

SYLVAN UNION SCHOOL DISTRICT

2015-2016 First Interim Budget Report Update

July 2015-October 2016

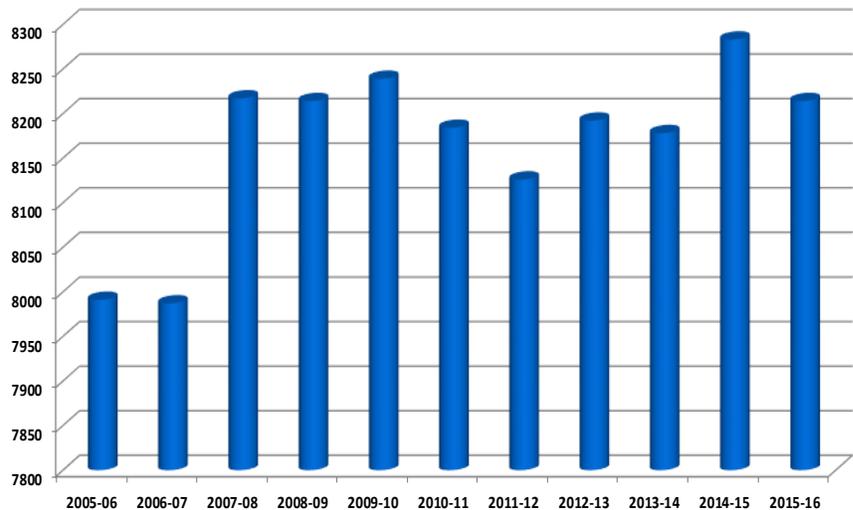


OVERVIEW

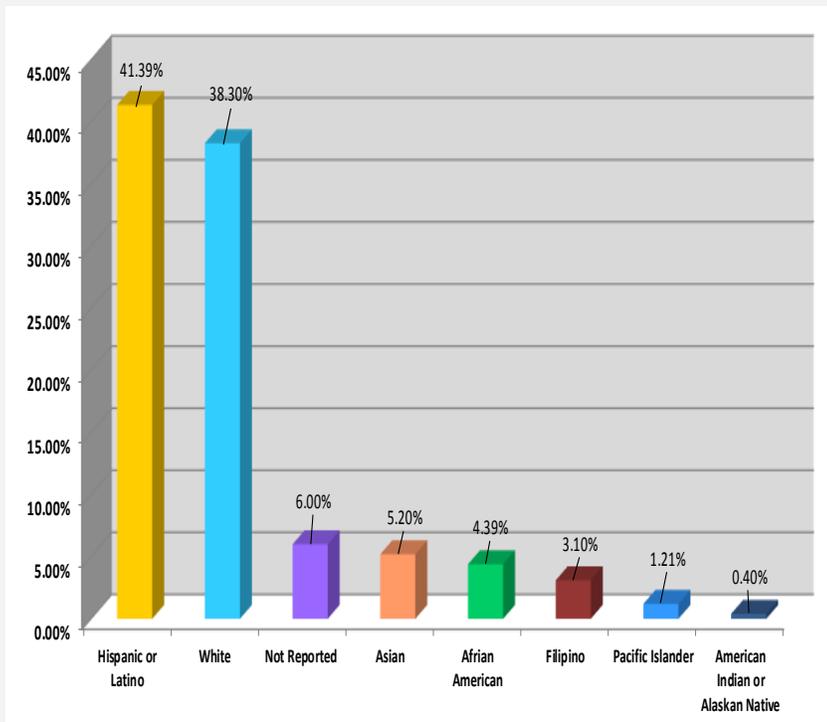
The Sylvan Union School District (SUSD) has more than 8,200 Transitional Kindergarten through 8th grade students attending the district's 10 elementary schools and 3 middle schools. In square miles, it is the 3rd largest school district in Stanislaus County covering over 22 square miles and spans a part of the City of Riverbank, the City of Modesto, and some unincorporated areas of Stanislaus County.

The district also includes 1 child care center, and other special services. SUSD employs more than 900 full and part-time employees.

