

Recognition of Winners

Board of Education Meeting

August 14, 2019

WATER IS LIFE
STUDENT POSTER CONTEST

Primary-Grade Category

First Place

Jeeanna Mendoza

Third Grade

Enrique S. Camarena Elementary





WATER IS LIFE
STUDENT POSTER CONTEST

Primary-Grade
Category

Second Place

Amerie Constantino

First Grade

Wolf Canyon Elementary

WATER IS LIFE
STUDENT POSTER CONTEST

Primary-Grade Category

Third Place

Miguel-Angel Gonzalez

Second Grade

Wolf Canyon Elementary





WATER IS LIFE
STUDENT POSTER CONTEST

Upper-Grade Category

First Place

Maya Santana

Fifth Grade

Wolf Canyon Elementary

WATER IS LIFE
STUDENT POSTER CONTEST

Upper-Grade
Category

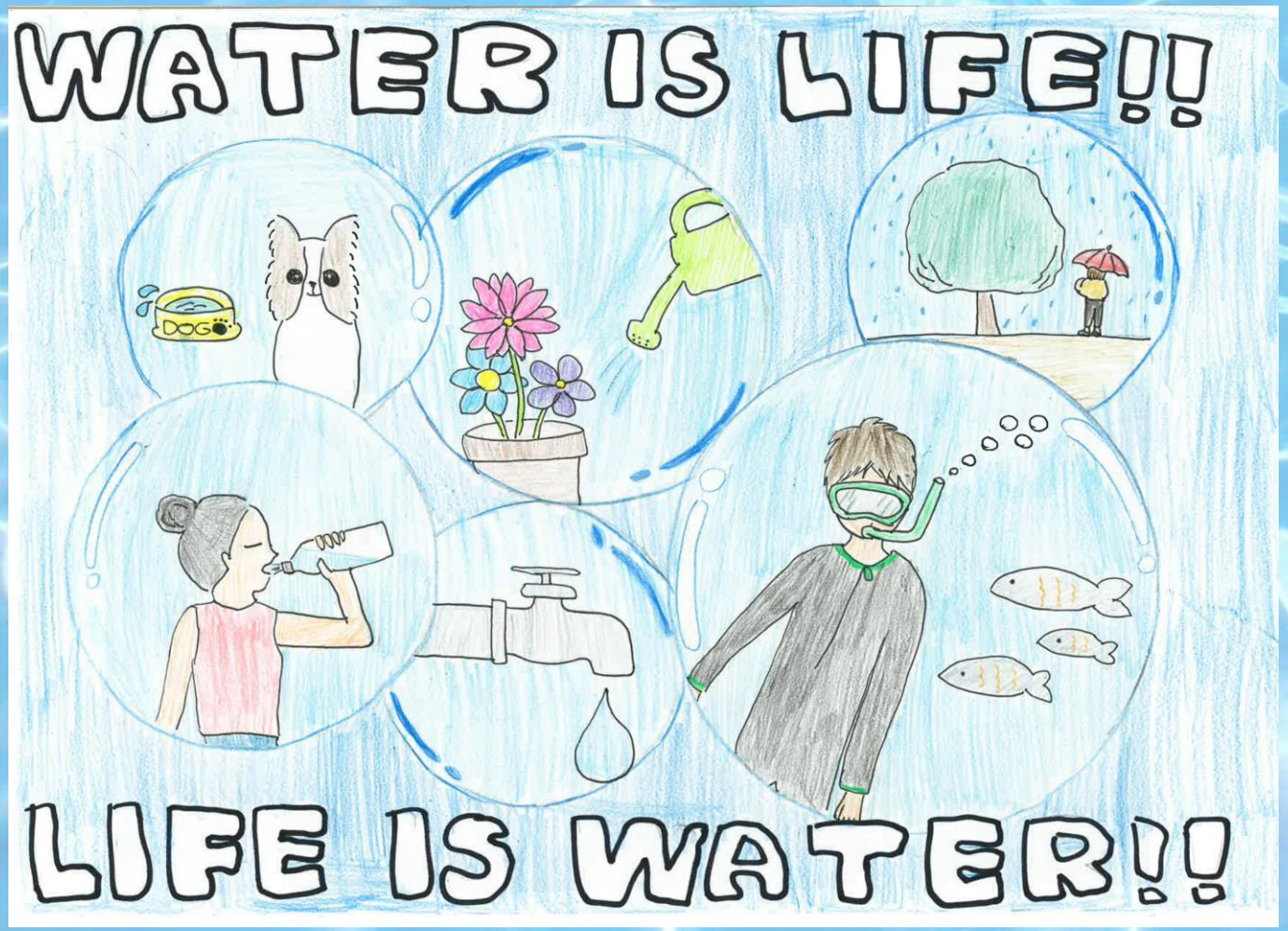
Second Place

Malayiah Williams

Fifth Grade

Wolf Canyon Elementary





WATER IS LIFE
STUDENT POSTER CONTEST

Upper-Grade
Category

Third Place

Rin Smith

Fifth Grade

Wolf Canyon Elementary

VISUAL AND PERFORMING ARTS

REPORT TO THE BOARD OF EDUCATION

Lauren Shelton

NURTURING RELATIONSHIPS THROUGH GRIT 2019-20





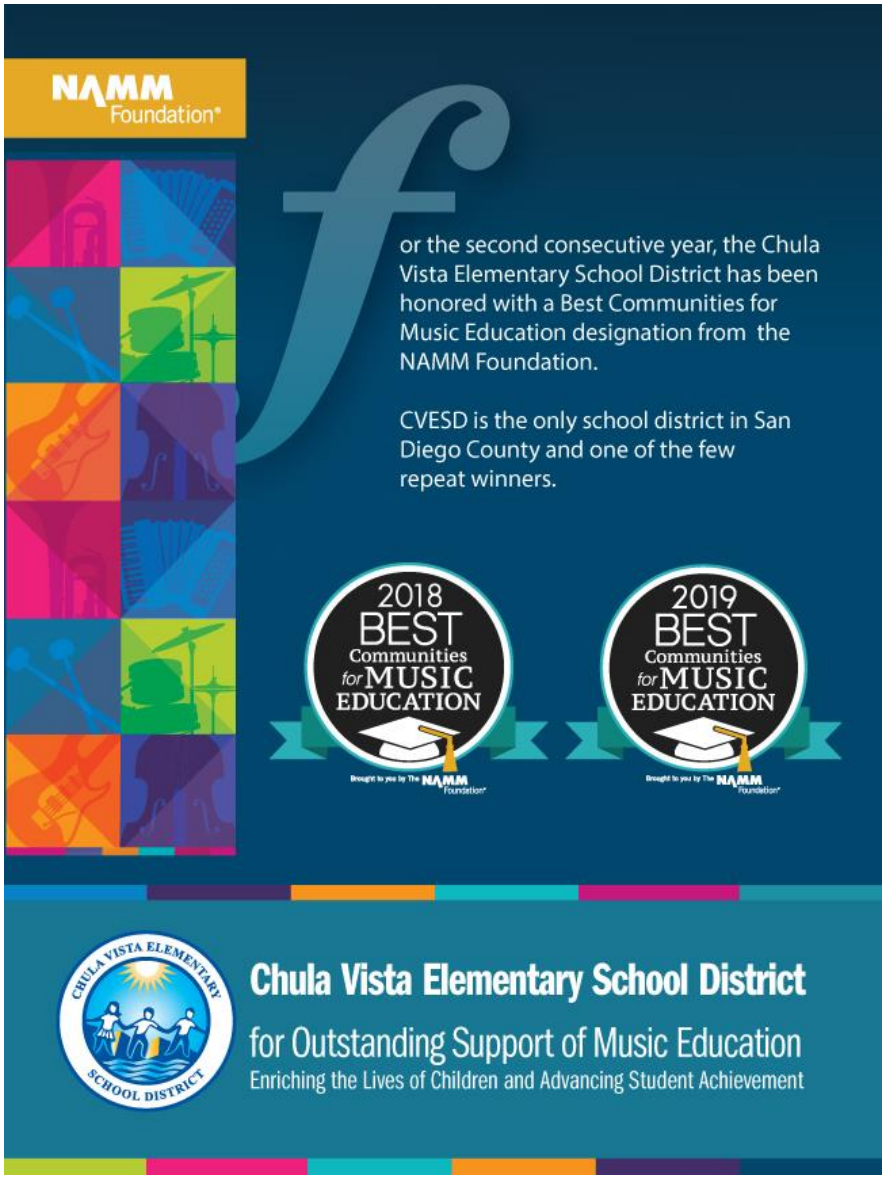

VAPA Strategic Plan
Equity and Access
Curriculum, Instruction, Assessment
Professional Development
Staffing and Personnel
Communication to all Stakeholders
Resources- Funding
Resources - Equipment & Facilities
Partnerships

