Enrique S. Camarena, Castle Park, Daly Academy, Myrtle S. Finney, Lilian J. Rice, Valle Lindo, and Valley Vista Elementary Schools

Presentation to the Board of Education

March 6, 2019

English Language Arts
All Students

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				Camarena	
High 10 points above to less than 45 points above				CVESD Finney Valle Lindo	
Medium 5 points below to less than 10 points above				Rice Valley Vista	
Low More than 5 points below to 70 points below			Castle Park		
Very Low More than 70 points below					

English Language Arts
English Learners

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 10 points above to less than 45 points above				Camarena Finney	
Medium 5 points below to less than 10 points above			**CVESD**		
Low More than 5 points below to 70 points below		Valley Vista		Castle Park Rice Valle Lindo	
Very Low More than 70 points below					

English Language Arts
Students with Disabilities

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 10 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 70 points below				**CVESD**	**Camarena Rice Valle Lindo**
Very Low More than 70 points below				**Castle Park**	

Mathematics
All Students

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				Camarena	
Medium 25 points below to zero			CVESD	Castle Park Valle Lindo	
Low More than 25 points below to 95 points below	Finney		Valley Vista	Rice	
Very Low More than 95 points below					

Mathematics
English Learners

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 35 or more points above					
High zero points to less than 35 points above					
Medium 25 points below to zero			Camarena		
Low More than 25 points below to 95 points below		Finney Valley Vista	CVESD	Castle Park Rice Valle Lindo	
Very Low More than 95 points below					

Mathematics
Students with Disabilities

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 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				**CVESD** **Camarena**	**Rice**
Very Low More than 95 points below				**Castle Park**	**Valle Lindo**

Daly Academy
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 10 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 70 points below					*
Very Low More than 70 points below	******			**	******

Daly Academy
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 95 points below	**				
Very Low More than 95 points below	**********	*			***







- **The Leader in Me**
  - Leadership Roles
  - Sharpen the Saw
- Morning Meetings
- Empty the Cup Walks
- Sanford Harmony
- “No Place for Hate”
- **The Creativity Lab**

CRG ELEMENTARY





Robo ***R***ock***S***tars

Sanford Harmony

Morning Ceremony

Peace Run

Counseling Services





- Morning Circles
- Sports for Learning
- Counselor
- Restorative Practices
- PBIS and Expectation Posters

FINNEY
ELEMENTARY SCHOOL





- PBIS
- **Great Kindness Challenge**
- Peace Patrol
- Peace Run
- Restorative Practices
- **Daily Morning Message on Blacktop**
- Sanford Harmony
- SEL Whole Class Lessons
- Small Social Skills Groups
- Cross-age Buddies

Valle Lindo

Elementary

Soaring Eagles





Daily Shout Outs
Student of the Week
Quarterly Star Student Assemblies
Sanford Harmony Demonstration Site
Restorative Practices
Behavior Specialist
PBIS Expectations Matrix
CLUBS: Peace Patrol, Safety Patrol, Student Council, Garden Club, Robotics Club, Running Club



Multicultural **E**ducation **T**hrough **A**rts & **S**ciences



- **Viking Principles**
  - Growth Mindset
  - Kindness
  - Respect
  - 5 Cs
- **Harmony** – Restorative Practices
- **Student Council**, **Safety Patrol**
- **Good News Reporters**
- **Jog/Walk Club**
- **Science Interested Clubs**

RICE ELEMENTARY

DREAM. PLAN. ACHIEVE!







Character Ed. Program
Sanford Harmony
Restorative Practices
PBIS and Expectation Posters
Social Workers
Intramural Sports & Girls on the Run
Rice Welcoming Committee
Clubs: Peace Patrol, Student Council, Garden Club, Tech Runners
Multi Cultural Awareness

CHULA VISTA
ELEMENTARY SCHOOL DISTRICT

Each Child is an Individual of Great Worth



District Social Work Program

2018 - 2019

LCAP Goal & District Social Work Program Mission

LCAP Goal #1

- Improve and increase access to services that support social, emotional, physical wellness, and school success.

District Social Work Program

- Enhance educational outcomes for students living in foster care and other at-risk students.

