Arroyo Vista Charter, Hazel Goes Cook, Discovery Charter, John J. Montgomery, Mueller Charter, Burton C. Tiffany, and Wolf Canyon Elementary Schools

Presentation to the Board of Education

February 13, 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			Wolf Canyon	Arroyo Vista Discovery	
High 10 points above to less than 45 points above			Tiffany	CVESD Cook Mueller	
Medium 5 points below to less than 10 points above		Montgomery			
Low More than 5 points below to 70 points below					
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				Arroyo Vista	
High 10 points above to less than 45 points above		Wolf Canyon		Discovery	
Medium 5 points below to less than 10 points above			CVESD	Cook Mueller	
Low More than 5 points below to 70 points below			Montgomery	Tiffany	
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					Arroyo Vista
Medium 5 points below to less than 10 points above					
Low More than 5 points below to 70 points below				CVESD Mueller Tiffany	Discovery
Very Low More than 70 points below	Wolf Canyon				

Mathematics
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 35 or more points above				Arroyo Vista	
High zero points to less than 35 points above		Discovery	Wolf Canyon		
Medium 25 points below to zero		Cook	CVESD	Mueller Tiffany	
Low More than 25 points below to 95 points below					Montgomery
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				Arroyo Vista Discovery	
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Mathematics
Students with Disabilities

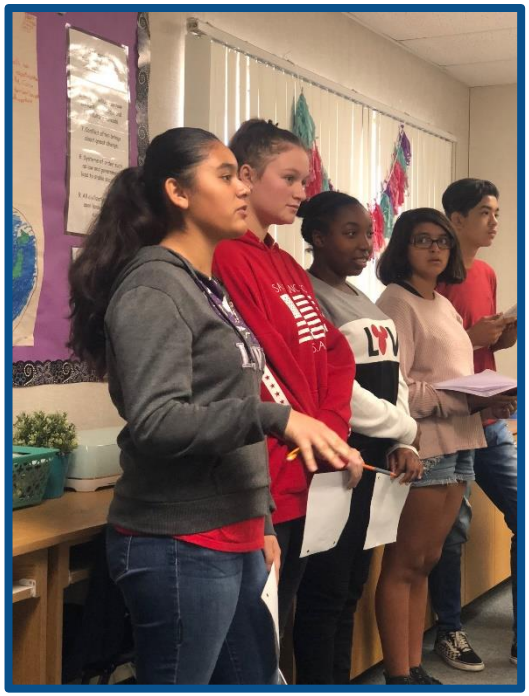
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COYOTES

ARROYO VISTA
CHARTER SCHOOL



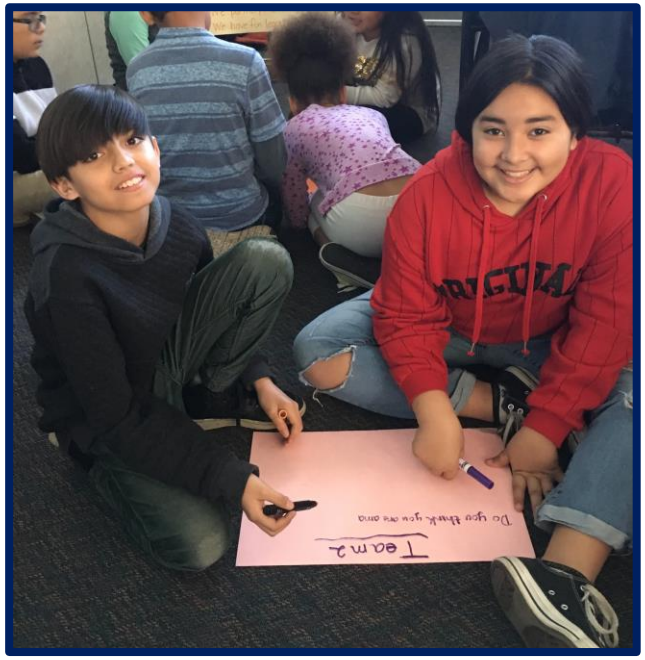
SEL



- MTSS
- **Consultant Support (Javier Vaca)**
- Restorative Practices
- MFLC
- Coyote Awards
- P.A.C.K. System
- Sanford Harmony
- **T.E.A.M.S.**
- SWIS Data Collection