VH1 SAVE THE MUSIC foundation

TURNAROUND ARTS: CALIFORNIA

creating success in schools

A PROGRAM OF THE KENNEDY CENTER



RESOURCES AND FUNDING

Student Support and Academic Enrichment Grant

- Title IV, Part A $416,253

Stuart Foundation

- $50,000 for La Jolla Playhouse Arts Academy at Finney Elementary

Sunset Eastlake Rotary

- $2500 for Guitars in the Classroom supporting students with special needs

Individual/Corporate Donations

- CVESD BBQ Fundraiser
- Frederika Manor
- North Island Credit Union, Dr. Escobedo Superintendent of the Year

SSAE GRANT



Resources & Equipment



Professional Development



Partnerships

RESOURCES & EQUIPMENT



Dance Teachers

Materials

Books

Portable Speakers

Voice Projection



Music Teachers

Music Lending Library

$800 each from West Music (Orff)



Theater Teachers

Resource Library



Art Teachers

Non Consumable Lending Library

Art Kit for SPED

PROFESSIONAL DEVELOPMENT









Our Partners

SDOPERA

CHULA VISTA COMMUNITY COLLABORATIVE

SAN DIEGO YOUTH SYMPHONY AND CONSERVATORY COMMUNITY OPUS PROJECT

SAN DIEGO CHILDREN'S CHOIR

CCTA

VH1 SAVE THE MUSIC foundation

ARTS EMPOWER SAN DIEGO

ArtsBusXpress
Funding Transportation to the Arts & Sciences for all San Diego County Students!

Arts for Learning San Diego
An Affiliate of Young Audiences Arts for Learning

ART = OPPORTUNITY

Longy School of Music of Bard College

2018 BEST Communities for MUSIC EDUCATION
Brought to you by The NAMM Foundation

AOSA

SWEETWATER UNION HIGH SCHOOL DISTRICT

Fostering partnerships among arts organizations, schools and communities
PARTNERS IN EDUCATION
THE KENNEDY CENTER

UCSD

SAN DIEGO SYMPHONY

CITY OF CHULA VISTA

CALIFORNIA ALLIANCE FOR ARTS EDUCATION

LA JOLLA PLAY HOUSE

PRESIDENT'S COMMITTEE on the ARTS and the HUMANITIES

TURNAROUND ARTS: CALIFORNIA
creating success in schools

The California Arts Project









SUMMER MURAL PROJECT



Crystal Pridmore

Grammy Music Educator Quarterfinalist



School Specialty











SPECIAL EVENTS





LUNA ENRIQUEZ, HILLTOP HIGH SENIOR

FIRST GENERATION OPUS STUDENT




SWITCHFOOT
BRO AM






SWITCHFOOT
SWITCHFOOT
VH1 SAVE THE MUSIC Foundation
ORANGE

NEXT STEPS



CONTINUE TO BUILD CAPACITY AMONG TEACHERS



MORE OPPORTUNITIES TO MEASURE THE IMPACT OF ARTS EDUCATION



DEVELOP AND MODIFY THE PROGRAM AS WE GROW



CONTINUE TO ARTICULATE THE MATRICULATION TO SWEETWATER UNION HIGH SCHOOL DISTRICT

QUESTIONS?