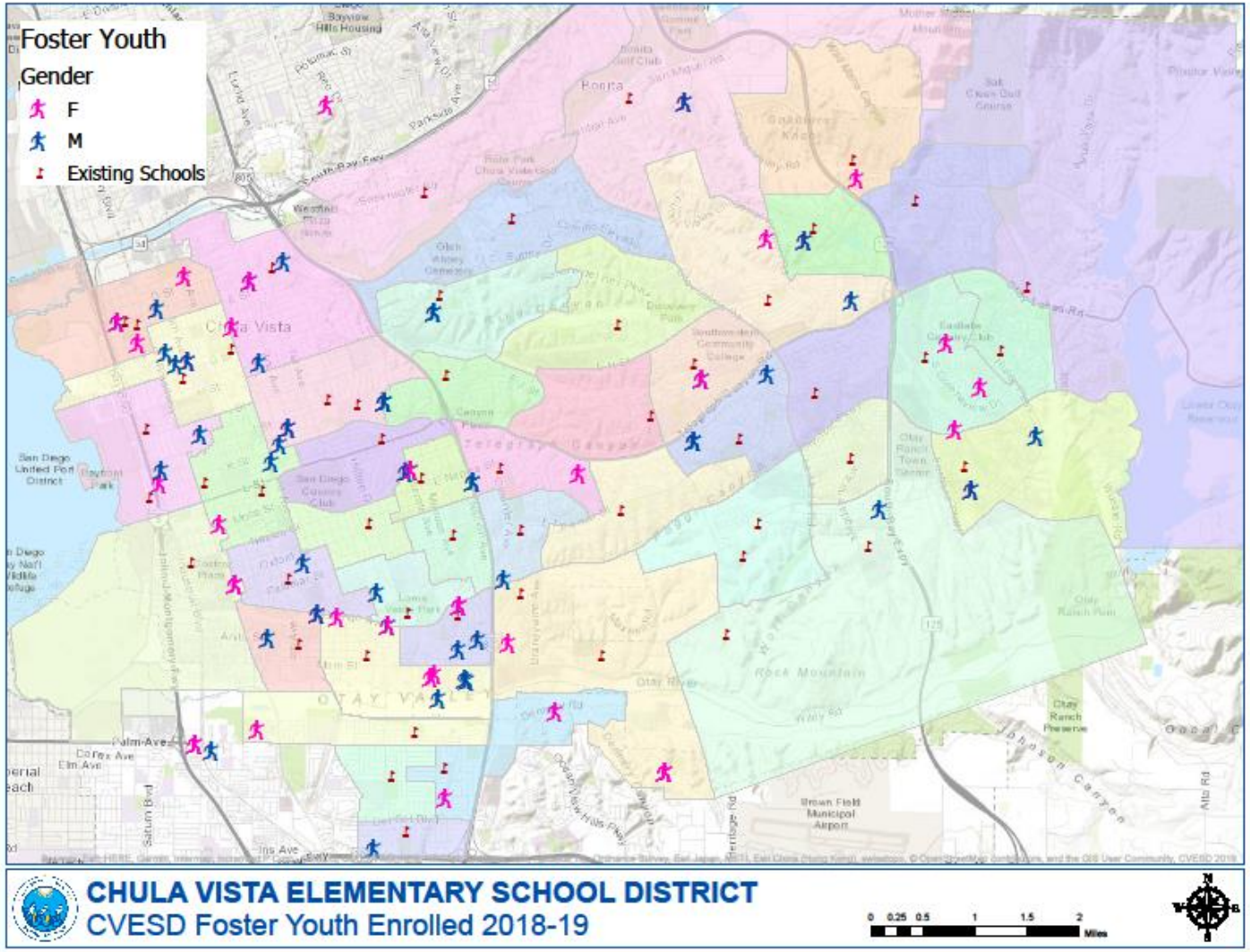


Children in Foster Care

- Foster youth change schools far more often than other students.
- Twice as many foster children repeat a grade.
- The rate of trauma among foster care children is 21% higher than for war Veterans.
- 67% of foster children are suspended from school and 17% are expelled, more than three times the general population.

Barrat V.X., & Berliner, B (2013)

CVESD Foster Youth Enrolled



Program Overview



District Social Workers

- Student Success Plan (SSP) Meeting
- Collaboration
- Direct Services
- Intensive Case Management
- Crisis Intervention

Student Success Planning Meeting





- Individual counseling
- Group counseling
- Push-in services
- Academic support and in-home tutoring

Internship Program

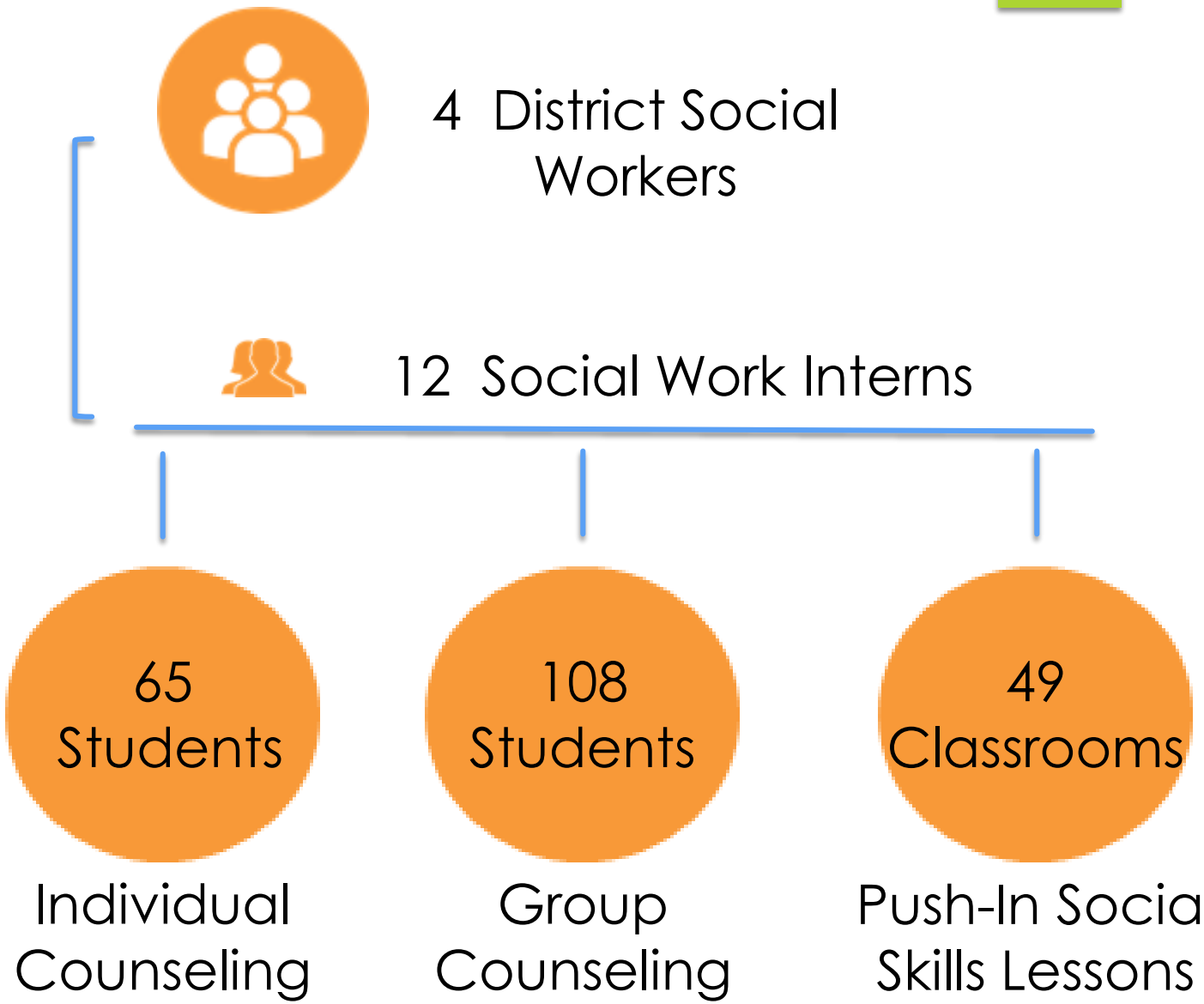
- Partnership with schools of social work
- Annual training to implement and integrate multi-tiered systems of support:
  - Second Step (Committee for Children)
  - Bullying Prevention (Committee for Children)
  - Zones of Regulation
  - MindUp
  - Restorative Practices