Enrollment



Pupil Population



STUDENT DEMOGRAPHICS

The ethnic distribution of the district's students includes 41.4% Hispanic or Latino; 38.3% White; 6% Not reported; 5.2% Asian; 4.39% African American; 3.1% Filipino; 1.21% Pacific Islander; and 0.4% American Indian or Alaskan Native.

Based on 2015-16 data, approximately 52% of our students were classified as socio-economically disadvantaged. 15% were classified as English Learners.

Many students face economic and language challenges that may, if not addressed with data-driven instructional strategies, adversely impact their academic achievement. However, a significant percentage of students do not fall into these categories. Designing instructional programs and student support strategies which successfully differentiate for all students has been a key objective driving board-approved initiatives.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) GOALS

School districts receive the majority of their revenue through a state level, legislatively mandated formula referred to as the Local Control Funding Formula (LCFF). The LCFF began in the 2013-2014 school year and was a major change to how California funds school districts. LCFF also provides additional funding, referred to as supplemental and concentration grants, based on the number of targeted students (English learners, low income students, foster youth, students with disabilities) enrolled in the district. As part of the LCFF regulations, districts are required to provide a Local Control and Accountability Plan (LCAP) that is written from stakeholder feedback. Stakeholders include parents, students, staff, and community members. The LCAP guidelines also require districts to align goals to 8-state priorities.

Through a collaborative effort with stakeholders, three overarching district goals (listed below), were developed for the LCAP. These goals have consistently guided strategic planning and targeted actions in the District. The LCAP's goals and specific actions interweave programs and services to support positive student outcomes across a broad spectrum of areas. Programs and services are continuously assessed for their impact on student achievement with an emphasis of support for targeted populations. The county approved LCAP is available as a link on the district website at www.sylvan.k12.ca.us.

Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our students to acquire 21st century skills. State Priorities: (1) Basic Services, (2) Implementation of State Standards, (7) Broad Course of Study

Goal B: All students, including targeted students, in the Sylvan District will demonstrate proficiency and literacy in 21st century learning skills. State Priorities: (4) Pupil Achievement, (8) Other Pupil Outcomes

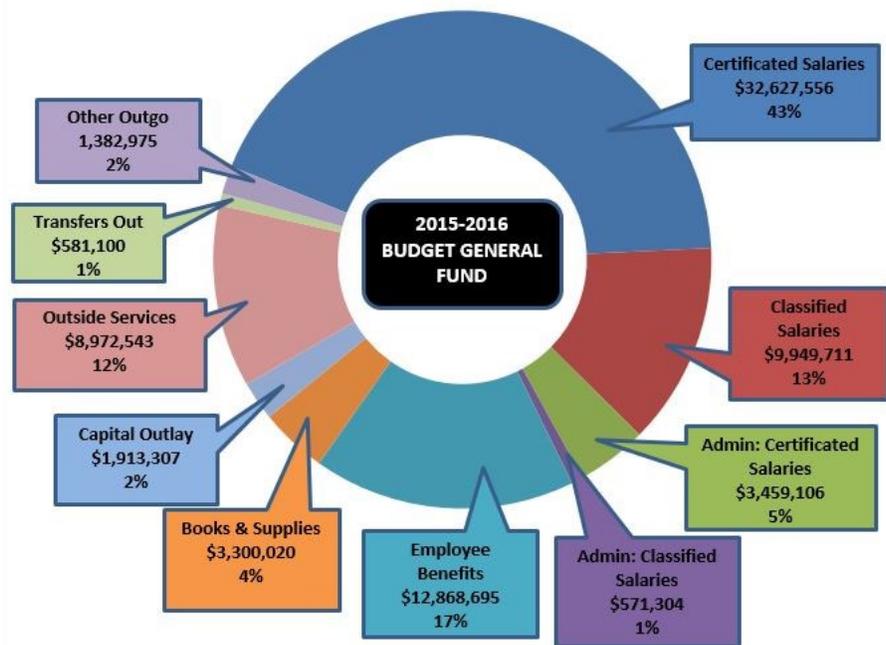
Goal C: Sylvan District will create supportive, welcoming, and engaging campuses for students, parents, staff, and community. State Priorities: (3) Parent Involvement, (5) Pupil Engagement, (6) School Climate