New Principals Academy
&
Associate Principals Academy

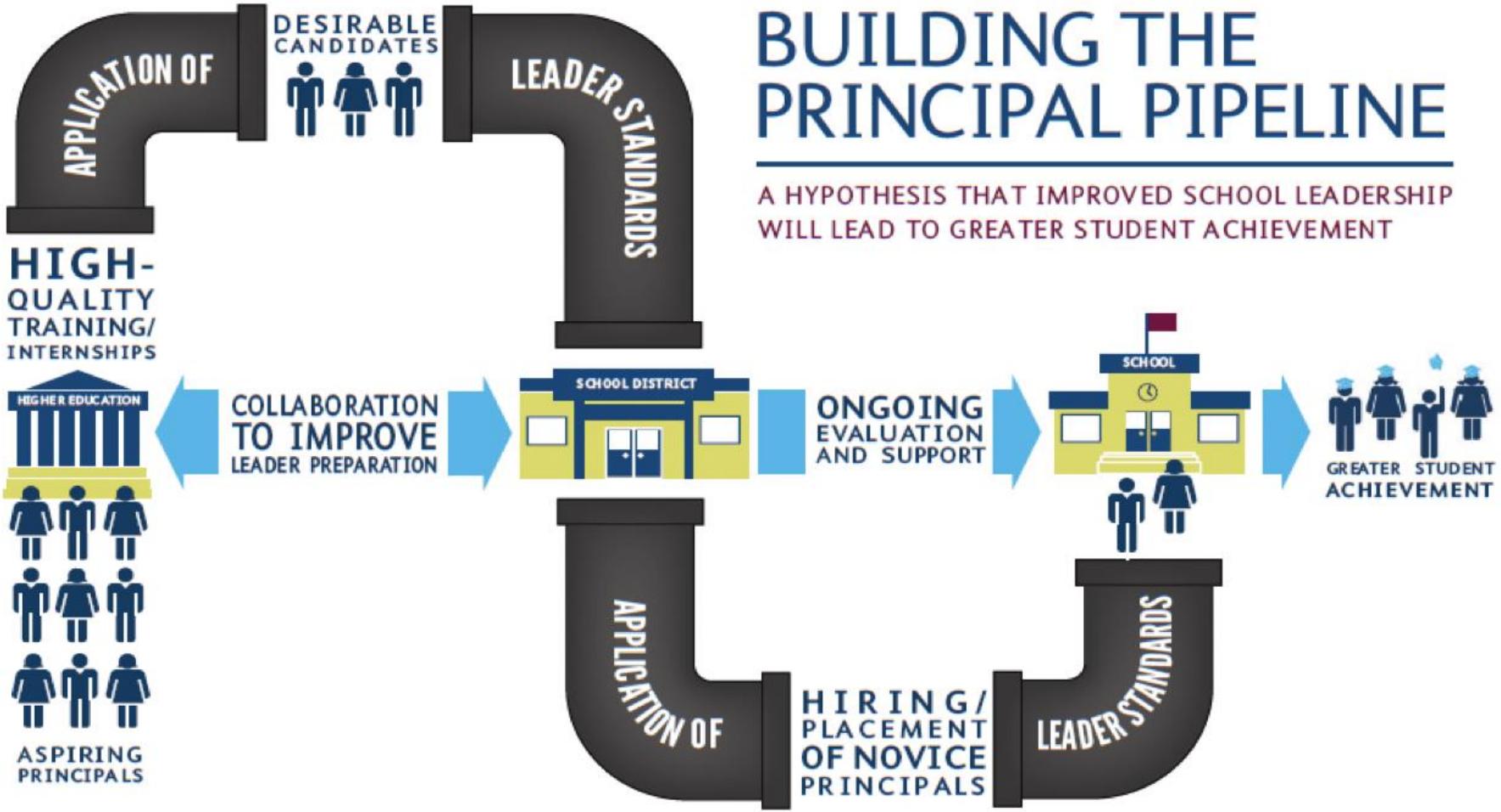
Report to the Board of Education

August 14, 2019

Toni Faddis, Ed.D.

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school."

(Leithwood, Louis, Anderson, & Wahlstrom, 2004)


BUILDING THE PRINCIPAL PIPELINE
A HYPOTHESIS THAT IMPROVED SCHOOL LEADERSHIP WILL LEAD TO GREATER STUDENT ACHIEVEMENT
APPLICATION OF
DESIRABLE CANDIDATES
LEADER STANDARDS
HIGH-QUALITY TRAINING/ INTERNSHIPS
HIGHER EDUCATION
ASPIRING PRINCIPALS
COLLABORATION TO IMPROVE LEADER PREPARATION
SCHOOL DISTRICT
ONGOING EVALUATION AND SUPPORT
SCHOOL
GREATER STUDENT ACHIEVEMENT
APPLICATION OF
HIRING/ PLACEMENT OF NOVICE PRINCIPALS
LEADER STANDARDS