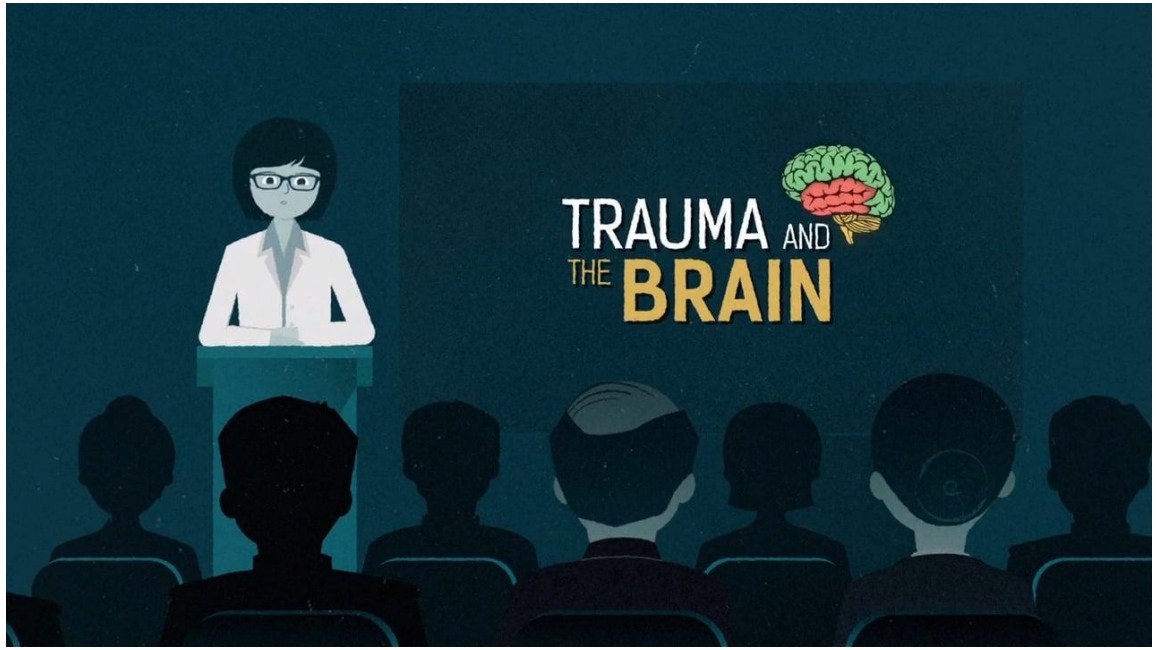




Social Work Interns Supporting At-Risk Students



Trauma Informed Practices in Schools



- Allen
- Cook
- Daly
- Halecrest
- Hilltop
- Kellogg
- Loma Verde
- Montgomery
- Mueller Bayfront Charter
- Rosebank
- Tiffany
- Valley Vista
- Vista Square
- Instructional Aides
- All Noon Duties

CVESD Foster Youth Field Trip to UCSD









Foster Youth
2018 Dashboard Data

2018 Attendance Data

State

Foster Youth

Student Group | State



Orange

18.5% chronically absent

Maintained 0%

Number of Students: 32,589

CVESD

Foster Youth

Student Group | State



Orange

10.6% chronically absent

Maintained -0.2%

Number of Students: 123

2018 Suspension Data

State

Foster Youth

Student Group | State



Red

15.2% suspended at least once

Maintained 0.1%

Number of Students: 50,247

CVESD

Foster Youth

Student Group | State



Orange

4.5% suspended at least once

Increased 0.7%

Number of Students: 134

2018 ELA Data

State

Foster Youth

Student Group | State



Red

79.2 points below standard

Maintained 1.4 Points

Number of Students: 21,073

CVESD

Foster Youth

Student Group | State



Orange

40.4 points below standard

Maintained 0.8 Points

Number of Students: 34

2018 Math Data

State

Foster Youth

Student Group | State



Red

114 points below standard

Maintained -0.5 Points

Number of Students: 20,913

CVESD

Foster Youth

Student Group | State



Orange

85.4 points below standard

Declined -20.5 Points

Number of Students: 34

"The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love."

The Boy Who Was Raised As a Dog

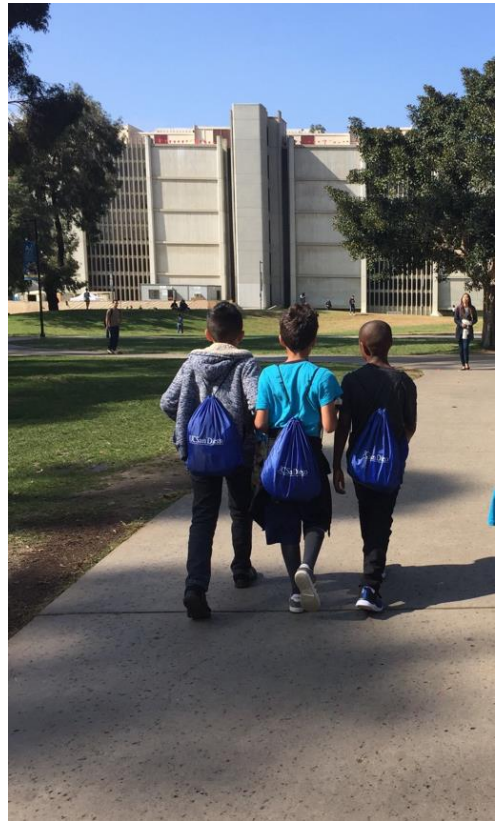
Dr. Bruce Perry



Next Steps

Increase Support to Homeless Students:

- Participation on Differentiated Assistance Committee
- Collaboration with other districts and outside agencies
- Strategic placement of Social Work Interns
- Case management for identified homeless students




QUESTIONS?

Chula Vista Elementary School District

DISTRICT RESOURCE TEACHERS

REPORT TO THE BOARD OF EDUCATION

MARCH 6, 2019

STAKEHOLDER ENGAGEMENT

Brain Trust

- Community Participants

Principal Leads

- 3 Input Opportunities

Resource Teacher Committee

- 4 Meetings to Create Possible Models

Resource Teacher Survey

- 458 Respondents: 96% Teachers, 4% Principals

RT SURVEY ANALYSIS

Please rate, from 1-5, the impact resource teachers have had on your work in each of the following areas.	1 Very Low	2 Low	3 Med	4 High	5 Very High
Lesson/Unit Planning	25.8%	13.6%	20.2%	13.1%	27.3%
Student Assessment and Data Analysis	15.4%	13.9%	20.3%	20.7%	29.7%
Coaching Cycle	19.9%	15.7%	16.4%	15.1%	33%
Professional Development	6.3%	13.3%	21.6%	20.1%	38.6%
Gathering/Creating Resources	14.9%	13.6%	17.3%	17.5%	36.8%
Classroom Management	34.9%	15.6%	19.1%	12.3%	18%
Curriculum Implementation	19.4%	15.6%	18.7%	15.9%	30.4%
Utilizing Technology Accelerators	12.7%	13.4%	19.3%	20%	34.6%
Building Relationships and Providing Emotional Support	14.4%	11.4%	16.8%	16%	41.4%

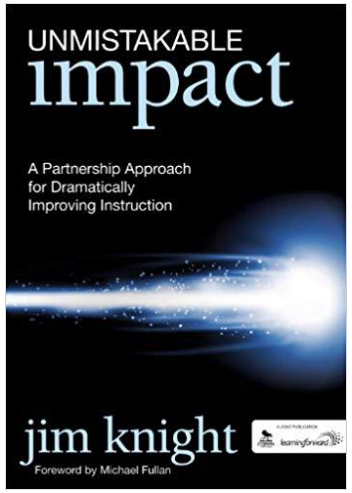
RT SURVEY ANALYSIS

What support from your resource teacher did you find of most value that may not have been mentioned above?

