MTSS UPDATE
BOARD PRESENTATION

September 11, 2019

Elizabeth Gianulis
MTSS Director
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

<table>
<thead>
<tr>
<th>Year 1: 2018-2019</th>
<th>Overall Goal</th>
<th>Academic</th>
<th>Behavior</th>
<th>Social-Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools will begin implementing Tier I of MTSS: Behavior and Social-Emotional</td>
<td>At least 5 schools begin Branching Minds pilot</td>
<td>School PBIS teams receive training on Tier I of PBIS</td>
<td>Schools receive training on SEL curriculum</td>
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<tr>
<td></td>
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<td></td>
<td>Each school establishes a PBIS committee/team</td>
<td>All classrooms begin to provide 15 minutes per day of SEL</td>
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</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Team Composition:</strong> 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. <strong>76%</strong></td>
</tr>
<tr>
<td>2. <strong>Team Operating Procedures:</strong> 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. <strong>52%</strong></td>
</tr>
</tbody>
</table>

**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 80% 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 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

Findings:
- 35% can explain MTSS
- 45% can explain PBIS
- 17% reported monthly data sharing

Additional training and support

Questions:

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

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

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

<table>
<thead>
<tr>
<th>Year 2: 2019-2020</th>
<th>Overall Goals</th>
<th>Academic</th>
<th>Behavior</th>
<th>Social-Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deepen implementation of Behavior and SEL supports.</td>
<td>☐ Schools identify universal screeners and cut points</td>
<td>☐ Schools adopt a referral system and process for data-based decision making</td>
<td>☐ Schools implement intentional relationship-building practices</td>
<td></td>
</tr>
<tr>
<td>2. Establish Academic structures.</td>
<td>☐ Schools identify schedules/blocks to provide interventions</td>
<td>☐ Schools progress-monitor Tier I implementation</td>
<td>☐ Schools provide SEL lessons to all students</td>
<td></td>
</tr>
</tbody>
</table>

- 70% or higher on Tier I of the TFI
## Differentiated Trainings

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>TFI Tier I Score</th>
<th>Training Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Less than 40%</td>
<td>Tier I PBIS</td>
</tr>
<tr>
<td>14</td>
<td>Between 40 and 69%</td>
<td>Advanced Tier I PBIS</td>
</tr>
<tr>
<td>19</td>
<td>70% or higher</td>
<td>Tier II PBIS &amp; SEL</td>
</tr>
</tbody>
</table>
### 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

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

Number of Referrals

Days of the Week
Referrals by Time
All, Jul 1, 2019 - Aug 29, 2019

Number of Referrals

Time
7:00 AM  8:00 AM  9:00 AM  10:00 AM  11:00 AM  12:00 PM  1:00 PM  2:00 PM  3:00 PM  4:00 PM  5:00 PM
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
THANK YOU
Thinking Forward for Schools and Communities

SEPTEMBER 11, 2019

VOTER AND STAFF SURVEY RESULTS

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

DS&C
Districtwide Assessed Valuation

DISTRICT AV HAS GROWN BY 18% OVER PAST THREE YEARS

Assessed Valuation

- $0
- $5
- $10
- $15
- $20
- $25
- $30
- $35

billions

- 1998
- 2001
- 2004
- 2007
- 2010
- 2013
- 2016
- 2019

Source: Cal Muni
VOTER SURVEY RESULTS
Survey Methodology

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%
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?

- Yes - Currently Attending: 23%
- Yes - Grandchildren Currently Attending: 6%
- Yes - Children Attended in the Past: 20%
- Yes - Grandchildren Attended in the Past: 4%
- No: 46%
- Don't Know/Refused: 1%
What is the main way you receive information about the Chula Vista Elementary School District?

- Local Newspapers: 20%
- Internet News: 17%
- Friends or Family Members: 24%
- School District Employees: 12%
- Unsure: 12%
- District Website: 8%
- Local Radio Station: 4%
- Public Meetings: 3%
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?

- Excellent: 21%
- Good: 36%
- Unsure: 23%
- Fair: 15%
- Poor: 5%

Quality of Education
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?