WestEd
WestEd.org

California Professional Standards for Education Leaders (CPSEL)

Standards, Elements, and Example Indicators

STANDARD 1: Development and Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

ELEMENT 1A **Student-Centered Vision** Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	EXAMPLE INDICATORS 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs. 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds. 1A-4 Emphasize the expectation that all students will meet content and performance standards.
ELEMENT 1B **Developing Shared Vision** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	EXAMPLE INDICATORS 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals. 1B-2 Communicate the vision so that the staff and school community understand it and use it for decision-making. 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community. 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.
ELEMENT 1C **Vision Planning and Implementation** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	EXAMPLE INDICATORS 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision. 1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

Source: Commission on Teacher Credentialing & California Department of Education. (2014). *California professional standards for education leaders (CPSEL).* Sacramento, CA: Authors.

This representation of the CPSEL (available as a free download at www.WestEd.org/resources) supports the use of *Moving Leadership Standards into Everyday Work: Descriptions of Practice, Second Edition*, published in 2015 by WestEd.

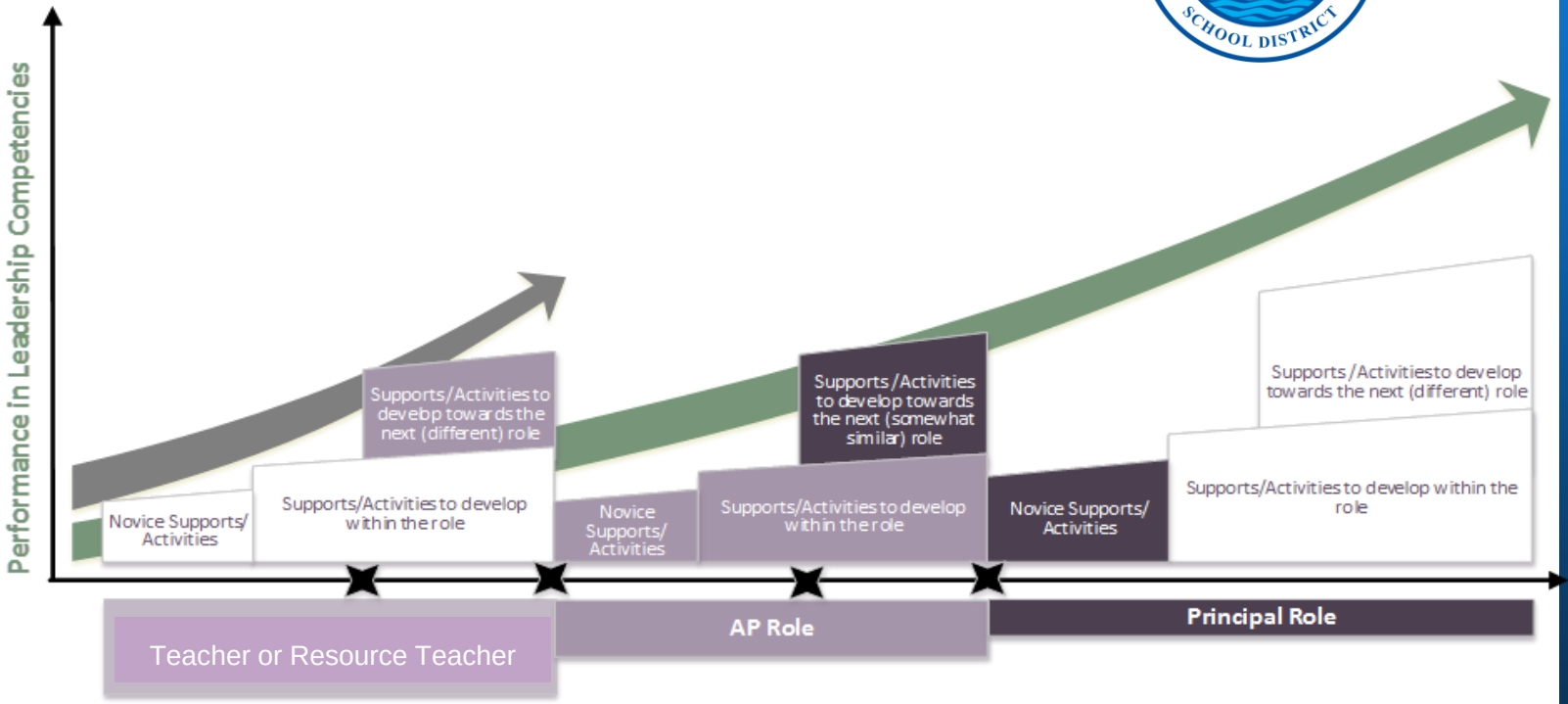
The design of this document was supported by the California Comprehensive Center through funding from the U.S. Department of Education, PR/Award Number S283B120012. It does not necessarily reflect the views or policies of the U.S. Department of Education and one should not assume endorsement by the Federal Government.



