



Palomar, Greg Rogers, Fred H. Rohr, Rosebank, Salt Creek, Silver Wing and Sunnyside Elementary Schools

Presentation to the Board of Education
January 22, 2020

English Language Arts

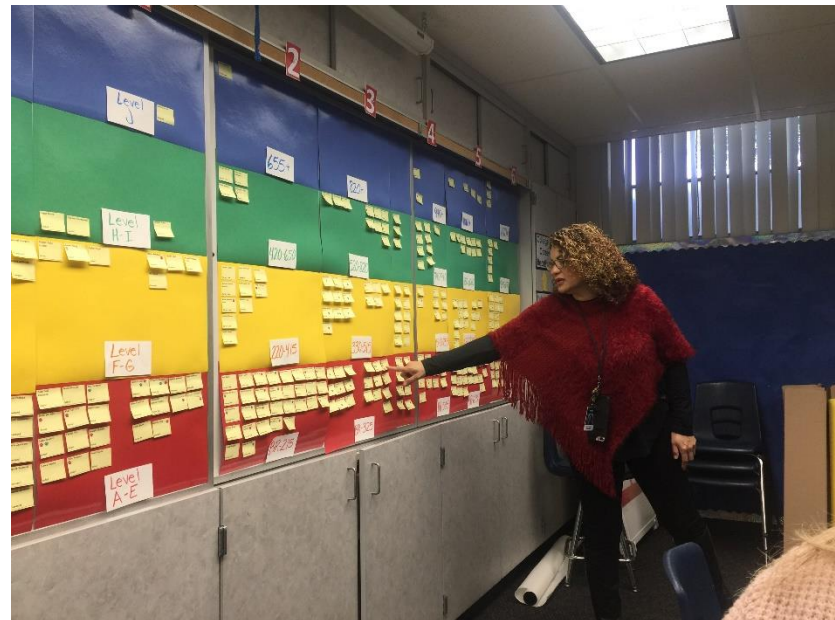
	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High +45 points or higher		Salt Creek ALL			
High +10 to +44.9 points		Sunnyside ALL Salt Creek EL w/ RFEP		Silver Wing ALL	
Medium -5 to +9.9 points		Palomar Rogers Rosebank ALL		Silver Wing EL w/ RFEP	
Low -5 to -70 points		Palomar Rogers Rosebank Sunnyside EL w/ RFEP	Rohr ALL	Rohr EL w/ RFEP	
Very Low -70.1 points or lower					

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 points or higher			Salt Creek ALL		
High 0 to +34.9 points		Salt Creek EL w/ RFEP		Sunnyside ALL	
Medium -25 to less than 0 points				Rosebank Silver Wing ALL Silver Wing EL w/ RFEP	
Low -25.1 to -95 points		Palomar Rogers ALL Palomar Rogers Sunnyside EL w/ RFEP	Rohr ALL	Rohr Rosebank EL w/ RFEP	
Very Low -95.1 points or lower					

Cohort Success

- Commitment to monthly school walkthroughs.
- A stronger focus on data to drive each school's work in closing the achievement gap.



Cohort Challenge

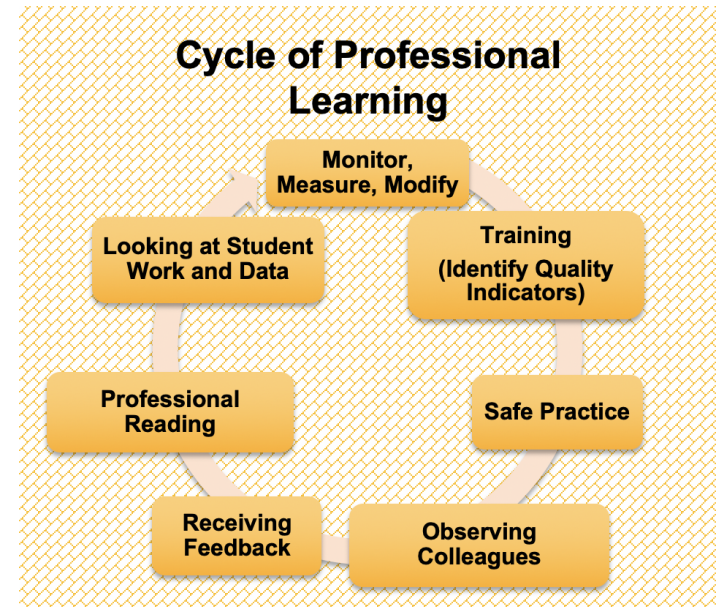
- Consistent growth across all schools for all students and target groups.



CVESD Instructional Focus

The CVESD community will work collaboratively to ensure that **ALL students**, including English Learners, Students with Disabilities, and designated target groups, show measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of **high impact language development strategies** aligned to the California State Standards, and driven by the District's LCAP goals.

Target Groups = English Learners, Students with Disabilities, Socio-Economically Disadvantaged, and Foster Youth.



VEBA STATE OF THE TRUST REPORT

January 22, 2020



CALIFORNIA SCHOOLS
VEBA



INCREASE PURCHASER NEGOTIATING POWER

By pooling resources, VEBA gives employers better pricing, enhanced access, unique products, and more stable renewals.

RUN BY
MEMBER
BOARD OF
DIRECTORS

As a non-profit health care trust, all funds must be spent on member benefits and health improvement.