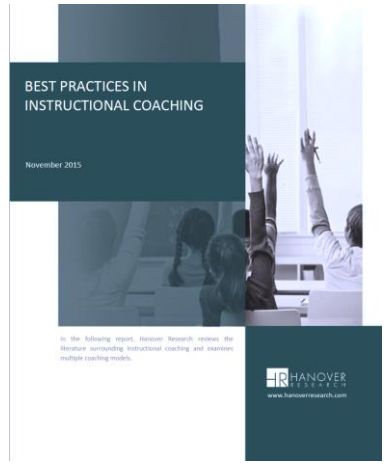
246 Comments		
216 Positive	16 Neutral	14 Negative
88%	7%	6%

What considerations (thoughts, ideas, etc.) would you like to share with the Resource Teacher Committee as it works on modifying the current Resource Teacher Model?

280 Comments		
124 Positive	127 Neutral	29 Negative
44%	45%	10%



CHULA VISTA ELEMENTARY SCHOOL DISTRICT



UNMISTAKABLE IMPACT AND HANOVER RESEARCH

Clear Goals and Establish Roles and Responsibilities

Positive Relationships and Building Trust

UT San Diego

cabe
California Association for Bilingual Education

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

The Education Trust–West

VOICE of SAN DIEGO

LEARNING POLICY INSTITUTE
Research. Action. Impact.



association of california school administrators

Investments in capacity building in Chula Vista are paying off. CVESD is one district that Stanford University researcher Sean Reardon and researchers at the **Learning Policy Institute** have dubbed a ***"positive outlier"*** - a district in which students of color as well as White students have outperformed predicted outcomes on the new math and ELA tests. [168] ***Other positive outlier districts are engaged in similarly intensive work in professional learning communities, organizing teachers to work with each other and with coaches to develop new skills.*** [169]