Fiscal Responsibility:

- Excellent: 13%
- Good: 38%
- Unsure: 20%
- Fair: 20%
- Poor: 9%
Do you agree or disagree that... There is a significant shortage of available and affordable rental housing in the Chula Vista area.

- **Agree**: 64%
- **Disagree**: 20%
- **Don't Know/Unsure**: 16%
Do you agree or disagree that...Our local public schools are our community’s most important asset and should be our number one priority.

- Agree 87%
- Disagree 10%
- Don't Know/Unsure 3%
Do you agree or disagree that...Quality schools increase property values.

- **Agree**: 87%
- **Disagree**: 9%
- **Don't Know/Unsure**: 4%
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?”
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...

### IMPACT OF SPECIFIC PROJECTS

**Improve student safety and campus security**

- More Likely
- No Difference - Yes
- Unsure
- No Difference - No
- Less Likely

**Upgrade outdated heating, ventilation, and air-conditioning systems**

- More Likely
- No Difference - Yes
- Unsure
- No Difference - No
- Less Likely
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...

**IMPACT OF SPECIFIC PROJECTS**

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

- **Qualify the District for State matching funds**
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:

1. Install solar panels throughout the District to reduce energy costs
2. Funds would be used to construct educational academies for preschool students

Voter Attitudes

IMPACT OF SPECIFIC PROJECTS

- More Likely
- No Difference - Yes
- Unsure
- No Difference - No
- Less Likely
Financing Teacher-Staff Housing

GO BOND FINANCING PROVIDES FLEXIBILITY AND INCOME

Teacher-Staff Housing Cash Flow

Net Annual Revenues range from $1.0 million to $2.5 million

*Assumes 3.50% annual AV growth

VOTER SURVEY
CHULA VISTA ELEMENTARY SCHOOL DISTRICT
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

<table>
<thead>
<tr>
<th>TEACHER-STAFF HOUSING GO: 30 YEAR CASHFLOW</th>
<th>GO BOND ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of units</td>
<td>100</td>
</tr>
<tr>
<td>Total gross rent</td>
<td>$69,321,717</td>
</tr>
<tr>
<td>GO debt repayment</td>
<td>$0</td>
</tr>
<tr>
<td>O&amp;M/management</td>
<td>-$20,796,515</td>
</tr>
<tr>
<td>Surplus/loss</td>
<td>$48,525,202</td>
</tr>
</tbody>
</table>

*Assumes 3.50% annual AV growth
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.
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
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

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

**TAX RATE SENSITIVITY**

Less than 3 cents per $100 of assessed valuation per year in property taxes:

- More Likely
- No Difference - Yes
- Unsure
- No Difference - No
- Less Likely

Less than $30 per $100,000 of assessed valuation per year in property taxes:

- More Likely
- No Difference - Yes
- Unsure
- No Difference - No
- Less Likely
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**
- Yes: 63%
- No: 24%
- Don't Know: 8%
- Lean Yes: 4%
- Lean No: 1%

**AFTER INFORMATION**
- Yes: 64%
- No: 27%
- Don't Know: 5%
- Lean Yes: 3%
- Lean No: 1%
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?

**Voter Attitudes**

**BALLOT LANGUAGE BY VOTER RELIABILITY*: (AFTER INFORMATION)**

- **UNRELIABLE – 27%**
  - Lean No 1%
  - Don’t Know 4%
  - Lean Yes 2%
  - No 12%
  - Yes 81%

- **RELIABLE – 38%**
  - Lean No 1%
  - Don’t Know 7%
  - Lean Yes 5%
  - No 26%
  - Yes 61%

- **VERY RELIABLE – 35%**
  - Lean No 2%
  - Don’t Know 4%
  - Lean Yes 2%
  - No 41%
  - Yes 51%

* 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
TEACHERS AND STAFF SURVEY RESULTS
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
What is your current position at Chula Vista ESD?

- **Tenured Teacher/Counselor**: 42%
- **Classified Staff (30 hours per week or more)**: 27%
- **Classified Staff (Less than 30 hours per week)**: 11%
- **Temporary or Probationary Teacher/Counselor**: 6%
- **Administration/Management**: 8%
- **Other**: 6%
Respondent Information

How old are you?