TARGETED
INDIVIDUAL
RESOURCES

VEBA connects members with the right care, at the right time to maximize outcomes and reduce costs.

IMPROVE QUALITY, REDUCE COSTS

According to our Best Doctors program, **45%** of serious diagnoses are incorrect and **79%** could have better treatment.



CALIFORNIA SCHOOLS
VEBA

Brian Marshall

Past VEBA Board Chair

bmarshall1063@gmail.com

Heather Simonson

VEBA Ombudsman

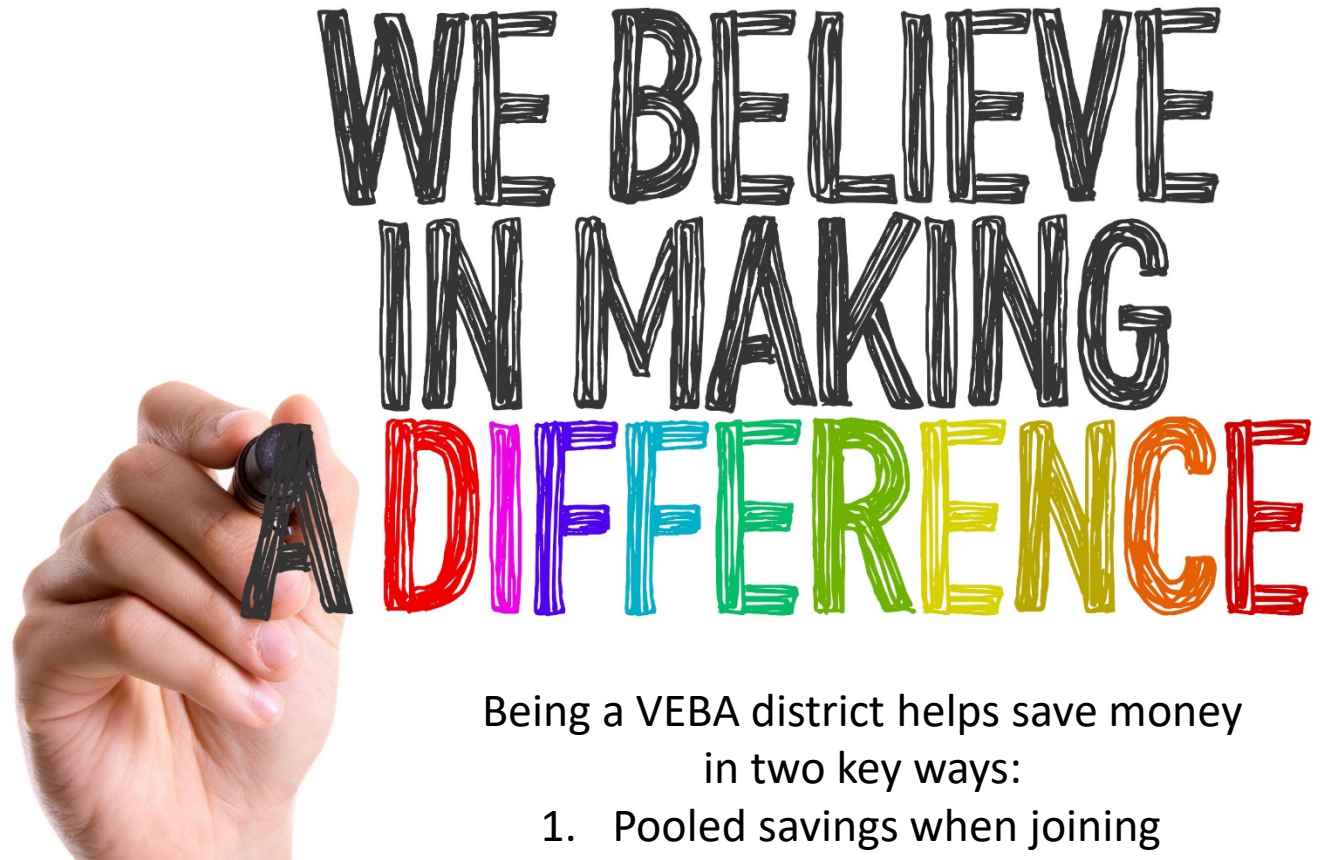
hsimonson@mcgregorinc.com



STABILITY DELIVERS REAL SAVINGS

Year	Aggregate Increase
2020	3.29%
2019	4.29%
2018	3.99%
2017	4.90%
2016	6.10%

VEBA regularly outperforms state and national averages.



Being a VEBA district helps save money in two key ways:

1. Pooled savings when joining
2. Ongoing low, stable renewals

wellness

is not the ABSENCE
of DISEASE



#CenteredAroundYou

HOW BIG IS THE PROBLEM?

