (1) week of the beginning of school, and any deviation shall be approved by the immediate supervisors involved.

On the second Thursday in June, the nurses, including the nursing supervisor and/or designee and an Association representative shall meet to determine assignments for the following year. Any nurse unable to attend the meeting may notify the District of his or her inability to attend. The nurse may indicate the preference for assignment the following year or select an employee to represent him or her at the meeting to designate his or her preference.

4. Assignments for the following year shall be made as follows:
 - a. Nurses' current assignments shall be listed on the Board (#1-13) according to seniority with next year's allocations.
 - b. Each nurse, by seniority, will designate schools he or she wishes to retain that fit within his or her time allocation. Any assignments relinquished shall be placed on the open assignment list.
 - c. Nurses, by seniority, will choose from the open assignment list a school(s) that completes his or her time allocation.
5. Site(s) chosen by each nurse at the meeting shall be his or her assignment for the following year. The District shall notify each nurse in writing within five (5) days of the meeting.

CRITERIA FOR ASSIGNMENT OF NURSES

The following was established as criteria for assignment of nurses to individual schools:

1. Total enrollment of school to nearest 100 plus preschool
2. Number of kindergarten and first grade students
3. Number of special education students
4. Percentage of students on free and reduced price lunches

Kindergarten and Grade 1 Enrollment				Number of Special Education Students				Percentage of Students on Free & Reduced Lunches			
1	to	124	= 0	0	to	16	= 0.0	0	to	9	= 0
125	to	180	= 1	17	to	26	= 1.5	10	to	19	= 1
181	to	254	= 1.5	27	to	36	= 2.0	20	to	29	= 2
255	to	358	= 2	37	to	46	= 2.5	30	to	39	= 3
359	to	504	= 2.5	47	to	56	= 3.0	40	to	49	= 4
				57	to	66	= 3.5	50	to	59	= 5
				67	to	76	= 4.0	60	to	69	= 6
				77	to	86	= 4.5	70	to	79	= 7
				87	to	96	= 5.0	80	to	89	= 8
				97	to	106	= 5.5	90	to	99	= 9
				107	to	116	= 6.0				
				117	to	126	= 6.5				
				127	to	136	= 7.0				
				137	to	146	= 7.5				
				147	to	156	= 8.0				
				157	to	166	= 8.5				
				167	to	176	= 9.0				
				177	to	186	= 9.5				

The factors are added together to determine time assignments for schools in the following formula:

1.0	to	4.9	=	.5	days per week
5.0	to	7.9	=	1.0	days per week
8.0	to	10.9	=	1.5	days per week
11.0	to	13.9	=	2.0	days per week
14.0	to	16.9	=	2.5	days per week
17.0	to	19.9	=	3.0	days per week
20.0	to	22.9	=	3.5	days per week
23.0	to	25.9	=	4.0	days per week

Because of significant changes occurring on a yearly basis in some schools, the factors may need to be refigured each year.

