

MTSS UPDATE

BOARD PRESENTATION

September 11, 2019

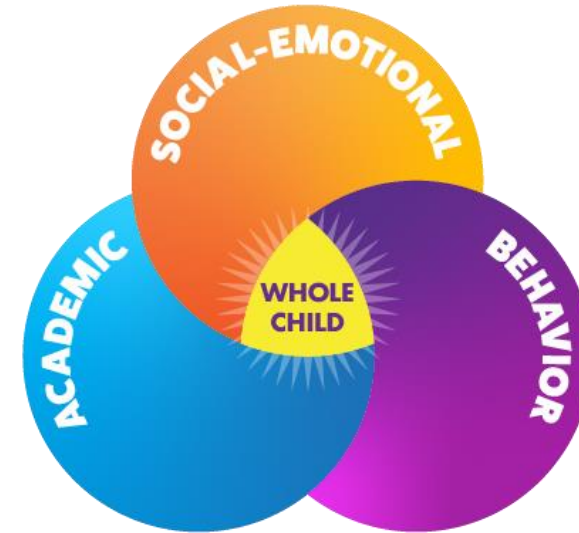
Elizabeth Gianulis
MTSS Director



MTSS

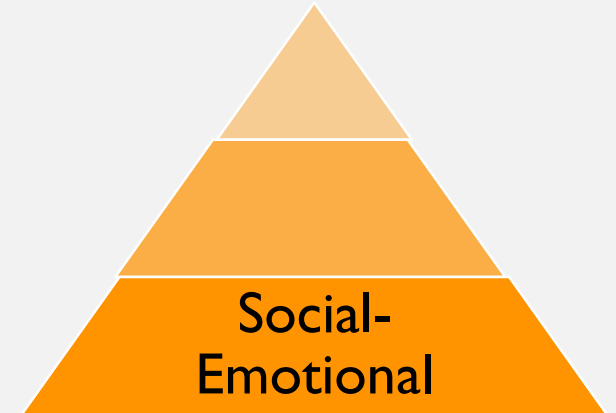
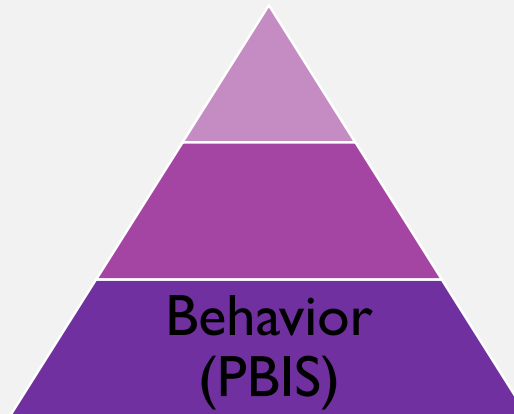
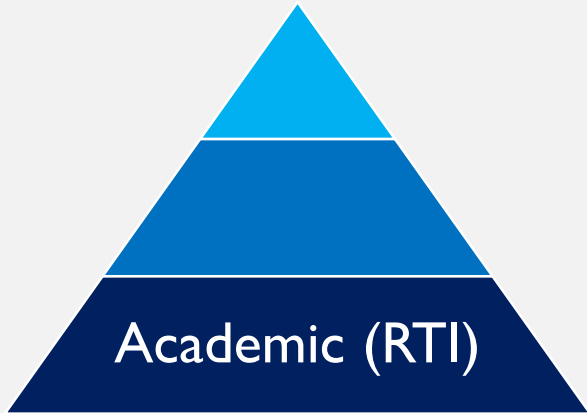


Multi-Tiered System of Supports

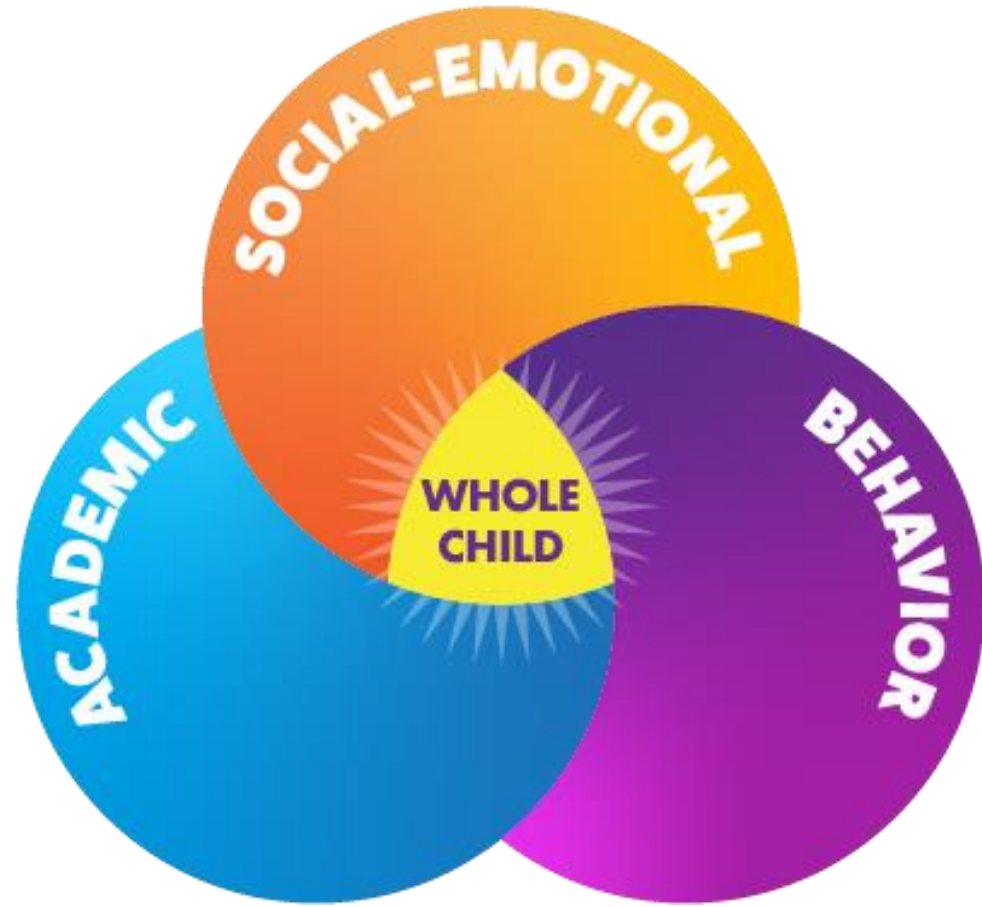


MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

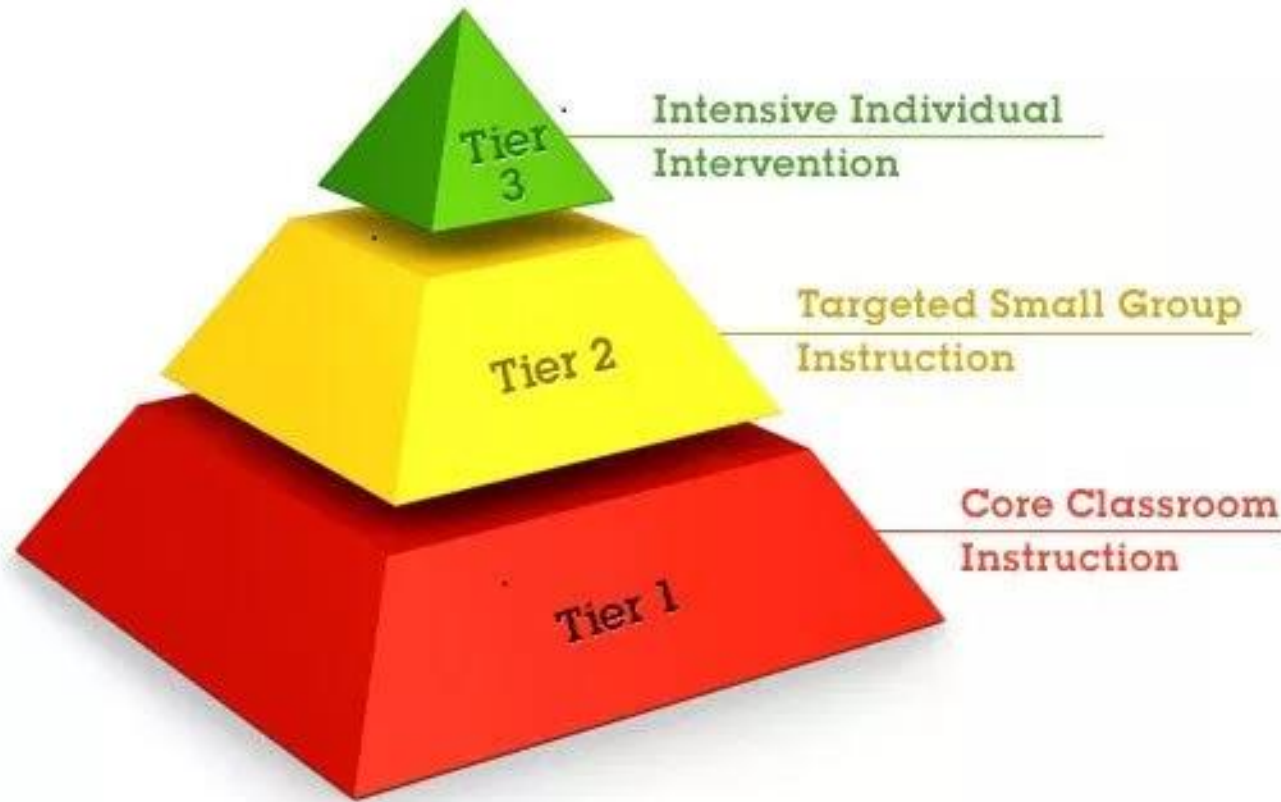
Multi-Tiered System of Support (MTSS) is a fully integrated framework to ensure academic, behavioral, and social-emotional success for **ALL** students







THREE-TIERED SYSTEM FOR ACADEMICS, BEHAVIOR, AND SOCIAL EMOTIONAL LEARNING



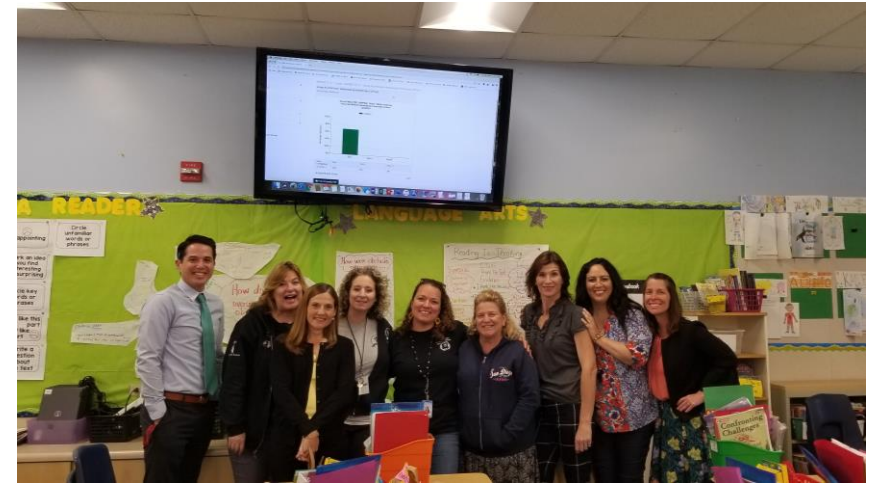
- Tier I- First, best instruction in academics, behavior, and social-emotional
- Tier II- Supplemental academic, behavior, and/or social emotional supports
- Tier III- Intensified academic, behavior, and/or social emotional supports

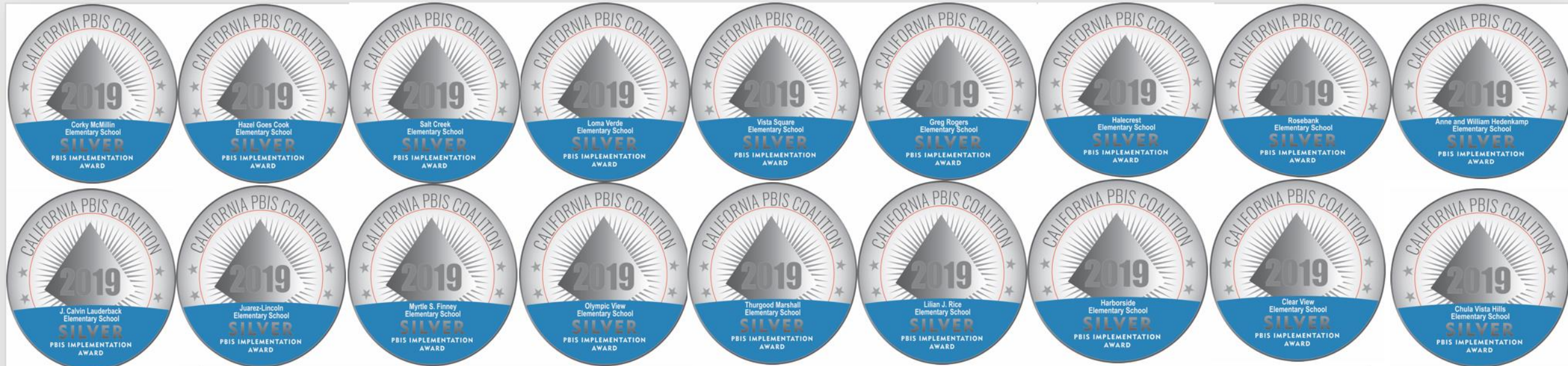
FIVE-YEAR PLAN

		Measures		
	Overall Goal	Academic	Behavior	Social-Emotional
Year 1: 2018-2019	Schools will begin implementing Tier I of MTSS: Behavior and Social-Emotional	At least 5 schools begin Branching Minds pilot	- School PBIS teams receive training on Tier I of PBIS - Each school establishes a PBIS committee/team - All schools complete the TFI in Tier I	- Schools receive training on SEL curriculum - All classrooms begin to provide 15 minutes per day of SEL

TIERED FIDELITY INVENTORY

- April 2019
 - TFI responses with evidence
 - Classroom walkthroughs
 - Student and teacher interviews
- Results:
 - 19 schools scored 70% or higher
 - 14 schools scored between 40% and 69%
 - 9 schools scored less than 40%





CA PBIS COALITION RECOGNITION



DISTRICT TRENDS

- Average score 61%
- Strengths
 - Teaming
 - Establishing and teaching expectations
 - Classroom procedures
 - Fidelity
- Areas for growth
 - Data

Tier 1		n=41
Teams		
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.		76%
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.		52%
Implementation		
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.		77%
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.		78%
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.		55%
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.		60%
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.		65%
8. Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.		74%
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.		62%
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.		51%
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.		61%
Evaluation		
12. Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.		26%
13. Data-Based Decision Making: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.		39%
14. Fidelity Data: Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.		89%
15. Annual Evaluation: Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.		56%

MTSS PERCEPTION SURVEY

Questions

Responses

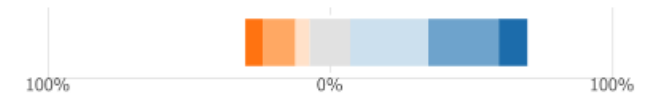
384

"Harborside"

3. I understand and can explain the components of Multi-Tiered System of Support (MTSS).

[More Details](#)

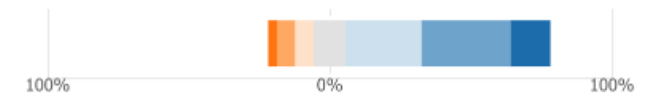
strongly disagree disagree somewhat disagree neutral somewhat agree agree strongly agree



4. I understand and can explain the Positive Behavior Interventions and Supports (PBIS) framework.

[More Details](#)

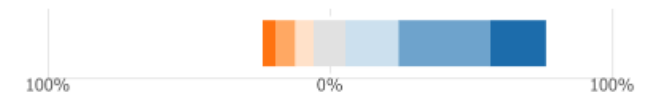
strongly disagree disagree somewhat disagree neutral somewhat agree agree strongly agree



5. My school has clearly defined expectations for student behavior that are taught explicitly by staff (i.e., lessons provided on a regular basis).

[More Details](#)

strongly disagree disagree somewhat disagree neutral somewhat agree agree strongly agree

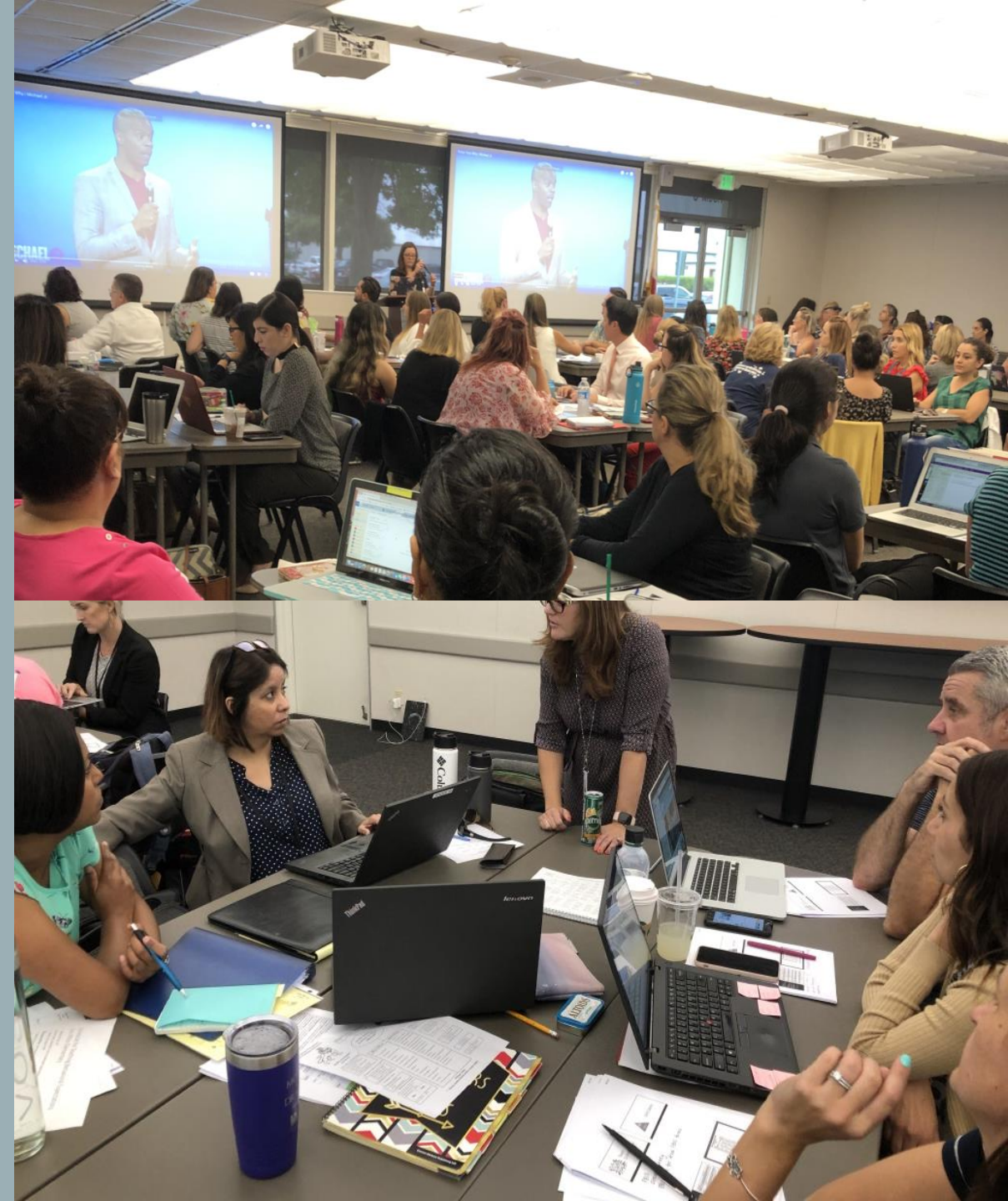


FIVE-YEAR PLAN

		Measures		
	Overall Goals	Academic	Behavior	Social-Emotional
Year 2: 2019-2020	1. Deepen implementation of Behavior and SEL supports.	☐ Schools identify universal screeners and cut points ☐ Schools identify schedules/blocks to provide interventions	☐ Schools adopt a referral system and process for data-based decision making ☐ Schools progress-monitor Tier I implementation ☐ Schools score 70% or higher on Tier I of the TFI	☐ Schools implement intentional relationship-building practices ☐ Schools provide SEL lessons to all students
	2. Establish Academic structures.			