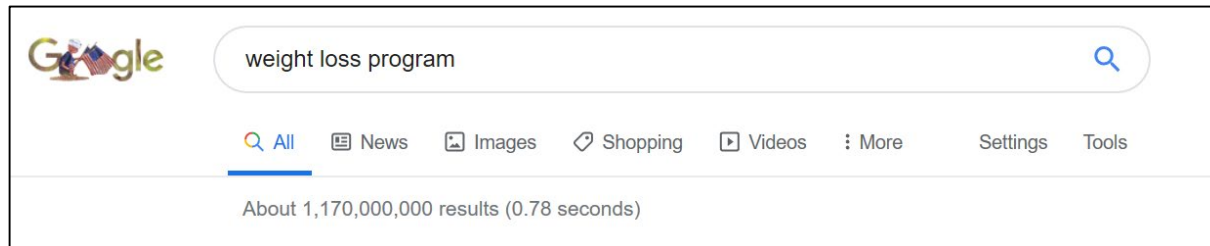
- 20% of members drive more than 80% of health care costs
- Many health care issues are related to addressable lifestyle issues
 - County of San Diego framework
 - According to the CDC, 6 in 10 Americans have a chronic illness, with 4 in 10 have two or more chronic illnesses
- So we just need to change our behavior
 - Sounds simple, right?



Source: County of San Diego Health and Human Services Agency

WHY CAN'T WE DO IT?

- Resources are plentiful targeted at the behaviors and diseases that present themselves



- But we spend very little time addressing the underlying challenges that result in unhealthy, risky or destructive behavior



INTRODUCING THE VEBA RESOURCE CENTER

- By connecting members with the real-life resources they need, we are putting the health back in health care
- Sample programs offered through the VEBA Resource Center (or VRC)



Working a Strong Body

Fitness Classes
Healthy Challenges
MyoMetrix Training
Mobility & Flexibility



Fostering a Calm Mind

Meditation
Acupuncture
Nurse Navigators
Stress Reduction



Building a Balanced Outlook

Cooking Classes
Demonstration Sessions
Meal Planning
Understanding Labels
Meal Prepping

Learn more at www.vebaresourcecenter.com

#CenteredAroundYou

BENEFITS OF HEALTHIER WORKFORCE

- 1 Reduced Health Care Costs and Premiums
- 2 Reduced Absence and Work Comp Expense
- 3 Increased Productivity and Presence
- 4 Healthier Interpersonal Relationships



RESOURCES & OPPORTUNITIES

1

Re-Boot at the VRC for Covered Members & Families

2

Custom Programs for Your Employees

3

Employee Education and Engagement Sessions

4

On-site Healthy Activities, including Biometric Screenings

5

Personalized Sessions with a Nurse Navigator, including in-person and telephonic

6

Monthly Well-being Newsletter and Activities

Learn more by calling 888-276-0250
or visiting www.vebaresourcecenter.com



CALIFORNIA SCHOOLS
VEBA

#CenteredAroundYou

QUESTIONS & WRAP UP



CALIFORNIA SCHOOLS
V&BA

BOARD OF DIRECTORS

2019



Laura Bowen
Regional Uniserv Staff,
CTA



Brian Duffy
Superintendent,
Julian Union Elem. SD



Dr. Tim Glover
Superintendent,
Grossmont Union High SD



Shawana Grace
Field Director,
CSEA



Clark Hampton
CSBT Trustee, Deputy
Superintendent, CUSD



Ethel Larkins
Representative,
(Retired), CSEA



Cindy Marten, Co-Chair
Superintendent,
SDUSD



James Messina
GEA President,
Grossmont Edu Assoc.



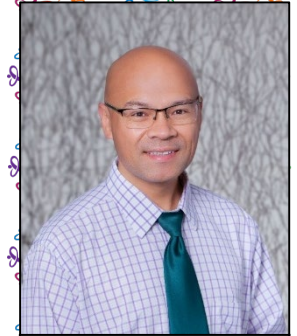
Leticia Munguia,
Field Director, San Diego
CSEA



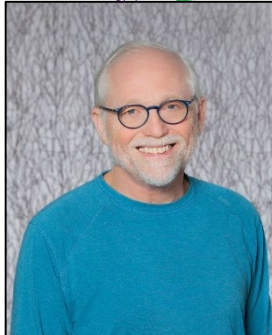
Karl Mueller
Superintendent,
Coronado Unified SD



Tamara Otero, California
School Boards Association



Ron Reese
Representative,
California Teachers Assoc.



Gregg Robinson
Representative,
AFT, Local 1931



Ursula Salbato
Supervisor, Benefits,
Comp & Ret, SDCC



Michael Simonson
Deputy Superintendent,
SDCOE



Anne Staffieri,
Superintendent,
Escondido Union High SD



Ronda Walen
Co-Chair, CSBT Chapter
President, CSEA, Ch 224



Robin Watkins, Co-Chair
Representative(Classified)
AFT, Local 1931

Prepared by Gallagher Benefit Services, Inc. on Behalf of California Schools VEBA

This presentation is an outline of the coverages proposed by the carrier(s) based upon the information provided by your company. It does not include all the terms, coverages, exclusions, limitations, and conditions of the actual contract language. See the policies and contracts for actual language. This proposal (analyses, report, etc.) is not a contract and offers no contractual obligation on behalf of GBS.

This analysis is for illustrative purposes only, and is not a proposal for coverage or a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts. See your policy or contact us for specific information or further details in this regard.

This document is an outline of the coverage proposed by the carrier(s), based on information provided by your company. It does not include all the terms, coverages, exclusions, limitations, and conditions of the actual contract language. The policies themselves must be read for those details. The intent of this document is to provide you with general information about your employee benefit plans. It does not necessarily address all the specific issues which may be applicable to you. It should not be construed as, nor is it intended to provide, legal advice. Questions regarding specific issues should be directed to your Human Resources/Benefits Department.