**Chula Vista Elementary School District
2018-19
TEACHERS' SALARY SCHEDULE**

APPENDIX F-1

Step	Annual						
	Class I	Class II	Class III	Class IV	Class V	Class VI	
1	51,655	** 51,655	** 51,655	** 51,655	** 51,655	** 54,625	57,599
2	51,655	** 51,655	** 51,796	** 51,796	54,129	57,106	60,078
3	51,655	** 51,796	54,224	56,646	59,668	62,688	66,688
4	51,655	** 54,129	56,646	59,167	62,278	65,396	69,396
5	53,862	56,456	59,069	61,688	64,892	68,096	72,096
6	56,106	58,807	61,496	64,199	67,502	70,798	74,798
7	58,339	61,128	63,934	66,723	70,111	73,501	77,501
8	60,589	63,472	66,363	69,246	72,719	76,192	80,192
9	62,834	65,816	68,794	71,746	75,321	78,895	82,895
10	65,076	68,141	71,201	74,272	77,932	81,591	85,591
11	65,076	70,481	73,625	76,796	80,548	84,294	88,294
12	65,076	70,481	76,063	79,315	83,156	87,000	90,900
13	65,076	70,481	76,063	81,829	85,767	89,703	93,703
14	65,076	70,481	76,063	81,829	87,114	92,400	96,400
15	65,076	70,481	76,063	81,829	87,114	92,400	96,400
16	65,076	70,481	76,063	81,829	87,114	92,400	96,400
17	Anniversary Increment I		79,005	84,870	90,241	95,621	
18			79,005	84,870	90,241	95,621	
19			79,005	84,870	90,241	95,621	
20			79,005	84,870	90,241	95,621	
21			79,005	84,870	90,241	95,621	
22	Anniversary Increment II		81,511	87,472	92,940	98,406	
23			81,511	87,472	92,940	98,406	
24			81,511	87,472	92,940	98,406	
25			81,511	87,472	92,940	98,406	
26	Anniversary Increment III		84,093	90,143	95,711	101,274	
27			84,093	90,143	95,711	101,274	
28			84,093	90,143	95,711	101,274	
29	Anniversary Increment IV		86,199	92,397	98,103	103,806	

- Class I Bachelor's Degree
- Class II Bachelor's Degree & 15 Semester Units
- Class III Bachelor's Degree & 30 Semester Units
- Class IV Bachelor's Degree & 45 Semester Units OR
Master's Degree
- Class V Bachelor's Degree & 60 Semester Units OR
Bachelor's Degree & 45 Semester Units
with Master's Degree
- Class VI Bachelor's Degree & 60 Semester Units with
Master's Degree

** Per Education Code Section 45023.4 (Implemented July 1, 1985)
No. workdays: 185
Hrs. per day: 7

- Note: The Chula Vista Elementary School District allows a maximum of five (5) years teaching for salary credit. Experience must have been within the ten (10) years prior to employment.

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
 2018-19
 Permit Teachers' Salary Schedule
 Daily

<u>Class I (7 Hours)</u>		<u>Class I (8 Hours)</u>	
<u>Step</u>	<u>Daily</u>	<u>Step</u>	<u>Daily</u>
1	160.91	1	183.89
2	168.91	2	193.04
3	177.67	3	203.07
4	186.50	4	213.14
5	195.45	5	223.37
Anniversary Increment (7)	206.50	Anniversary Increment (7)	235.99
<u>Class II (7 Hours)</u>		<u>Class II (8 Hours)</u>	
<u>Step</u>	<u>Daily</u>	<u>Step</u>	<u>Daily</u>
1	167.40	1	191.31
2	175.66	2	200.77
3	184.87	3	211.28
4	193.92	4	221.58
5	203.24	5	232.28
Anniversary Increment (7)	214.67	Anniversary Increment (7)	245.34
<u>Class III (7hours)</u>		<u>Class III (8 Hours)</u>	
<u>Step</u>	<u>Daily</u>	<u>Step</u>	<u>Daily</u>
1	174.07	1	198.95
2	182.74	2	208.83
3	192.28	3	219.75
4	201.69	4	230.50
5	211.38	5	241.52
Anniversary Increment (7)	223.24	Anniversary Increment (7)	255.13
<u>Class IV (7hours)</u>		<u>Class IV (8 Hours)</u>	
<u>Step</u>	<u>Daily</u>	<u>Step</u>	<u>Daily</u>
1	181.02	1	206.91
2	190.05	2	217.18
3	199.96	3	228.54
4	209.76	4	239.72
5	219.84	5	251.18
Anniversary Increment (7)	232.17	Anniversary Increment (7)	265.33

No. workdays: 185 days

Class I Permit Teacher Certificate

Class II Associate of Arts Degree or its equivalent as determined by the district

Class III Associate of Arts Degree plus 30 units

Class IV Bachelor of Arts Degree or its equivalent as determined by the district

Anniversary Increment (7): After completion of 6 years on the Permit Teacher Salary Schedule, you will receive a longevity increase.