DIFFERENTIATED TRAININGS

Number of Schools	TFI Tier I Score	Training Recommendations
9	Less than 40%	Tier I PBIS
14	Between 40 and 69%	Advanced Tier I PBIS
19	70% or higher	Tier II PBIS & SEL



DIFFERENTIATED TRAININGS

- All trainings began with the “why” and trauma informed care
- All trainings focused on data based decision making
- The remaining content was differentiated based on results
- Resources for each component of implementation were provided in a shared drive

Subscale	Item	Average	Need for Training
Teams	1.1 Team Composition	77%	Low
	1.2 Team Operating Procedures	58%	Moderate
Implementation	1.3 Behavioral Expectations	77%	Low
	1.4 Teaching Expectations	77%	Low
	1.5 Problem Behavior Definitions	46%	High
	1.6 Discipline Policies	50%	Moderate
	1.7 Professional Development	65%	Moderate
	1.8 Classroom Procedures	69%	Moderate
	1.9 Feedback and Acknowledgment	62%	Moderate
	1.10 Faculty Involvement	42%	High
	1.11 Student/Family/Community Involvement	50%	Moderate
	1.12 Discipline Data	27%	High
Evaluation	1.13 Data-based Decision Making	35%	High
	1.14 Fidelity Data	88%	Low
	1.15 Annual Evaluation	58%	Moderate

DISTRICT-WIDE TRAINING

- Quarter 1: Intro to MTSS with a focus on PBIS
- Quarter 4: Choice
 - Trauma-Informed Care
 - Functions of Behavior
 - Self-Care
 - Zones of Regulation



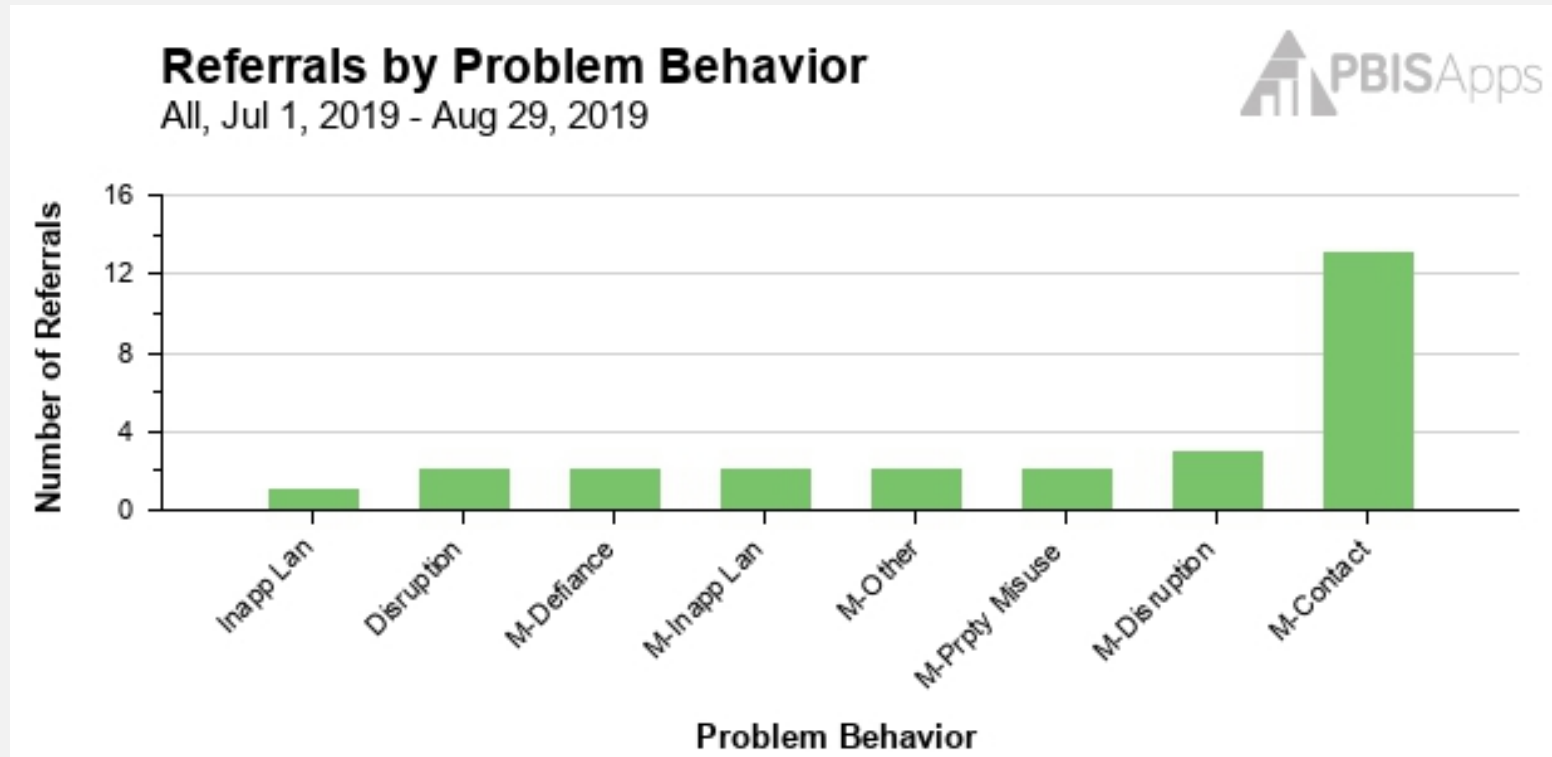
NOON DUTY TRAININGS

- I. Intro to PBIS and Restorative Practices
 - March 2019
 - July 2019
- II. Trauma-Informed Care
 - July 2019



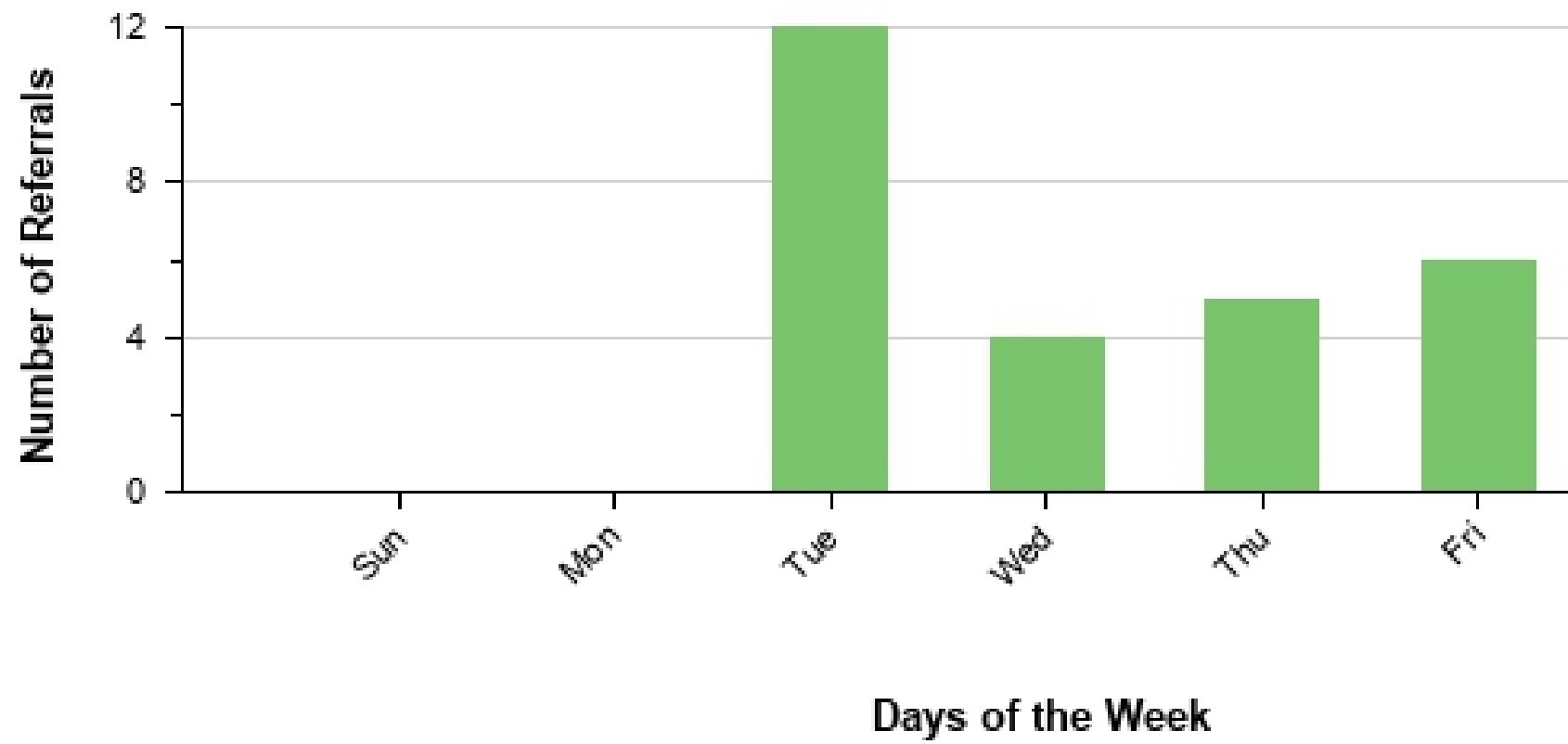
SCHOOL-WIDE INFORMATION SYSTEM (SWIS)

- Online tool for entering and managing discipline referrals
- 22 schools are currently implementing



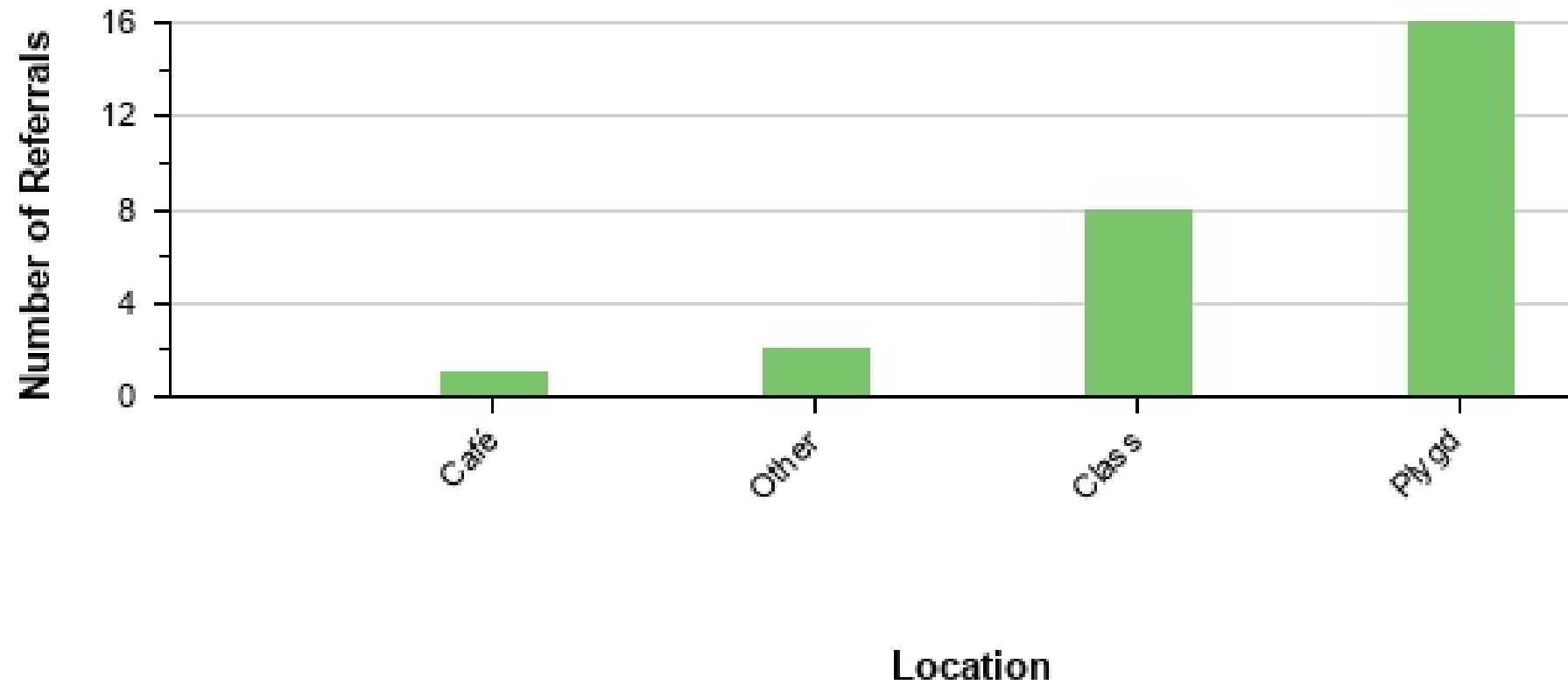
Referrals by Day Of Week

All, Jul 1, 2019 - Aug 29, 2019



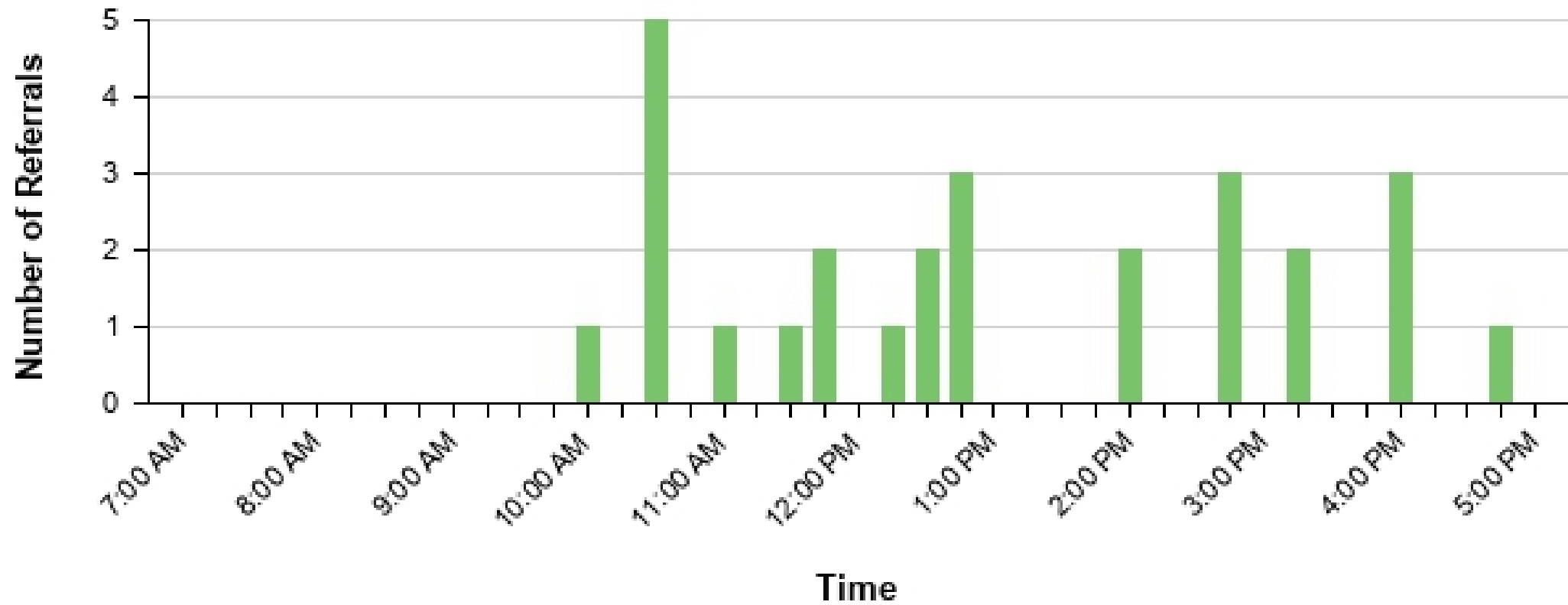
Referrals by Location

All, Jul 1, 2019 - Aug 29, 2019



Referrals by Time

All, Jul 1, 2019 - Aug 29, 2019





NEXT STEPS

NEXT STEPS

Academics

- Provide information and support regarding universal screening and progress monitoring
- Provide intervention models

Behavior

- TFI progress monitoring
- Data-based decision making

Social-Emotional Learning

- Align lessons to identified student needs

PARENT TRAINING



DAC/DELAC

9/10/19



MTSS for Parents:
Supporting the
Whole Child

October 9, 2019
11:00-12:00



Parent
Academy

Saturday, October 19 from 7:30-
12:00 at Vista Square
Preventing and Responding to Stress
and Challenging Behaviors



SEL for Families

TBD

MTSS CLIMATE GRANT

- \$2.8 million over 5 years
 - 2 additional staff members to support PBIS and SEL
 - Professional Development
 - SWIS
 - Online Mindfulness Program
- Awards announced September 2019



MTSS-R STUDY

- U.S. Department of Education and American Institute for Research (AIR)
- 10 districts for 3 years
- Studying the impact of using an MTSS model for early literacy in grades 1 & 2
- 9-21 schools with between 20%-40% of students who need Tier II support
- Random assignment: MTSS-R model "a," MTSS-R model "b," and control



Training, support, and materials to implement Tier I and Tier II



Universal screener and progress monitoring tools



Coach(es) 1 day a week per school for reading



District staff member will be compensated for coordinating project activities

MTSS-R STUDY BENEFITS

THANK YOU

SEPTEMBER 11, 2019

Thinking Forward for Schools and Communities



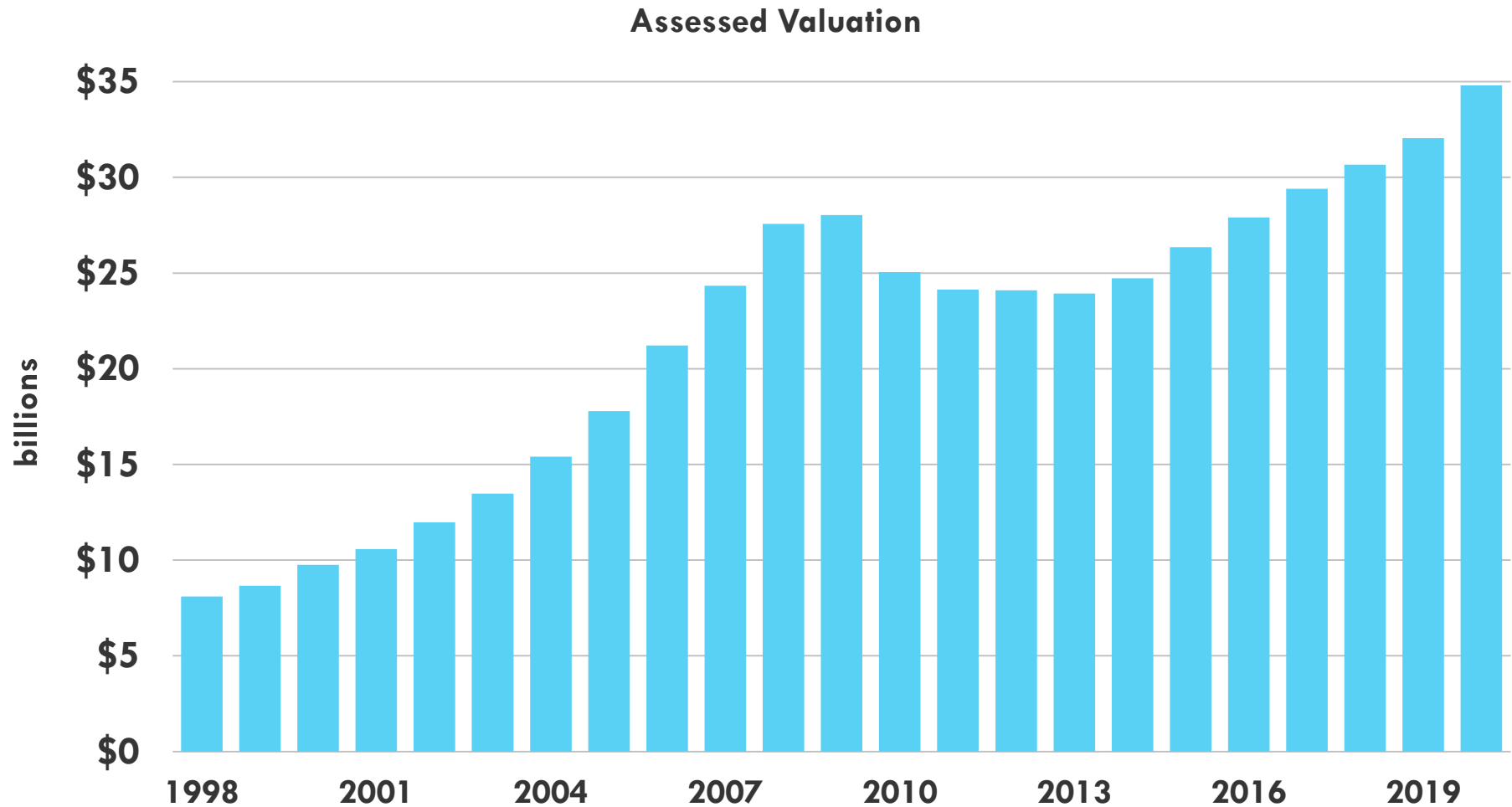
DS&C

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
VOTER AND STAFF SURVEY RESULTS



Districtwide Assessed Valuation

DISTRICT AV HAS GROWN BY 18% OVER PAST THREE YEARS



Source: Cal Muni

**CHULA VISTA ELEMENTARY
SCHOOL DISTRICT**

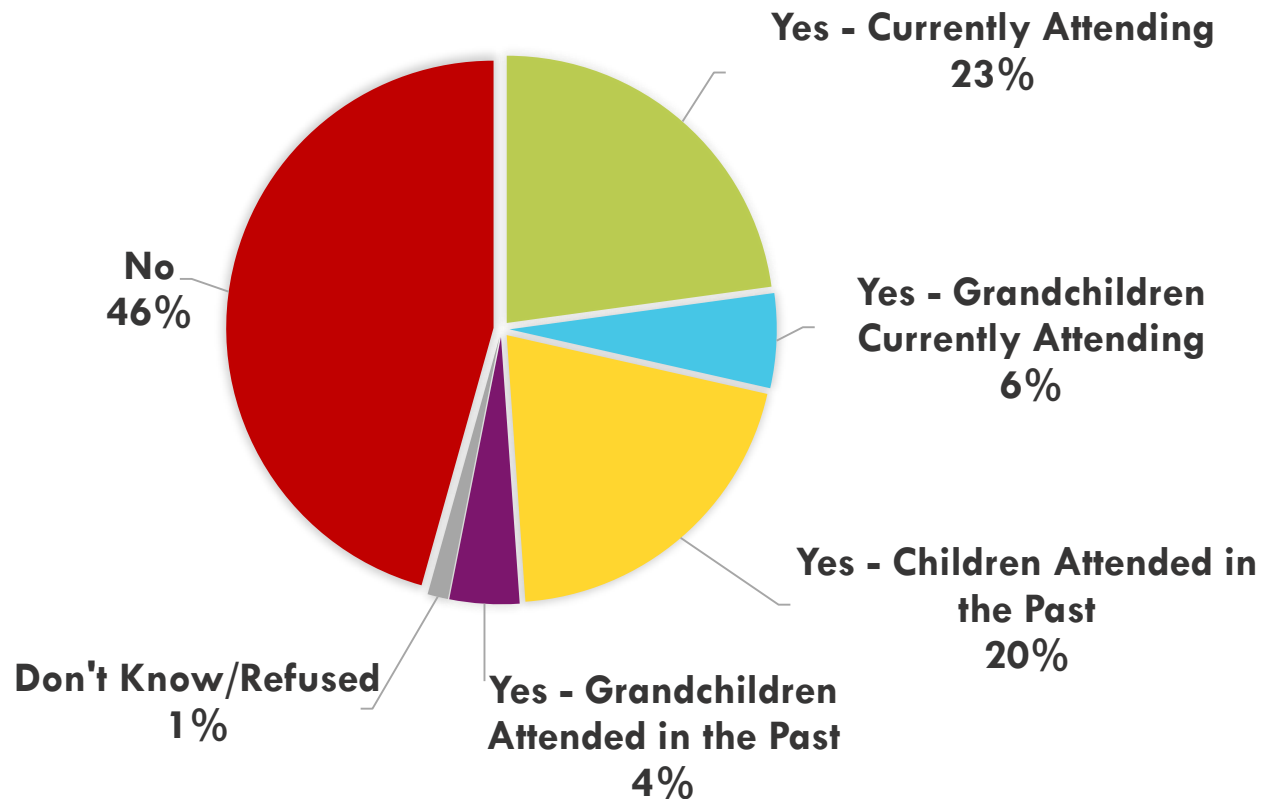
VOTER SURVEY RESULTS

RANDOM SURVEY OF LIKELY VOTERS CONDUCTED IN AUGUST 2019

- ▶ Telephone survey was conducted between 8/11/19 and 8/13/19
- ▶ 403 completed surveys
- ▶ The average length of the survey was 9.25 minutes
- ▶ Margin of error for the survey is 4.88%