AGE

- **18-24**: 2%
- **25-34**: 21%
- **35-44**: 32%
- **45-54**: 29%
- **55-64**: 15%
- **65+**: 1%

![Pie chart showing age distribution]
Current Situation

LENGTH OF COMMUTE TO WORK

What is your average one-way commute time?

- Less than 20 minutes: 57%
- 20 - 40 minutes: 38%
- 41 - 60 minutes: 3%
- 61 - 90 minutes: 1%
- Over 90 minutes: 1%
- Less than 20 minutes: 57%
Would you like to live closer to work?

- Yes: 49%
- No: 51%

Main Reasons Teachers and Staff Don’t Live Closer to Work:
- Too Expensive: 74%
- Not Enough Housing: 15%
What is your current living arrangement?

- I own 50%
- I rent 37%
- I live with family members/parents 10%
- Other 3%
Current Situation

CURRENT SIZE OF APARTMENT/HOME

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

- Not Applicable: 12%
- Studio: 4%
- One Bedroom: 19%
- Two Bedrooms: 36%
- 3 or more Bedrooms: 29%
If you currently rent, how much rent do you personally pay?

- $0 - $1,000: 14%
- $1,001 - $1,499: 20%
- $1,500 - $1,999: 28%
- $2,000 - $2,499: 16%
- $2,500 - $3,000: 10%
- More than $3,000: 3%
- Not Applicable: 9%
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?
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?

- Very interested, 331, 39%
- Somewhat interested, 195, 23%
- Not interested, 324, 38%
If these rentals were available now, how many bedrooms would you need?

- Two Bedrooms: 36%
- One Bedroom: 11%
- 3 or more Bedrooms: 48%
- Unsure: 4%
- Not Applicable: 1%
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)

- **5 years or more**: 85%
- **Less than 5 years**: 6%
- **Not sure**: 9%

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
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)

Projects/Structure (Now)
Voter/Staff Surveys (Now)
Board Action (Nov 2019)
Election Day (March 2020)
First Bond Sale (Mid 2020)

November 2020 Election (Presidential Election)

Projects/Structure (Now)
Voter/Staff Surveys (Now)
Board Action (Spring 2020)
Election Day (Nov 2020)
First Bond Sale (Early 2021)
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.
2018-19
Unaudited Actuals Financial Report
September 11, 2019
## 2018-19 General Fund Revenue and Expenditure Changes

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Estimated Actuals Budget</th>
<th>2018-19 Unaudited Actuals</th>
<th>Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td>$279,737,548</td>
<td>$292,547,709</td>
<td>$12,810,161</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>285,177,446</td>
<td>294,337,362</td>
<td>9,159,916</td>
</tr>
<tr>
<td><strong>Increase/&lt;Decrease&gt;</strong></td>
<td>$&lt;5,439,898&gt;</td>
<td>$&lt;1,789,653&gt;</td>
<td>$3,650,245</td>
</tr>
</tbody>
</table>
## 2018-19 General Fund Revenue Changes

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Increase/&lt;Decrease&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted Funds</strong></td>
<td></td>
</tr>
<tr>
<td>➢ STRS on Behalf Payment <em>(Required by State)</em></td>
<td>$ 7,116,570</td>
</tr>
<tr>
<td>➢ PERS on Behalf Payment <em>(Required by State)</em></td>
<td>3,523,108</td>
</tr>
<tr>
<td>➢ All Other Restricted Revenue Changes</td>
<td>1,124,116</td>
</tr>
<tr>
<td><strong>Total Restricted Revenue Changes</strong></td>
<td>$11,763,794</td>
</tr>
<tr>
<td><strong>ADD: Total Unrestricted Revenue Changes</strong></td>
<td>$1,046,367</td>
</tr>
<tr>
<td><strong>Total Revenue Increase/&lt;Decrease</strong></td>
<td>$12,810,161</td>
</tr>
</tbody>
</table>
# 2018-19 General Fund Expenditure Changes

## Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Increase/&lt;Decrease&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted Funds</strong></td>
<td></td>
</tr>
<tr>
<td>➢ STRS on Behalf Payment <em>(Required by State)</em></td>
<td>$ 7,116,570</td>
</tr>
<tr>
<td>➢ PERS on Behalf Payment <em>(Required by State)</em></td>
<td>3,523,108</td>
</tr>
<tr>
<td>➢ All Other Restricted Expenditure Changes</td>
<td>&lt;502,950&gt;</td>
</tr>
<tr>
<td><strong>Total Restricted Expenditure Changes</strong></td>
<td>$10,136,728</td>
</tr>
<tr>
<td><strong>Total Unrestricted Expenditure Changes</strong></td>
<td>$&lt;976,812&gt;</td>
</tr>
<tr>
<td><strong>Total Expenditure Increase/&lt;Decrease&gt;</strong></td>
<td>$9,159,916</td>
</tr>
</tbody>
</table>
## 2018-19 General Fund Changes

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Revenues Increase</td>
<td>$1,046,367</td>
</tr>
<tr>
<td>Unrestricted Expenditures Decrease</td>
<td>$976,812</td>
</tr>
<tr>
<td>Contributions Decrease</td>
<td>$1,118,615</td>
</tr>
<tr>
<td>Unrestricted Designations Increase</td>
<td>$&lt;540,855&gt;</td>
</tr>
<tr>
<td><strong>REU Increase</strong></td>
<td><strong>$2,600,939</strong></td>
</tr>
</tbody>
</table>
## 2018-19 Unrestricted Revenue

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>General Fund Unrestricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Control Funding Formula</td>
<td>$87,362</td>
</tr>
<tr>
<td>Medical Administrative Activities (MAA) Funds</td>
<td>329,374</td>
</tr>
<tr>
<td>Lottery</td>
<td>291,503</td>
</tr>
<tr>
<td>Charter Chargebacks</td>
<td>280,524</td>
</tr>
<tr>
<td>All Other Revenues</td>
<td>57,604</td>
</tr>
<tr>
<td><strong>Total Revenue Increase/Decrease</strong></td>
<td><strong>$1,046,367</strong></td>
</tr>
</tbody>
</table>
# 2018-19 Unrestricted Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>General Fund Unrestricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>$ 40,654</td>
</tr>
<tr>
<td>Services and Operating Expense</td>
<td>$&lt;951,137&gt;</td>
</tr>
<tr>
<td>All Other Expenditures</td>
<td>$&lt;66,329&gt;</td>
</tr>
<tr>
<td><strong>Total Expenditures Increase/Decrease</strong></td>
<td>$&lt;976,812&gt;</td>
</tr>
</tbody>
</table>
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)

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount Reserved for Economic Uncertainties</th>
<th>3% Minimum REU</th>
<th>8% Minimum REU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>$40,418,675</td>
<td>14.75%</td>
<td>REU</td>
</tr>
<tr>
<td>2018/19</td>
<td>$38,025,020</td>
<td>12.92%</td>
<td>REU</td>
</tr>
<tr>
<td>2019/20</td>
<td>$33,004,525</td>
<td>11.19%</td>
<td>REU</td>
</tr>
<tr>
<td>2020/21</td>
<td>$22,263,206</td>
<td>7.50%</td>
<td>REU</td>
</tr>
<tr>
<td>2021/22</td>
<td>$20,331,371</td>
<td>6.91%</td>
<td>REU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Cuts Included</th>
<th>REU Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>$1.8M</td>
<td>&lt;$10.4M&gt;</td>
</tr>
<tr>
<td>2018/19</td>
<td>$3.5M</td>
<td>&lt;$2.4M&gt;</td>
</tr>
<tr>
<td>2019/20</td>
<td>$6.2M</td>
<td>&lt;$5.0M&gt;</td>
</tr>
<tr>
<td>2020/21</td>
<td>$7.5M</td>
<td>&lt;$10.7M&gt;</td>
</tr>
<tr>
<td>2021/22</td>
<td>$10M</td>
<td>&lt;$1.9M&gt;</td>
</tr>
</tbody>
</table>
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

- **REU**
- 3% Minimum REU
- 8% Minimum REU

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>REU</th>
<th>3% Minimum REU</th>
<th>8% Minimum REU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>$51,058,345</td>
<td>-</td>
<td>$10,000,000</td>
</tr>
<tr>
<td>2016/17</td>
<td>$50,795,227</td>
<td>-</td>
<td>$20,000,000</td>
</tr>
<tr>
<td>2017/18</td>
<td>$40,418,675</td>
<td>-</td>
<td>$30,000,000</td>
</tr>
<tr>
<td>2018/19</td>
<td>$38,025,020</td>
<td>-</td>
<td>$40,000,000</td>
</tr>
<tr>
<td>2019/20</td>
<td>$33,004,525</td>
<td>-</td>
<td>$50,000,000</td>
</tr>
</tbody>
</table>