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
 Effective: January 1, 2019

Chula Vista Elementary School District
2018-19
Summer School and Extended Year Teachers' Salary Schedule

<u>Step</u>	<u>Daily</u>					
	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>	<u>Class VI</u>
1	209.87	220.32	230.80	241.35	252.57	263.76
2	220.32	231.29	242.17	253.09	264.20	275.28
3	230.80	242.17	253.51	264.82	276.17	287.50
4	241.35	253.09	264.82	276.63	288.34	300.16
5	251.78	263.93	276.22	288.31	300.54	312.81
6	262.25	274.98	287.50	300.16	312.79	325.43
7	272.81	285.80	298.89	311.86	324.97	338.07
8	283.45	296.72	310.27	323.72	337.17	350.60
9	293.77	307.69	321.59	335.48	349.39	363.31
10	304.29	318.64	332.90	347.20	361.53	375.89
11	304.29	329.56	344.29	359.08	373.79	388.53
12	304.29	329.56	355.67	370.87	386.05	401.16
13	304.29	329.56	355.67	382.52	398.13	413.85
14	304.29	329.56	355.67	382.52	404.47	426.42
15	304.29	329.56	355.67	382.52	404.47	426.42
16	304.29	329.56	355.67	382.52	404.47	426.42
17	Anniversary Increment I		369.08	396.48	418.88	441.24
18			369.08	396.48	418.88	441.24
19			369.08	396.48	418.88	441.24
20			369.08	396.48	418.88	441.24
21			369.08	396.48	418.88	441.24
22	Anniversary Increment II		380.77	408.62	431.38	454.15
23			380.77	408.62	431.38	454.15
24			380.77	408.62	431.38	454.15
25			380.77	408.62	431.38	454.15
26	Anniversary Increment III		392.86	421.08	444.38	467.61
27			392.86	421.08	444.38	467.61
28			392.86	421.08	444.38	467.61
29	Anniversary Increment IV		402.68	431.61	455.50	479.33
	Class I	Bachelor's Degree				
	Class II	Bachelor's Degree & 15 Semester Units				
	Class III	Bachelor's Degree & 30 Semester Units				
	Class IV	Bachelor's Degree & 45 Semester Units OR Master's Degree				
	Class V	Bachelor's Degree & 60 Semester Units OR Bachelor's Degree & 45 Semester Units with Master's Degree				
	Class VI	Bachelor's Degree & 60 Semester Units with Master's Degree				

Hrs. per day: 7

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
2018-19
SPECIAL EDUCATION TEACHERS' SALARY SCHEDULE

APPENDIX F-4

Step	Class I	Class II	Class III	Class IV	Class V	Class VI
1	51,655	** 51,655	** 51,655	** 51,655	** 54,625	57,599
2	51,655	** 51,655	** 51,796	54,129	57,106	60,078
3	51,655	** 51,796	54,224	56,646	59,668	62,688
4	51,655	** 54,129	56,646	59,167	62,278	65,396
5	53,862	56,456	59,069	61,688	64,892	68,096
6	56,106	58,807	61,496	64,199	67,502	70,798
7	58,339	61,128	63,934	66,723	70,111	73,501
8	60,589	63,472	66,363	69,246	72,719	76,192
9	62,834	65,816	68,794	71,746	75,321	78,895
10	65,076	68,141	71,201	74,272	77,932	81,591
11	65,076	70,481	73,625	76,796	80,548	84,294
12	65,076	70,481	76,063	79,315	83,156	87,000
13	65,076	70,481	76,063	81,829	85,767	89,703
14	65,076	70,481	76,063	81,829	87,114	92,400
15	65,076	70,481	76,063	81,829	87,114	92,400
16	65,076	70,481	76,063	81,829	87,114	92,400
17	Anniversary Increment I		79,005	84,870	90,241	95,621
18			79,005	84,870	90,241	95,621
19			79,005	84,870	90,241	95,621
20			79,005	84,870	90,241	95,621
21			79,005	84,870	90,241	95,621
22	Anniversary Increment II		81,511	87,472	92,940	98,406
23			81,511	87,472	92,940	98,406
24			81,511	87,472	92,940	98,406
25			81,511	87,472	92,940	98,406
26	Anniversary Increment III		84,093	90,143	95,711	101,274
27			84,093	90,143	95,711	101,274
28			84,093	90,143	95,711	101,274
29	Anniversary Increment IV		86,199	92,397	98,103	103,806
Class I Bachelor's Degree						
Class II Bachelor's Degree & 15 Semester Units						
Class III Bachelor's Degree & 30 Semester Units						
Class IV Bachelor's Degree & 45 Semester Units OR Master's Degree						
Class V Bachelor's Degree & 60 Semester Units OR Bachelor's Degree & 45 Semester Units with Master's Degree						
Class VI Bachelor's Degree & 60 Semester Units with Master's Degree						