Developing the CVESD Principal Pipeline

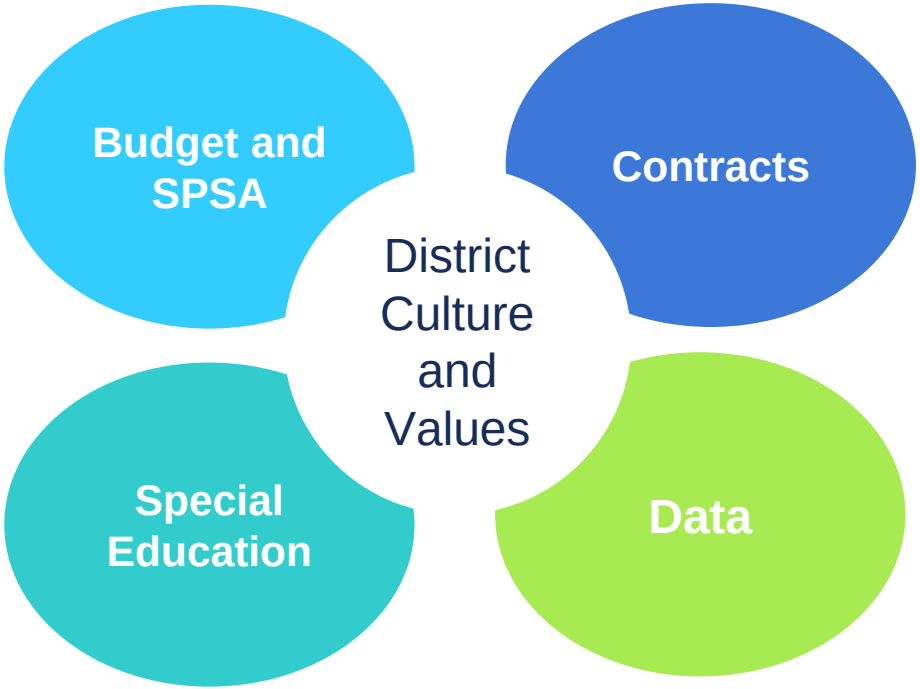
- → On-going, instead of a one time event
- → Districtwide effort
- → Personalized mentoring and coaching experiences
- → Structured and semi-structured networking opportunities