Benchmark EDUCATION
Building Literacy for Life™

illuminate education®

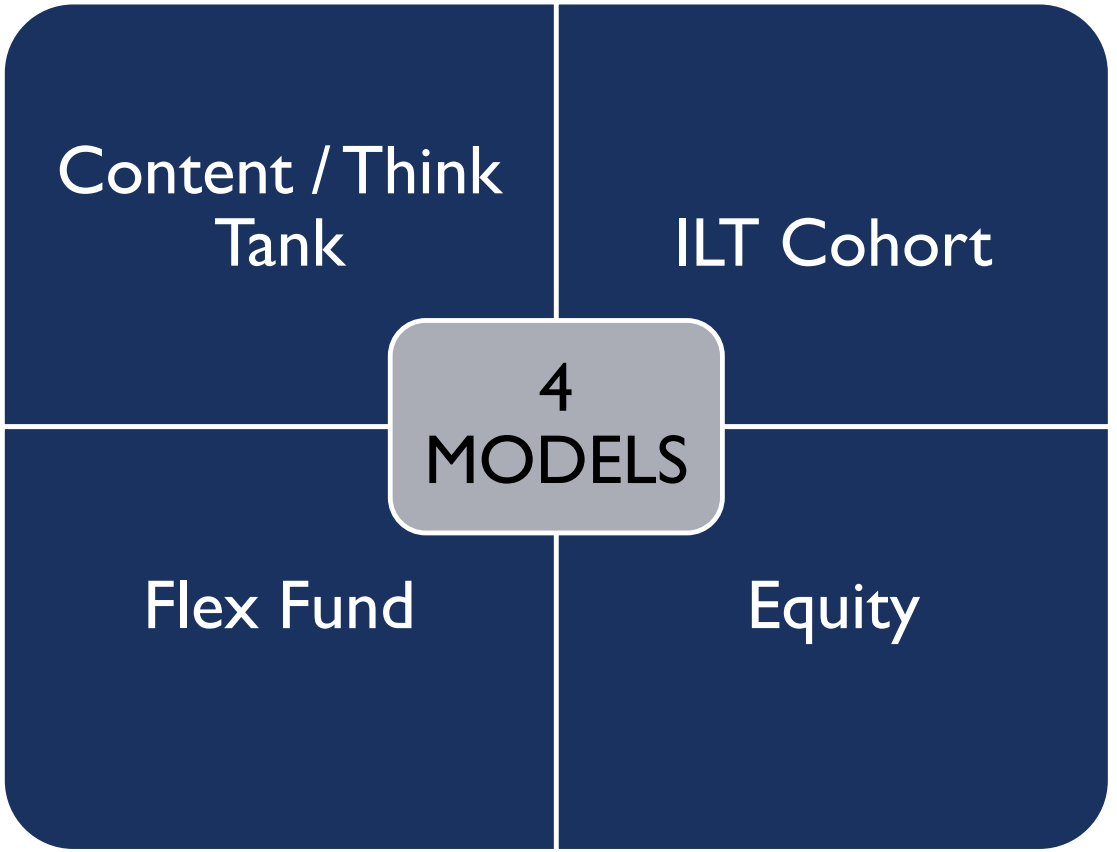
DISTRICT RESOURCE TEACHER

SUPPORT



PROPOSED MODELS





LCAP GOAL #2

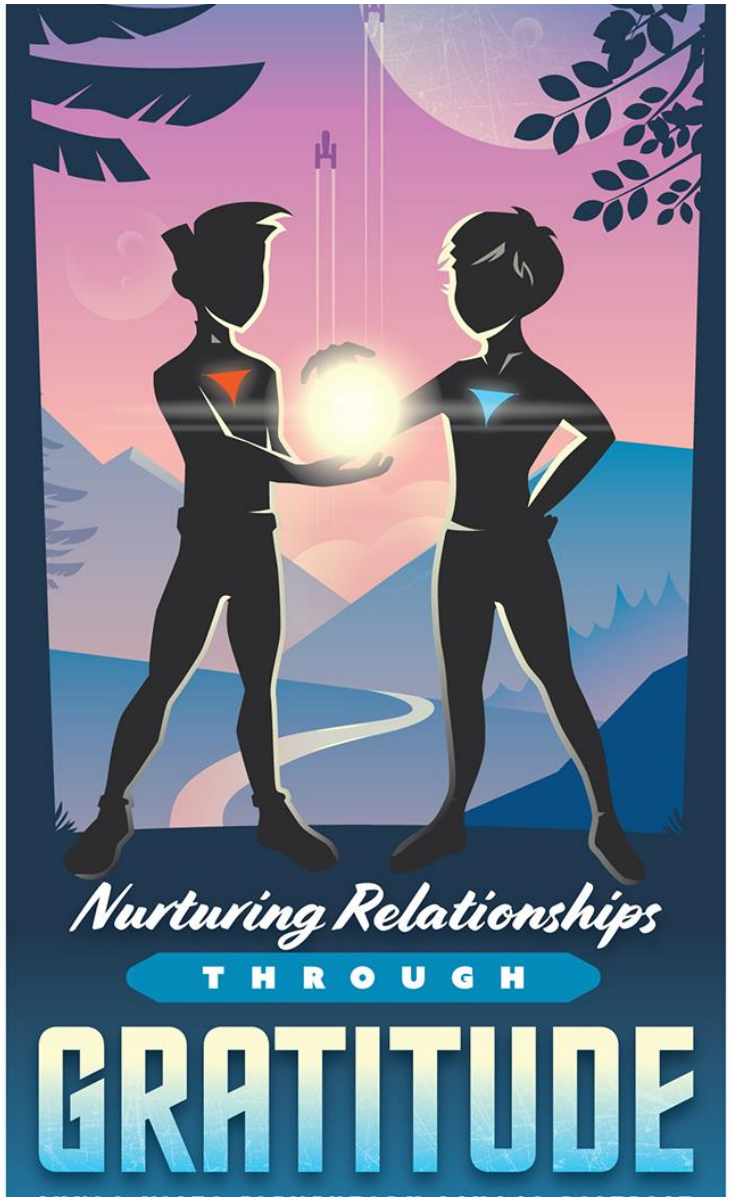
Support Implementation of the Common Core Standards

COMMON CORE STATE STANDARDS CALIFORNIA

GOAL 2 Ensure Students Engage in Relevant, Personalized Learning Experiences

- Purchase VAPA curriculum, materials, and support
- Increase library support staffing ratios
- Increase use of technology
- Increase Technology Support staff
- Support teacher collaboration
- Support teachers with coaching
- Support implementation of VAPA Strategic Plan





Chula Vista Elementary School District

DISTRICT RESOURCE TEACHERS

Questions?

REPORT TO THE BOARD OF EDUCATION

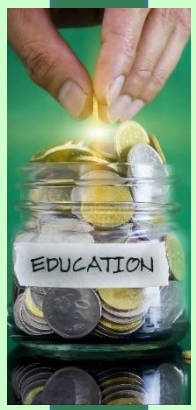
MARCH 6, 2019



2018-19 Second Interim Budget Report

March 6, 2019

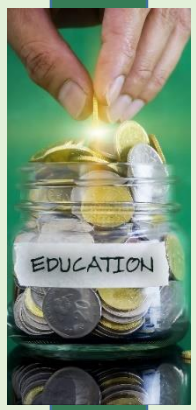
Governor's Proposed K-12 2019-20 Education Budget



- **$2 Billion LCFF Funding**
  - 3.46% Cost-of-Living, Previously Estimated at 2.57%
- **$3 Billion Pension Funding**
  - CalSTRS Employer Rates
    - ➢2019-20 Decrease from 18.13% to 17.10%
    - ➢2020-21 Decrease from 19.10% to 18.10%
    - ➢2021-22 and After: One-Half Percent Proposed Rate Decrease
- **$577 Million Special Education Concentration Grant**
  - Supplemental services for SWDs (student with disabilities). District funding impact amount not determined.

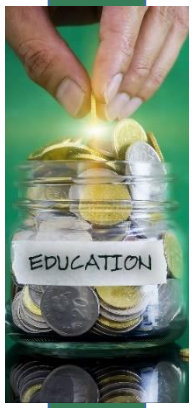
2018-19 General Fund Budget Summary

	First Interim Budget	Second Interim Budget	Increase/ <Decrease>
Revenues	$276,470,390	$277,561,467	$ 1,091,077
Expenditures	287,954,821	287,927,270	<27,551>
Increase / <Decrease>	<$ 11,484,431>	<$ 10,365,803>	$ 1,118,628
Beginning Balance	**$ 46,034,142**	**$ 46,034,142**	**$ 0**
Ending Balance	**$ 34,549,711**	**$ 35,668,339**	**$ 1,118,628**
Designations	1,085,000	1,085,000	0
Reserve for Economic Uncertainties (REU)	**$ 33,464,711**	**$ 34,583,339**	**$ 1,118,628**
REU Percentage	**11.62%**	**12.01%**	

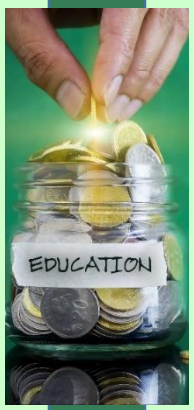


2018-19 Unrestricted Revenue Changes

	General Fund Unrestricted
Local Control Funding Formula	$ <111,737>
Interest Revenue	150,000
Federal Impact Aid Revenue	120,000
Leases and Rental Revenue	50,000
Charter Chargeback	36,451
All Other Revenues	44,244
Total Revenue Changes	**$ 288,958**



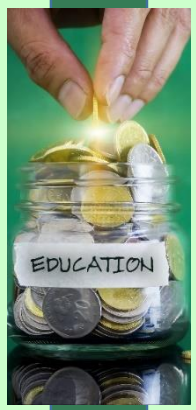
2018-19 Unrestricted Expenditure and Contribution Changes



	General Fund Unrestricted
Salaries and Benefits	$ <262,217>
All Other Expenditures	12,432
Contributions (Special Education)	<579,885>
Total Expenditures/Contribution Changes	$ <829,670>

2018-19 Second Interim and Multiyear Projection Assumptions

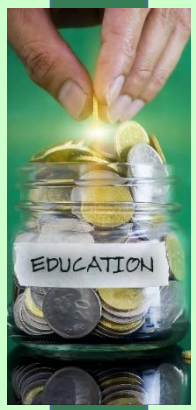
- Filing Positive Certification
  - Dependent on budget reductions of $7.5 million in 2019-20 and $5.5 million in 2020-21.
- Enrollment
  - 200 ADA decline **in 2018-19 reduces LCFF revenue in 19-20.**
  - No ADA growth in 2019-20 and 2020-21.
- Estimated Three-Year Average Unduplicated Pupil Count for Supplemental and Concentration Grants
  - 2018-19: 59.32%
  - 2019-20: 60.05%
  - 2020-21: 60.64%



Continued. . .