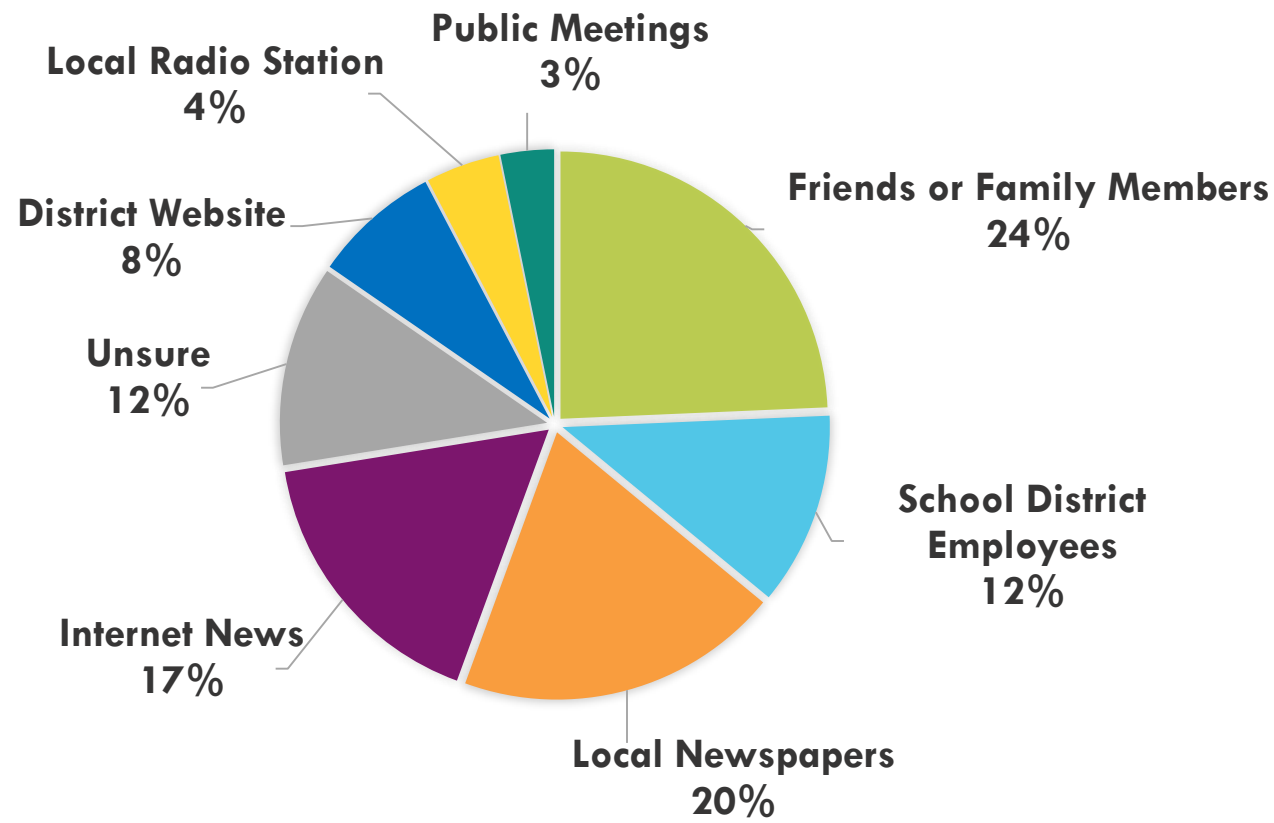
EXPERIENCE WITH CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Do you have or have you ever had any children or grandchildren who attended or are now attending a school in the Chula Vista Elementary School District?



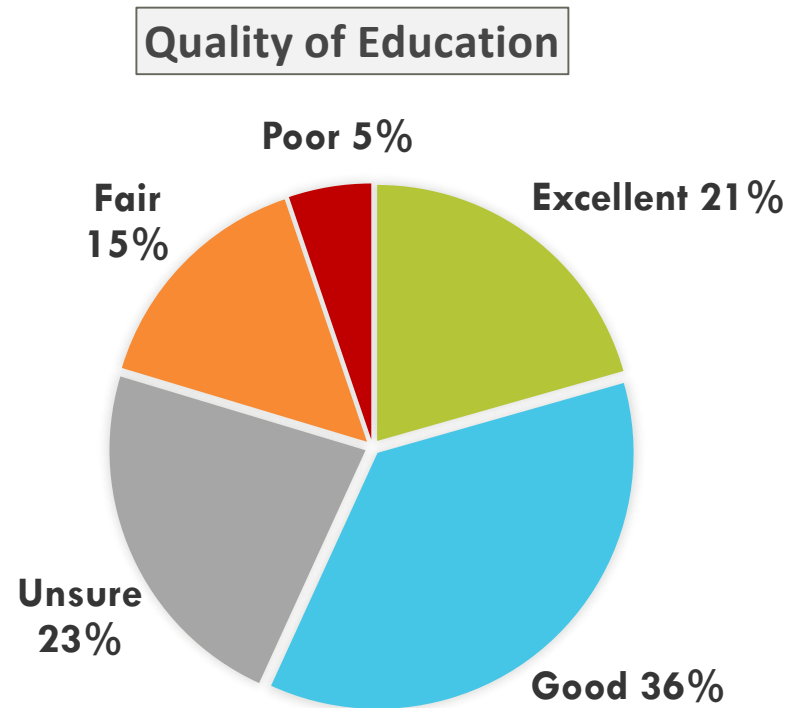
INFORMATION ABOUT CHULA VISTA ELEMENTARY SCHOOL DISTRICT

What is the main way you receive information about the Chula Vista Elementary School District?



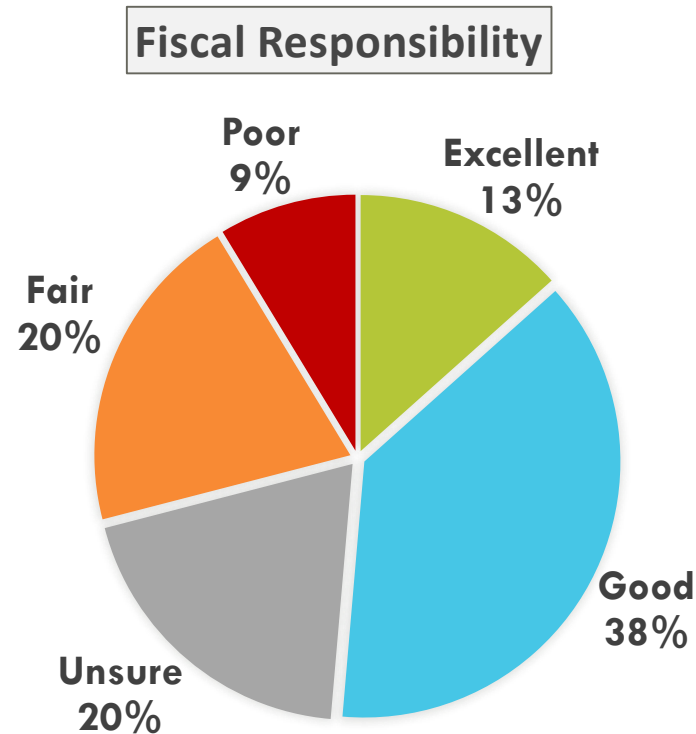
PERCEPTION OF EDUCATION QUALITY

Either from what you know or what you've heard, would you rate the quality of education provided by Chula Vista Elementary School District as excellent, good, fair or poor?



PERCEPTION OF FISCAL RESPONSIBILITY

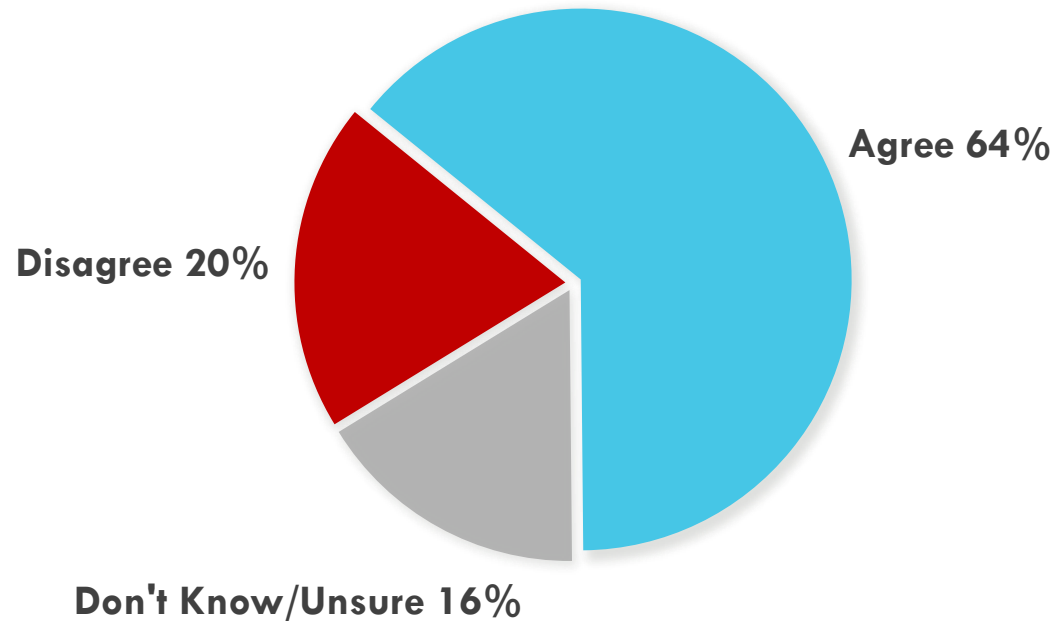
How would you rate the quality of fiscal responsibility of the Chula Vista Elementary School District compared to the quality of fiscal responsibility in the surrounding communities?



VIEWS ON AVAILABILITY OF AFFORDABLE RENTAL HOUSING IN THE AREA

Do you agree or disagree that...There is a significant shortage of available and affordable rental housing in the Chula Vista area.

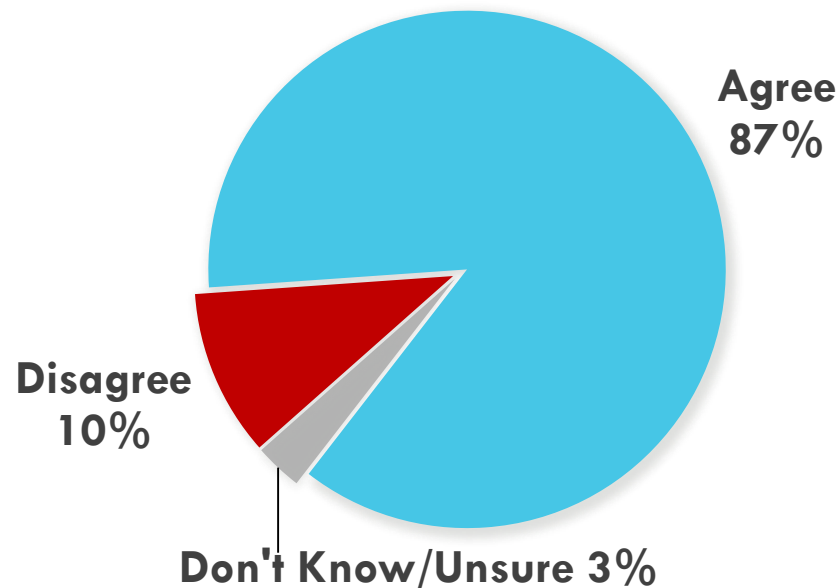
**Shortage of Available and Affordable
Rental Housing in the Chula Vista Area**



VIEWS ON PUBLIC SCHOOLS WITHIN THE COMMUNITY

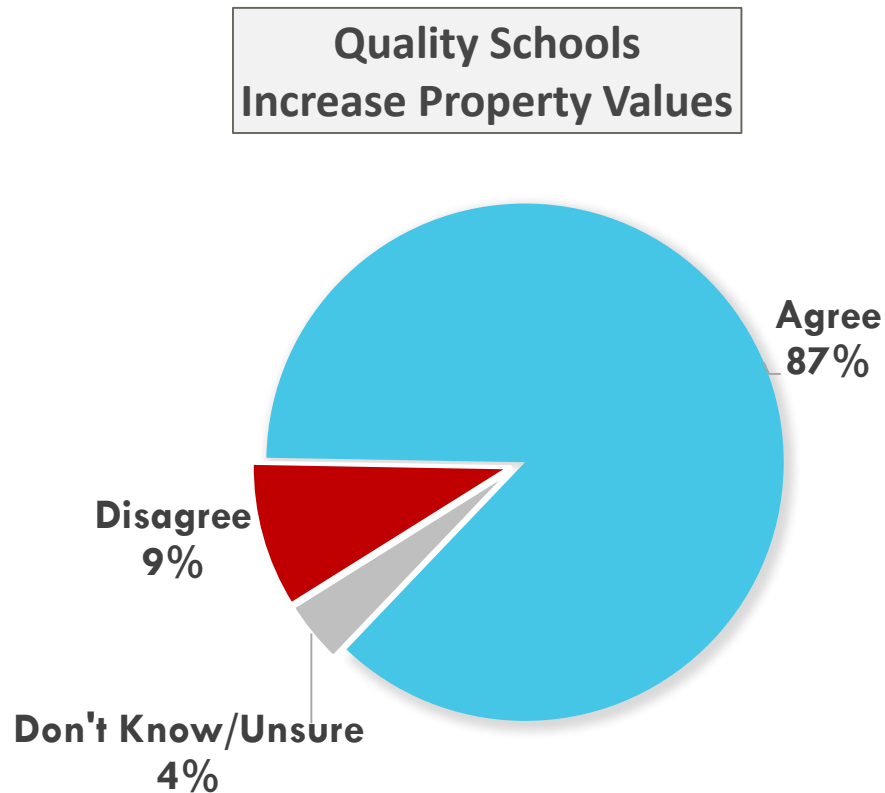
Do you agree or disagree that...Our local public schools are our community's most important asset and should be our number one priority.

Community's Most Important Asset



VIEWS ON SCHOOLS IMPACT ON PROPERTY VALUES

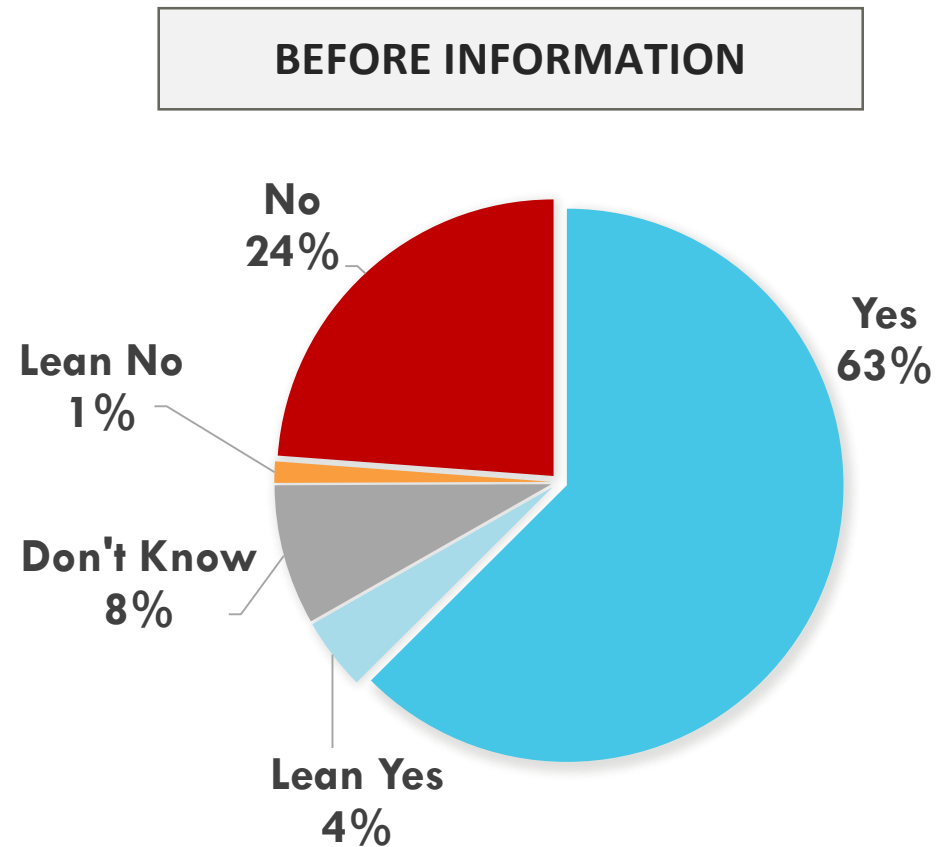
Do you agree or disagree that...Quality schools increase property values.



BALLOT LANGUAGE: (BEFORE INFORMATION)

If the election were held today, would you vote
“yes” to approve or “no” to reject the measure?

“To renovate and modernize aging schools and classrooms throughout the Chula Vista Elementary School District including roofs, plumbing and electric wiring; construct preschool student educational academies; improve student safety and campus security; and qualify for State matching funds, shall **\$300 million** of bonds be issued with annual audits, legal rates, projected yearly levies of **less than three cents per \$100** of assessed valuation while bonds are outstanding (generating an average of \$16.7 million per year) and independent oversight?”

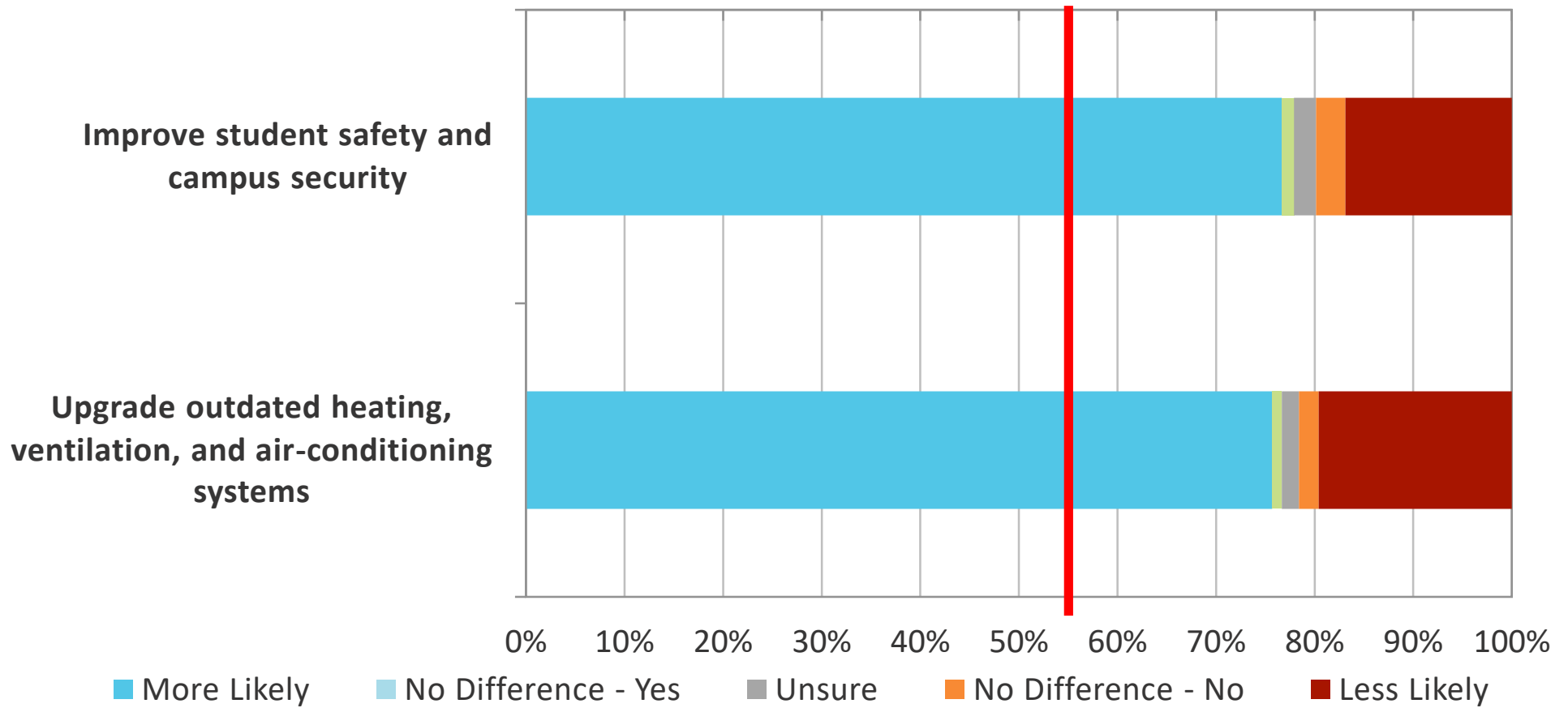


Voter Attitudes

IMPACT OF SPECIFIC PROJECTS

Here are some details regarding the proposed bond. For each statement please tell me if it would make you more likely or less likely to vote for the bond?