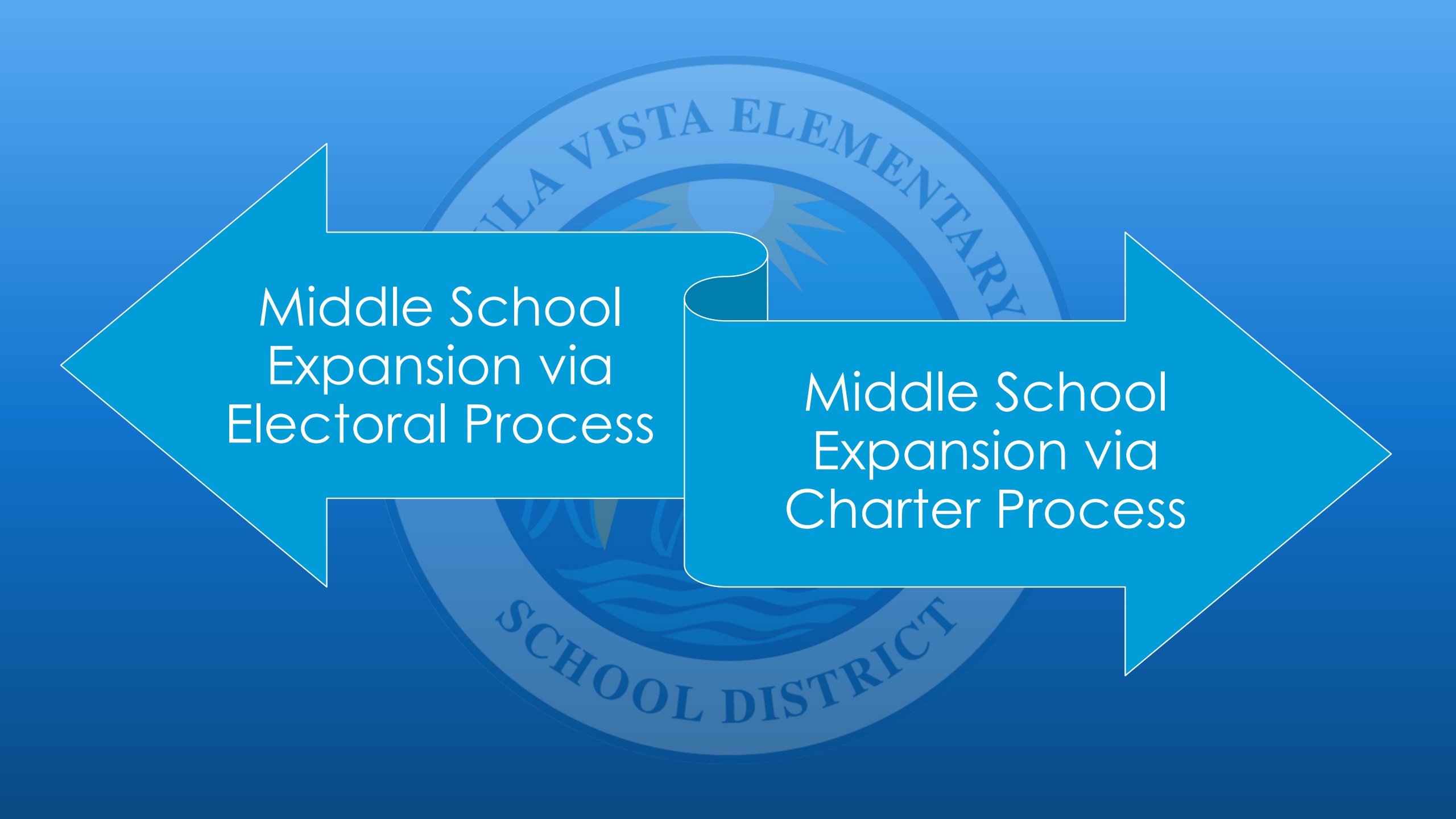
Middle School Expansion

Report to the Board of Education

Francisco Escobedo, Ed.D.

Superintendent





Middle School
Expansion via
Electoral Process

Middle School
Expansion via
Charter Process

ED Code 41600

Each elementary school district shall be deemed to comprise the kindergartens and grades 1 to 8, inclusive, maintained by the district, and the seventh and eighth grades of the district not maintained by the district because of the attendance upon a junior high school of pupils who would otherwise attend upon seventh and eighth grades maintained by the district.

ED Code 37085

“Any school district within a junior high school or system of junior high schools, maintained by the governing board of a county, union, or joint union high school district, may withdraw from the junior high system when a majority of the qualified voters in the district voting thereat vote in favor of withdrawal.” The “district” in which a majority of voters must vote is the entire high school district, and not the elementary school district.