** Per Education Code Section 45023.4 (Implemented July 1, 1985)

No. workdays: 185

Hrs. per day: 7

- Note: The Chula Vista Elementary School District allows a maximum of five (5) years teaching for salary credit. Experience must have been within the ten (10) years prior to employment.
- Qualified Special Education Teachers receive an annual \$1,000 stipend in addition to their salary, prorated to the F.T.E.

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)

Effective: January 1, 2019

Chula Vista Elementary School District
2018-19
LANGUAGE SPEECH HEARING SPECIALIST SALARY SCHEDULE
Annual

<u>Step</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>
1	69,246	72,719	76,192
2	71,746	75,321	78,895
3	74,272	77,932	81,591
4	76,796	80,548	84,294
5	79,315	83,156	87,000
6	81,829	85,767	89,703
7	81,829	87,114	92,400
8	81,829	87,114	92,400
9	81,829	87,114	92,400

Anniversary Increment I

<u>Step</u>			
10	84,870	90,241	95,621
11	84,870	90,241	95,621
12	84,870	90,241	95,621
13	84,870	90,241	95,621
14	84,870	90,241	95,621

Anniversary Increment II

<u>Step</u>			
15	87,472	92,940	98,406
16	87,472	92,940	98,406
17	87,472	92,940	98,406
18	87,472	92,940	98,406

Anniversary Increment III

<u>Step</u>			
19	90,143	95,711	101,274
20	90,143	95,711	101,274
21	90,143	95,711	101,274

Anniversary Increment IV

<u>Step</u>			
22	92,397	98,103	103,806

Class I	Bachelor's Degree & 45 Semester Units OR Master's Degree
Class II	Bachelor's Degree & 60 Semester Units OR Bachelor's Degree & 45 Semester Units with Master's Degree
Class III	Bachelor's Degree & 60 Semester Units with Master's Degree

No. workdays: 185

Hrs. per day: 7

· Qualified Special Education Teachers receive an annual \$1,000 stipend in addition to their salary, prorated to the F.T.E.

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)

Effective: January 1, 2019

Chula Vista Elementary School District
2018-19
Summer School and Extended Year
Language Speech Hearing Specialists' Salary Schedule
Daily

<u>Step</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>
1	323.72	337.17	350.60
2	335.48	349.39	363.31
3	347.20	361.53	375.89
4	359.08	373.79	388.53
5	370.87	386.05	401.16
6	382.52	398.13	413.85
7	382.52	404.47	426.42
8	382.52	404.47	426.42
9	382.52	404.47	426.42

Anniversary Increment I

<u>Step</u>			
10	396.48	418.88	441.24
11	396.48	418.88	441.24
12	396.48	418.88	441.24
13	396.48	418.88	441.24
14	396.48	418.88	441.24

Anniversary Increment II

<u>Step</u>			
15	408.62	431.38	454.15
16	408.62	431.38	454.15
17	408.62	431.38	454.15
18	408.62	431.38	454.15

Anniversary Increment III

<u>Step</u>			
19	421.08	444.38	467.61
20	421.08	444.38	467.61
21	421.08	444.38	467.61

Anniversary Increment IV

<u>Step</u>			
22	431.61	455.50	479.33

Class I	Bachelor's Degree & 45 Semester Units OR Master's Degree
Class II	Bachelor's Degree & 60 Semester Units OR Bachelor's Degree & 45 Semester Units with Master's Degree
Class III	Bachelor's Degree & 60 Semester Units with Master's Degree