Funds would be used to...



Voter Attitudes

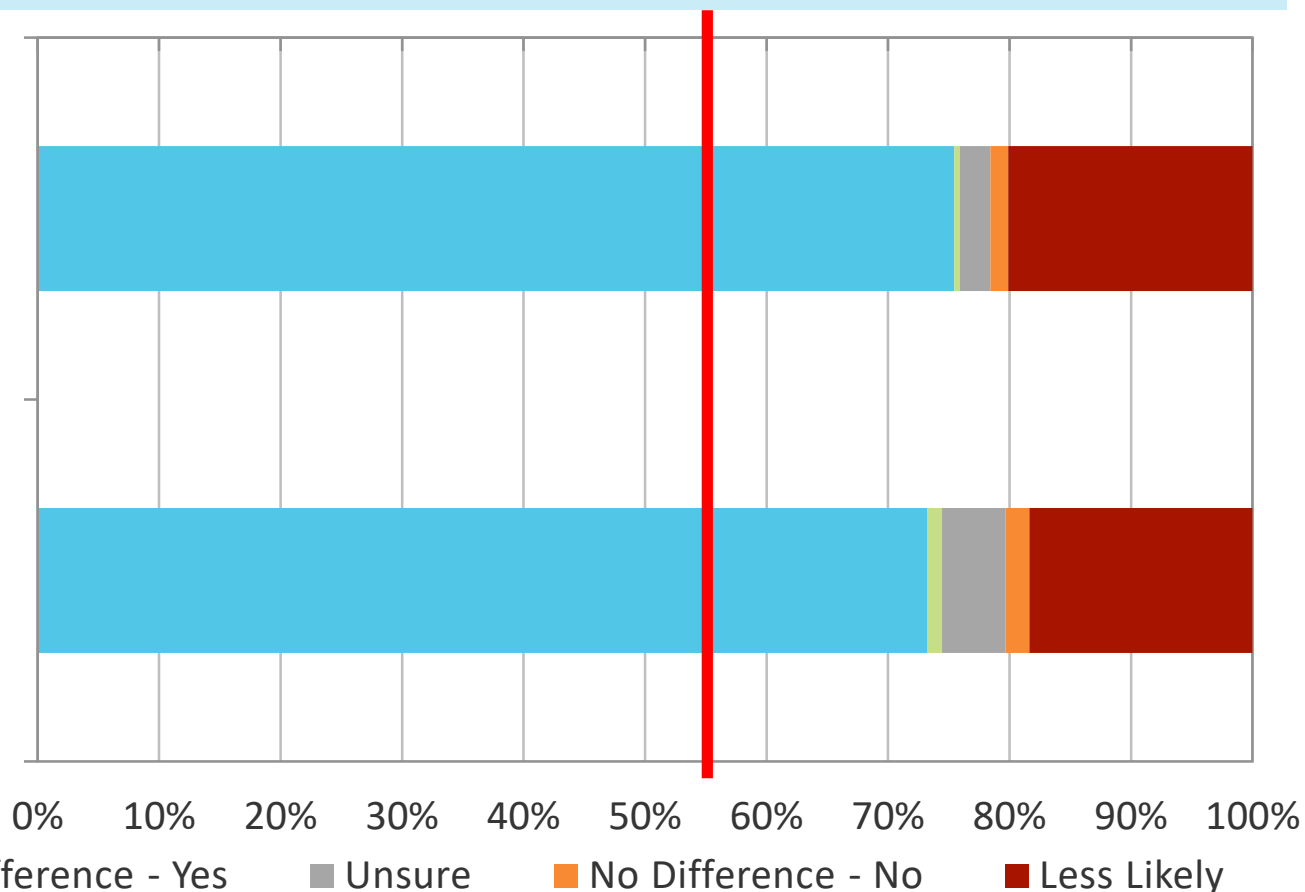
IMPACT OF SPECIFIC PROJECTS

Here are some details regarding the proposed bond. For each statement please tell me if it would make you more likely or less likely to vote for the bond?

Funds would be used to...

Renovate and modernize aging classrooms, including relocatable/modular, and facilities throughout the District

Qualify the District for State matching funds

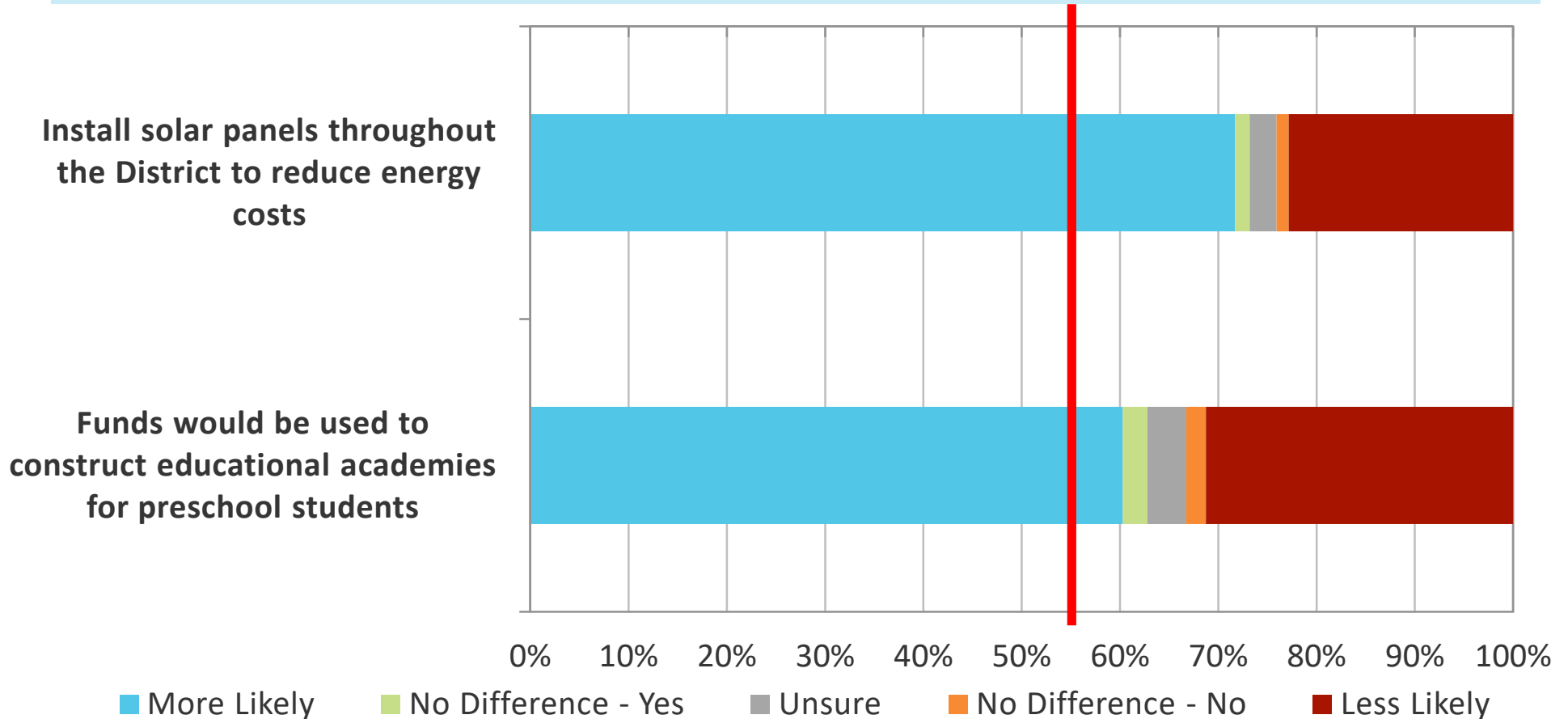


Voter Attitudes

IMPACT OF SPECIFIC PROJECTS

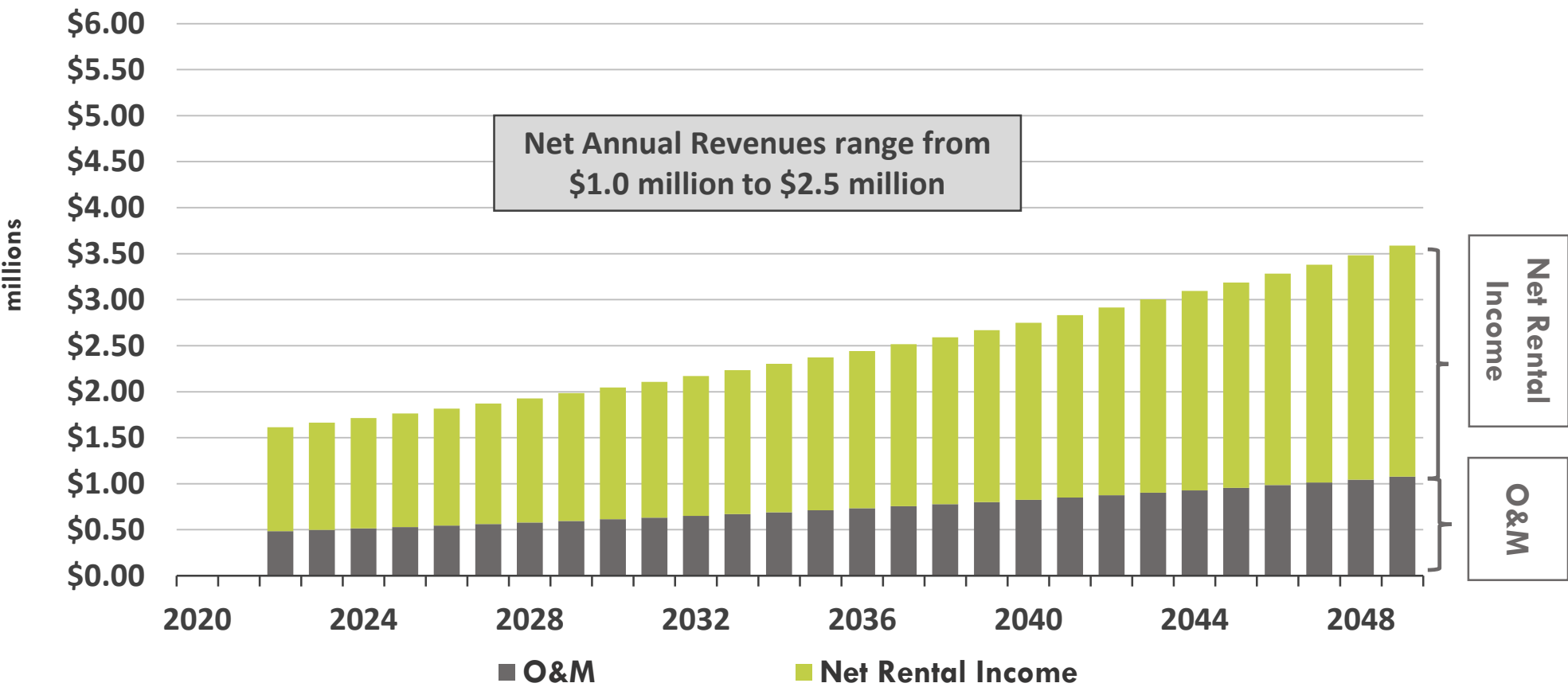
Here are some details regarding the proposed bond. For each statement please tell me if it would make you more likely or less likely to vote for the bond?

Funds would be used to...



GO BOND FINANCING PROVIDES FLEXIBILITY AND INCOME

Teacher-Staff Housing Cash Flow



*Assumes 3.50% annual AV growth

Financing Teacher-Staff Housing

GO BOND FINANCING PROVIDES FLEXIBILITY AND INCOME

Net Rental Revenues Available for:

- Supplement to the General Fund
- Support for COP financing for additional staff housing
- Funding of additional educational projects at the discretion of the Board

TEACHER-STAFF HOUSING GO: 30 YEAR CASHFLOW	
Number of units	100
Total gross rent	\$69,321,717
GO debt repayment	\$0
O&M/management	-\$20,796,515
Surplus/loss	\$48,525,202

GO BOND ASSUMPTIONS	
Par Amount	\$40,000,000
Term	30 years
Estimated Tax Rate (per \$100,000 AV)*	\$6.00

*Assumes 3.50% annual AV growth

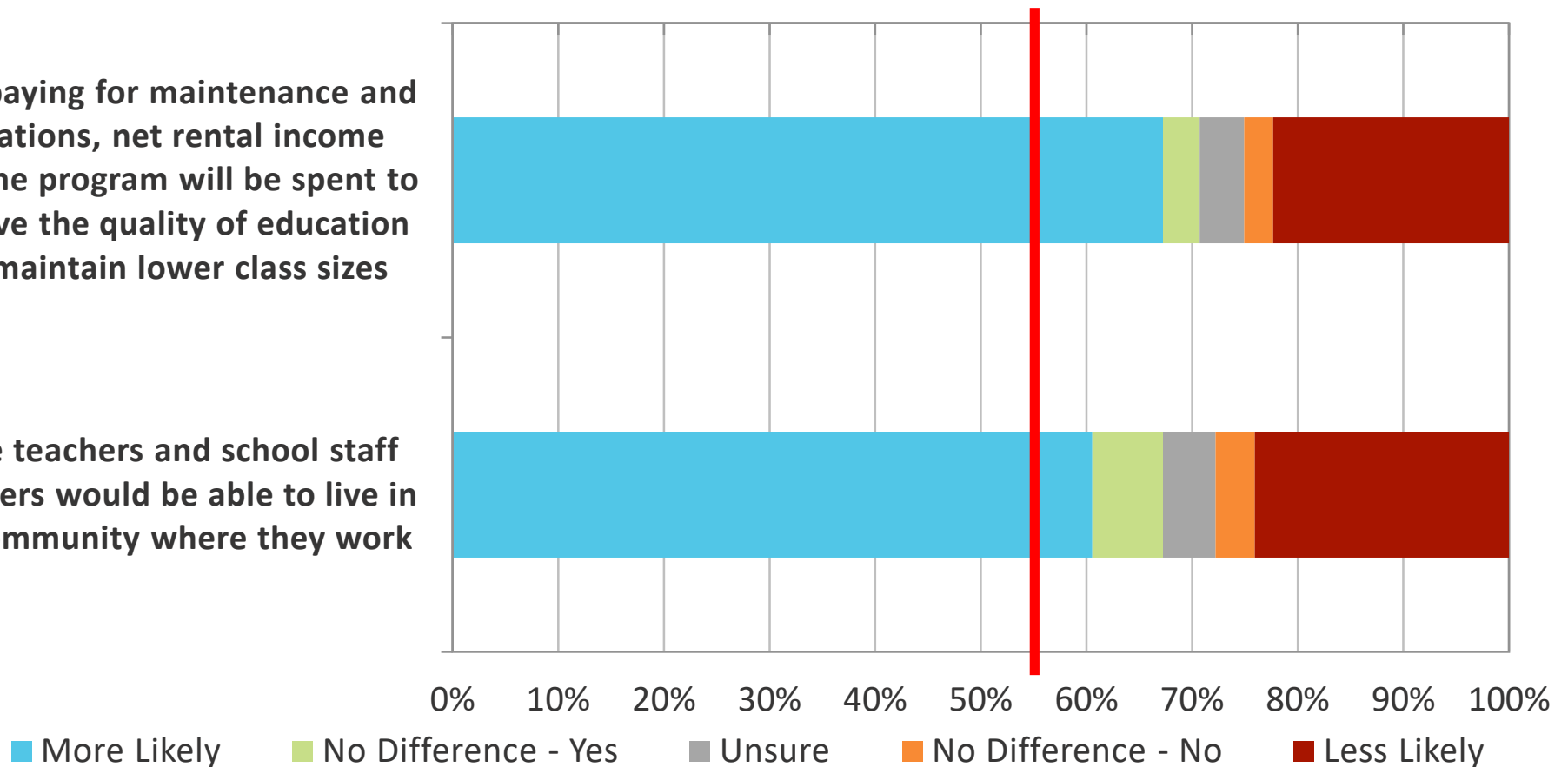
Voter Attitudes

TEACHER-STAFF HOUSING PROJECT SENSITIVITY

Here are some details regarding the proposed bond. For each statement please tell me if it would make you more likely or less likely to vote for the bond?

After paying for maintenance and operations, net rental income from the program will be spent to improve the quality of education and maintain lower class sizes

More teachers and school staff members would be able to live in the community where they work

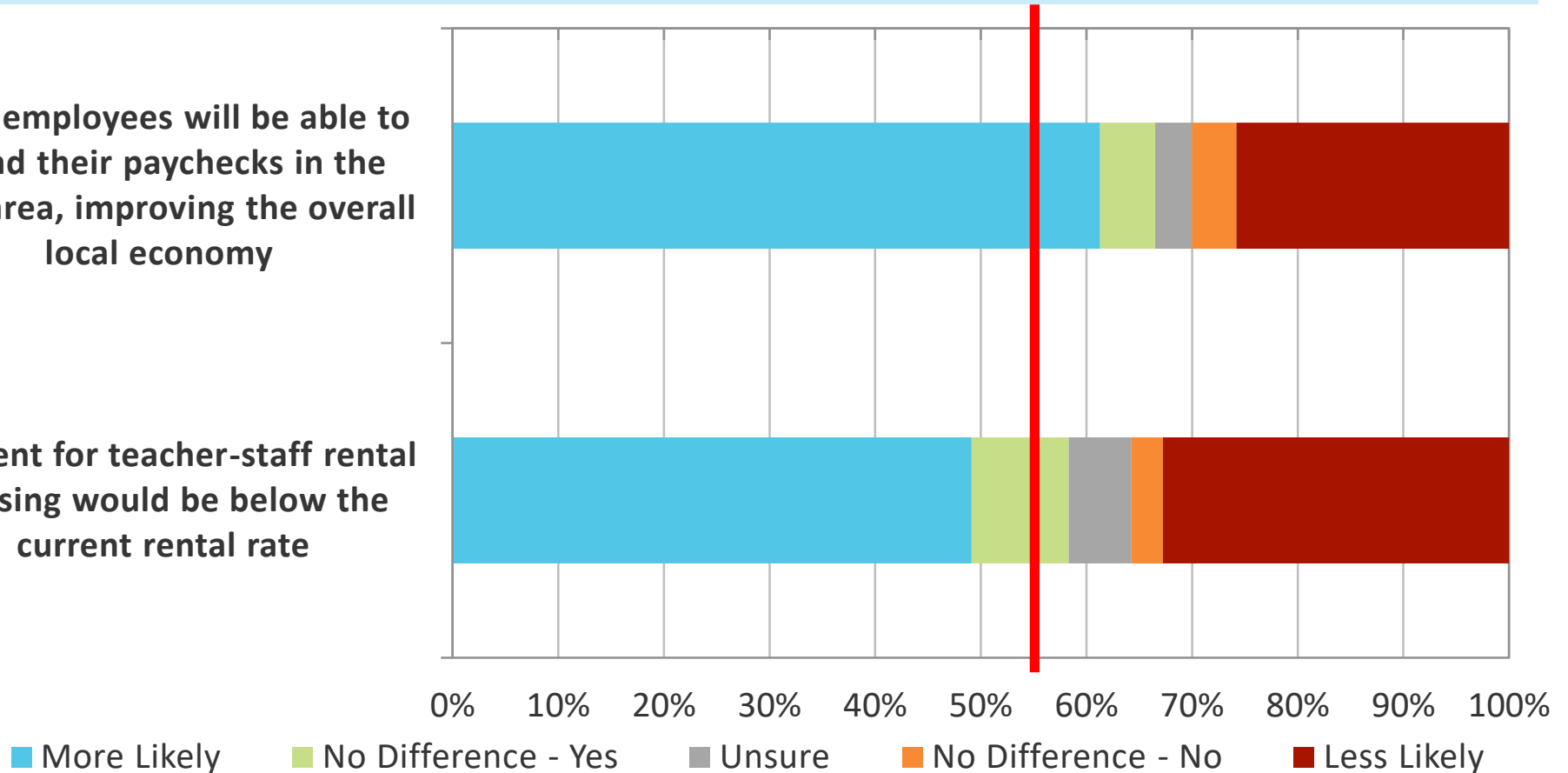


TEACHER-STAFF HOUSING PROJECT SENSITIVITY

Here are some details regarding the proposed bond. For each statement, please tell me if it would make you more likely or less likely to vote for the bond?