Electoral Process

If voters approve, all students
in CVESD boundaries will be
required to attend our District

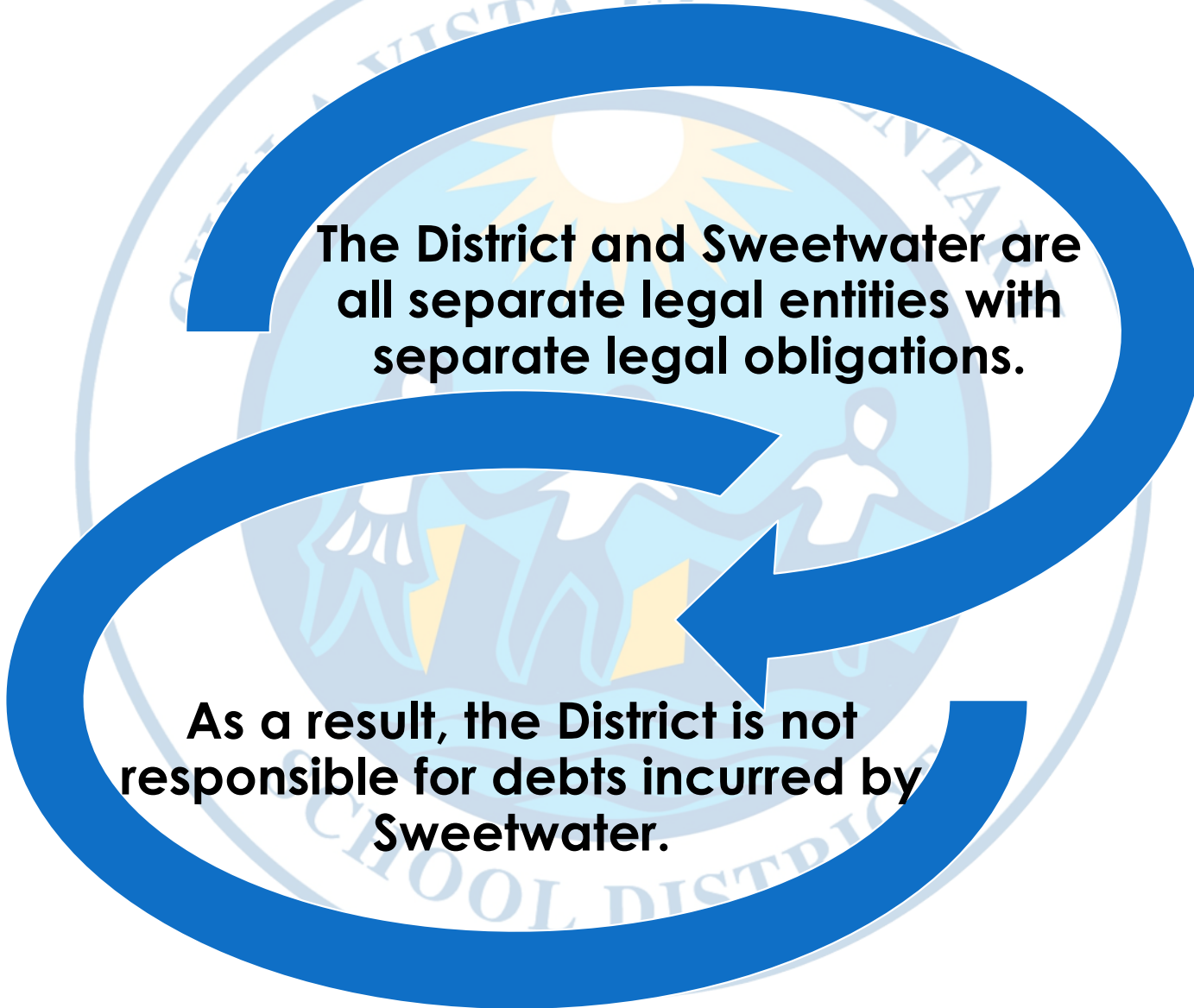


No choice for pilot



6,000 + Students

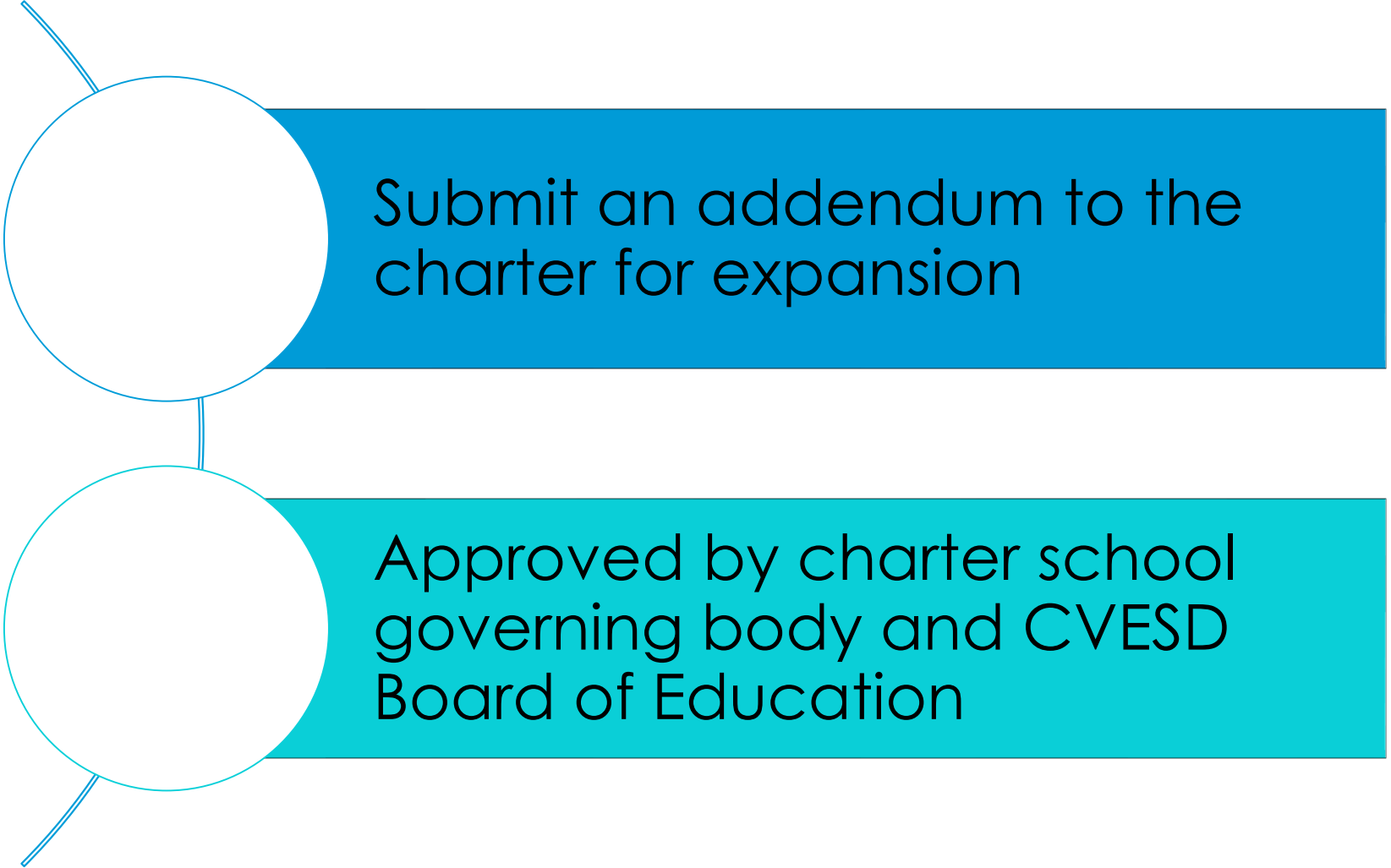
Debt Transfer



The District and Sweetwater are all separate legal entities with separate legal obligations.

As a result, the District is not responsible for debts incurred by Sweetwater.

Charter School Process



Submit an addendum to the charter for expansion

The diagram illustrates a two-step process. On the left, a large blue rectangle contains the title 'Charter School Process'. To its right, two circular nodes are connected by a vertical line. The top node is white with a blue outline and is connected to a blue rectangular box containing the text 'Submit an addendum to the charter for expansion'. The bottom node is also white with a blue outline and is connected to a teal rectangular box containing the text 'Approved by charter school governing body and CVESD Board of Education'. Both circular nodes have a small blue line extending from their top and bottom, suggesting they are part of a larger flow.

Approved by charter school governing body and CVESD Board of Education

Middle School Expansion Questions

Report to the Board of Education

Francisco Escobedo, Ed.D.