Per Education Code Section 45023.4 (Implemented July 1, 1985)

No. workdays: 185

Hrs. per day: 7

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)

Effective: January 1, 2019

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Elementary School District to the Chula Vista Classified Employees Organization

_____ **Action**

_____ **X** **Information**

BACKGROUND INFORMATION:

A public hearing is required to receive input from the public on the Initial Collective Negotiations Proposal (Initial Proposal) from the Chula Vista Elementary School District to the Chula Vista Classified Employees Organization to address the parties' interest in initiating negotiations per Article 38 - Meeting and Negotiating and their mutual agreement to sunshine proposals. The District reserves the right to amend, delete, modify, or update its Initial Proposal until a complete agreement is reached.

ADDITIONAL DATA:

A copy of the District's Initial Proposal is attached.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

**Chula Vista Elementary School District
Initial Proposal for Negotiations with CVCEO
November 14, 2018**

The District proposes to initiate negotiations with CVCEO per Article 38 - Meeting and Negotiating, on the following articles, but may add or delete articles as deemed necessary and in accordance with all applicable requirements:

Article 2 – Recognition

The District has an interest in adding certain classifications and placing them in appropriate reallocation groups. The District also has an interest in eliminating classifications in which the District no longer employs staff.

Article 4 – Organizational Security and Organization Rights

The District has an interest in revising Article 4 to comply with the United States Supreme Court's decision in Janus v. American Federation of State, County, and Municipal Employees, Council 31, et al., 138 S.Ct. 2448 (2018), and recent related revisions to California law.

Article 5 – Wages

The District has an interest in negotiating regarding CVCEO unit member salaries.

Article 7 – Health and Welfare Benefits

The District has an interest in negotiating regarding CVCEO unit member health and welfare benefits.

Article 8 – Hours

The District has an interest in bargaining regarding CVCEO unit member hours, including provisions related to Noon Duty Supervisors and Student Attendants.

Article 11 – Transfer and Promotion

The District has an interest in bargaining regarding CVCEO unit member promotions and salary placement following promotions.

Article 12 – Job Descriptions

The District has an interest in bargaining regarding job description provisions including limiting periodic review of certain positions that are not staffed at the time of the periodic review.

Article 23 – Personal Necessity Leave

The District has an interest in bargaining regarding personal necessity leave including language concerning CVCEO unit member reporting personal necessity leave. The District has an interest in revising the form that CVCEO unit members use to report personal necessity leave. (See Appendix H – Special Leave Application (Classified) below.)

Article 24 – Sick Leave

The District has an interest in bargaining regarding sick leave including CVCEO unit member access to partial payment (50%) sick leave.

Article 28 – Payroll Deductions

The District has an interest in negotiating regarding payroll deductions to comply with the United States Supreme Court’s decision in Janus v. American Federation of State, County, and Municipal Employees, Council 31, et al., 138 S.Ct. 2448 (2018), and recent related revisions to California law.

Article 34 – Layoff and Effects of Layoff

The District has an interest in bargaining regarding layoffs and the effects of layoffs including incorporating certain provisions of the parties’ April 25, 2018, memorandum of understanding into the Collective Bargaining Agreement.

Article 38 – Meeting and Negotiating

The District has an interest in bargaining regarding negotiations procedures including revising existing language to permit the parties to “sunshine” their initial proposals prior to the noted dates upon the parties’ mutual agreement.

Article 43 – Catastrophic Leave

The District has an interest in bargaining regarding CVCEO unit member access to the catastrophic leave bank.

Article 44 – Duration of Agreement

The District has an interest in revising the term of the collective bargaining agreement.

Appendix D – Placement of Positions on Salary Schedule

The District has an interest in updating Appendix D to include all classifications.

Appendix E – Salary Schedule

The District has an interest in aligning the salary schedule to the parties’ memorandum of understanding regarding salary.

Appendix G – Retiree Cap

The District has an interest in aligning the retiree cap to the parties’ memorandum of understanding regarding retiree health benefits.