INCREASED OR IMPROVED SERVICES FOR STUDENTS SINCE 2013

- **Smaller Class Sizes:** Hired 17 Transitional Kindergarten to 3rd grade teachers to reduce class sizes to a district average of 24:1.
- **Music and Art:** Hired additional 2.6 full-time equivalent (FTE) art teachers and 3.0 FTE music teachers for a total of 10 so all students 1st Grade through 6th Grade receive fine arts instruction 4 times a month.
- **School Counselors:** Hired 7 additional school counselors for a total of 10, to support our students' social, emotional, and academic growth. Counselors also provide training and support to school staff when working with students from identified subgroups.
- **English Language Development (ELD)/Literacy Specialists:** Hired 13 teachers to provide a consistent ELD program that includes both Designated ELD and Integrated ELD, as well as support for low performing students in literacy mastery.
- **Library Media Assistants:** Increased hours for Library Media Assistants so that students have access to school libraries before school, during recess breaks, and after school.
- **Technology:** Increased the student to computer ratio at all school sites. The goal is to average 1 computer for every 3 students at the elementary level, and one computer for every 1 student at the middle school level.
- **Technology Support Personnel:** Increased technology support staff by hiring 2 staff members to support the increase of technology devices, and provide quicker response times for troubleshooting and technological issues that arise.
- **After School Activities:** Restored middle school activities to provide extra-curricular opportunities for students.
- **Professional Learning:** Increased ongoing professional learning for teachers, administrators, and classified staff who work directly with students to enhance instruction and leadership for classrooms and schools. Hired a Director of Professional Learning/Induction.
- **Translation and Interpretation Services:** Increased translation and interpretation services for all sites to support school to home communication.
- **6th grade camp and field trips:** Reinstated 6th Grade camp and field trips.
- **Custodians:** Hired additional custodians and grounds personnel to keep schools and classrooms clean and well maintained.
- **Retained Teachers and Staff:** Implemented a 5%, across-the-board salary increase for district employees in order to retain and attract highly qualified teachers and staff for our students and community. Hired a Director of Human Resources.
- **Parent Training:** Provide ongoing parent training opportunities at all school sites focused on academics and social and emotional support.
- **Office Staff:** Increased office staff at school sites to improve student attendance outcomes.

WHERE THE DISTRICT SPENDS ITS MONEY

The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization salaries and benefits comprise 79% of General Fund expenditures. 6% of total expenditures go to administration, compared to the statewide average of about 7%. The rest goes to support the day-to-day operations of educating district students.



A school district's fiscal year begins in July and ends in June of each year. The state provides funding targets for schools to plan the upcoming school year beginning in January, modifies the targets in May, and finalizes funding a year later, one month before the end of the fiscal year in June. School budgets are therefore projections based on financial targets provided by the state. Funding for the 2015-16 school year will not be finalized until May, 2016.

The **General Fund** is the primary source of revenue that funds Transitional Kindergarten through 8th grade, district operations, services, and employee salaries and benefits. The district also oversees other dedicated funds serving food services, capital outlay, facility improvements (capital improvements), child care, post-employment benefits, and self-insurance funds. All of these funds add up to more than \$85.4 million. As of the First Interim Budget Report dated October 31, 2015, the district's **General Fund** comprised of **unrestricted funds** (may be used for most purposes) and **restricted funds** (restricted for a specific purpose) totaled \$75.6 million, a \$2.6 million increase from the July 1, 2015 adopted budget.

The Government Finance Officers Association recommends a budgetary fund balance of no less than two months of regular general fund operating expenditures. The Sylvan District's monthly operating expenses are approximately \$4.2 million per month which equates to \$8.2 million over a two-month period. The district's Standardized Account Code Structure (SACS) Report, Adopted Budget, and First Interim Report are located in detail on the district's website from the Business Department Link at www.sylvan.k12.ca.us. Below is a summary of the District's General Fund Balances as of the October 31, 2015 First Interim Report.