More employees will be able to spend their paychecks in the local area, improving the overall local economy

The rent for teacher-staff rental housing would be below the current rental rate



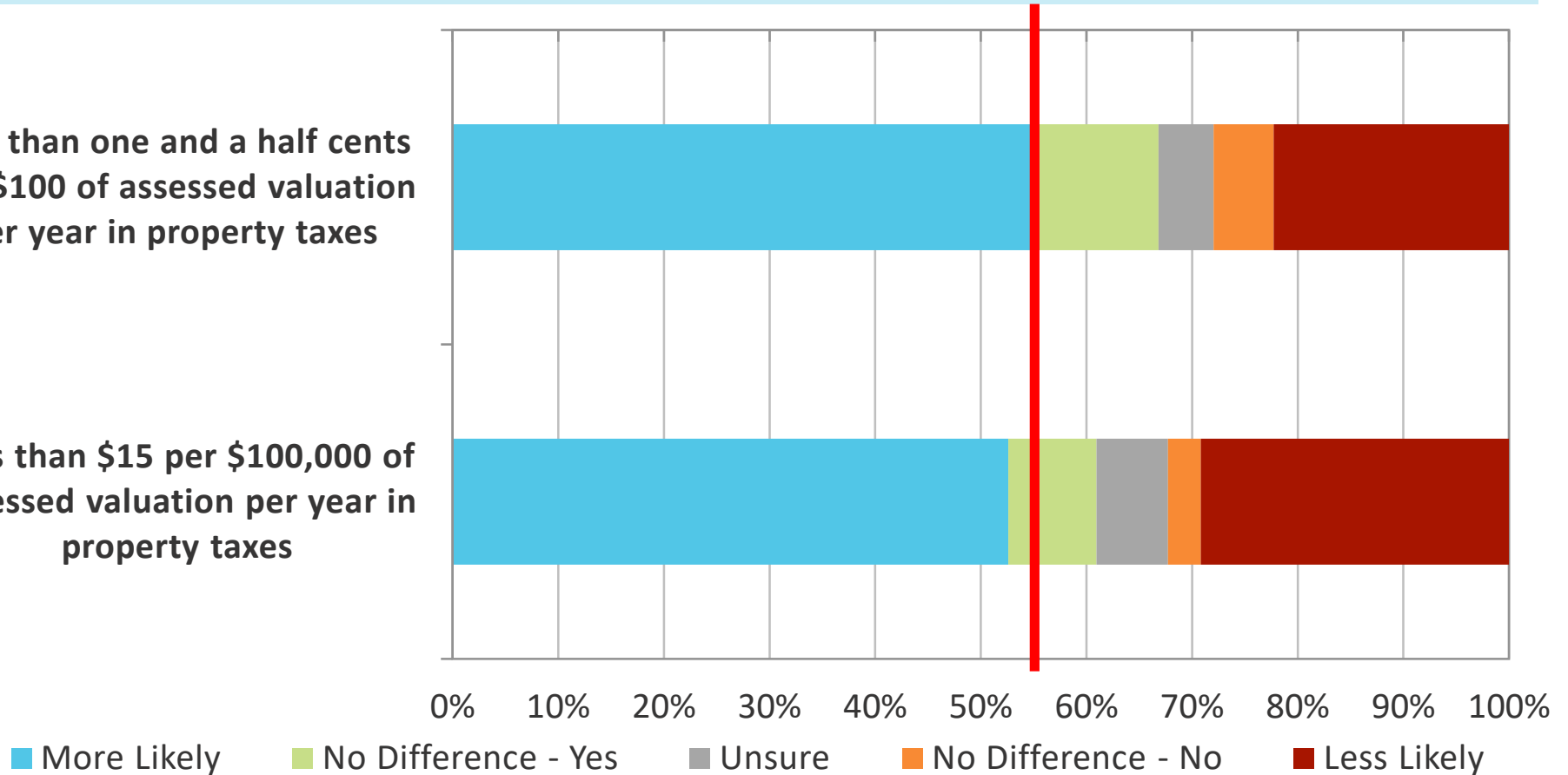
Voter Attitudes

TAX RATE SENSITIVITY

Would you be more likely or less likely to vote for the bond if you knew the bond would cost property owners...

Less than one and a half cents per \$100 of assessed valuation per year in property taxes

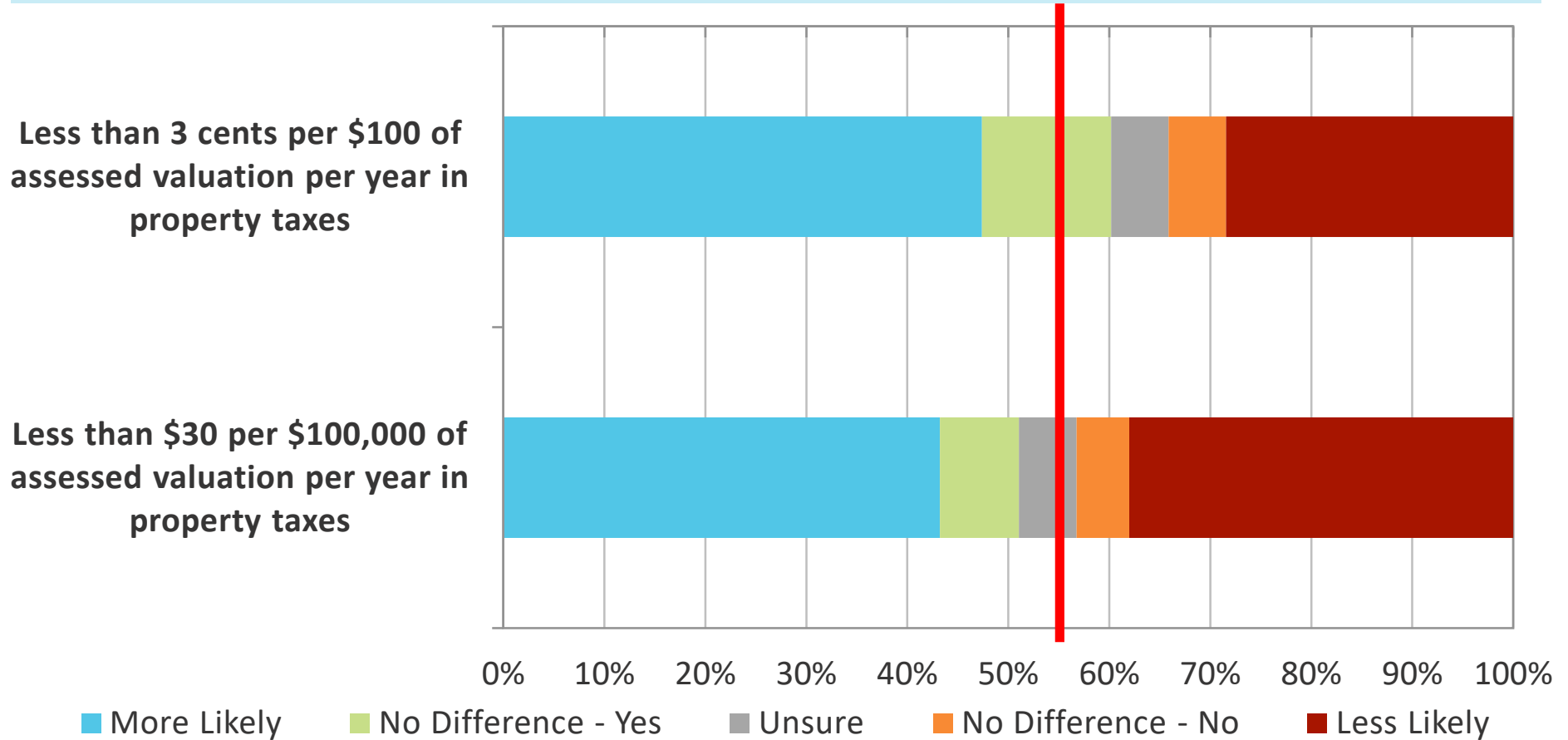
Less than \$15 per \$100,000 of assessed valuation per year in property taxes



Voter Attitudes

TAX RATE SENSITIVITY

Would you be more likely or less likely to vote for the bond if you knew the bond would cost property owners...

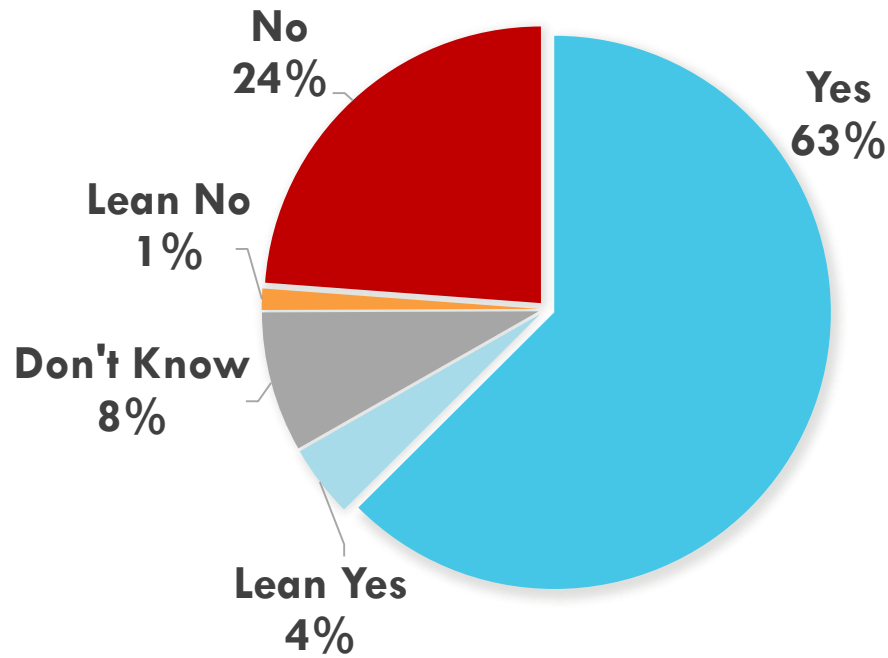


Voter Attitudes

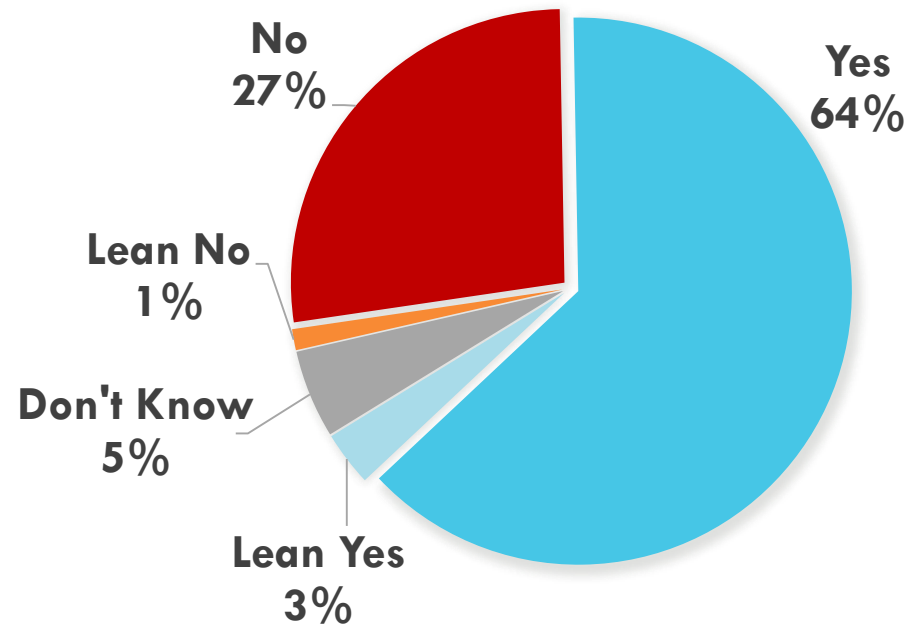
BALLOT LANGUAGE: (BEFORE VS AFTER INFORMATION)

Now that you have heard more information regarding a proposed Chula Vista Elementary School District bond measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

BEFORE INFORMATION



AFTER INFORMATION

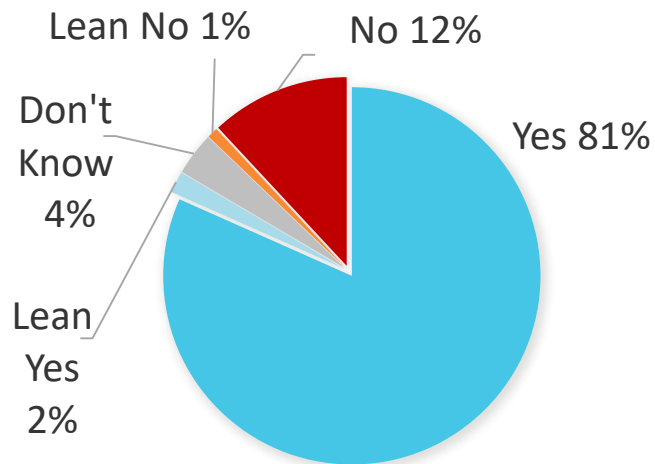


Voter Attitudes

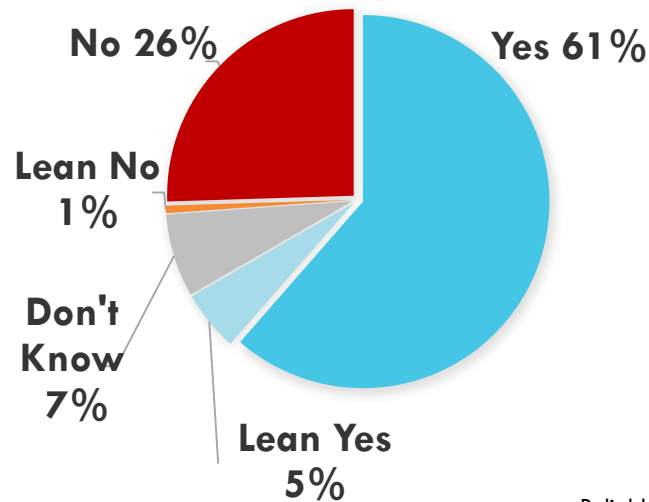
BALLOT LANGUAGE BY VOTER RELIABILITY*: (AFTER INFORMATION)

Now that you have heard more information regarding a proposed Chula Vista Elementary School District bond measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

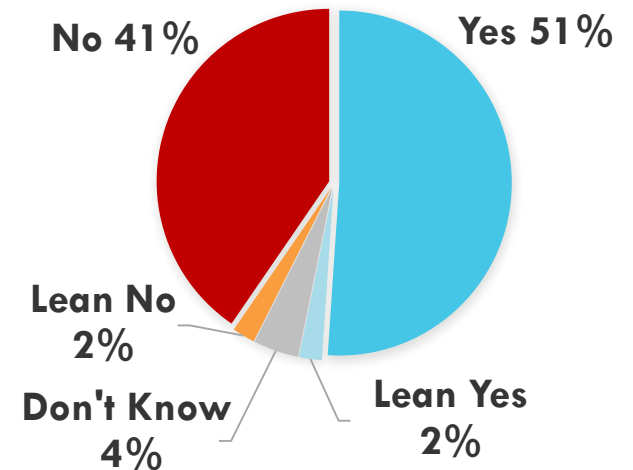
UNRELIABLE – 27%



RELIABLE – 38%



VERY RELIABLE – 35%



* Very Reliable – Voting History is 4/4 or 3/3
Reliable – Voting History is 3/4 or 2/4 or 2/3 or 2/2 or 1/2 or 1/1
Unreliable – Voting History is 1/4 or 1/3

**CHULA VISTA ELEMENTARY
SCHOOL DISTRICT**

TEACHERS AND STAFF SURVEY RESULTS

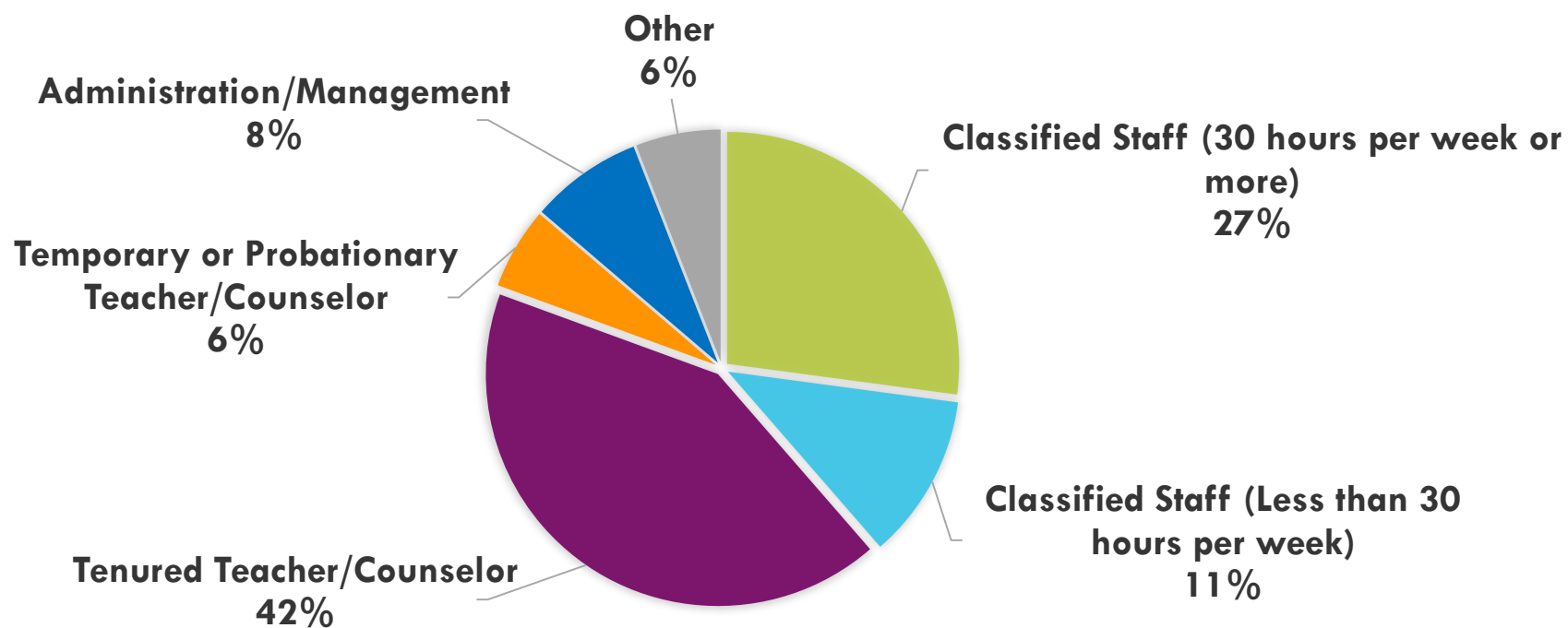
SURVEY OF CURRENT CHULA VISTA ESD TEACHERS AND STAFF

- ▶ Online survey was conducted between 8/27/19 and 9/3/19
- ▶ 896 completed surveys by Chula Vista ESD teachers and staff
- ▶ The average length of the survey - 2 minutes and 40 seconds

Respondent Information

EMPLOYMENT STATUS AT CHULA VISTA ESD

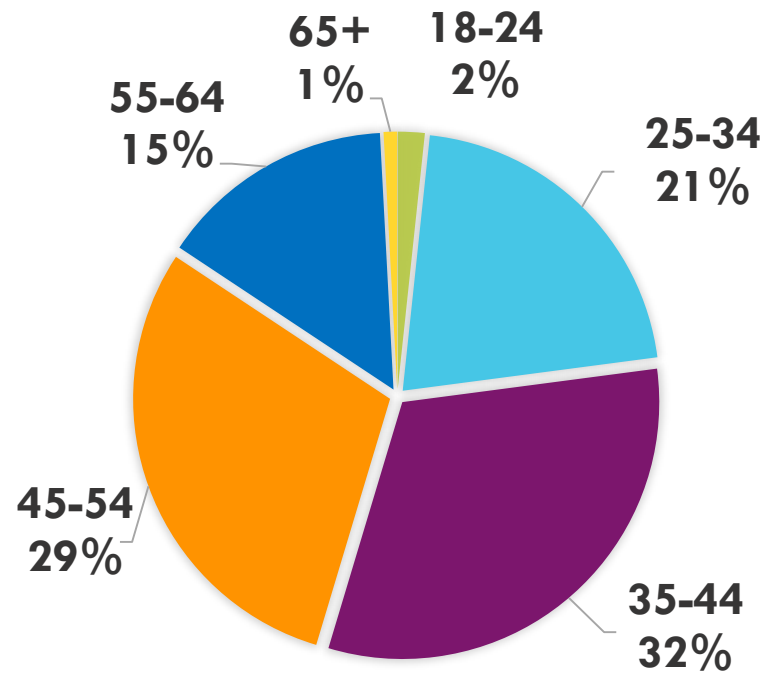
What is your current position at Chula Vista ESD?



Respondent Information

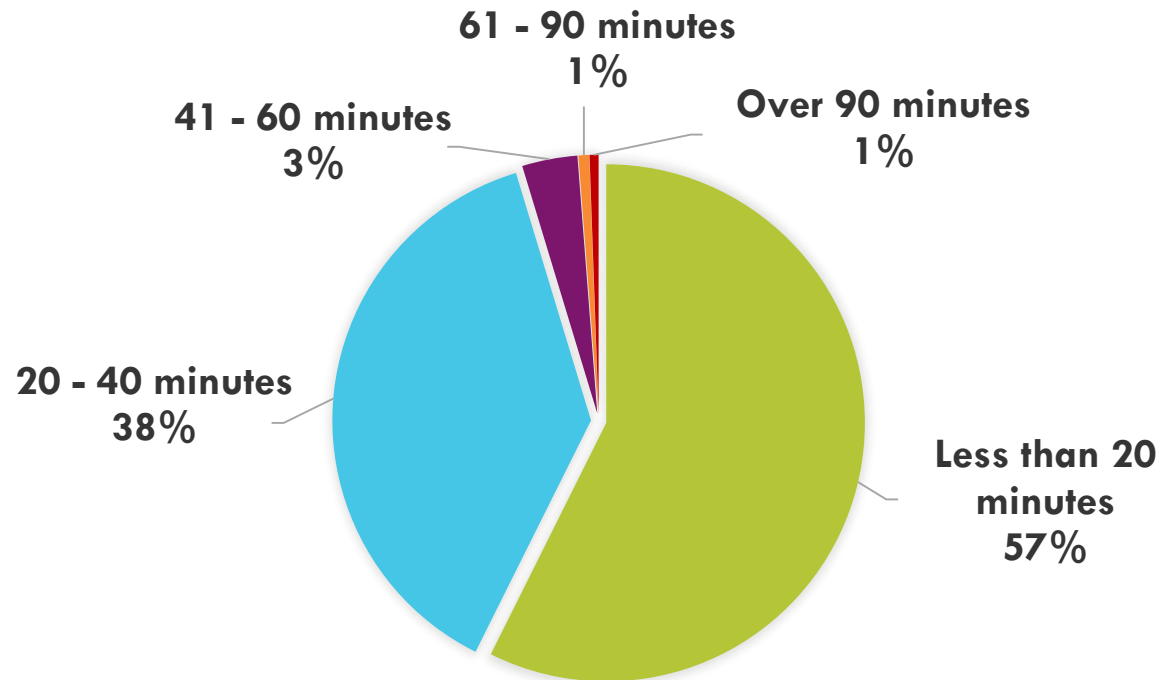
AGE

How old are you?