SEL





- **Sandford Harmony**
- **PYP Attitudes**
- Kidco
- No Place for Hate
- Welcome Back Tunnels
- Safety and Peace Patrol
- Morning Assemblies
- Justice League
- Student Council

DISCOVERY STEAM CHARTER SCHOOL







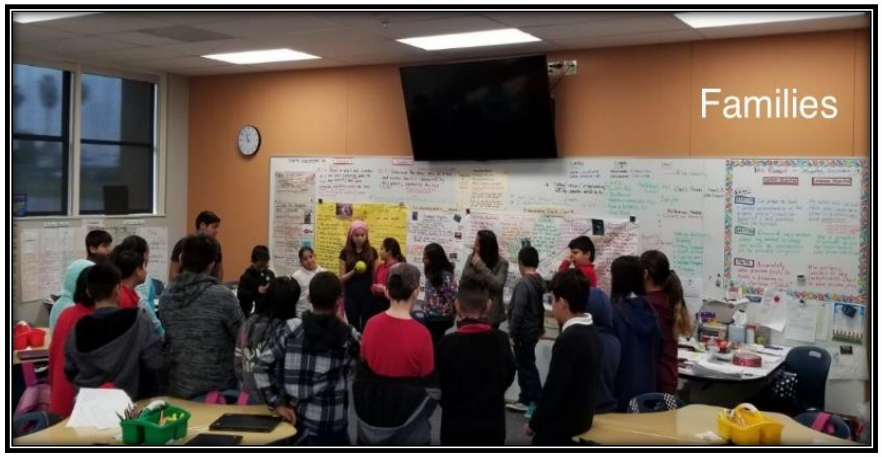
SEL

- KIDCO Student Support
- Dragon Walk to model student behavior
- Restorative Circles and PBIS
- Branching Minds pilot program
- Dragon Code of Conduct

JOHN J. MONTGOMERY
EST. 1951
EAGLES



SEL



- PBIS Network
- **Sanford Harmony**
- Families – Grades 4-6
- **Restorative Practices**
- Boys Groups
- **Beat the Odds**
- Eagle Bucks & Eagle Store
- **Shout Outs**
- Peer Mediators

Mueller Charter School
MUSTANGS

BAYFRONT CHARTER HIGH SCHOOL
SHARKS



SEL



- Home Visits
- **Leader In Me**
- PBIS
- **Resiliency**
- Mustang Heroes
- Nature Smart

BURTON C. TIFFANY ELEMENTARY

R O A R

Respectful and Kind
On track for success
Always Safe
Responsible

SEL



- **Welcoming Practices**
- PBIS Team
- **Roar Expectations**
- Tiffany Teaching Garden
- **Running Club**

WOLF CANYON ELEMENTARY

HOME OF THE TIMBERWOLVES



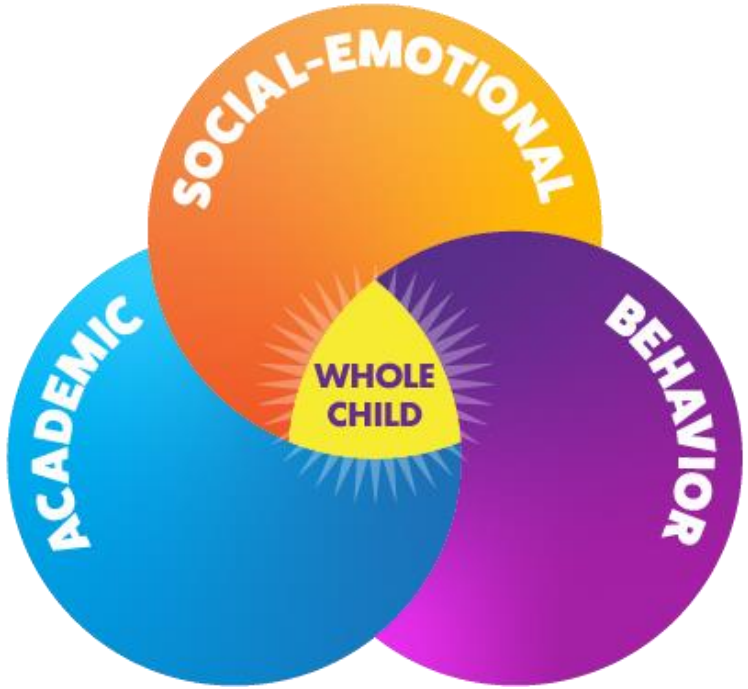


SEL

- Red Carpet Awards
- **MAC Club**
- Welcome Back Tunnels
- **Student Ambassadors**
- Sanford Harmony
- Military Counselors
- PBIS
- Monthly Character Traits