UNRESTRICTED SOURCES OF FUNDS	
Revenue	\$ 53,326,400
Expenditures	<u>-49,373,056</u>
Net Increase/Decrease	\$ 3,953,344
Beginning Fund Balance	\$ 14,711,269
Unrestricted Net Increase	3,953,344
Unrestricted Ending Fund Balance	\$ 18,664,613

RESTRICTED SOURCES OF FUNDS	
Revenue	\$ 24,689,435
Expenditures	<u>-26,253,261</u>
Net Increase/Decrease	-1,563,826
Beginning Fund Balance	\$ 3,745,680
Restricted Net Decrease	<u>-1,563,826</u>
Restricted Ending Fund Balance	\$ 2,181,854

Components of Unrestricted Ending Fund Balance		\$ 18,664,613
3% State Required Reserve	\$	2,268,790
Revolving Cash		10,000
Insurance Deductible		200,000
Instructional Materials Adoption		1,450,679
iPads 8th Grade		600,000
Electives TBD for 7th & 8th Grades		450,000
Instrumental Music Teachers		150,000
Chiller System Replacements		<u>2,000,000</u>
Total Reserve for Specific Purposes	\$	7,129,469
Unappropriated Fund Balance		\$ 11,535,144

Unappropriated Fund Balance (UFB) Notes:

- 1) UFB is 15.25% of total General Fund Expenditures. The UFB is not savings, but rather the amount of assets in excess of liabilities.
- 2) The amount within a fund balance fluctuates considerably throughout the year, and is a snapshot in time.
- 3) UFB covers cash flow deficits from month to month, and creates a financial mechanism to meet unexpected expenses and emergencies.

Our Mission: To provide a dynamic, broad-based education that prepares each child to be a contributing member of society.

Our Vision: To achieve this mission, we embrace the following instructional norms:

Our classroom environments...

- Are physically safe, clean, and well-organized
- Demonstrate a student-centered focus
- Feature outstanding classroom management
- Are constantly monitored by teachers who demonstrate professional attentiveness
- Are positive, risk-taking environments for students and teachers
- Feature a growth mindset and an innovative spirit
- Feature healthy, respectful relationships contributing to a powerful sense of a Learning Community
- Feature compassionate understanding of all students in all circumstances

Our instruction consists of...

- Well-constructed and delivered standards-based learning goals
- Purposeful academic vocabulary, language and discourse
- Deliberate and rigorous instructional design
- Continuous, varied on-going assessment
- Active, engaged participation by both teacher and students
- Intentional collaborative work with flexible student grouping
- Appropriate pacing, differentiating, and scaffolding to meet the needs of all students
- Research based strategies delivered by teachers who are experts in their content
- Purposeful integration of educational technology
- Evaluation of student achievement based on multiple measures
- Comprehensive content coupled with 21st Century skills

Our Values: These values support our work:

COLLABORATION: At all levels • **EXCELLENCE:** In instruction • **INTEGRITY:** We are open and honest in all of our interactions • **REFLECTION:** We constantly monitor, evaluate, and refine our mutual work • **COMMUNICATION:** We all have a voice, give and receive • **FLEXIBILITY:** We have many avenues to accomplish our goals • **INNOVATION:** We are a 21st Century organization, open and responsive to new ideas • **RESPONSIBILITY:** We accept responsibility for the achievement of our students • **PROFESSIONALISM:** We proudly represent our profession in our behavior and the manner in which we present ourselves • **CITIZENSHIP:** We understand that our work is vital to the development of the future generations who will become leaders in our community, state, nation, and world • **COMMUNITY:** We work in the context of the larger community, supporting and being supported by parents and

BOARD OF TRUSTEES

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Terriann Zeek, *Vice President, Area 3*

David Collins, *Board Member, Area 4*

Cynthia Lindsey, *Board Member, Area 5*

George Rawe, *Board Member, Area 2*

SUPERINTENDENT

Debra M. Hendricks

FOR MORE INFORMATION

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