Superintendent





REPORT ON THE GOVERNOR'S PROPOSED 2020-21 BUDGET

January 22, 2020

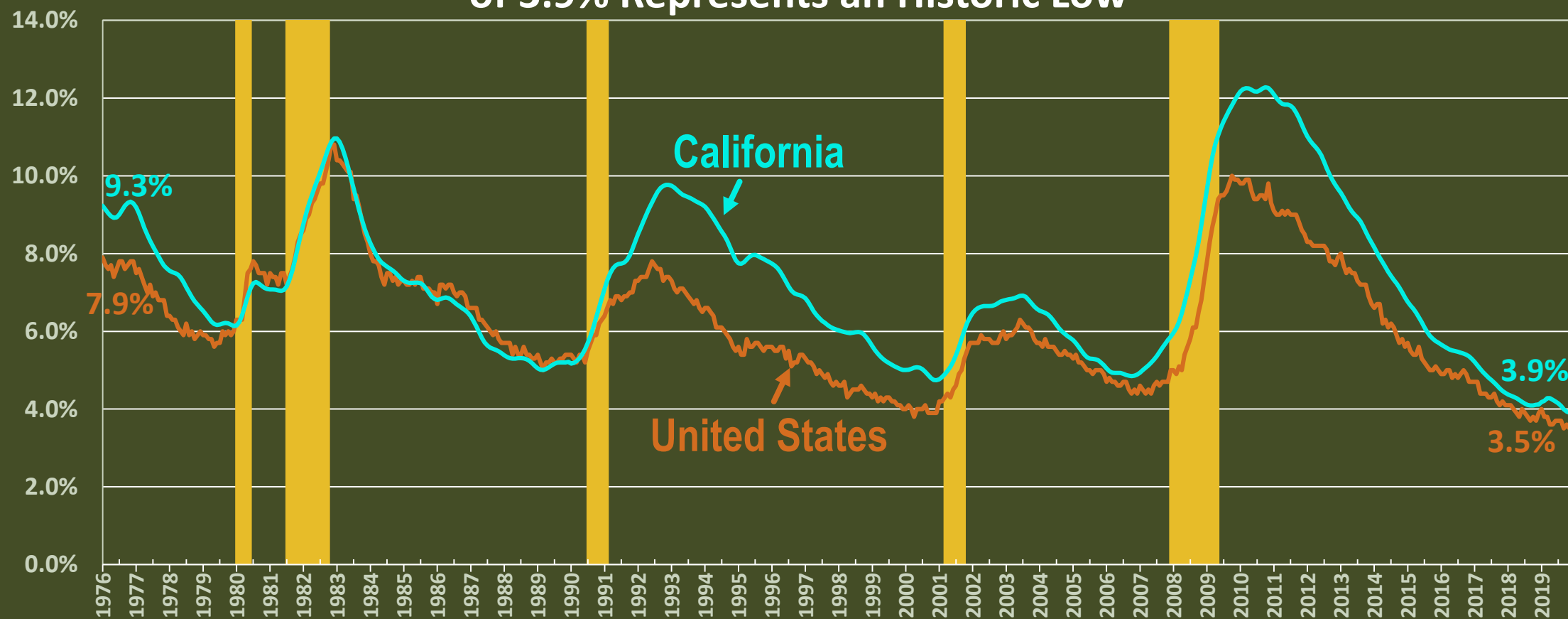




Historically Low Unemployment Rate for California



While Above the National Rate, California's Unemployment Rate of 3.9% Represents an Historic Low



Source: Employment Development Department (November 2019)



Estimates for the Big Three Revenues – Personal, Income, Sales and Use, and Corporate Taxes



- Legislative Analyst's Office (LAO) models "recession scenario" for the "Big Three" revenues of personal income, sales and use, and corporation taxes to start January 2021
 - \$5 billion reduction in 2020–21
 - \$7 billion reduction in 2021–22

Personal Income Tax Revenues in Billions



Source: Governor's Budget Summary—2020–21 and the 2020–21 Budget: California's Fiscal Outlook (LAO November 20, 2019)
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Governor's Proposed K-12 2020-21 Education Budget



- \$1.2 Billion LCFF Funding
 - ❖ 2.29% Cost of living adjustment (COLA) which is a <0.71%> reduction from the 3.0% COLA previously estimated.
- \$900 Million One-Time Education Recruitment and Professional Development Grants
 - ❖ \$350 million for educator workforce investment grants.
 - ❖ \$193 million to address shortages in high needs subjects/areas.
 - ❖ \$175 million to expand teacher residency programs.
 - ❖ \$100 million for CA teacher Credential Awards program.
 - ❖ \$64 million to expand classified employees to become teachers.
 - ❖ \$18 million for California Collaborative for Educational Excellence (CCEE).



Governor's Proposed K-12 2020-21 Education Budget



- \$900 Million for Special Education
 - ❖ \$645 million on-going funds to bring local SELPAs to statewide average base special education funding.
 - ❖ \$250 million one-time funding for children 3-5 years old with exceptional needs.
- \$300 Million One-Time Funds for Community Schools
 - ❖ Establish Community School grants for districts supporting innovative community school models.
- \$300 Million One-Time Funds for Opportunity Grants
 - ❖ Grants for states lowest performing schools and districts; and to expand capacity of the CCEE.



Impact of Governor's 2020-21 Proposed Education Budget



	State Funding Amount	CVESD Unrestricted Funding Changes
LCFF Revenue	\$1.2 Billion (2.29% COLA)	<\$1.5 Million> Decrease from previous 3.0% COLA
Special Education Grant	\$900 Million (\$645M On-going; \$250M One-time)	To be Determined
Recruitment and Professional Development	\$900 Million (One-time)	To Be Determined
Community Schools Grant	\$300 Million (One-time)	To Be Determined
Opportunity Grants	\$300 Million (One-time)	To Be Determined