MTSS

Multi-Tiered System of Supports



BOARD PRESENTATION

FEBRUARY 13, 2019

ELIZABETH FOGAREN
MTSS DIRECTOR

MTSS DIRECTOR

- Background in school psychology and behavior analysis
- Experience as an RTI specialist & leading district-wide implementation of PBIS and social emotional learning
- Led the work of the 10 schools in SD County who received State recognition for PBIS



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



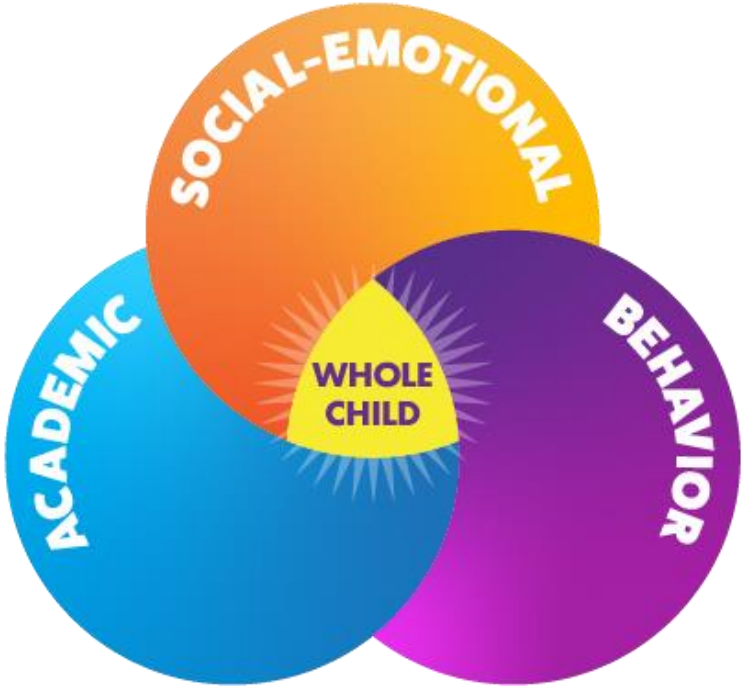


MTSS SUBCOMMITTEE

- Purpose Statement:
  - The CVESD MTSS Committee will ensure high fidelity implementation of MTSS district wide by providing resources and support for schools to create proactive and equitable learning environments for ALL students.

MTSS

Multi-Tiered System of Supports



MTSS LOGO

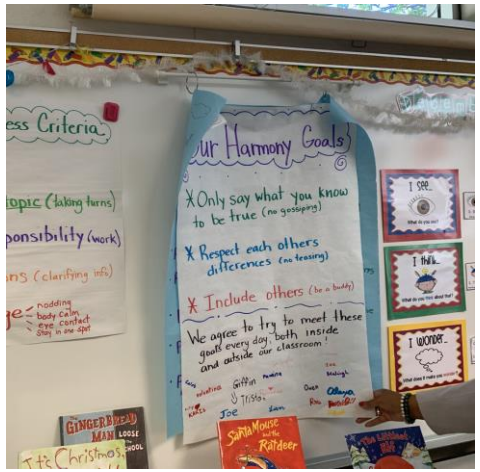
YEAR 1 GOALS

	Overall	Academic	Behavior	Social-Emotional
Year 1: 2018-2019	☐ Hire MTSS Director ☐ Gather staff perception about MTSS	☐ At least 5 schools begin Branching Minds pilot	☐ School PBIS teams receive training on Tier I of PBIS ☐ Each school establishes a PBIS committee ☐ 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