2018-19 Second Interim and Multiyear Projection Assumptions

- LCFF State Funded COLAs
  - 2019-20 3.46 percent
  - 2020-21 2.86 percent

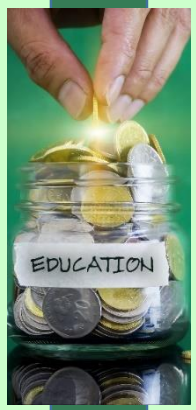


- 2018-19 LCFF Supplemental and Concentration Grant Funding (LCAP) of $24,539,439 budgeted as fully spent

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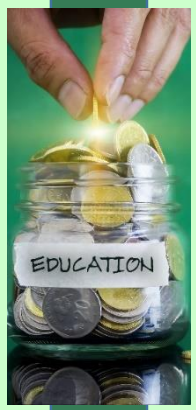
2018-19 Second Interim and Multiyear Projection Assumptions

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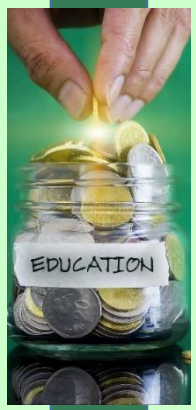
- 2.0% Certificated class and step cost, less retirees; and 1.75% Classified step cost
- 10% Health Insurance Premiums increase
- Employer Pension Cost Increases
- Routine Restricted Maintenance funded at the 3% of expenditures effective 2018-19

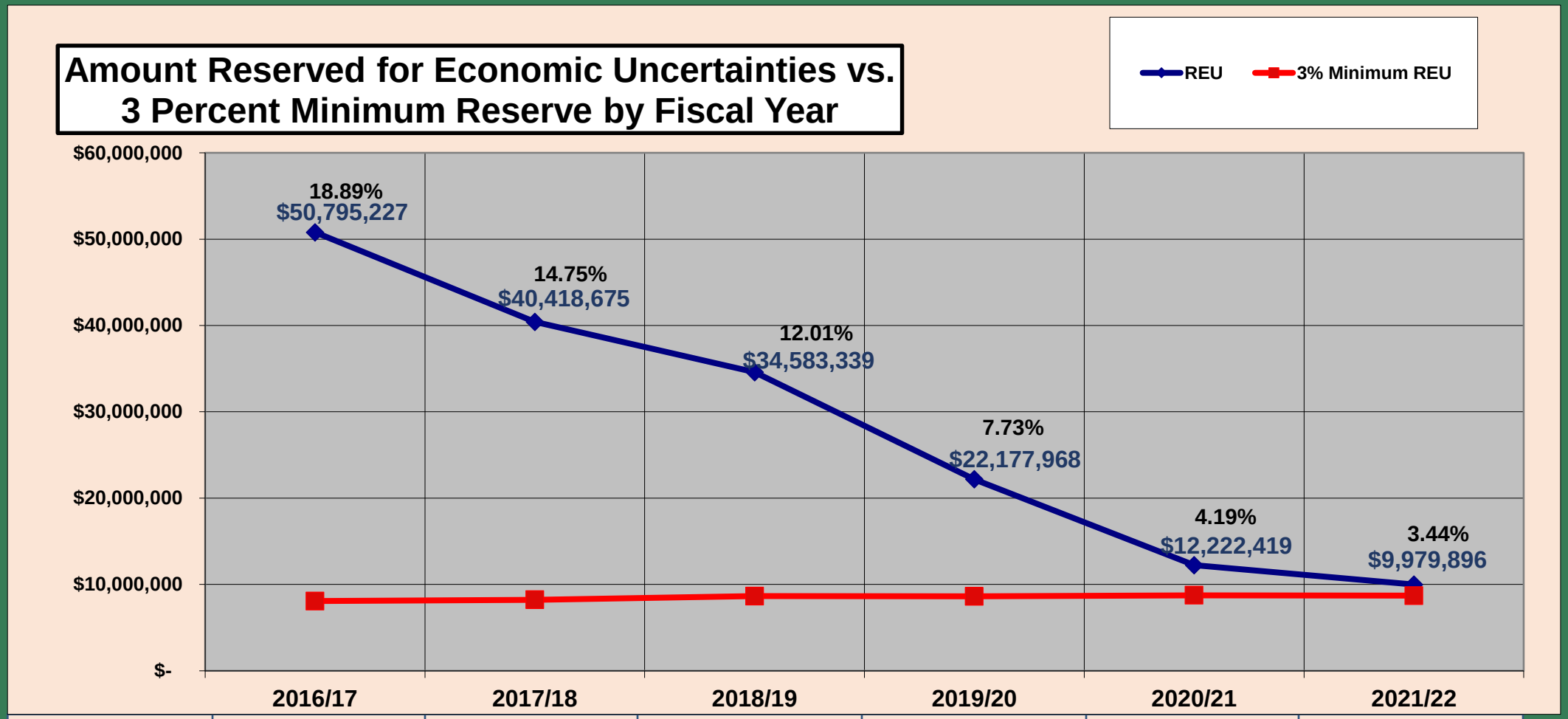
2018-19 Second Interim Multiyear Projection
2018-19 Through 2020-21
(Budget Cuts: $3.5M 2018-19; $7.5M 2019-20; $5.5M 2020-21)



	2018-19	2019-20	2020-21
Beginning Fund Balance	$ 46,034,142	$ 35,668,339	$ 23,262,968
Increase/<Decrease>	<10,365,803>	<12,405,371>	<9,955,549>
Ending Fund Balance	$ 35,668,339	$ 23,262,968	$ 13,307,419
Less: Designations			
Inventory, Gift Account, Revolving Cash	$ 1,085,000	$ 1,085,000	$ 1,085,000
Reserve for Economic Uncertainties (REU)	**$ 34,583,339**	**$ 22,177,968**	**$ 12,222,419**
REU Percentage	**12.01%**	**7.73%**	**4.19%**
3% Minimum Reserve	$ 8,637,818	$ 8,610,657	$ 8,741,884
Funded ADA	22,599	22,405	22,405

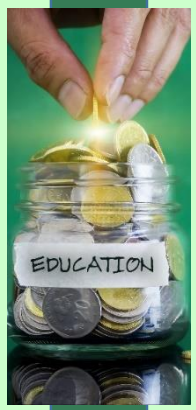
2018-19 Second Interim Multiyear Projection (Budget Cuts: $7.5M in 2019-20;$5.5M in 2020-21;$7M in 2021-22)