Appendix H – Special Leave Application (Classified)

The District has an interest in negotiating regarding revisions to the Special Leave Application form. (See Article 23 – Personal Necessity Leave above.)

Transportation Handbook

The District has an interest in bargaining regarding the transportation handbook including field trip procedures, route selection procedures, student delivery procedures, adherence to bus routes requirements, child safety alert system and post-trip inspection procedures, school bus drivers' line of authority requirements, and implementation of certain forms of technology including, but not limited to cameras and student tracking.

Guidelines for Reallocation

The District has an interest in bargaining regarding the reallocation guidelines including increasing the number of reallocation team members for both the District and CVCEO to ensure efficient review of all positions.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Conduct Public Hearing to Receive Input on the Initial Collective Negotiations Proposal from the Chula Vista Classified Employees Organization to the Chula Vista Elementary School District

_____ **Action**

_____ **X** **Information**

BACKGROUND INFORMATION:

A public hearing is required to receive input from the public on the Initial Collective Negotiations Proposal (Initial Proposal) from the Chula Vista Classified Employees Organization (CVCEO) to the Chula Vista Elementary School District.

ADDITIONAL DATA:

A copy of CVCEO's Initial Proposal is attached.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

Sunshine Proposal
Chula Vista Classified Employees Organization
Classified Unit

This initial proposal is submitted by the Chula Vista Classified Employees Organization to the Chula Vista Elementary School District for a successor Agreement to the one expiring June 30, 2019. CVCEO will propose:

Article 4 – Organizational Security and Organization Rights

- Update the provisions of this Article to conform to existing law.

Article 5 – Wages

- To the extent not already addressed by existing MOUs, wage adjustments that reflect the sacrifices recently made by classified employees and their contribution to the educational mission of the District.
- Revise provisions regarding reclassifications/reallocations.

Article 6 – Professional Growth

- Update the Professional Growth Handbook.
- Update Article to reflect improved professional growth and educational incentive opportunities.

Article 7 – Health and Welfare Benefits

- To the extent not already addressed by existing MOUs, wage adjustments that reflect the sacrifices recently made by classified employees and their contribution to the educational mission of the District.

Article 8 – Hours

- Clarify procedures for changes in employee schedules.
- Clarify procedures governing breaks and compensation during camps and field trips.
- Provide greater flexibility regarding breaks.

Article 11 – Transfer and Promotion

- Update article to address notice requirements.

Article 27 – Replacement or Repair of Unit Member’s Property

- Update language of Article to conform with the law and best practices.

Articles 14-26, 40, 43 –Leaves

- Update language of Article to reflect changes in relevant laws and provide equity.

Transportation Handbook

- Update handbook to reflect MOUs between the parties and other minor changes.

Noon Duties

- Update Agreement to reflect their integration into the bargaining unit.
- Address minimum staffing levels.
- Negotiate implementation of state minimum wage increases.

Term

- A multi-year agreement.

CVCEO reserves the right to add, modify, delete, or otherwise change proposals during the course of negotiations.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Conduct Public Hearing on Leonardo da Vinci Health Sciences Charter School
Renewal Petition

 Action

 X Information

BACKGROUND INFORMATION:

The existing Charter for Leonardo da Vinci Health Sciences Charter School (“LdV”) expires on June 30, 2019. The petition submitted to the District seeks renewal of the Charter for a five (5) year term from July 1, 2019, through June 30, 2024. The District’s Board received the petition for the renewal of the LdV Charter at the November 14, 2018, meeting to commence the renewal petition review process.

As part of the renewal petition process, a public hearing must be held within 30 days from receipt so that the Board may consider the level of support for the petition by District teachers and other employees, as well as parents. The public hearing is an information item only and the Board’s decision regarding the renewal petition will be agendized for action at the meeting on December 5, 2018, within 60 days of receipt by the Board.