YEAR 1 ACCOMPLISHMENTS





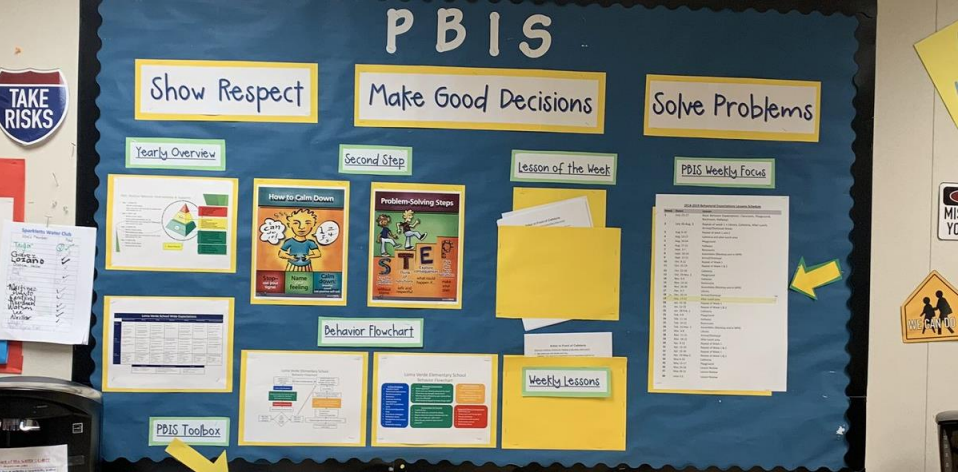


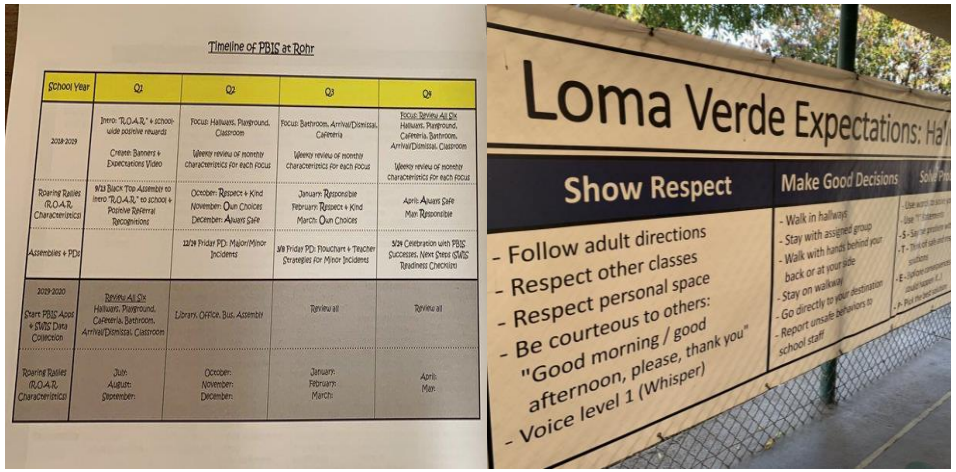


SOCIAL-EMOTIONAL LEARNING

- Implementation of Tier I
- Sanford Harmony training
- 15 minutes per day of social-emotional learning
- On going coaching and support
- Some sites are providing additional training opportunities on restorative practices and trauma informed care









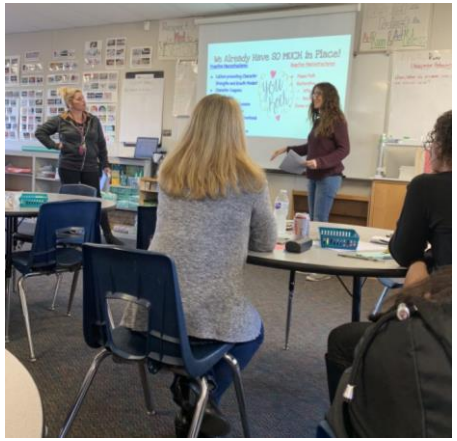
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