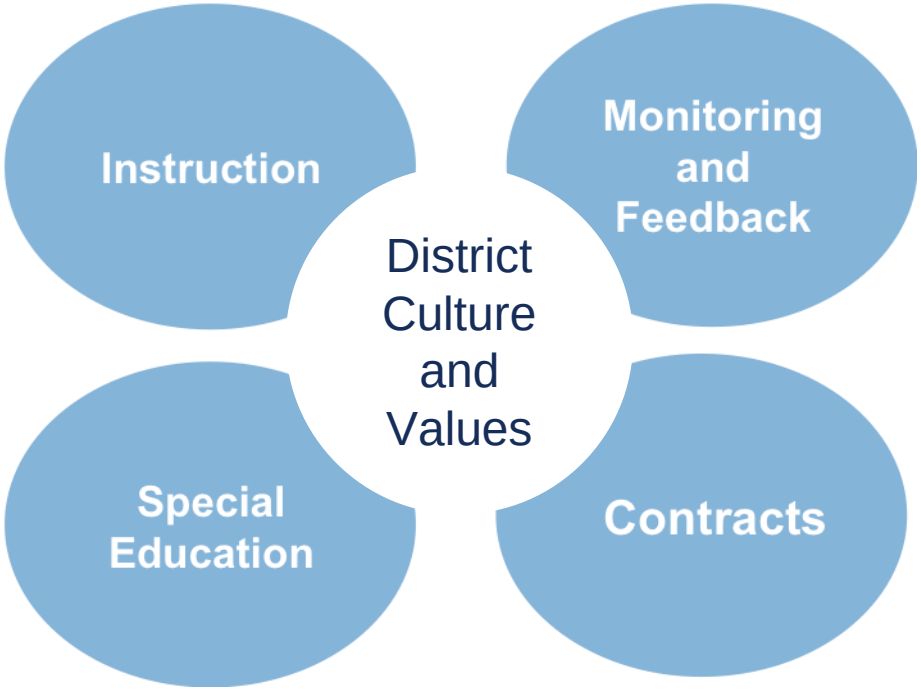
Leadership Trajectory in Time

New Principals Academy 2019-20





Associate Principals Academy 2019-20





Reflective Leadership

“The principal’s role is to lead the school’s teachers in a process of learning to improve their teaching, while **learning alongside** them about what works and what doesn’t.”

(Fullan, 2014)



“Principals are multipliers of effective teaching.”

(Manna, 2015)

Thank You

Any questions?





2019-20 Revised District Budget

August 14, 2019



2019-20 State Budget Act
Education Budget Changes Since May Revise

	2019-20 May Revise Budget	***2019-20 State Budget Act***	***Revised Budget Impact***
LCFF Revenue	3.26% COLA	3.26% COLA	No Change.
Employer Pension Costs	2019-20 CalSTRS rate from 18.13% to 16.7%	2019-20 CalSTRS rate from 16.7% to 17.1% CalPERS rate from 20.733% to 19.721%	No Material change.
Special Education	$696 Million	$645.8 Million. Special Education Preschool Grant ($8,975/pupil for 3-5 year-olds with IEPs.) Special Education Equalization Funding (Estimates for both based on South County SELPA and School Services)	$5.6 Million Revenue Increase **(ONE-TIME)**



2019-20 General Fund Budget Summary

	2019-20 Adopted Budget	*2019-20 Revised Budget*	*Increase/ <Decrease>*
Revenues	$279,070,886	$284,743,074	$5,672,188
Expenditures	294,389,586	294,389,586	0
Increase/ <Decrease>	<15,318,700>	<9,646,512>	5,672,188
Beginning Balance	$40,594,244	$40,594,244	0
Ending Balance	$25,275,544	$30,947,732	$5,672,188
Designations	1,085,000	1,085,000	0
Reserve for Economic Uncertainties (REU)	**$24,190,544**	**$29,862,732**	**$5,672,188**
REU Percentage	**8.22%**	**10.14%**	**1.92%**



Major Revenue Changes

- Special Education Preschool Grant: $5,573,682
  - $8,975 per 3-5 year-old with an Individualized Education Program (does not include Transitional Kindergarten and Kindergarten students).
  - District estimated 621 eligible pupils based on December 2018 count. Final estimate may be revised if based on December 2019 pupil count.
  - Per SDCOE, funding should be considered one-time due to uncertainty of future funding.
- Special Education Equalization Funding: $98,506
  - Additional funding to bring SELPAs to statewide target rate.



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	$40,594,244	$30,947,732	$20,206,413
Increase/<Decrease>	<9,646,512>	<10,741,319>	<1,931,835>
Ending Fund Balance	$30,947,732	$20,206,413	$18,274,578
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)	**$29,862,732 10.14%**	**$19,121,413 6.44%**	**$17,189,578 5.85%**