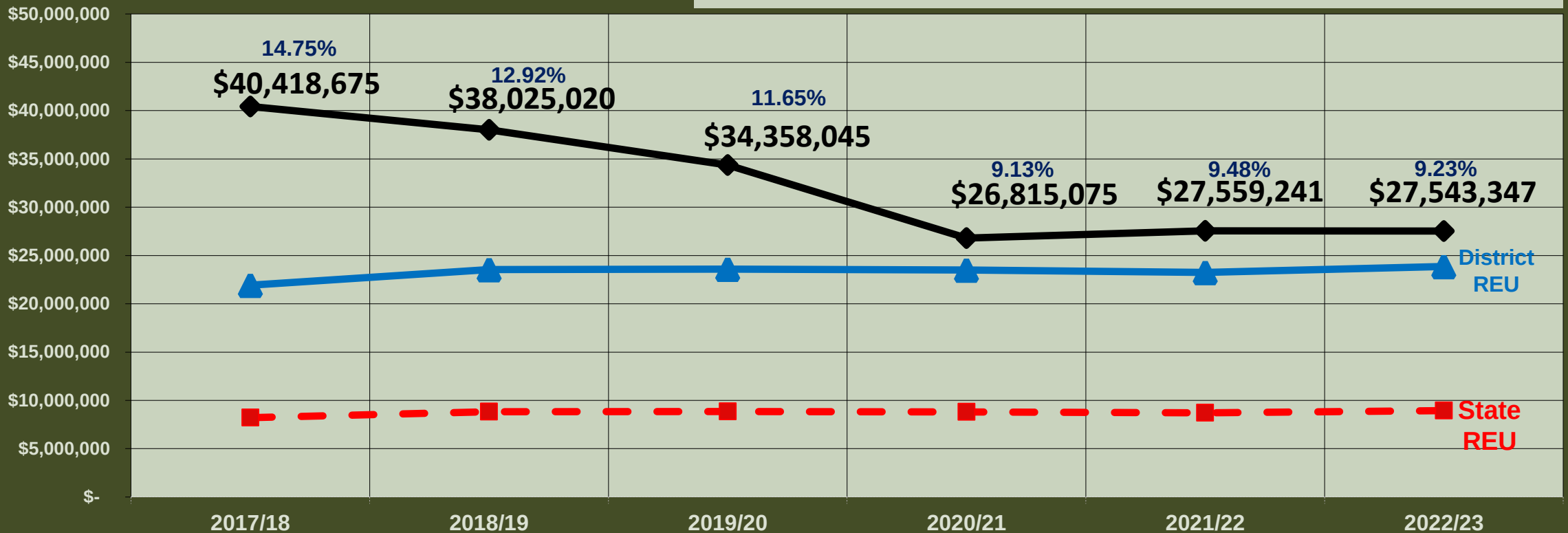


2019-20 First Interim – Multiyear Projection Through 2022-23

(Budget Cuts: \$6.2M in 2019-20; \$7.5M in 2020-21; \$10M in 2021-22; \$0 in 2022-23)



◆ REU ■ 3% Minimum REU ▲ 8% Minimum REU



Budget Cuts Included	\$1.8M	\$3.5M	\$6.2M	\$7.5M	\$10M	\$0
REU Decrease	<\$10.4M>	<\$2.4M>	<\$3.7M>	<\$7.5M>	\$744K	<\$16K>



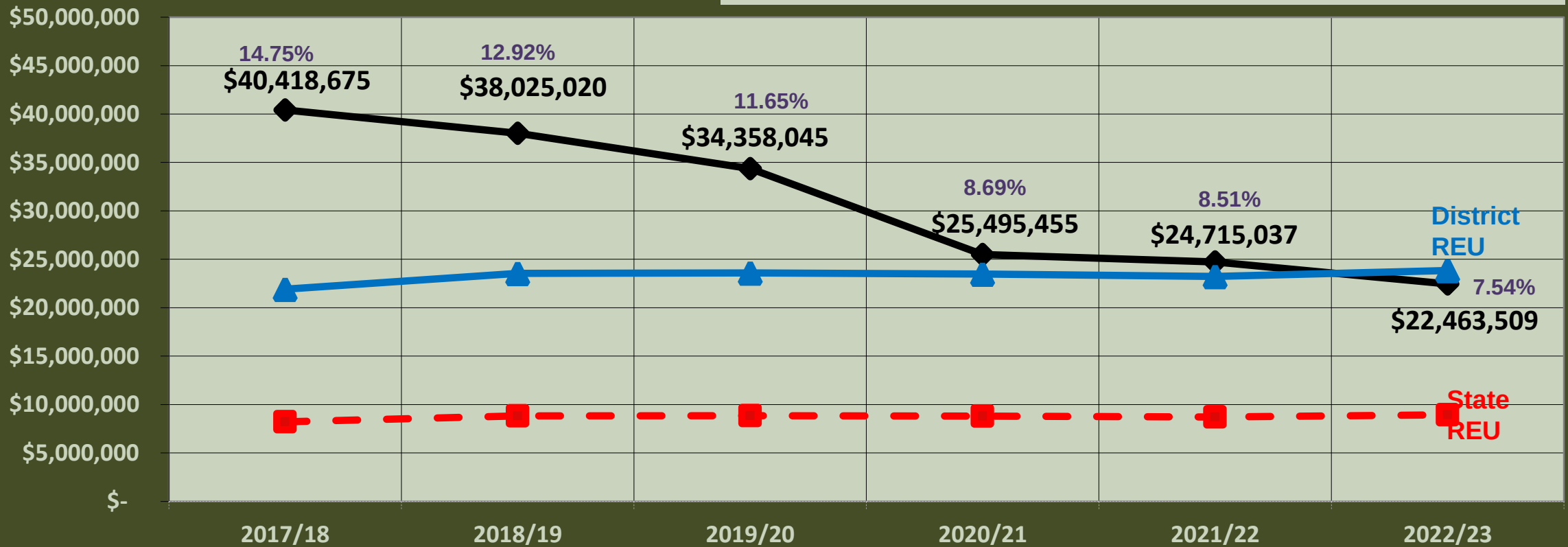
Governor's Proposed Budget Impact on 2019-20

First Interim - Multiyear Projection Through 2022-23

(Budget Cuts: \$6.2M in 2019-20; \$7.5M in 2020-21; \$10M 21-22)



◆ REU ■ 3% Minimum REU ▲ 8% Minimum REU



Budget Cuts Included	\$1.8M	\$3.5M	\$6.2M	\$7.5M	\$10M	\$0
REU Decrease	<\$10.4M>	<\$2.4M>	<\$3.7M>	<\$8.9M>	<\$780K>	<\$2.2M>



Next Steps for Governor's Proposed 2020-21 Budget



February

- Budget trailer bills released providing critical details to the January proposal.

Spring/
May

- Budget subcommittee examines specific details of proposal.
- Most decisions delayed until MAY REVISE.

June

- Mid June – State Budget.





REPORT ON THE
GOVERNOR'S PROPOSED
2020-21 BUDGET

*Questions?
Comments?*

January 22, 2020