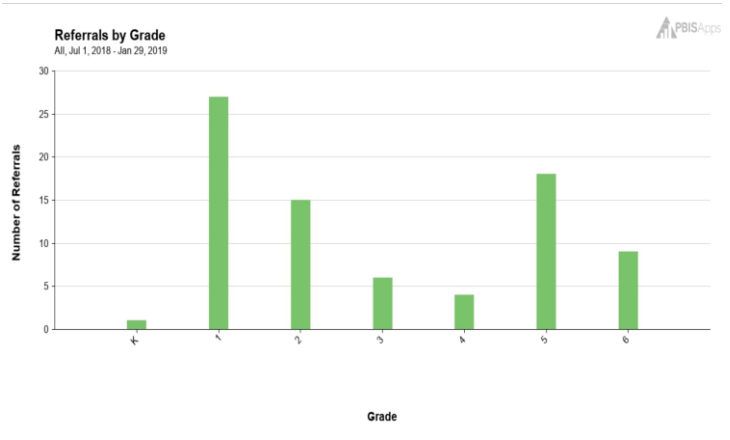
- **Implementation of Tier I**
- Two day professional development for school teams
- Each school has developed a PBIS Committee
- Schools are developing, teaching, and reinforcing expectations

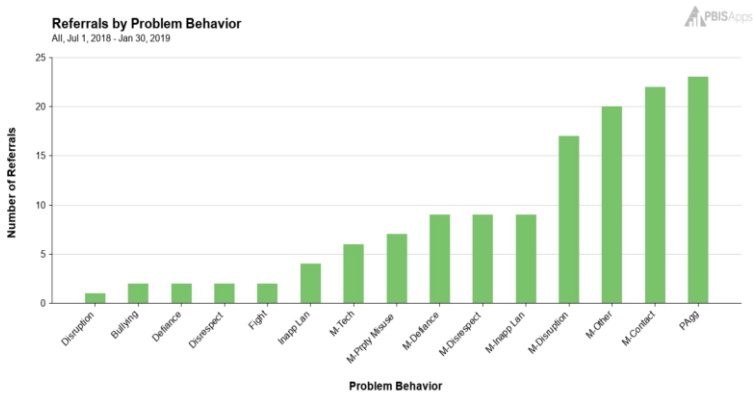


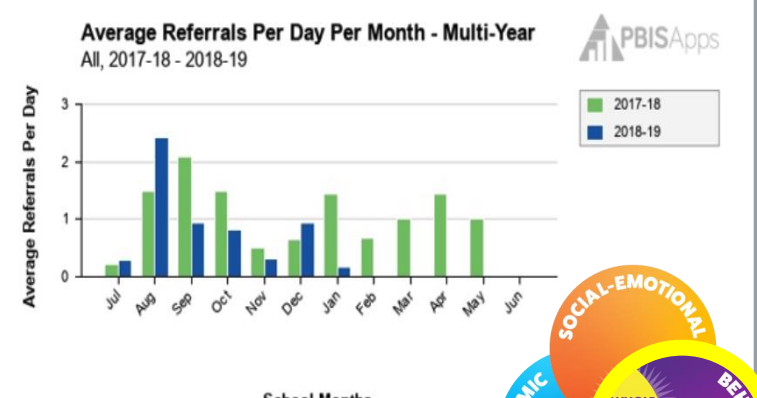
PBIS (CONT.)

- Ongoing coaching
- Schools are working towards developing systems to collect behavioral data for data-based decision making
- Schools are working towards training all staff in PBIS
- Schools will complete the Tiered Fidelity Inventory (TFI) in the spring









DAC/DELAC PRESENTATION

- Presented on MTSS December 4, 2018
  - Overview of MTSS
  - Current goals and progress with PBIS and SEL
  - Parents were able to practice creating expectations and completing part of a MeetUp

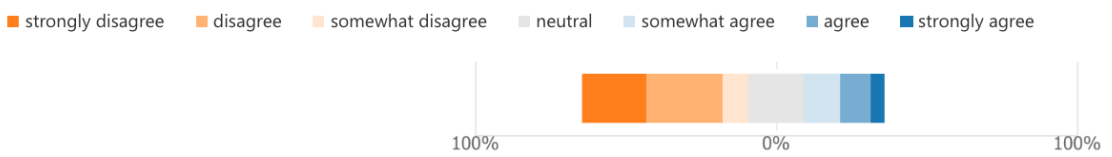






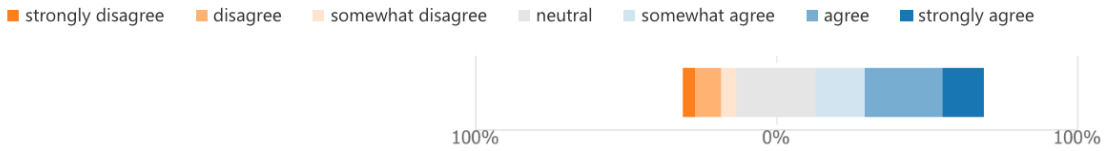
STAFF PERCEPTION SURVEY

- MTSS Subcommittee created an MTSS Staff perception survey
- Provided baseline data regarding the implementation of MTSS, feelings about MTSS, and current needs