ADDITIONAL DATA:

A copy of the proposed renewal petition is available for review in the Office of the Executive Director of Technology and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services
and Support

ITEM TITLE:

Conduct Public Hearing on Robert L. Mueller Charter School Renewal Petition

_____ **Action**

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

BACKGROUND INFORMATION:

The existing Charter for Robert L. Mueller Charter School (“Mueller”) expires on June 30, 2019. The petition submitted to the District seeks renewal of the Charter for a five (5) year term from July 1, 2019, through June 30, 2024. The District’s Board received the petition for the renewal of the Mueller Charter at the October 10, 2018, meeting to commence the renewal petition review process.

As part of the renewal petition process, a public hearing must be held within 30 days from receipt so that the Board may consider the level of support for the petition by District teachers and other employees, as well as parents. The public hearing is an information item only and the Board’s decision regarding the renewal petition will be agendaized for action at the meeting on December 5, 2018, within 60 days of receipt by the Board.

ADDITIONAL DATA:

A copy of the proposed renewal petition is available for review in the Office of the Executive Director of Technology and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend conduct public hearing.

ADDITIONAL DATA:

Meetings of the Board of Education are held at the Education Service and Support Center, 84 East "J" Street, Chula Vista. The usual meeting time is 6 P.M.

Additional information is available for review in the Superintendent's Office.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption of a revised meeting calendar and adoption of date and time of annual organizational meeting.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Nominate Candidates for the 2019 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 2019 Delegate Assembly will be accepted through January 7, 2019. 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 24 delegates, 17 of whom are elected and seven who are appointed.

The terms for seven Region 17 Delegate Assembly Members will expire in March 2019, which will generate seven vacancies in March 2019. CSBA has requested nominations for the seven vacancies listed below.

1. Blanca Brown – Lemon Grove School District
2. Leslie Ray Bunker – Chula Vista Elementary School District
3. Al Guerra – Alpine Union School District
4. Beth Hergesheimer – San Dieguito Union High School District
5. Tamara Otero – Cajon Valley Union School District
6. Dawn Perfect – Ramona Unified School District
7. Barbara Ryan – Santee School District.

Terms for five of the seven appointed delegates in Region 17 will also expire in March 2019: Two from San Diego Unified School District, one from Poway Unified School District, one from Sweetwater Union High School District, and one from the San Diego County Office of Education. These vacancies, however, are not included in the nomination or voting process.

ADDITIONAL DATA:

CSBA will mail Delegate Assembly ballots by February 1, 2019. Completed ballots, due by March 15, 2019, will be tallied by March 30, 2019. Voting results, except for run-offs, will be posted on CSBA's web site by April 1, 2019.

Elected Delegates will serve a two-year term, which will run from April 1, 2019, through March 31, 2021.

A copy of the 2019 Delegate Assembly 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.

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of District practices.

The Board shall adopt a Districtwide Local Control and Accountability Plan (LCAP), based on the template adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the District budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

In addition, an LCAP federal Addendum and the Consolidated Application will be completed to focus local Title I, II, III, and IV expenditures of the local education agency funds.

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are “unduplicated students” or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English Learners (ELs), and foster youth, as defined in Education Code 42238.01 for purposes of the Local Control Funding Formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, ELs, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

(cf. 6164.4 - Identification of Individuals for Special Education)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Superintendent/designee shall review the Single Plan for Student Achievement (SPSA) submitted by each District school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other District and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Determining Needs)

Any complaint that the District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent/designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent-Guardian Involvement)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Public Review and Input

The law requires the Board shall assign to the District Advisory Council/English Learner Advisory Committee (DAC/DELAC) the task of reviewing and commenting on the LCAP to establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as previously defined above. (Education Code 52063 (a)(1), 52063 (a)(2); 5 CCR 15495) **Since the District Advisory Council/English Learner Advisory Committee (DAC/DELAC) have already been established and meet these requirements,** the Superintendent shall assign to the DAC/DELAC the task of reviewing and commenting on the LCAP.

The Superintendent/designee shall present the LCAP to the DAC/DELAC before it is submitted to the Board for adoption, and shall respond in writing to comments received from the DAC/DELAC. (Education Code 52062)

The Superintendent/designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent and community engagement process, the District shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including ELs and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the District budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent/designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the District's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of District and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the District, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

1. Assistance in the identification of District strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the District's goals.
2. Assistance from an academic expert, team of academic experts, or another District in the county in identifying and implementing effective programs to improve the outcomes for student subgroups.
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074.