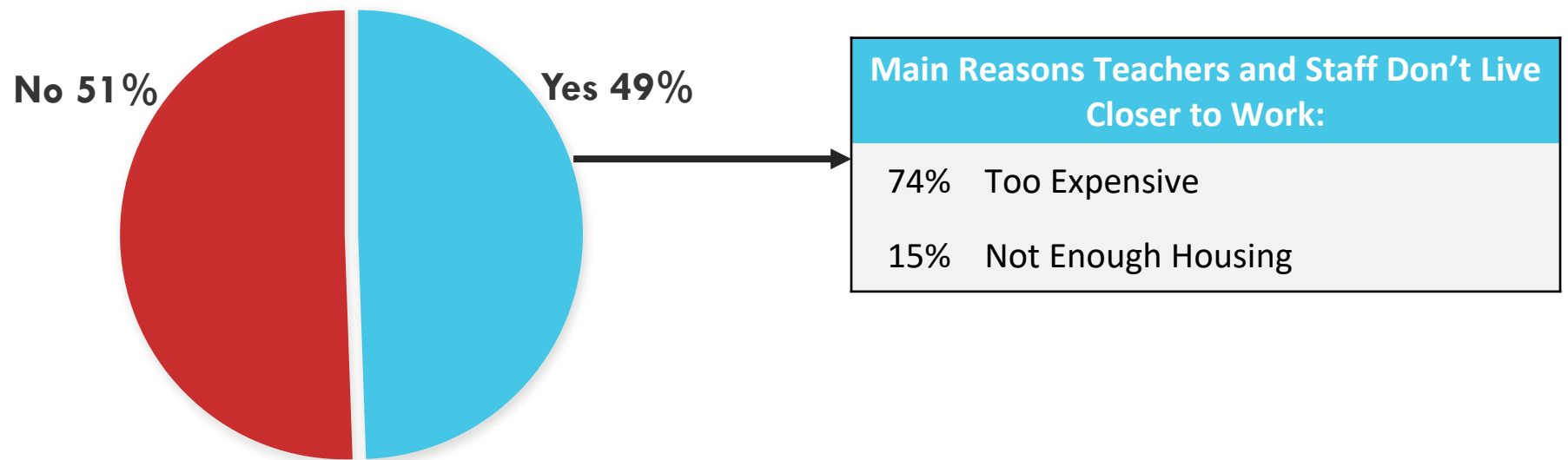
LENGTH OF COMMUTE TO WORK

What is your average one-way commute time?



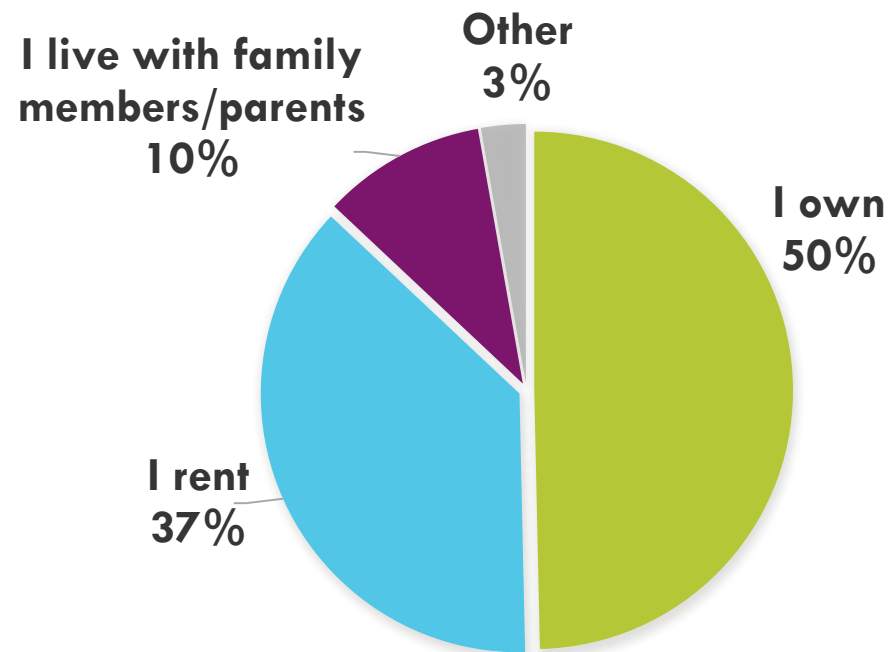
PROXIMITY TO WORK

Would you like to live closer to work?



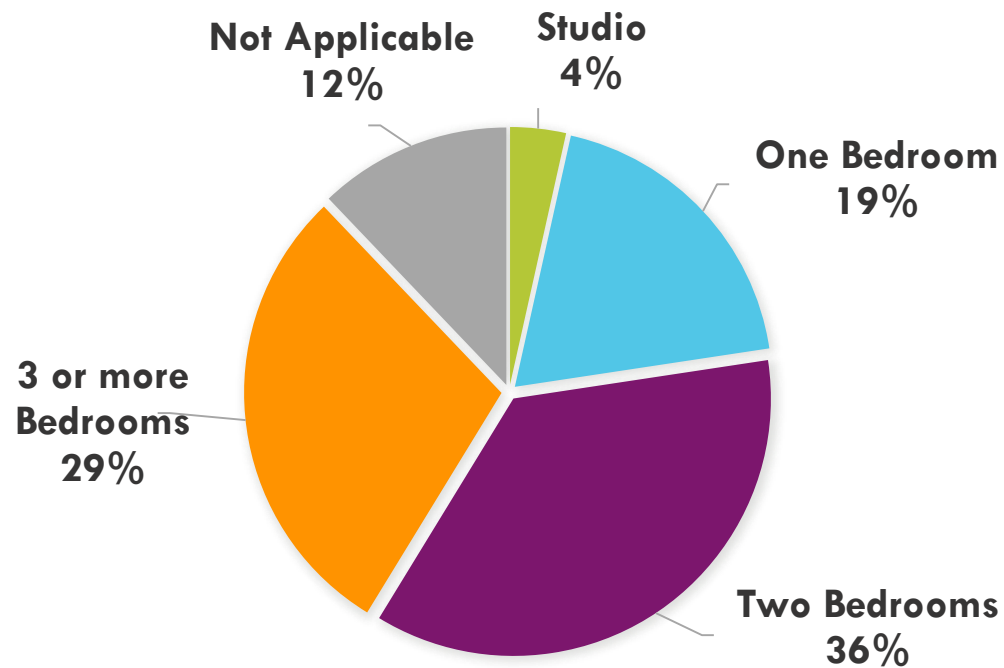
CURRENT LIVING ARRANGEMENT

What is your current living arrangement?



CURRENT SIZE OF APARTMENT/HOME

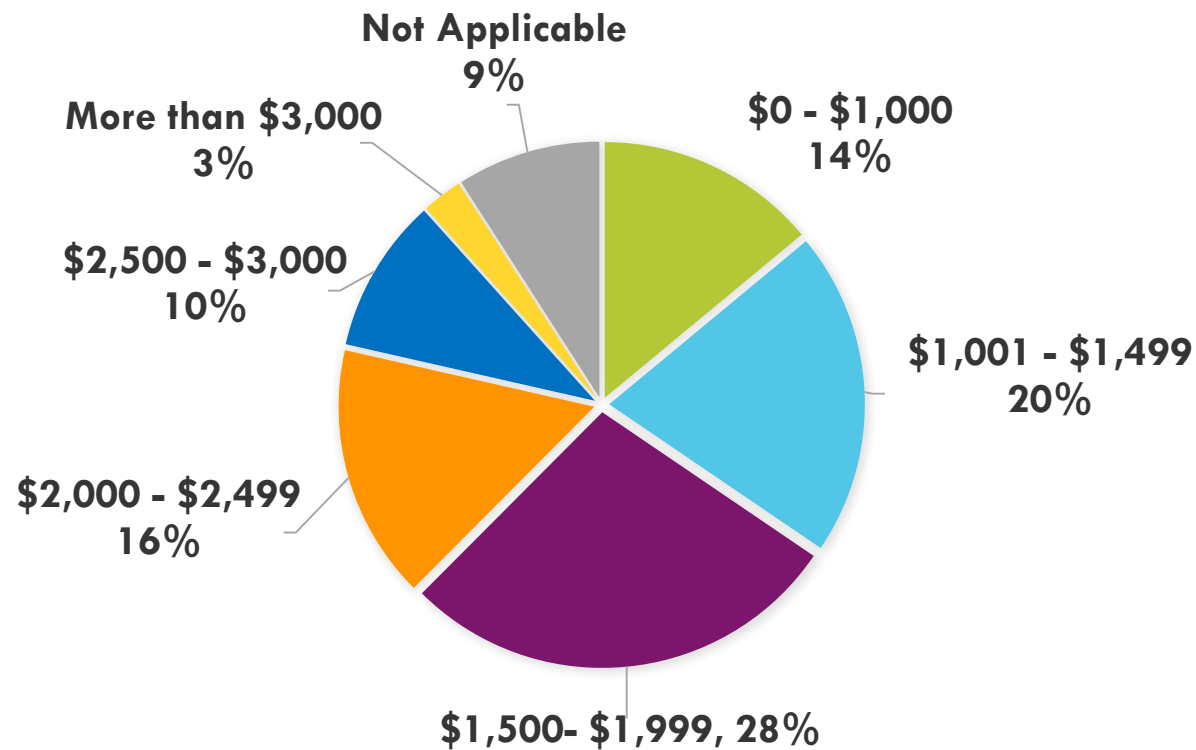
If you currently rent, how many bedrooms are in your apartment/house?



Current Situation

CURRENT MONTHLY RENT

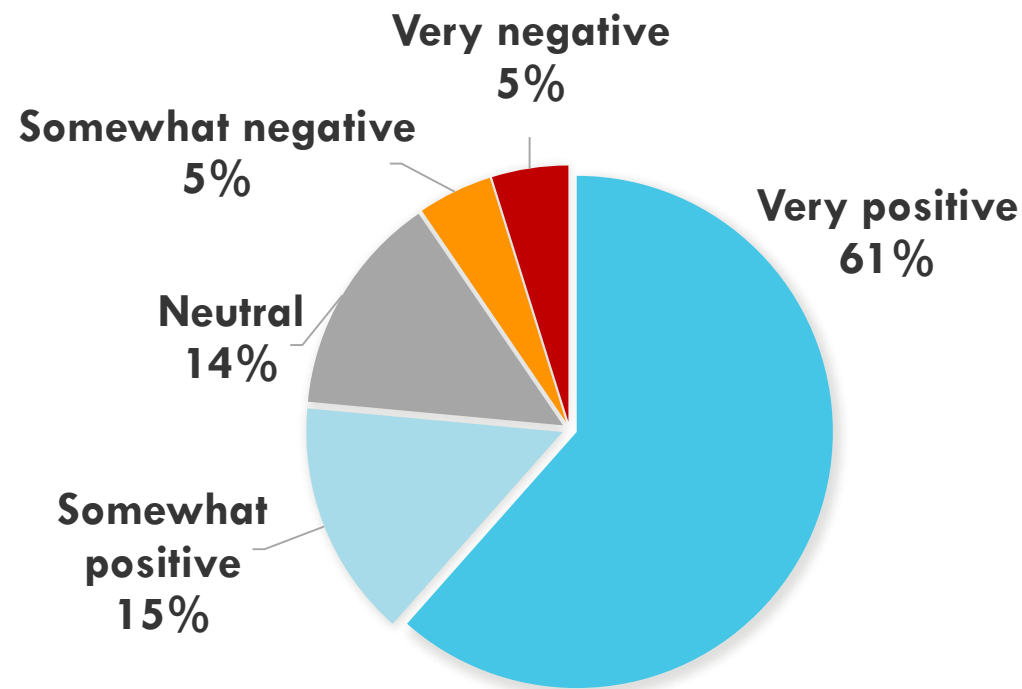
If you currently rent, how much rent do you personally pay?



Teacher and Staff Attitudes

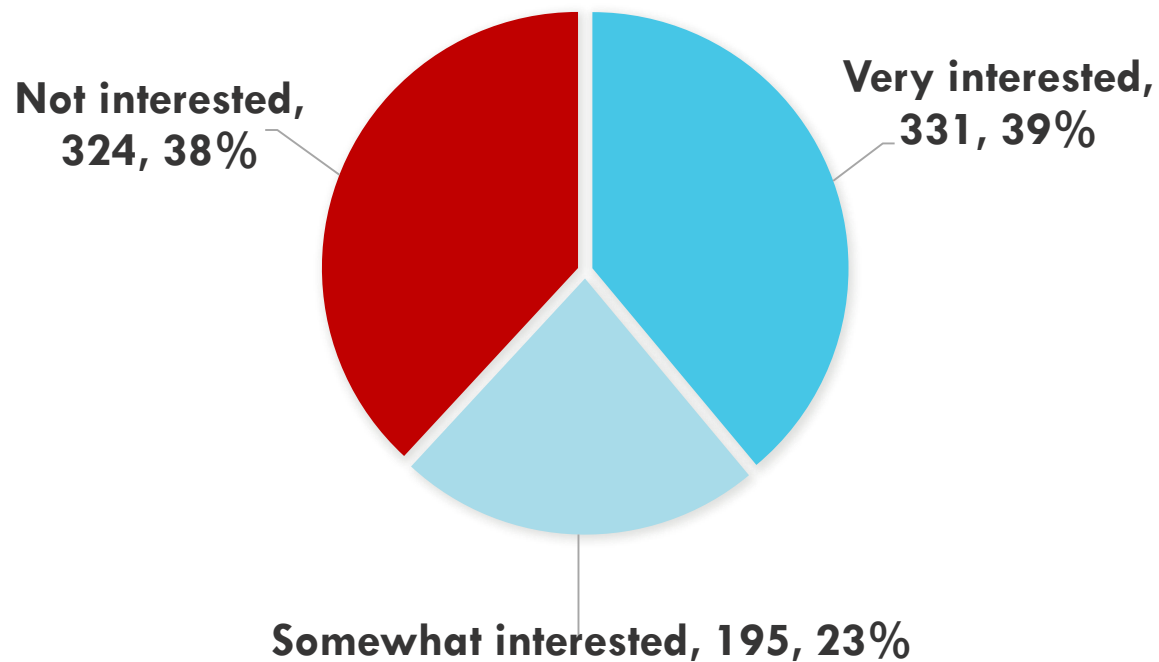
OVERALL IMPRESSION OF TEACHER-STAFF HOUSING

Chula Vista Elementary School District is exploring the possibility of constructing one-bedroom, two-bedroom, and three-bedroom rental units in Chula Vista that would be made available to district teachers and staff members at below-market rents. What is your general impression of below-market teacher and staff rental housing?



INTEREST IN LIVING IN TEACHER-STAFF HOUSING

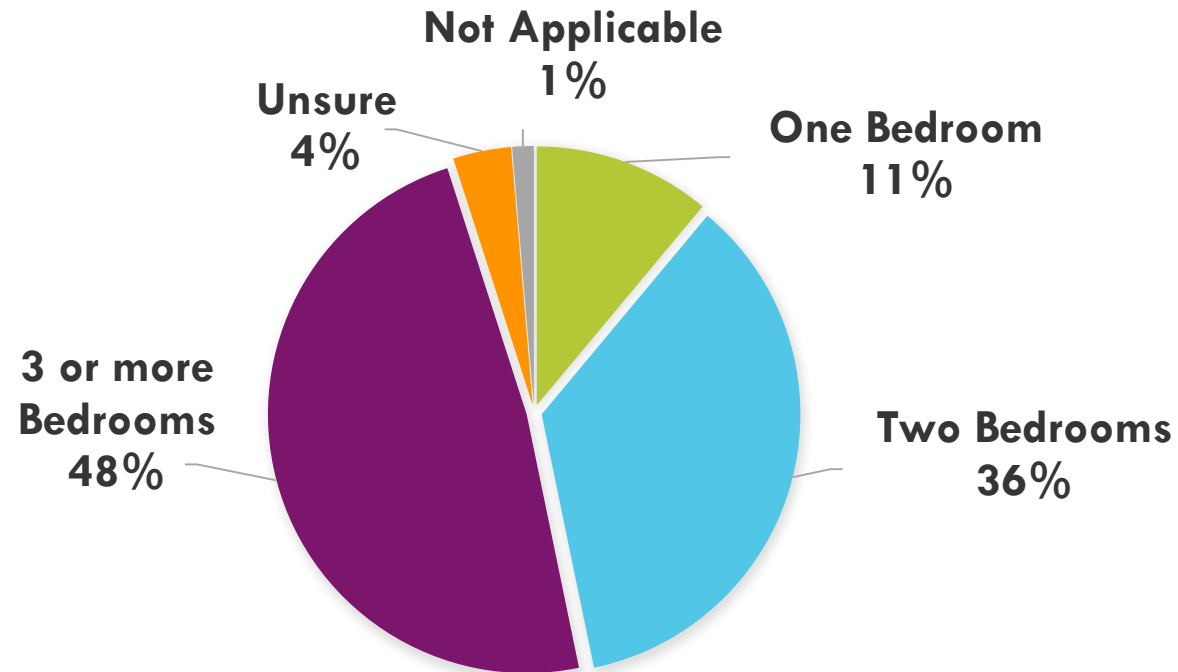
Would you be interested in living in rental housing offered by the district at below-market rents, reserved exclusively for Chula Vista Elementary School District teachers and staff?



Teacher and Staff Attitudes

TYPE OF UNIT

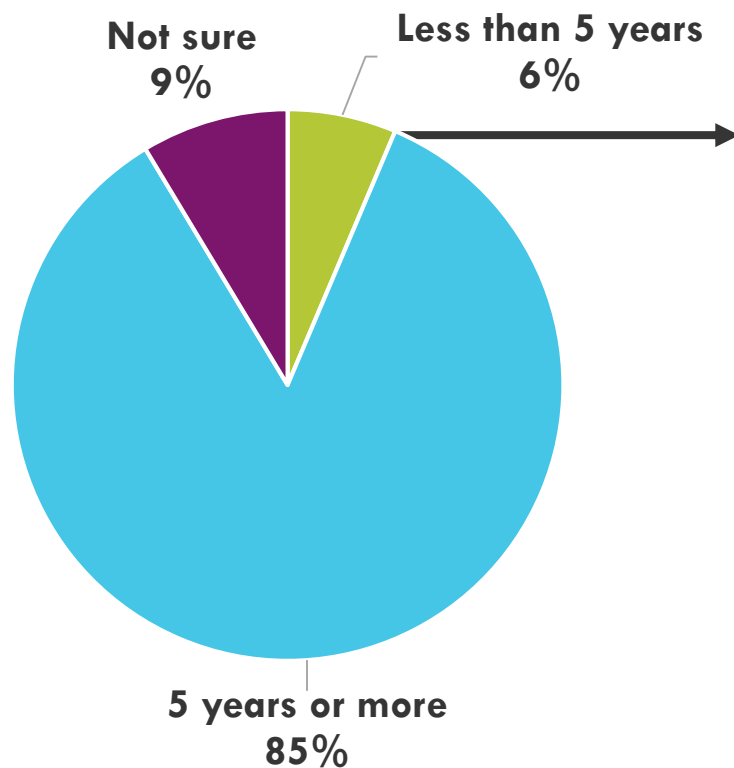
If these rentals were available now,
how many bedrooms would you need?



Teacher and Staff Attitudes

CONTINUATION OF EMPLOYMENT WITH CHULA VISTA ELEMENTARY SCHOOL DISTRICT

How long do you anticipate continuing to work for Chula Vista Elementary School District? (Your answer is confidential)



119 People Responded To This Question

- 48 people plan to retire
- 30 people plan to leave because of salary
- 11 people plan to relocate
- 10 people cannot afford to live in this area
- 5 people plan to change professions
- 15 people stated they have other reasons to leave

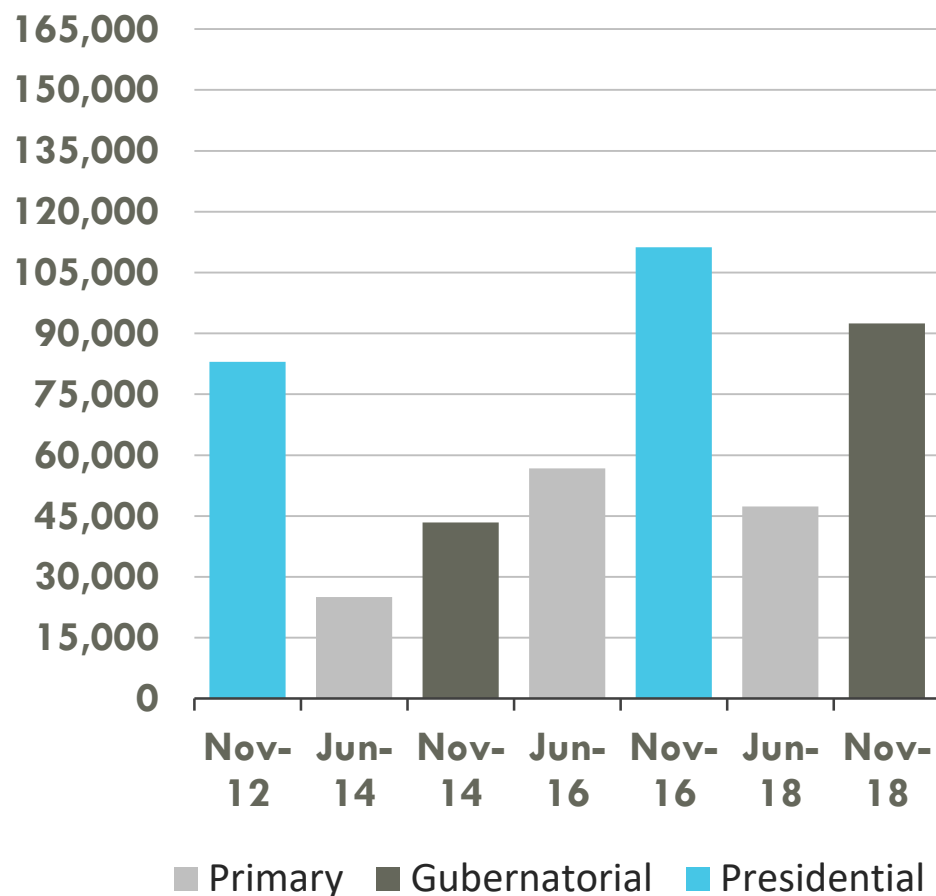
**CHULA VISTA ELEMENTARY
SCHOOL DISTRICT**

2020 ELECTION

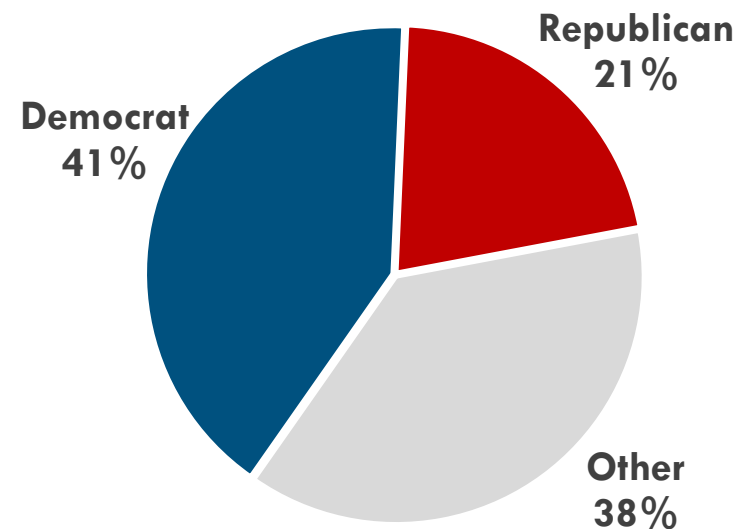
Voter Information

164,474 REGISTERED VOTERS IN THE DISTRICT

Chula Vista ESD:
Voter Turnout



Chula Vista ESD:
Party Affiliations



Source: politicaldata.com

Overview of Election Timeline

PREPARING FOR 2020 ELECTIONS

March 2020 Election (Presidential Primary)



November 2020 Election (Presidential Election)



**Needs change.
Innovation endures.**

Some financial advisors like to brag about the number of deals they've done. We like to talk about the problems we've solved. DS&C delivers innovative, practical solutions that propel schools and communities forward.