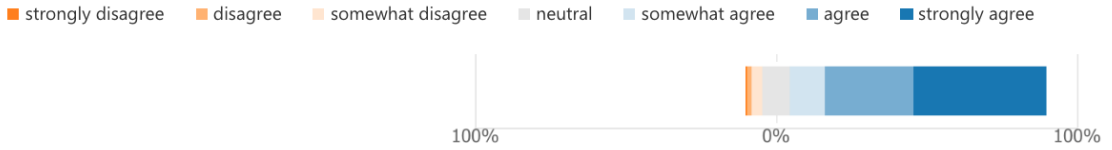
7. Overall, I feel the PBIS initiative has had a positive impact on student behavior.

More Details



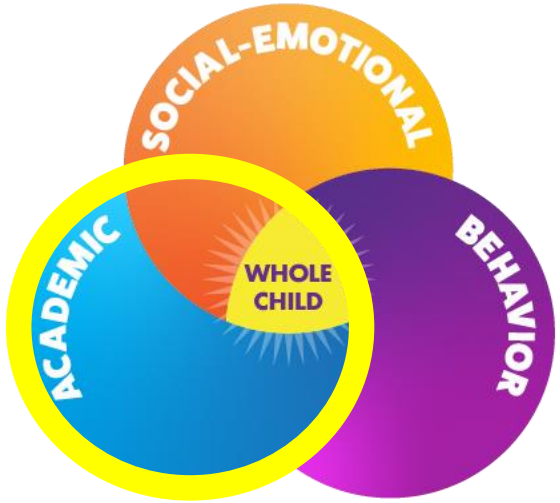
8. I use social emotional learning (SEL) in my classroom for 15 minutes per day (certificated staff only).

More Details



9. I use the following components of Sanford Harmony regularly (certificated staff only):

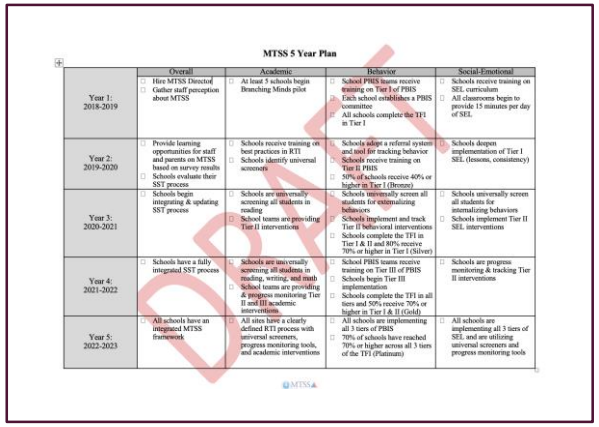
RESPONSE TO INVENTION (RTI)