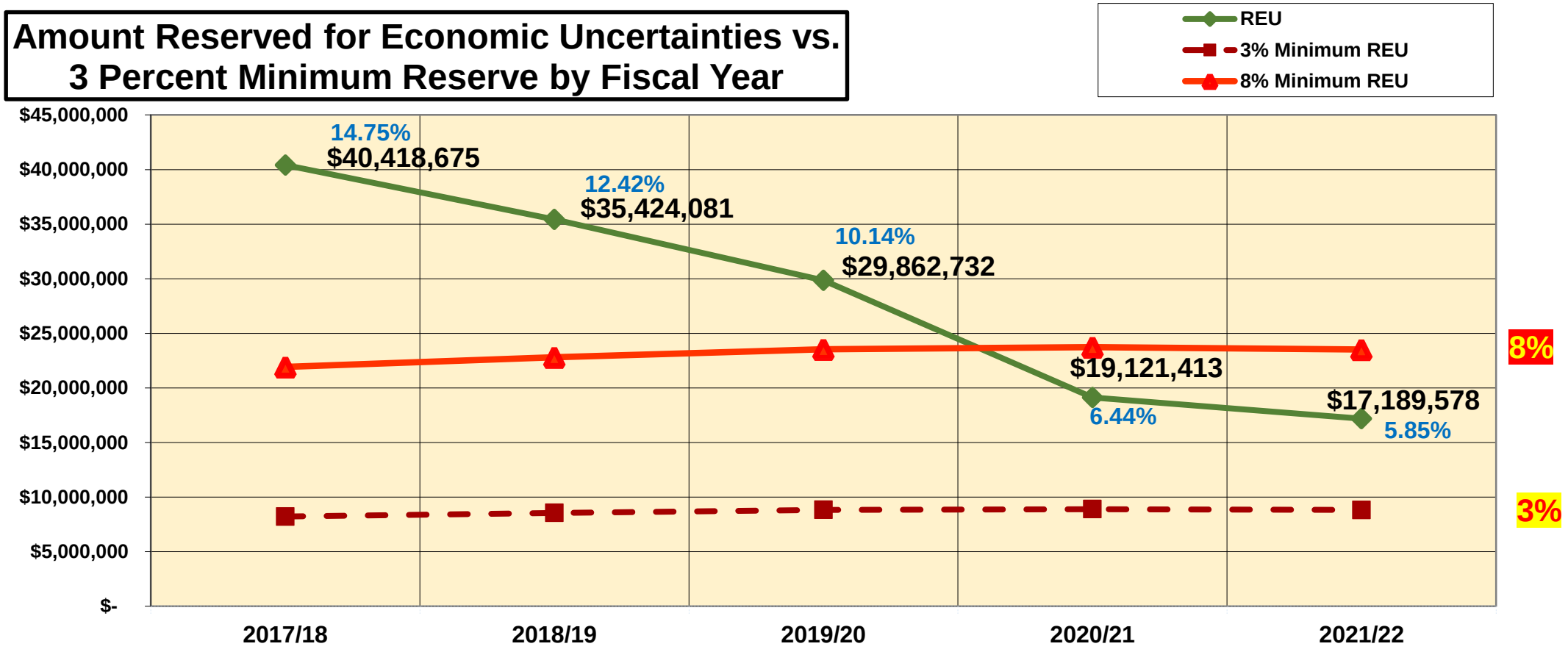
8% Minimum REU	$23,551,167	$23,743,988	$23,525,078
Funded ADA	22,348	22,348	22,348



Revised Budget 2019-20 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>	<$4.9M>	<$5.6M>	<$10.7M>	<$1.9M>



2019-20 Revised Budget and Multi-Year Assumptions

- ADA Projections
  - 2019-20: 22,348 (Using 2018-19 ADA)
  - 2020-21: 22,348 (No change)
  - 2021-22: 22,348 (No change)
- 2019-20 Enrollment
  - As of August 9, 2019, 22,591*, a <203> decline from 2018-19.
- 2019-20 Special Education Preschool Grant of $5.6M.
  - Budgeted as one-time per SDCOE guidance.
- Budget Reductions Needed to Meet Minimum Reserves.
  - $6.2 million implemented in 2019-20.
  - $7.5 million in 2020-21 and $10 million in 2021-22 in budget cuts need to be identified for implementation in respective year.
  - Additional cuts will be needed in 2020-21 if ADA decreases below 2018-19 level. Each 100 ADA decrease reduces LCFF revenues by $1M.

**Excludes Sunnyside*



What We're Watching

- Budget Cuts, Reserves, Deficit Spending
- Negotiations
- Enrollment, Special Ed, Pension Costs
- Cash
- Continued Economic Recovery
- Federal Budget
- Three-Year Fiscal Certification



2019-20 Revised District Budget

Questions? Comments?

August 14, 2019