THINKING FORWARD

CALIFORNIA K-14 FINANCIAL ADVISOR



2018-19 Unaudited Actuals Financial Report

September 11, 2019



2018-19 General Fund Revenue and Expenditure Changes



	2018-19 Estimated Actuals Budget	2018-19 Unaudited Actuals	Increase / <Decrease>
Revenues	\$279,737,548	\$292,547,709	\$12,810,161
Expenditures	285,177,446	294,337,362	9,159,916
Increase/<Decrease>	\$<5,439,898>	\$<1,789,653>	\$3,650,245



2018-19 General Fund Revenue Changes

Revenue	Increase/<Decrease>
Restricted Funds	
➤ STRS on Behalf Payment <u>(Required by State)</u>	\$ 7,116,570
➤ PERS on Behalf Payment <u>(Required by State)</u>	3,523,108
➤ All Other Restricted Revenue Changes	1,124,116
Total Restricted Revenue Changes	\$11,763,794
ADD: Total Unrestricted Revenue Changes	\$ 1,046,367
Total Revenue Increase/<Decrease>	\$12,810,161



2018-19 General Fund Expenditure Changes

Expenditure	Increase/<Decrease>
Restricted Funds	
➤ STRS on Behalf Payment <u>(Required by State)</u>	\$ 7,116,570
➤ PERS on Behalf Payment <u>(Required by State)</u>	3,523,108
➤ All Other Restricted Expenditure Changes	<502,950>
Total Restricted Expenditure Changes	\$10,136,728
Total Unrestricted Expenditure Changes	\$ <976,812>
Total Expenditure Increase/<Decrease>	\$ 9,159,916



2018-19 General Fund Changes

	2018-19 Estimated Actuals Budget	2018-19 Unaudited Actuals	Increase / <Decrease>
Revenues	\$ 279,737,548	\$ 292,547,709	\$12,810,161
Expenditures	285,177,446	294,337,362	9,159,916
Increase / <Decrease>	<5,439,898>	<1,789,653>	3,650,245
Beginning Balance	\$ 46,034,142	\$ 46,034,142	\$ 0
Ending Balance	\$ 40,594,244	\$ 44,244,489	\$ 3,650,245
Less: Designations	5,170,163	6,219,469	<1,049,306>
Reserve for Economic Uncertainties (REU)	\$ 35,424,082	\$ 38,025,020	\$ 2,600,939
REU Percentage	12.42%	12.92%	0.50%

2018-19 Reserve for Economic Uncertainties (REU) Changes



Unrestricted Revenues Increase	\$1,046,367
Unrestricted Expenditures Decrease	976,812
Contributions Decrease	1,118,615
Unrestricted Designations Increase	<540,855>
REU Increase	\$2,600,939



2018-19 Unrestricted Revenue

	General Fund Unrestricted
Local Control Funding Formula	\$ 87,362
Medical Administrative Activities (MAA) Funds	329,374
Lottery	291,503
Charter Chargebacks	280,524
All Other Revenues	57,604
Total Revenue Increase/<Decrease>	\$1,046,367



2018-19 Unrestricted Expenditures

	General Fund Unrestricted
Salaries and Benefits	\$ 40,654
Services and Operating Expense	<951,137>
All Other Expenditures	<66,329>
Total Expenditures Increase/<Decrease>	\$ <976,812>



2019-20 Multiyear Financial Projections





Multiyear Projection 2019-20 Through 2021-22

(Budget cuts: \$6.2M in 2019-20; \$7.5M in 2020-21; \$10M in 2021-22)

	2019-20	2020-21	2021-22
Beginning Fund Balance	\$ 44,244,489	\$ 34,089,525	\$ 23,348,206
Increase/<Decrease>	<10,154,964>	<10,741,319>	<1,931,835>
Ending Fund Balance	\$34,089,525	\$ 23,348,206	\$ 21,416,371
Components: (One-Time Special Education Grant)			
Unspendable (Inventory)	\$ 835,000	\$ 835,000	\$ 835,000
Assigned (School Gift)	\$ 250,000	\$ 250,000	\$ 250,000
Reserve for Economic Uncertainties (REU)	\$ 33,004,525 11.19%	\$ 22,263,206 7.50%	\$20,331,371 6.91%
8% Minimum REU	\$ 23,591,843	\$ 23,743,988	\$ 23,525,078
Funded ADA	22,348	22,348	22,348

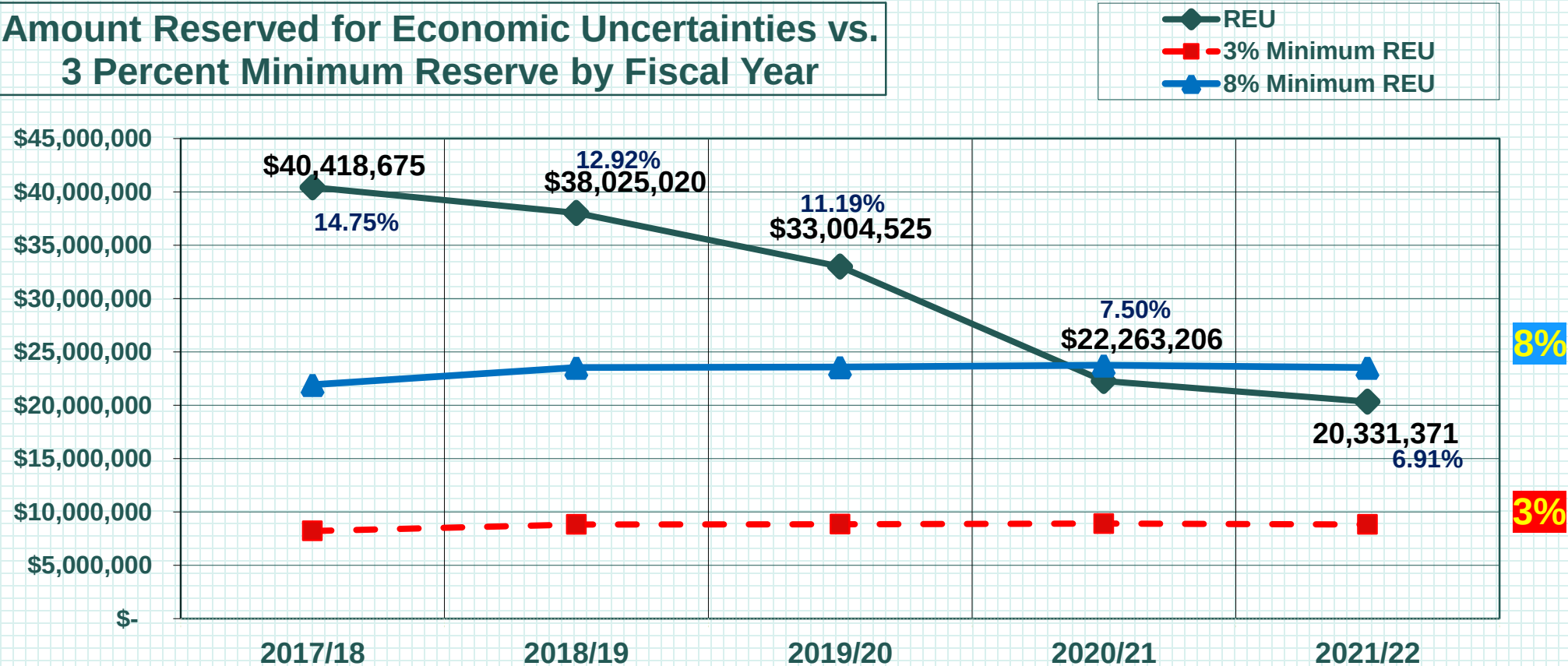
Multiyear Projections 2018-19 Through 2021-22

(Budget cuts: \$6.2M in 19-20; \$7.5M in 20-21; \$10M in 21-22)

(One-Time Special Education Preschool Grant)



**Amount Reserved for Economic Uncertainties vs.
3 Percent Minimum Reserve by Fiscal Year**

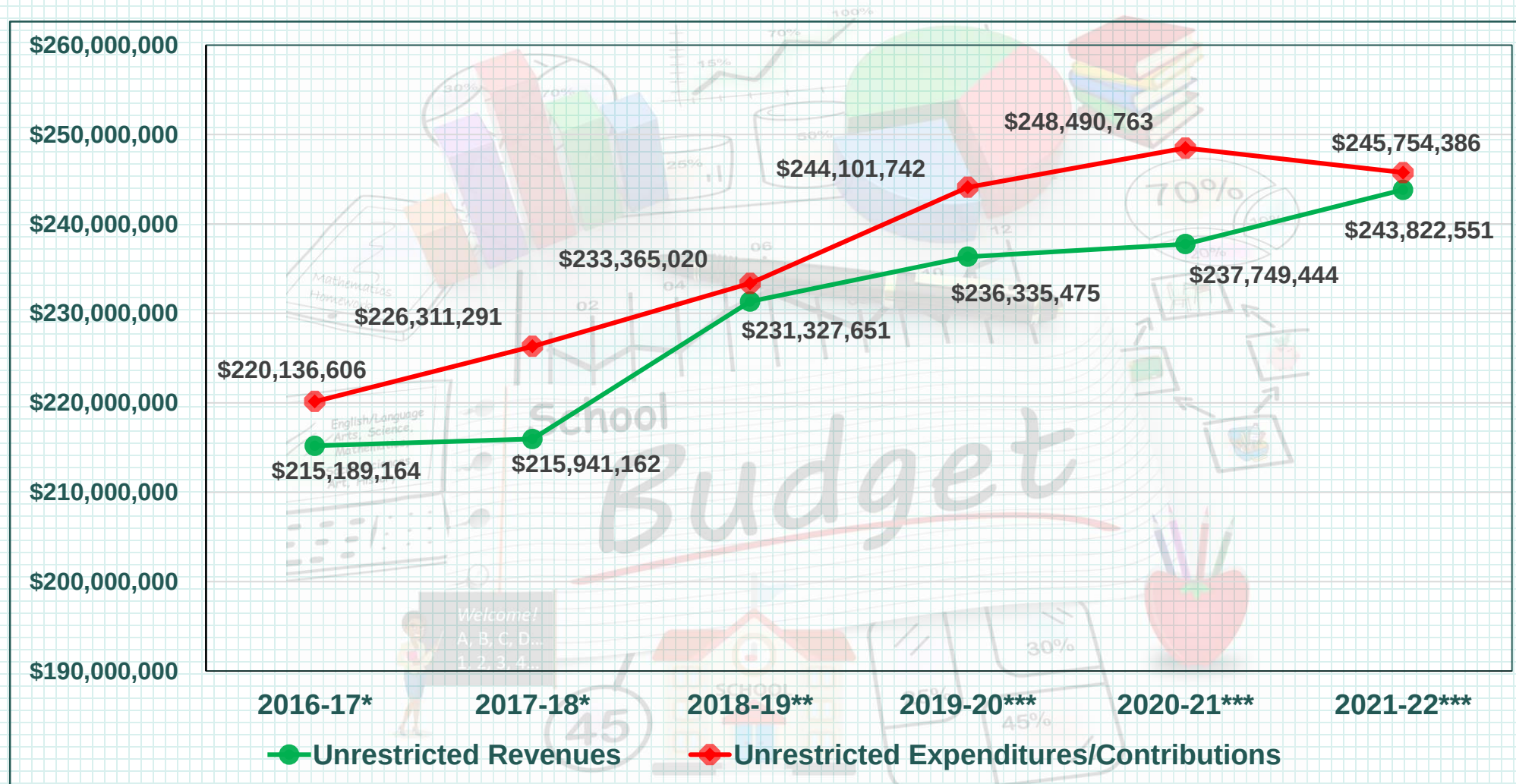


Budget Cuts Included	\$1.8M	\$3.5M	\$6.2M	\$7.5M	\$10M
REU Decrease	<\$10.4M>	<\$2.4M>	<\$5.0M>	<\$10.7M>	<\$1.9M>



District Unrestricted Revenues vs Expenditures/Contributions

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

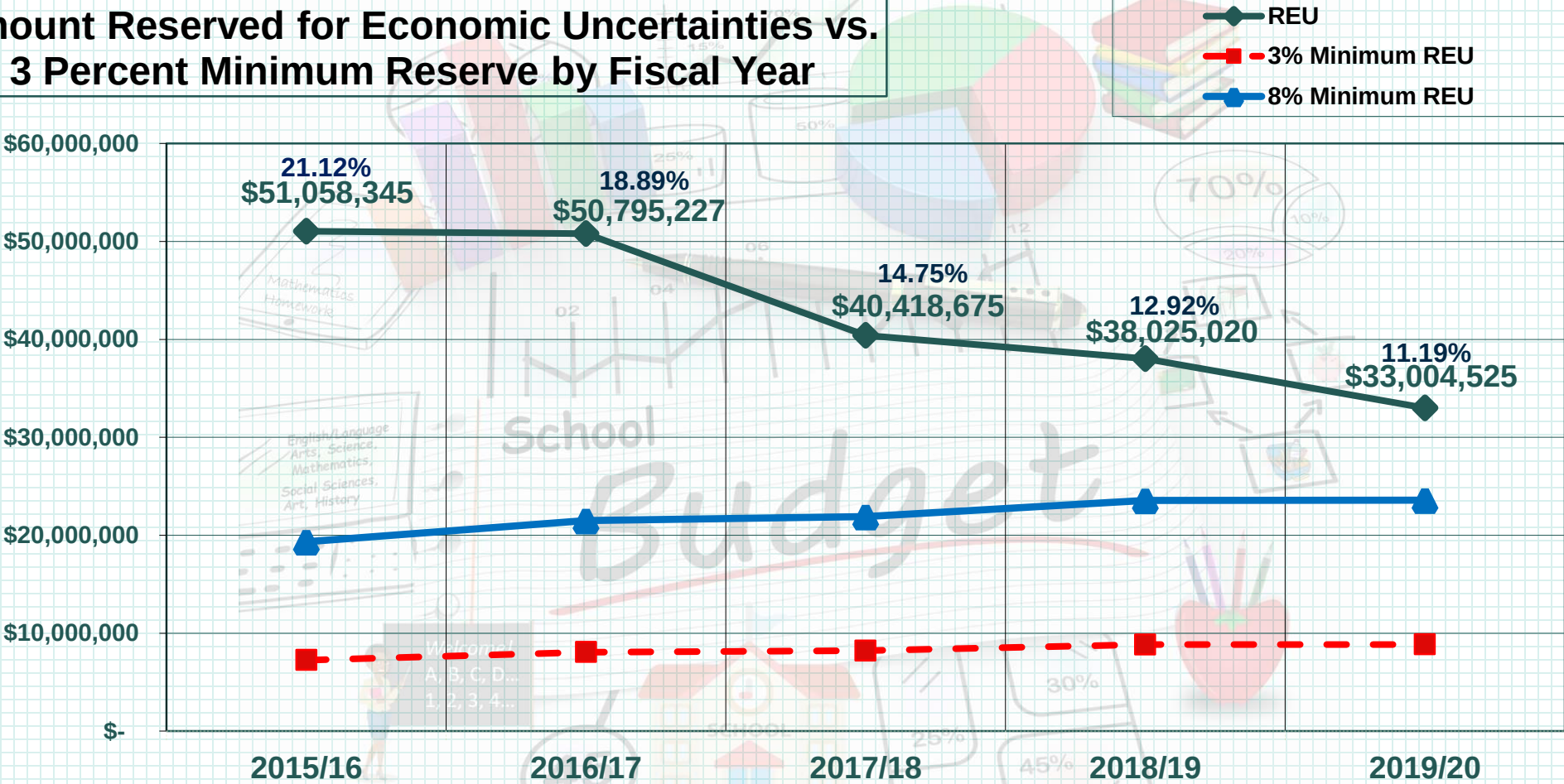


*Audited Actuals; **Unaudited Actuals; ***Revised Budget



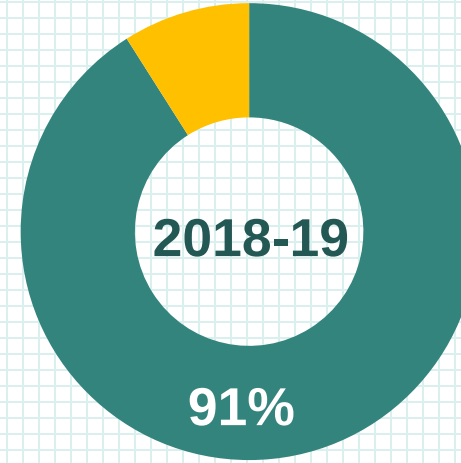
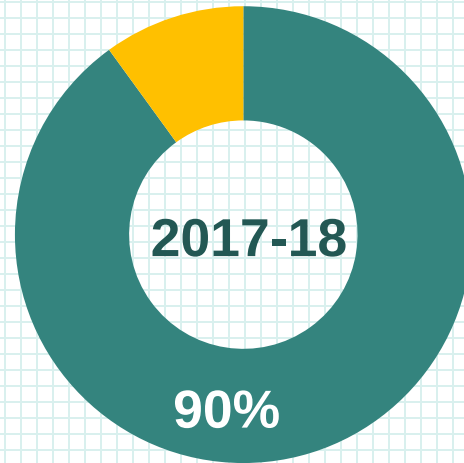
Historical Reserves

Amount Reserved for Economic Uncertainties vs.
3 Percent Minimum Reserve by Fiscal Year