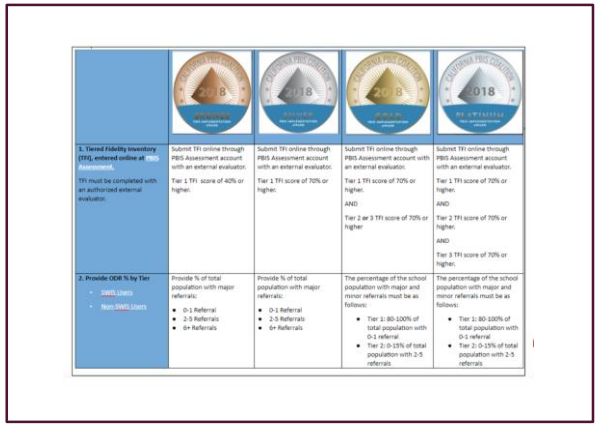


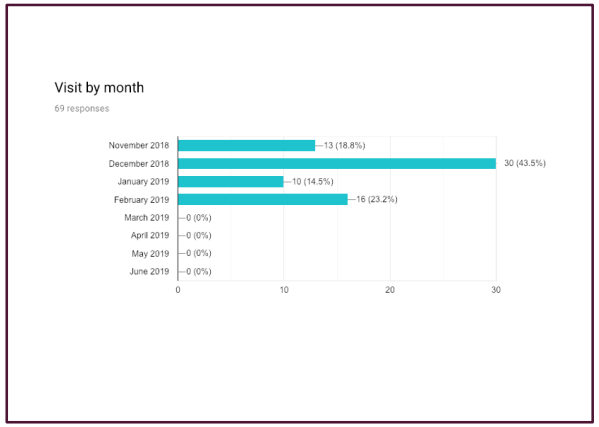
- 7 schools are participating in a Branching Minds pilot
  - Web-based tool that helps monitor and create personalized academic interventions.
- Webinar training for MTSS committee
- Leadership training February 12

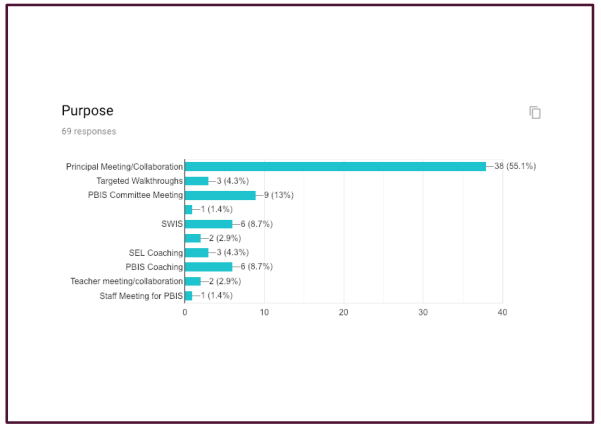
NEXT STEPS

2018-2019 NEXT STEPS









- Revise and adopt 5 year plan
- Continued collaboration and coaching to strengthen Tier I
  - Teaching and reinforcing expectations
  - Developing behavior flow chart
  - Establishing data tracking systems for data-based decision making
- Training for teachers, noon duties, and parents
- Tiered Fidelity Inventory (TFI) in the spring
- State recognition

2019-2020

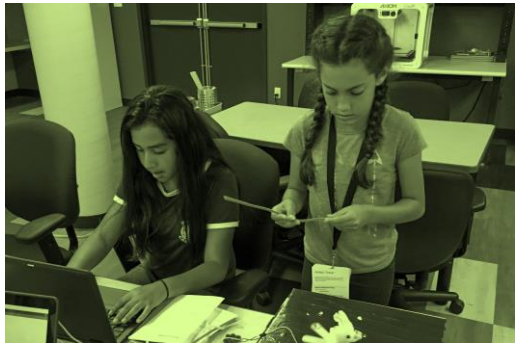
- Deepening implementation of Tier I in PBIS and SEL
- Training and early implementation of Tier II for PBIS
- Gathering data on the current state of SST
- Universal screening for academics and behavior/social-emotional
- Providing additional professional development for parents and staff

QUESTIONS

LCAP IN ACTION

Proposed Revision to the Current LCAP Plan









PURPOSE



LCAP Timeline

January	LCAP Engagement Process Begins – Share LCAP Goals, Actions/Services
Feb/March	Stakeholder Engagement Events - School Sites, Principal Meeting, Advisory Groups - Thoughtexchange
April	Thoughtexchange Input Communicated to Stakeholders
May	LCAP Public Hearing – Present, Review, Comment Superintendent responds to comments
June	CVESD Board Approval of LCAP



Our District

OUR DISTRICT

103
Square Miles

298,000
Residents

Largest K-6
District in California

49 Schools
Includes:
5 Dependent Charters
& 3 Independent Charters

1,787
Certificated Employees

1,696
Classified Employees

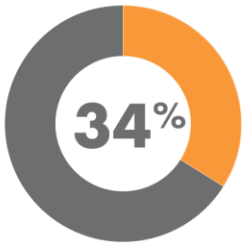
A Live Well
San Diego District

STUDENT DEMOGRAPHICS

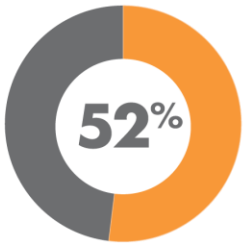
29,600 Students



- 68% Hispanic
- 13% White
- 11% Filipino
- 4% African-American
- 3% Asian/ Pac. Islander
- 1% Other