- 2015/16: 21.12%
- 2016/17: 18.89%
- 2017/18: 14.75%
- 2018/19: 12.92%
- 2019/20: 11.19%
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)

<table>
<thead>
<tr>
<th>Year</th>
<th>CalSTRS Rate</th>
<th>CalPERS Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>8.88%</td>
<td>11.771%</td>
</tr>
<tr>
<td>2015-16</td>
<td>10.73%</td>
<td>11.847%</td>
</tr>
<tr>
<td>2016-17</td>
<td>12.58%</td>
<td>13.888%</td>
</tr>
<tr>
<td>2017-18</td>
<td>14.43%</td>
<td>15.531%</td>
</tr>
<tr>
<td>2018-19</td>
<td>16.28%</td>
<td>18.062%</td>
</tr>
<tr>
<td>2019-20</td>
<td>16.7%</td>
<td>20.733%</td>
</tr>
<tr>
<td>2020-21</td>
<td>18.10%</td>
<td>23.6%</td>
</tr>
<tr>
<td>2021-22</td>
<td>17.8%</td>
<td>24.9%</td>
</tr>
<tr>
<td>2022-23</td>
<td>17.8%</td>
<td>25.7%</td>
</tr>
<tr>
<td>2023-24</td>
<td>17.8%</td>
<td>26.4%</td>
</tr>
</tbody>
</table>

Adopted Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$730,973</td>
</tr>
<tr>
<td>2015-16</td>
<td>$2,075,250</td>
</tr>
<tr>
<td>2016-17</td>
<td>$4,973,549</td>
</tr>
<tr>
<td>2017-18</td>
<td>$8,066,923</td>
</tr>
<tr>
<td>2018-19</td>
<td>$12,891,703</td>
</tr>
<tr>
<td>2019-20</td>
<td>$14,482,962</td>
</tr>
<tr>
<td>2020-21</td>
<td>$17,296,399</td>
</tr>
<tr>
<td>2021-22</td>
<td>$17,869,399</td>
</tr>
<tr>
<td>2022-23</td>
<td>$18,615,342</td>
</tr>
<tr>
<td>2023-24</td>
<td>$19,334,434</td>
</tr>
</tbody>
</table>
CVESD Attendance District Only (K-6)

*Source: 2018-19 State Reports
Special Education Expenditures

$42,148,724
$47,868,414
$51,022,251
$54,170,182
$55,439,725

2015-16
2016-17
2017-18
2018-19
2019-20*

*As of 2019-20 Adopted
What We’re Watching

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

Economic Recovery

Federal Budget

Continued Economic Recovery

Budget Cuts, Reserves, Deficit Spending

Enrollment, Pension, and Special Ed Costs

Negotiations

Cash

Three-Year Fiscal Certification
Thank you!

Questions?
Comments?
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
• 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
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
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: ($0)

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

Option 1: 220 kW Carport

Meter Location

Carport
Solar Carports

Tall Parking Lot Solar Structures

✓ Pre-approved DSA structures are available
130 kW Campus Shade Structures
Solar Shade Structures

Sports Field Solar Structures

✓ Pre-approved DSA structures are available
214 kW Ground Mount
GROUND-MOUNTED SOLAR SYSTEMS
### Next Steps

#### 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

<table>
<thead>
<tr>
<th>Period</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2019 – March 2020</td>
<td>6 months</td>
</tr>
<tr>
<td>March 2020 – September 2021</td>
<td>12 – 18 months</td>
</tr>
</tbody>
</table>
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
SOLAR WITH CONFIDENCE

We Welcome Questions

Thank you!

Ted Flanigan, President
E: tflanigan@ecomotion.us
P: (949) 292 - 7314

Michael Ware, Solar Specialist
E: mware@ecomotion.us
P: (310) 560 - 9273

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Los Angeles, CA 90014