District Financial Challenges

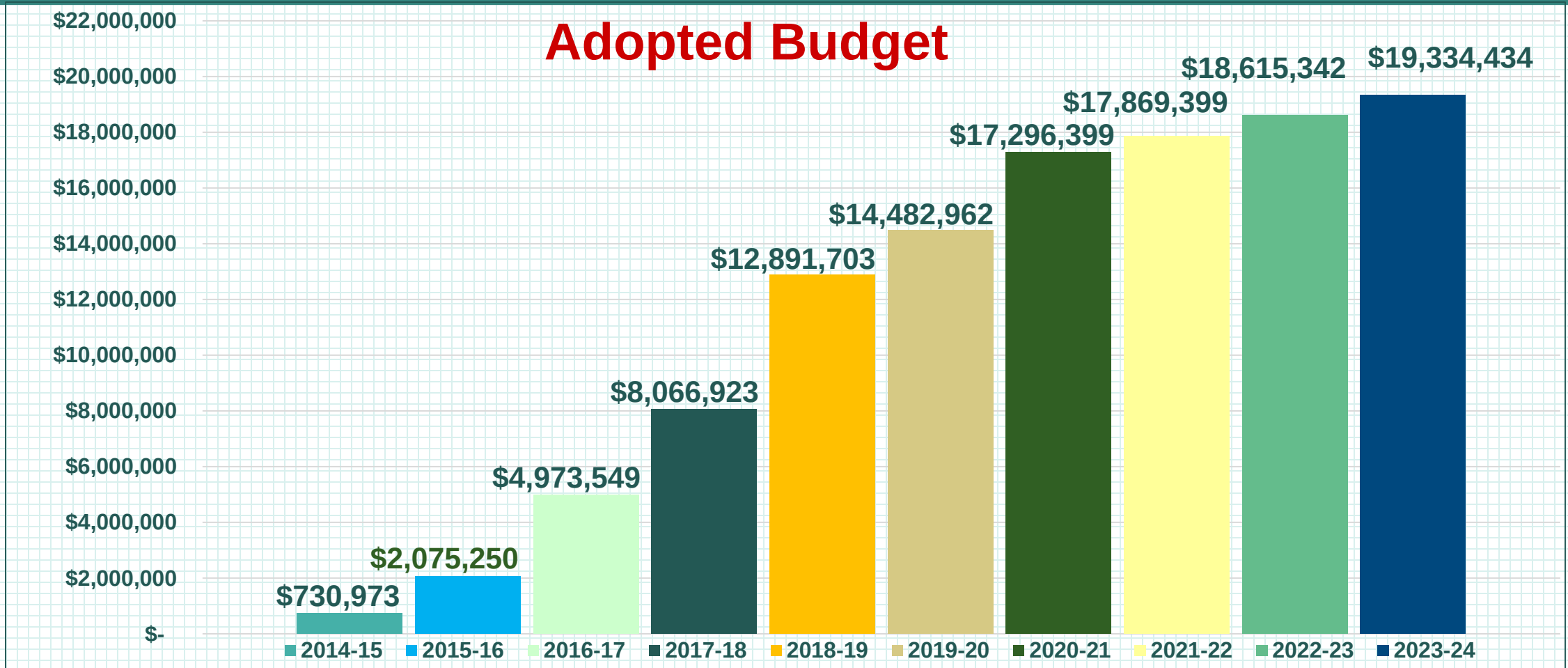
General Fund Unrestricted



■ Percent of Salary and Benefits to Total Expenditures

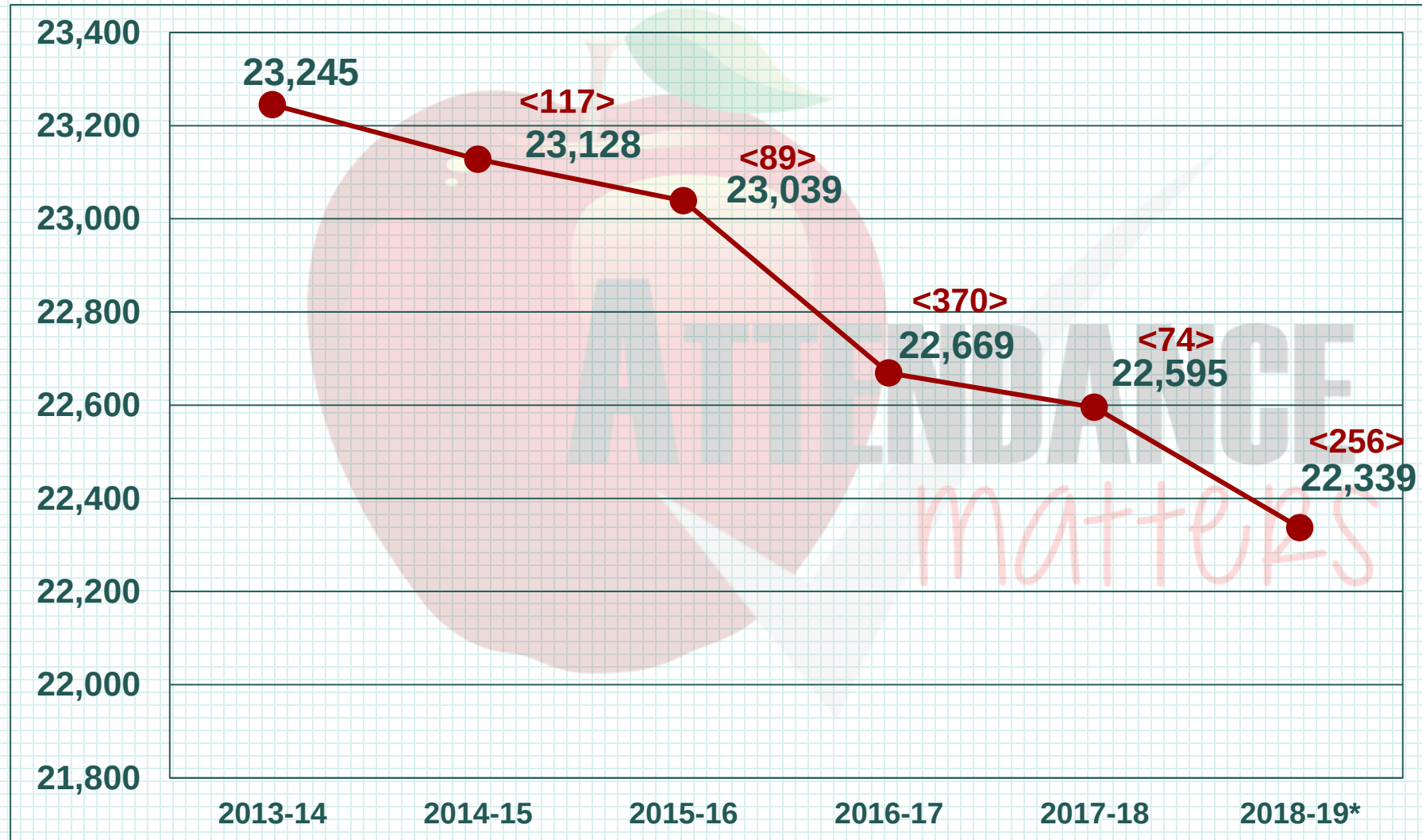
About 91 percent of the District's unrestricted General Fund costs are dedicated for employee compensation. Employee salaries and benefits, as a percentage of the General Fund costs, increased 1% from 2017-18.

Cumulative Employer Retirement Costs Increase (CalSTRS and CalPERS)



CalSTRS rate	8.88%	10.73%	12.58%	14.43%	16.28%	16.7%	18.10%	17.8%	17.8%	17.8%
CalPERS rate	11.771%	11.847%	13.888%	15.531%	18.062%	20.733%	23.6%	24.9%	25.7%	26.4%

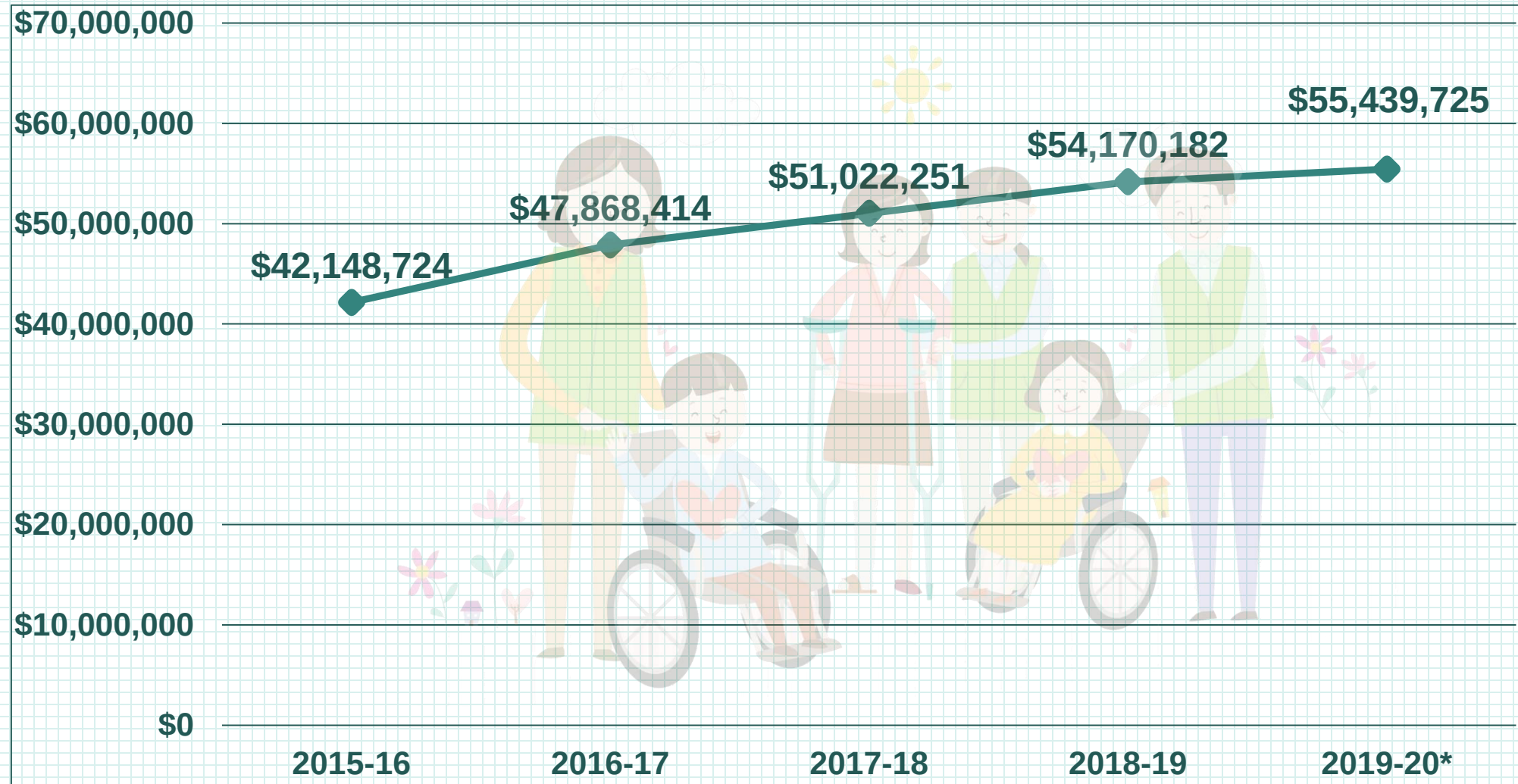
CVESD Attendance District Only (K-6)



*Source: 2018-19 State Reports

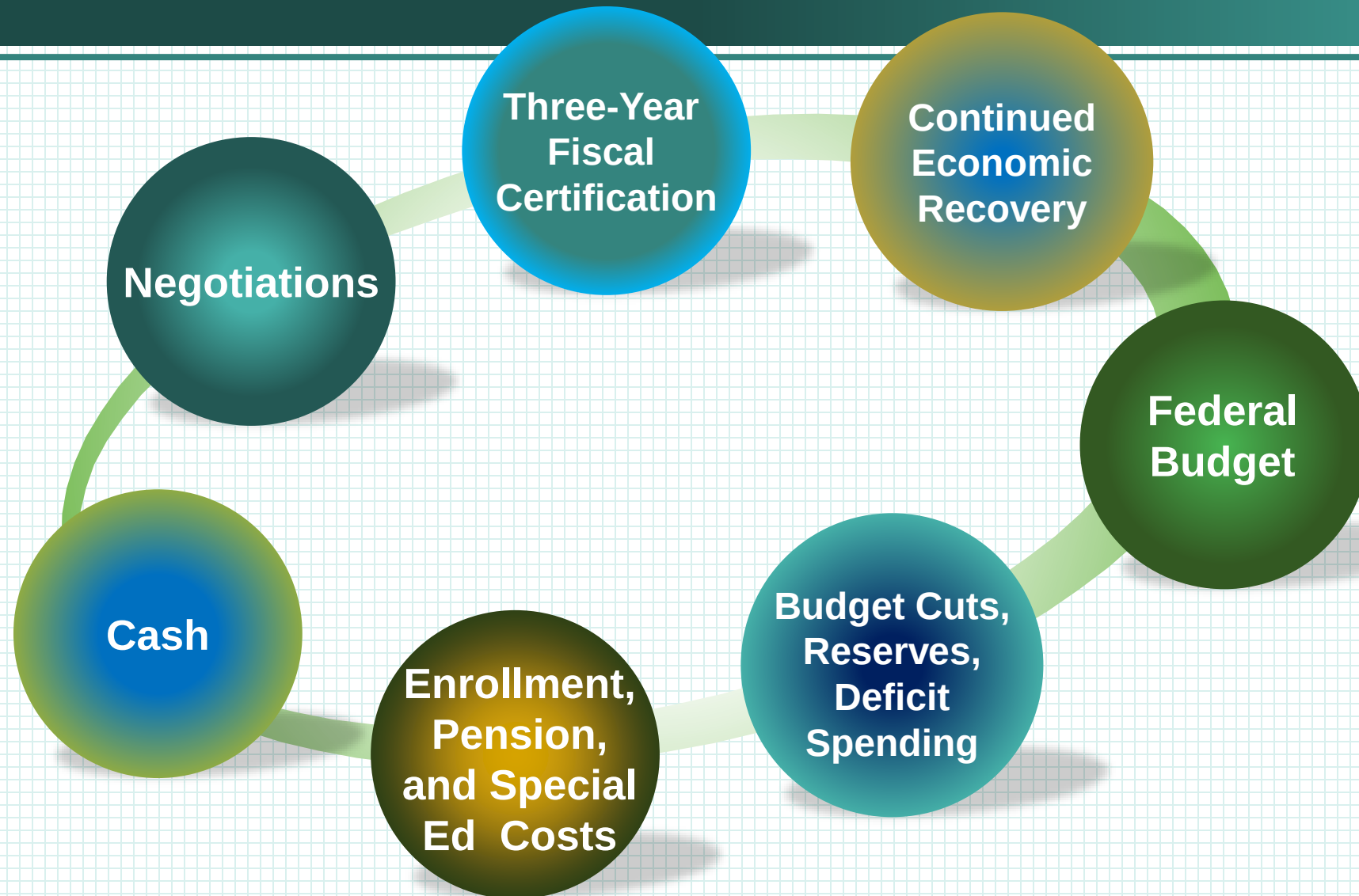


Special Education Expenditures



*As of 2019-20 Adopted

What We're Watching





Thank you!

Questions?

Comments?



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Los Angeles, CA 90014

CVESD Solar Feasibility Analysis and Next Steps

- EcoMotion at a Glance
- Solar & Battery Storage Assessment Highlights
- Savings Scenarios with PPAs and Purchase Options
- Next Steps Siting Solar on CVESD campuses



*EcoMotion's mission is
"the cost-effective greening of cities, corporations, and campuses."*

Cities



Corporations



Campuses



Owner's Representatives | Zero-Net Energy Advocates | Portfolio Energy Managers

Highlights of the CVESD Solar Feasibility Analysis

- The Chula Vista Elementary School District has highly favorable solar potential
- Solar is profitable for every one of CVESD's 46 campuses plus the District Office and Bus Yard
- Battery Energy Storage Systems are not recommended for school sites, but could provide value to the District Office and Bus Yard
- CVESD can either finance the solar systems district-wide through a Power Purchase Agreement (PPA), or purchase and maintain the systems

CVESD Solar Feasibility Analysis Summary

48 SDG&E sites were analyzed
for solar and battery storage

Over **6,954 kW** solar capacity potential
Generating over **11,390,000 kWh** annually

Offsetting **76%** of the District's electric load

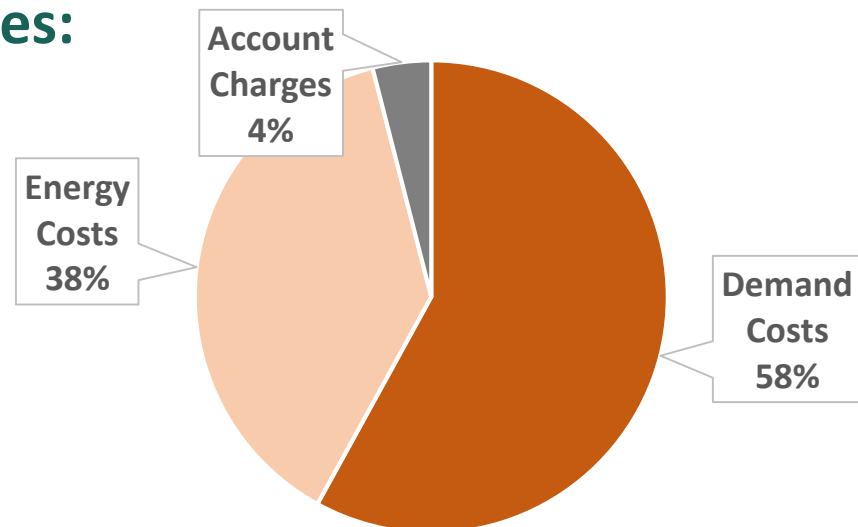
25-year PPA savings of \$61,862,000
25-year Purchase savings of \$96,169,000

CVESD Solar Feasibility Analysis Summary

Solar savings are a function of two things:

1. Offsetting expensive utility power through Net Energy Metering (NEM)
2. SDG&E rate shift to a “solar-friendly” rate

Current SDG&E Tariff Charges:



Power Purchase Agreement (PPA) Scenario

6,954 kW total solar capacity in the portfolio with no upfront capital outlay

25-Year Cashflow Analysis with PPA:

25-year Utility Savings:	\$101,255,000
25-year cost of energy:	(\$39,393,000)
25-Years O&M cost:	(\$0)
Inverter Replacement:	<u>(\$0)</u>
25-Year Net Savings from PPA:	\$61,862,000

**Costs are based on market estimates; savings are based on 3% annual utility increases*

Purchased Solar Systems Scenario

6,954 kW total solar capacity

Estimated bid prices @ \$3.00 / watt

25-Year Cashflow Analysis of Solar Purchase:

Upfront “cash” purchase: **\$20,862,000**

25-year Savings: \$101,255,000

25-Years Operation & Maintenance: (\$3,000,000)

Inverter Replacement (Year 15): (\$2,086,000)

25-Year Net Savings from Upfront Purchase: \$96,169,000*

** Assumes no purchase cost to the District*

** Savings are based on 3% annual utility increases*

Potential Risks

- **Utility Rates and Regulations May Change:** Changes to utility rates and net energy metering may occur, and can be good or bad for solar. SDG&E has offered “solar-friendly” rates (DGR) for over 10 years with California Public Utilities Commission endorsement.
- **Solar Installations Are a Long-Term Commitment:** Solar systems’ economics are based site uses for 25 years. The District and the systems’ economics could be penalized for a change in site use, school closures, etc.
- **PPAs are Long-Term Obligations:** PPA’s require the host to purchase all solar produced. If school electricity requirements change over 25 years, the District’s solar economics could be penalized.
- **In the Purchase Scenario, the District is on the Hook for all Maintenance and Performance:** Unlike PPAs where the third-party owner is responsible, CVESD bears the risk of system performance.

Solar Siting Process: Allen ES Example



Solar Carports

Tall Parking Lot Solar Structures



✓ Pre-approved DSA structures are available

130 kW Campus Shade Structures



○ Meter Location

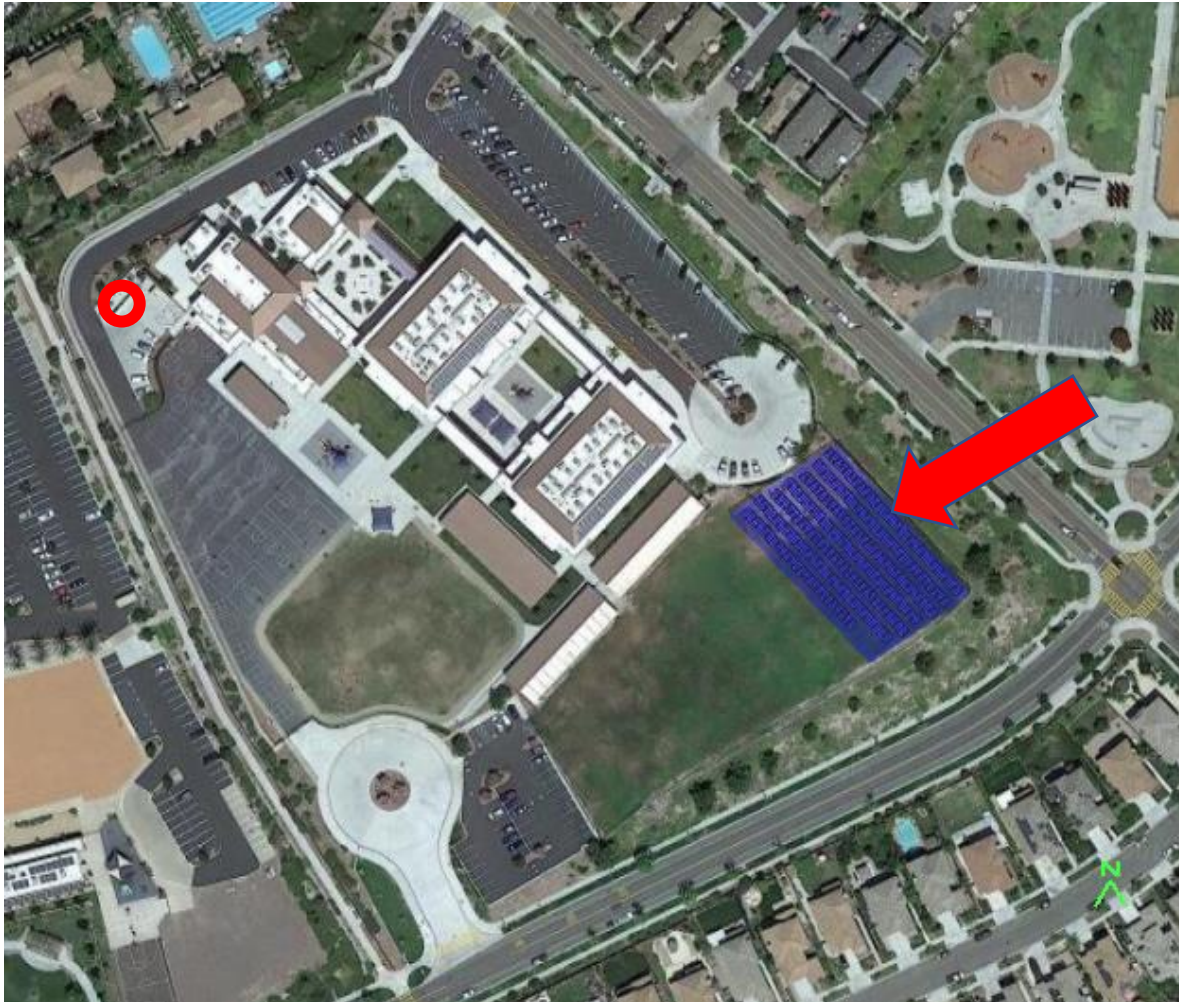
Solar Shade Structures

Sports Field Solar Structures



✓ **Pre-approved DSA structures are available**

214 kW Ground Mount



○ Meter Location

GROUND-MOUNTED SOLAR SYSTEMS





Next Steps

Sept 2019 – March 2020

6 months

March 2020 – September 2021

12 – 18 months

Feasibility Analysis

Step 1: Complete!

- Site assessment
- Financial analysis
- Preliminary design

Procurement Support

Step 2

- Competitive bidding
- Compare products
- Verify savings

Oversight & Quality Control

Step 3

- Manage communications
- Advise real-time decisions
- Ensure proper project close-out

The Next Step – Procurement Support

- Work with CVESD to finalize solar requirements and design for each campus
- Develop the Scope of Work for each campus and site
- Develop and distribute a Request for Proposals (RFP) to capable solar providers seeking cash and PPA pricing
- Manage the RFP process, analyze bids for best value and savings, make recommendation to the District
- Assist CVESD with final selection and solar contract



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We Welcome Questions
Thank you!