English Learners



Free/Reduced Lunch

2018-19 DISTRICT BUDGET

$283,433,031
2018-19 Operational Budget (Not including charters)

RECENT AWARDS

California Exemplary District
1 Apple Distinguished School
3 California Distiguished Schools
11 Great Schools! Spotlight Schools



Nurturing Relationships THROUGH GRATITUDE

LCAP IN ACTION

What is LCAP?



- California's Local Control Funding Formula (LCFF) was signed into law in 2013.
- The law created a new way of financing schools, and was intended to provide both more local control over the use of funding and more equity.
- School districts create a Local Control Accountability Plan (LCAP), a plan for addressing the overall needs of students, target populations, and how funds are spent in support of the plan.

State Priorities

1. Student Achievement
2. Student Engagement
3. Parent Involvement
4. School Climate
5. Common Core State Standards
6. Course Access
7. Basic Services
8. Other Student Outcomes



CVESD LCAP Goals 2018-19

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



LCAP IN ACTION

CVESD LCAP Goals 2018-19

GOAL 3 — Increase Parent Engagement

- Employ additional translation/interpretation staff
- Provide School Readiness Program
- Employ a Parent Community Liaison



GOAL 4 — Recruit & Retain the Highest Caliber Employees

- Increase Speech, Language, and Pathology (SLP) and RSP Positions
- Improve support to School Nurses
- Support special education (SPED) teachers
- Attract and retain student attendants



GOAL 5 — Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency

- Provide intervention services for all at-risk students
- Support site-specific needs as determined by State and Local Metrics
- Increase students' access to nonfiction text and increased Lexile levels





Our Shared Vision

Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

OUR SHARED VISION

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning for all our children.

Our children are high-achieving innovative thinkers. They are multi-literate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness.

We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, culture, and experiences, and is linked with the world outside the classroom.

Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.

The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff.

The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

Adopted by Board of Education, March 21, 1995



Resource Teacher Stakeholder Engagement

Brain Trust	Principal Leads	Resource Teacher Survey	Resource Teacher Committee	DAC/DELAC
OCT 23rd Community	OCT 30th Brain Trust	NOV 26th to DEC 7th	NOV 16th DEC 13th /18th JAN 17th	FEB 1st Board Input
20 Participants	DEC 4th JAN 29th Input	458 Respondents 96% Teachers 4% Principals	15 Members	FEB 12th Committee Input



Content/Think Tank Model

18 Resource Teachers

4-NGSS, 4-Math, 4-Primary ELA, 4-Upper ELA, and 2-ELD/DI

Develop curriculum, model lessons, PD, building ILT capacity, videotaping



ILT Cohort RT Model

18 Resource Teachers

2-3 RTs supporting each cohort

Build capacity of ILT work with support provided based on needs analysis



Flex Fund Model

0-18 Resource Teachers, site-based decision

$1.8 million

Funds for all schools calculated by equity based formula determined by unduplicated student population

School customized support with greatest priority based on unduplicated students' needs



Equity Model

18 Resource Teachers

9 RTs at sites most in need based on unduplicated student data

9 RTs work as curriculum support for NGSS (3), ELA (3), and Math (3)



LCAP Timeline

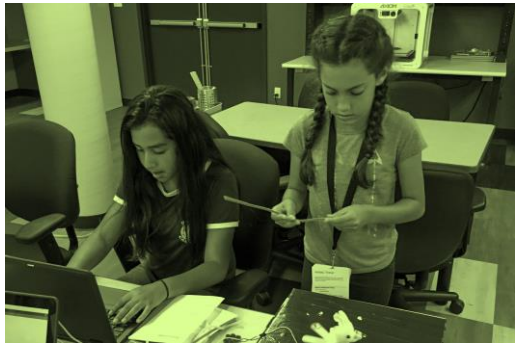
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IN ACTION

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Questions?