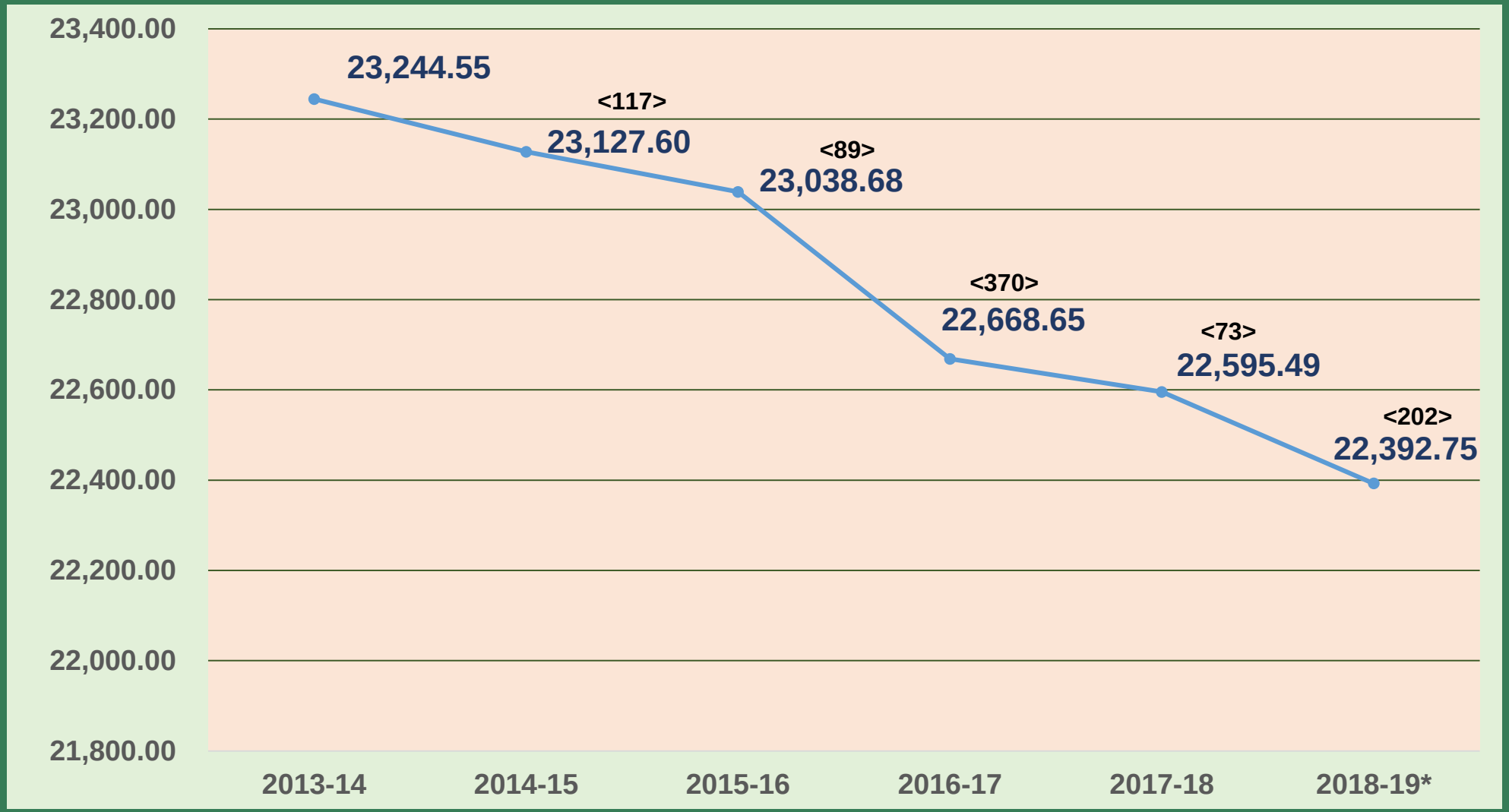




	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Budget cuts included	$1.3M	$1.8M	$3.5M	$7.5M	$5.5M	$7M
REU Decrease	<$263K>	<$10.4M>	<$5.8M>	<$12.4M>	<$9.9M>	<$2.2M>

CVESD Attendance
District Only (K-6)