In the event that the County Superintendent requires the District to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the SPI identifies the District as needing intervention pursuant to Education Code 52072, the District shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the District's LCAP.
2. Revision of the District's budget in accordance with changes in the LCAP.
3. A determination to stay or rescind any District action that would prevent the District from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement.

Legal Reference:

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Legal Reference (continued):

52052 Numerically significant student subgroups
52060-52077 Local Control and Accountability Plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497 Local Control and Accountability Plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

Family Engagement Framework: A Tool for California School Districts, 2014

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

**Policy
Adopted:**

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California**

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The District's Local Control and Accountability Plan (LCAP) shall include, for the District and each District school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English Learners (ELs), students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which District teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every District student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable ELs to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the District makes to seek parent/guardian input in District and school site decision making and how the District will promote parent/guardian participation in programs for unduplicated students (as defined in Education Code 42238.02 and Board Policy) and students with disabilities.

(cf. 3553 - Free and Reduced Meals)

(cf. 6020 - Parent-Guardian Involvement)

(cf. 6173.1 - Education for Foster Youth)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- d. Student achievement, as measured by all of the following as applicable:
- 1) Statewide assessments of student achievement.
 - 2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692.
 - 3) The percentage of ELs who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency.
 - 4) The EL reclassification rate.
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable.
- (cf. 5113.1 - Perfect Attendance)*
(cf. 5147 - Dropout Prevention)
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable.
- (cf. 5144 - Discipline)*
(cf. 5144.1 - Suspension and Expulsion, Due Process)
(cf. 5144.2 - Suspension and Expulsion, Due Process (Students with Disabilities))
- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03.

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable.
2. Any goals identified for any local priorities established by the Board.
3. A description of the specific actions the District will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the District.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent/ designee shall identify and include in the LCAP the method for measuring the District's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the District will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

When the District expends supplemental and/or concentration grant funds on a Districtwide or schoolwide basis during the year for which the LCAP is adopted, the District's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a Districtwide or schoolwide basis.
2. Describe how services are principally directed toward, and are effective in meeting the District's goals for unduplicated students in the state priority areas and any local priority areas.
3. If the enrollment of unduplicated students is less than 55 percent of District enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the District's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template adopted by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above.
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the District will make as a result of the review and assessment.
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above.

Philosophy-Goals-Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- 4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient.**

Availability of the Plan

The Superintendent/designee shall post the LCAP and any updates or revisions to the LCAP on the District's website. (Education Code 52065)

**Regulation
Adopted:**

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California**

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

 Action

 X **Information**

BACKGROUND INFORMATION:

<u>TOPIC</u>	<u>REPORT BY</u>	<u>TENTATIVE DATE</u>
Report on District Cohort Schools: Ella B. Allen, Joseph Casillas, Anne and William Hedenkamp, Juarez-Lincoln, and Loma Verde Elementary and Chula Vista Learning Community Charter for the 2017-18 School Year	Instructional Services and Support	December 2018
Recognition of Students Who Achieved the Highest Score Possible on the 2018 California Assessment of Student Performance and Progress	Instructional Services and Support	December 2018
Report on English Language Proficiency Assessments for California	Instructional Services and Support	December 2018
Report on District Innovation Efforts	Instructional Services and Support	December 2018
Approve Revisions to Fiscal Year 2018-19 Budget; Approve First Interim Financial Report at October 31, 2018; and Certify District's Financial Status for Fiscal Year 2018-19	Business Services and Support	December 2018
Report on District Cohort Schools: Chula Vista Hills, Greg Rogers, Fred H. Rohr, Salt Creek, Silver Wing, and Sunnyside	Instructional Services and Support	January 2019
Midyear Report by District Parent Leaders	Instructional Services and Support	January 2019

TOPIC

Presentation of District Winners of the
Holiday Card Competition

REPORT BY

Instructional Services
and Support

TENTATIVE
DATE

January 2019

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.