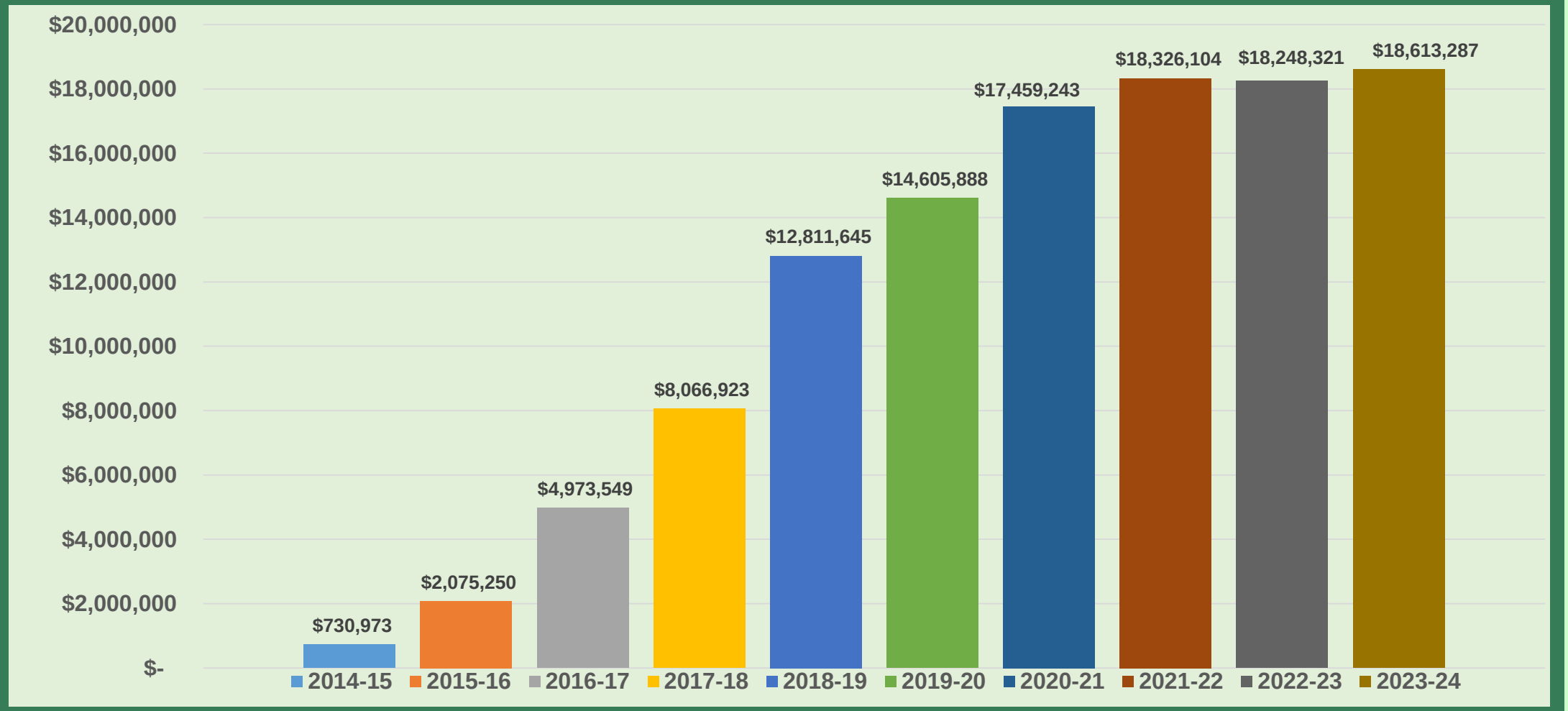


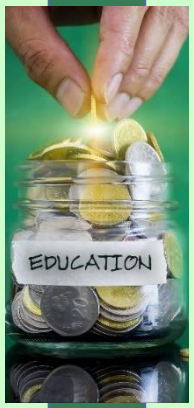


* Source: 2018-19 State P-2 ADA and P-1 ADA Reports

Unrestricted Cumulative Employer Retirement Costs Increase

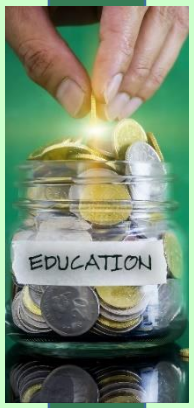
(Includes Governor's 2019-20 Proposed Budget Pension Rate Reductions)

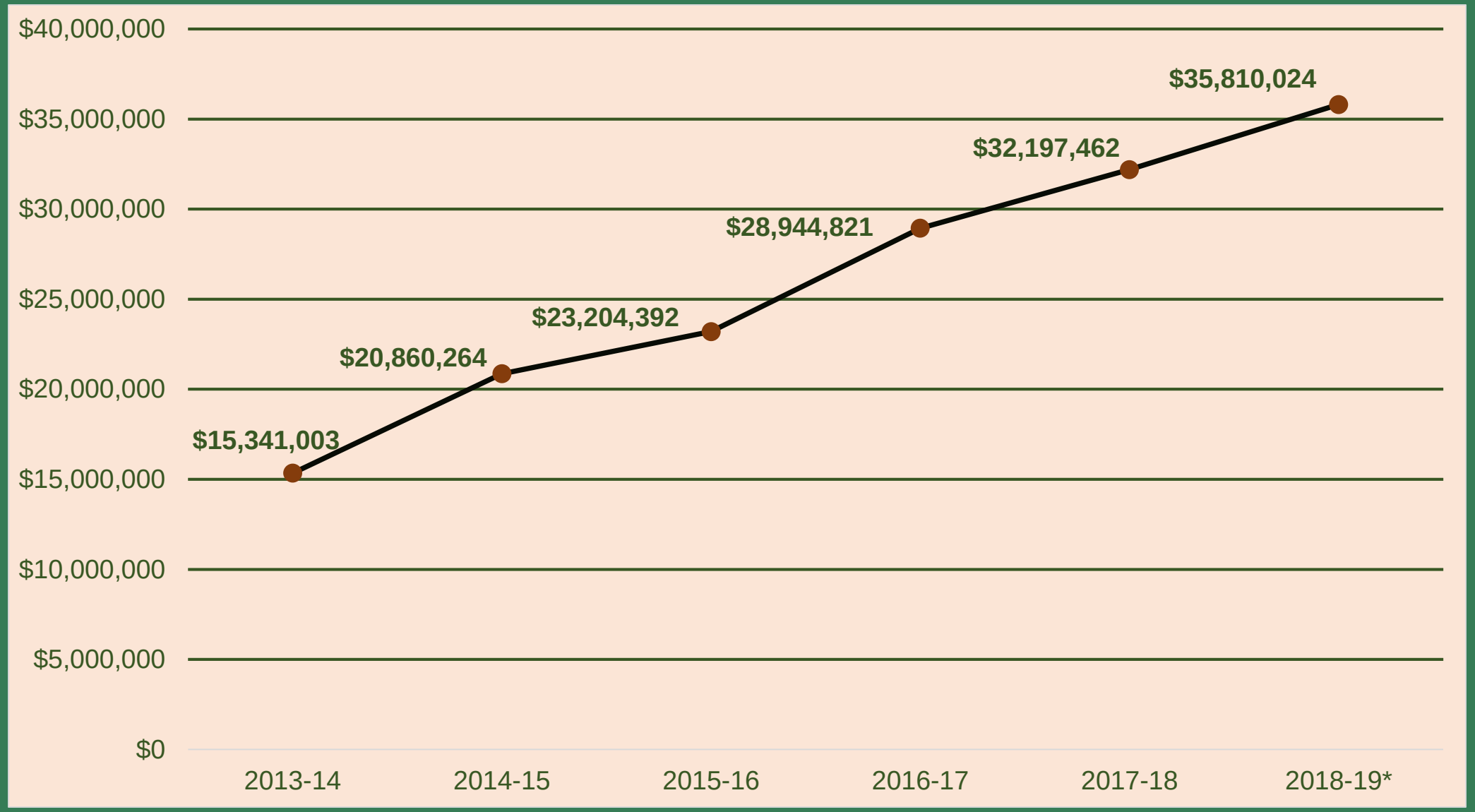




CalSTRS Rate	8.88%	10.73%	12.58%	14.43%	16.28%	17.1%	18.1%	18.1%	17.6%	17.6%
CalPERS Rate	11.771%	11.847%	13.888%	15.531%	18.062%	20.7%	23.4%	24.5%	25.0%	25.0%

Unrestricted General Fund Contribution to Special Education

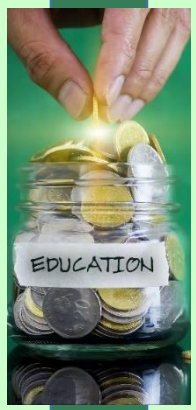




* as of 2018-19 second interim budget

What We're Watching

- Response to 2019-20 Governor's Budget
- Budget Cuts, Reserves, Deficit Spending
- Enrollment, Special Ed, Pension Costs
- Cash
- Continued Economic Recovery
- Federal Budget
- Three-Year Fiscal Certification





2018-19 Second Interim Budget Report

March 6, 2019

Thank you!

Questions? Comments?